EDUCATIONAL MASTER PLAN
2012-2017

Visual, Performing and
Liberal Arts Division

Working Draft
4-4-2013

Yavapai COLLEGE
life explored

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Visual, Performing and Liberal Arts Division

The Visual, Performing, and Liberal Arts Division offers courses from over twenty academic disciplines focused on developing the student, as a thinker, dreamer, writer, artist, musician and overall educated human being. The courses will challenge, surprise, and inspire each student on the discovery to the academic path at Yavapai College.

Degrees & Certificates Offered

Associate Degrees:
- Associate of Arts in Elementary Education
- Associate of Arts in Fine Arts

Associate of Applied Science Degrees:
- Early Childhood Education
- Graphic Design
- Social and Human Services

Certificates:
- Creative Writing
- Early Childhood Education - Advanced
- Early Childhood Education - Basic
- Graphic Design Technician
- Photography
- Social and Human Services
- Website Design

Overview of Subject Areas
- American Sign Language (ASL)
- Anthropology (ANT)
- College Honors Program (CHP)
- Geography (GEO)
- Gerontology (GRN)
- History (HIS)
- Humanities (HUM)
- Journalism (JRN)
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- Political Science (POS)
- Psychology (PSY)
- Religious Studies (REL)
- Sociology (SOC)
- Theater (THR)

Del E. Webb Family Enrichment Center

Executive Summary
Visual, Performing and Liberal Arts Division

[Insert Executive Summary]

VPLA Instructional Cost Dashboard

VPLA

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Discipline Description	YC Cost / SCH	Natl Cost / SCH	(Cost) / Save	YC Sem SCH / Faculty	Natl SCH / Faculty	YC Class Size	Seat Fill Rate	YC % PT	Natl % PT	(Subsidy) Gain / SCH	Total (Subsidy) Gain	Total Other Instructional Labor
American Sign Language	$34	$116	$33,985	312	198	20.8	86%	100%	66%	$58	$24,089	$817
Anthropology	$100	$67	($38,203)	440	269	29.4	99%	0%	49%	($8)	($8,700)	$2,281
Art	$152	$101	($356,303)	103	169	18.0	57%	70%	50%	($65)	($447,294)	$172,922
College Honors Program	$148			82		44.0	22%	0%		($59)	($2,603)	$88
Creative Writing	$117	$78	($44,626)	232	267	15.6	95%	35%	51%	($22)	($25,809)	$3,842
Digital Filmmaking	$401			165		18.5	57%	100%		($307)	($294,573)	$319,382
Early Childhood Education	$103	$82	($32,736)	131	230	18.4	41%	46%	59%	($10)	($15,129)	$2,619
Education	$73	$104	$31,143	168	204	11.3	49%	98%	54%	$20	$19,915	$1,982
Geography	$71	$64	($8,471)	298	317	23.1	90%	51%	39%	$33	$41,877	$2,147
History	$86	$62	($48,705)	329	313	22.3	91%	41%	49%	$8	$15,946	$4,054
Humanities	$89	$59	($46,868)	335	312	22.9	95%	24%	59%	$6	$8,766	$3,347
Italian	$107	$83	($943)	150	216	10.0	83%	100%	53%	($17)	($696)	$1,572
Journalism	$192	$241	$23,157	336	110	17.8	85%	81%	14%	($148)	($69,533)	$68,430
Music	$158	$129	($53,598)	142	192	8.1	71%	55%	45%	($62)	($115,789)	$9,597
Philosophy	$64	$50	($34,353)	366	316	24.6	95%	56%	69%	$30	$73,825	$5,198
Political Science	$113	$64	($4,666)	480	311	32.0	100%	0%	62%	($20)	($1,890)	$188
Psychology	$63	$52	($75,179)	359	368	24.7	91%	50%	55%	$31	$214,686	$18,161
Religious Studies	$90	$50	($12,476)	315	316	21.2	85%	30%	69%	($7)	($2,135)	$639
Sociology	$68	$60	($22,740)	383	363	26.0	91%	47%	54%	$25	$71,042	$6,797
Spanish	$83	$83	$616	326	216	21.9	86%	12%	53%	$12	$21,042	$3,315
Theater	$63	$109	$5,675	123	210	13.7	38%	88%	37%	$28	$3,427	$29
Web Related Studies	$138			77		7.0	32%	76%		($44)	($2,773)	$395
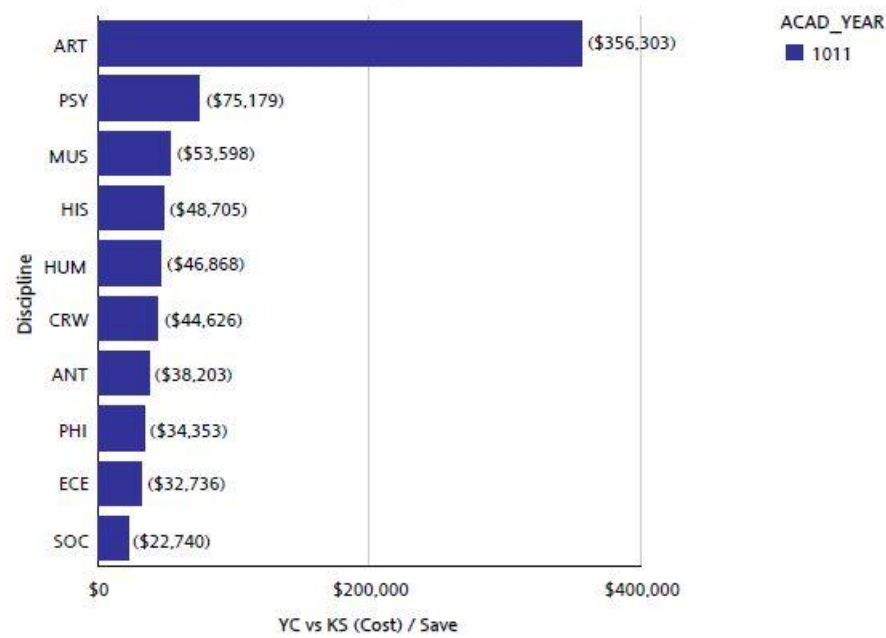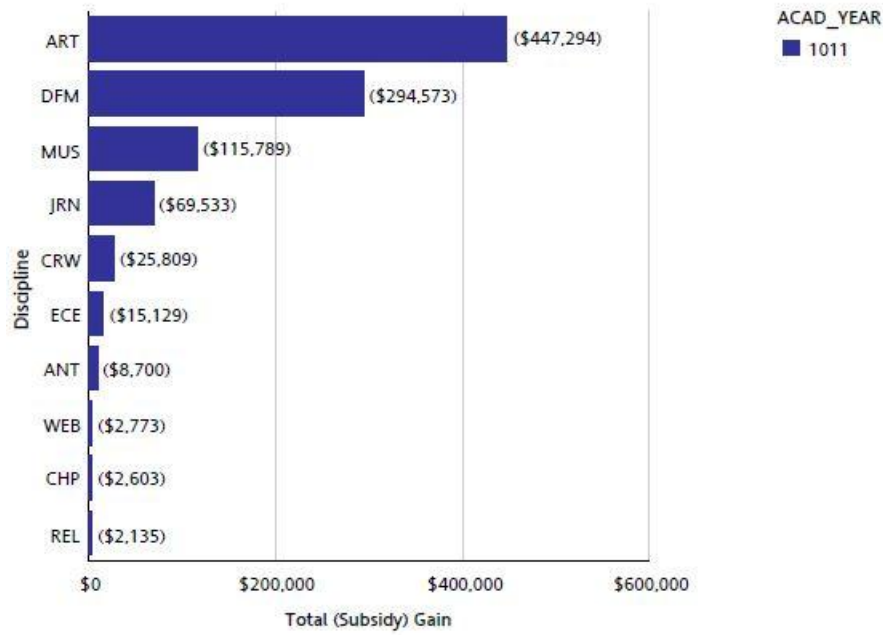
Overall Summary of Academic Disciplines
Visual, Performing and Liberal Arts Division (VPLA)

Enrollment Trends

Instructional Degrees and Certifications	Instructional Division	Total SCH AY 2011-12	SCH 5 Year Forecast Comments
AA in Elementary Education	VPLA	663	With the exception of ECE/EDU 222, all major and elective studies courses are offered online. In addition, all General Education courses and the Communication Requirement are offered online. Recommend that ECE/EDU 222 be offered online and advertise AAEE as online degree program.
AA in Fine Arts	VPLA	3334	1% +/-
AAS in Early Childhood Education Degree and Certificate	VPLA	1535	See report for concerns about accuracy of enrollment numbers.
AAS in Graphic Design Degree and Certificate	VPLA	3614	Steady growth
AAS in Social and Human Services Degree and Certificate	VPLA	5742	Steady growth
Creative Writing Certificate	VPLA	780	Steady growth
Gerontology Certificate	VPLA	63	Insufficient data
Photography Certificate	VPLA	2013	Steady growth
Website Design Certificate	VPLA	1520	This information is misleading as all courses in the certificate are included in other programs, and there has been only one graduate since 2007. Certificate deleted Fall 2012.
American Sign Language (ASL)	VPLA	420	Decline
Anthropology (ANT)	VPLA	876	Steady
College Honors Program (CHP)	VPLA	49	Enrollment remains steady. Program is entirely dependent upon college scholarship funding.
Geography (GEO)	VPLA	1451	Double-digit growth in most courses
Gerontology (GRN)	VPLA	63	Courses in certificate to be included in SHS degree effective Fall 2013. No load on virtually all courses in this program.
History (HIS)	VPLA	1659	Double-digit growth in most courses
Humanities (HUM)	VPLA	1662	Steady

Journalism (JRN)	VPLA	219	Student Publications Coordinator position has been vacant since AY11-12. Part of those job duties entailed teaching JRN.
Music (MUS)	VPLA	1896	Steady
Philosophy (PHI)	VPLA	2283	Steady growth
Political Science (POS)	VPLA	45	Decline
Psychology (PSY)	VPLA	6076	Double-digit growth in most courses
Religious Studies (REL)	VPLA	501	Insufficient data
Sociology (SOC)	VPLA	2649	Double-digit growth in most courses
Spanish (SPA)	VPLA	1647	Steady
Theater (THR)	VPLA	102	Decline

Employment Trends

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	NA
Associate of Arts in Fine Arts	VPLA	NA
AAS in Early Childhood Education Degree and Certificate	VPLA	Information varies form 25% growth nationally 25% growth to county-wide decline of 1.8%
AAS in Graphic Design Degree and Certificate	VPLA	11% growth
AAS in Social and Human Services Degree and Certificate	VPLA	8% growth
Creative Writing Certificate	VPLA	14.9% growth, although our certificate tends to attract personal interest and MFA-bound students
Gerontology Certificate	VPLA	19.9% growth
Photography Certificate	VPLA	15.7% growth
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	NA
Anthropology (ANT)	VPLA	NA
College Honors Program (CHP)	VPLA	NA
Geography (GEO)	VPLA	NA
History (HIS)	VPLA	NA

Humanities (HUM)	VPLA	NA
Journalism (JRN)	VPLA	NA
Music (MUS)	VPLA	NA
Philosophy (PHI)	VPLA	NA
Political Science (POS)	VPLA	NA
Psychology (PSY)	VPLA	NA
Religious Studies (REL)	VPLA	NA
Sociology (SOC)	VPLA	NA
Spanish (SPA)	VPLA	NA
Theater (THR)	VPLA	NA

Capital Equipment Needs

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	None
Associate of Arts in Fine Arts	VPLA	Classrooms, storage, kilns, welding equipment
AAS in Early Childhood Education Degree and Certificate	VPLA	Videography equipment, updated instructional videos
AAS in Graphic Design Degree and Certificate	VPLA	Maintain current drafting room, Mac computer lab, networked projector and instructor station with Mac computer
AAS in Social and Human Services Degree and Certificate	VPLA	None
Creative Writing Certificate	VPLA	None
Gerontology Certificate	VPLA	None
Photography Certificate	VPLA	Verde Campus studio space
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	None
Anthropology (ANT)	VPLA	None
College Honors Program (CHP)	VPLA	None
Geography (GEO)	VPLA	None
History (HIS)	VPLA	None
Humanities (HUM)	VPLA	None

Journalism (JRN)	VPLA	None
Music (MUS)	VPLA	Extensive instrument replacement on an ongoing basis
Philosophy (PHI)	VPLA	None
Political Science (POS)	VPLA	None
Psychology (PSY)	VPLA	None
Religious Studies (REL)	VPLA	None
Sociology (SOC)	VPLA	None
Spanish (SPA)	VPLA	None
Theater (THR)	VPLA	None

Physical Resources/Facility Needs

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	None
Associate of Arts in Fine Arts	VPLA	Computer lab, restroom facilities expansion
AAS in Early Childhood Education Degree and Certificate	VPLA	Offices adjacent to FEC & curriculum library space
AAS in Graphic Design Degree and Certificate	VPLA	Maintain current drafting room, Mac computer lab, networked projector and instructor station with Mac computer
AAS in Social and Human Services Degree and Certificate	VPLA	None
Creative Writing Certificate	VPLA	None
Gerontology Certificate	VPLA	None
Photography Certificate	VPLA	Studio space to accommodate lighting, printing, and portfolio. Computer lab expansion.
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	None
Anthropology (ANT)	VPLA	None
College Honors Program (CHP)	VPLA	Dedicated CHP meeting room
Geography (GEO)	VPLA	Dedicated lab classrooms on both campuses
History (HIS)	VPLA	Updated classroom technology
Humanities (HUM)	VPLA	Flexible spaces for collaborative, interactive student learning
Journalism (JRN)	VPLA	None

Music (MUS)	VPLA	Additional rehearsal hall, percussion storage and practice rooms, increased instrument and music storage, increased private lesson studio space
Philosophy (PHI)	VPLA	None
Political Science (POS)	VPLA	Updates to classroom technology
Psychology (PSY)	VPLA	Overhead screens and computers, flexible seating
Religious Studies (REL)	VPLA	None
Sociology (SOC)	VPLA	None
Spanish (SPA)	VPLA	None
Theater (THR)	VPLA	None

Technology Needs

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	Continued training on online technology
Associate of Arts in Fine Arts	VPLA	3D computer modeling, digital *searchable* database
AAS in Early Childhood Education Degree and Certificate	VPLA	Continued up-to-date technology
AAS in Graphic Design Degree and Certificate	VPLA	Maintain current levels of technology
AAS in Social and Human Services Degree and Certificate	VPLA	None
Creative Writing Certificate	VPLA	Maintain current levels of technology
Gerontology Certificate	VPLA	None
Photography Certificate	VPLA	Maintain current levels of technology and add 3-D imaging technology
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	None
Anthropology (ANT)	VPLA	None
College Honors Program (CHP)	VPLA	None
Geography (GEO)	VPLA	GEO computer lab
History (HIS)	VPLA	Maintain current levels of technology and primary source databases

Humanities (HUM)	VPLA	Resolve copyright issues for online classes, more flexible CMS than Blackboard
Journalism (JRN)	VPLA	Maintain current levels of technology
Music (MUS)	VPLA	Concert and rehearsal audio/video capture; increase Mac support; network connections to allow for projection from iPad/iPhone. MUS Department iPad.
Philosophy (PHI)	VPLA	None
Political Science (POS)	VPLA	Maintain current levels of technology
Psychology (PSY)	VPLA	Internet access and smart technology in all classrooms
Religious Studies (REL)	VPLA	None
Sociology (SOC)	VPLA	Resolve copyright issues for all classes, more flexible CMS than Blackboard
Spanish (SPA)	VPLA	Synchronous collaboration software
Theater (THR)	VPLA	None

Staffing Needs

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	2-4 adjunct faculty
Associate of Arts in Fine Arts	VPLA	Adjunct and full-time faculty
AAS in Early Childhood Education Degree and Certificate	VPLA	ECE Program Coordinator, DES Grant Coordinator, Education Coordinator /Practicum Administrator
AAS in Graphic Design Degree and Certificate	VPLA	Additional adjuncts as program grows
AAS in Social and Human Services Degree and Certificate	VPLA	Program Coordinator and Internship Coordinator
Creative Writing Certificate	VPLA	Program Coordinator and additional adjuncts as program grows
Gerontology Certificate	VPLA	Internship Coordinator in conjunction with SHS Program
Photography Certificate	VPLA	Additional adjuncts as program grows
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	Additional adjuncts as program grows
Anthropology (ANT)	VPLA	Additional adjuncts as program grows
College Honors	VPLA	None

Program (CHP)		
Geography (GEO)	VPLA	Additional adjuncts as program grows
History (HIS)	VPLA	Additional adjuncts as program grows
Humanities (HUM)	VPLA	None
Journalism (JRN)	VPLA	None
Music (MUS)	VPLA	Full-time administrative assistant for MUS Department; increase pay for MUS lessons,; athletic band director
Philosophy (PHI)	VPLA	Additional adjuncts as program grows
Political Science (POS)	VPLA	Full-time faculty necessary to grow program
Psychology (PSY)	VPLA	Additional adjuncts as program grows
Religious Studies (REL)	VPLA	Additional adjuncts as program grows
Sociology (SOC)	VPLA	None
Spanish (SPA)	VPLA	Dependent upon partnerships with local high schools
Theater (THR)	VPLA	None

Professional Development Needs

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	Training to keep up-to-date on state standards (Common Core)
Associate of Arts in Fine Arts	VPLA	Technology trainings, workshops, trade shows, and conferences
AAS in Early Childhood Education Degree and Certificate	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field
AAS in Graphic Design Degree and Certificate	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field
AAS in Social and Human Services Degree and Certificate	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Creative Writing Certificate	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field
Gerontology Certificate	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Photography Certificate	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field
Anthropology (ANT)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training

College Honors Program (CHP)	VPLA	None
Geography (GEO)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
History (HIS)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Humanities (HUM)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Journalism (JRN)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Music (MUS)	VPLA	Funds to bring in guest clinicians
Philosophy (PHI)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Political Science (POS)	VPLA	Technology and online trainings
Psychology (PSY)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Religious Studies (REL)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Sociology (SOC)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Spanish (SPA)	VPLA	Budget to attend workshops and conferences each year to remain up-to-date in field, technology training
Theater (THR)	VPLA	None

Projections and Plans for the Future

Instructional Degrees and Certifications	Instructional Division	Comments
Associate of Arts in Elementary Education	VPLA	Continue to meet needs of current teachers and adapt courses for transfer needs of students
Associate of Arts in Fine Arts	VPLA	Enhance current offerings, build new offerings, anticipate new educational trends and technologies
AAS in Early Childhood Education Degree and Certificate	VPLA	Joint identity for all teacher preparation programs, additional staff, pursue further grant opportunities
AAS in Graphic Design Degree and Certificate	VPLA	Keep with changing technologies and add animation curriculum
AAS in Social and Human Services Degree and Certificate	VPLA	Include gerontology in offerings
Creative Writing Certificate	VPLA	Develop program on Verde Campus, host one-day conference/event, create WordPress site, literary magazine
Gerontology Certificate	VPLA	Partner with SHS Program

Photography Certificate	VPLA	Keep ahead of changing technologies, offer advanced photo lighting, review curriculum
Website Design Certificate	VPLA	Certificate deleted Fall 2012
American Sign Language (ASL)	VPLA	Consider offering on Verde Campus
Anthropology (ANT)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
College Honors Program (CHP)	VPLA	Maintain and increase scholarship budgets
Geography (GEO)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
History (HIS)	VPLA	Hire new adjunct faculty and continue to grow enrollment and offer the right mix of course offerings and modalities
Humanities (HUM)	VPLA	As previously noted and continue to grow enrollment and offer the right mix of course offerings and modalities
Journalism (JRN)	VPLA	Transition to fully online newspaper and continue to grow enrollment and offer the right mix of course offerings and modalities
Music (MUS)	VPLA	Renovate facilities, add music technology/recording class, and continue to grow enrollment and offer the right mix of course offerings and modalities
Philosophy (PHI)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
Political Science (POS)	VPLA	Hire faculty and continue to grow enrollment and offer the right mix of course offerings and modalities
Psychology (PSY)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
Religious Studies (REL)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
Sociology (SOC)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
Spanish (SPA)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities
Theater (THR)	VPLA	Continue to grow enrollment and offer the right mix of course offerings and modalities

*Note: See Executive Summary and Del E. Webb Family Enrichment Center Program Profile for specific needs in this program.

Liberal Arts: The Institution of Majors

In many technical and career areas, Yavapai College prepares students for particular occupations through A.A.S. degrees and several Certificate programs. These avenues are typically "terminal" programs, leading to entry level employment directly after completion.

The "Liberal Arts" are included, to a limited extent, in these degrees to produce "an educated person." However, many jobs require a Bachelor degree or more. It is tempting to see the Liberal Arts as a "rounding out" of the student's education in the Community College, when in fact many of our courses and discipline lead—through transfer--to highly skilled, high paying professional employment which is essential for a growing economy in our "information society." Many of the Liberal Arts provide the "people skills" and critical thinking perspectives necessary for leadership and management in a very broad range of occupations. An increasing number of these professionals will be needed in Arizona and the U.S. in the coming decade. Many students come to Yavapai College as a starting point for these professional careers.

One of the missions of Yavapai College is to prepare students for "transfer" to Universities. For students, however, there is often a more specific focus. Many (if not most) want to continue their education in a specific field of study. Many of these fields are represented by disciplines in the Liberal Arts— Anthropology, Geography, History, Philosophy, Psychology, Sociology and Spanish. The current Associate of Arts degree does not target any of these areas, and the degree structure (being as open-ended as it is) may actually disadvantage students moving toward a four-year college major in these areas by not directing them to courses that articulate as departmental requirements or electives in their chosen fields.

Providing "majors" (alternatively labeled "emphasis," "focus" or "interest") has some tangible advantages for the college:
- Majors provide focus and motivation to students with a specific transfer/career objective.
- Majors give students an "identity" beyond "community college transfer student."
- Majors will increase retention, as students' goals become more focused and tangible.
- Having Majors will allow the College to more accurately count and track "completers," and may well lead to an increase in students that qualify as completers.
- The addition of Majors at Yavapai College may also enhance recruiting possibilities and lead to increased enrollment.

The idea of majors is not unusual across the country. Several examples of Majors in the Liberal Arts follow:
- Erie (NY) Community College offers Majors and "Interests" in the Liberal Arts area, such as an Associate of Arts degree in Liberal Arts & Sciences, Social Science Interest.
- Glendale (CA) Community College offers Majors by discipline, and provides Major Sheets for each California public university for each Major.
- Everett (WA) Community College's programs are listed by Major, including the traditional Liberal Arts disciplines.
- Bunks County (PA) Community College offers degrees in Liberal Arts: Social Science; Liberal Arts: American Studies; Liberal Arts: Psychology (pre-professional and intra-personal emphases), etc.

Adding Majors to the current Associate of Arts could be accomplished without a total revamping of the degree itself. Currently there are 27 "elective hours" which students can fill with ANY courses to receive the degree. A Major could consist of 5-6 courses (or a selection of such courses from approved lists) *which specifically articulate to that Major discipline (either as departmental requirements or electives) to the three Arizona public universities*.

Faculty in the Liberal Arts division has expressed positive interest in exploring these possibilities. It is recommended to pursue research and the feasibility of these options as a part of Yavapai College's Educational Master Plan.

Associate of Arts in Elementary Education

Mission Statement

The Associate of Arts in Elementary Education degree requires completion of 64 credit hours. This degree is designed for students interested in elementary education who are preparing to transfer to one of the Arizona public universities to complete a baccalaureate program and qualify for an Arizona teaching certificate.

Graduate Summary

Education AA Graduates							
Major	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Elementary Education	Associate of Arts in Elem. Ed	3	1	3	5	2	14
Paraeducation	Associate of Applied Science				1		1

Enrollment Trend

Education AA				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	10	11	9	7
Enrollment	130	106	97	90
Avg. Class Size	13.0	9.6	10.8	12.9
Total SCH	390.0	318.0	291.0	270.0
SCH by Location				
Prescott	339.0	165.0	135.0	30.0
Verde Valley	51.0	48.0	42.0	9.0
Online		105.0	114.0	231.0
Enrollee Success				
%Successful	86%	79%	84%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Education AA			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	11	13	10
Enrollment	150	152	124
Avg. Class Size	13.6	11.7	12.4
Total SCH	450.0	456.0	372.0
SCH by Location			
Prescott	243.0	270.0	69.0
Verde Valley	39.0	69.0	39.0
Online	168.0	117.0	264.0
Enrollee Success			
%Successful	79%	76%	67%

Enrollee success equals a letter grade of A,B,C, or S.

Education AA			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	2	0	
Enrollment	36	0	
Avg. Class Size	18.0		
Total SCH	108.0		
SCH by Location			
Online	108.0		
Enrollee Success			
%Successful	78%		

Enrollee success equals a letter grade of A,B,C, or S.

Education AA				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	23	24	19	7
Enrollment	316	258	221	90
Avg. Class Size	13.7	10.8	11.6	12.9
Total SCH	948.0	774.0	663.0	270.0
SCH by Location				
Prescott	582.0	435.0	204.0	30.0
Verde Valley	90.0	117.0	81.0	9.0
Online	276.0	222.0	378.0	231.0
Enrollee Success				
%Successful	82%	78%	74%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Education AA - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ECE222	4	6.5	26	78.0	73%	8%	15%
EDU200	4	15.0	60	180.0	75%	17%	8%
EDU210	3	12.0	36	108.0	61%	25%	14%
EDU222	4	5.8	23	69.0	91%	4%	0%
MAT156	2	21.5	43	129.0	70%	14%	16%
MAT157	2	16.5	33	99.0	82%	6%	12%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Education AA - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
ECE222	98.1	114.3	130.5	146.7	162.9	16.2	0.84
EDU200	193.5	178.5	163.5	148.5	133.5	-15.0	-0.53
EDU210	121.5	127.5	133.5	139.5	145.5	6.0	0.36
EDU222	84.6	85.8	87.0	88.2	89.4	1.2	0.13
MAT156	121.8	116.4	111.0	105.6	100.2	-5.4	-0.16
MAT157	98.6	94.7	90.8	86.9	83.0	-3.9	-0.15

Education AA - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ECE222	33.0	30.0	57.0	102.0	78.0	16.2	0.84
EDU200	219.0	294.0	267.0	222.0	180.0	-15.0	-0.53
EDU210	72.0	141.0	105.0	129.0	108.0	6.0	0.36
EDU222	66.0	93.0	87.0	99.0	69.0	1.2	0.13
MAT156	159.0	114.0	240.0	120.0	129.0	-5.4	-0.16
MAT157	120.0	99.0	192.0	102.0	99.0	-3.9	-0.15

Enrollment Trends

A 2% increase per year in students pursuing the AAEE is projected; total enrollment for the 2011-2012 academic year (including summer 2012) was 408 students. The program should grow approximately 8 students per year for the next 10 years, which would result in an increase of 80 students by the 2021-2022 academic year.

Employment Trends

Employment projections for Yavapai County in Elementary Education indicates the following.

809	852	43	5.3%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)
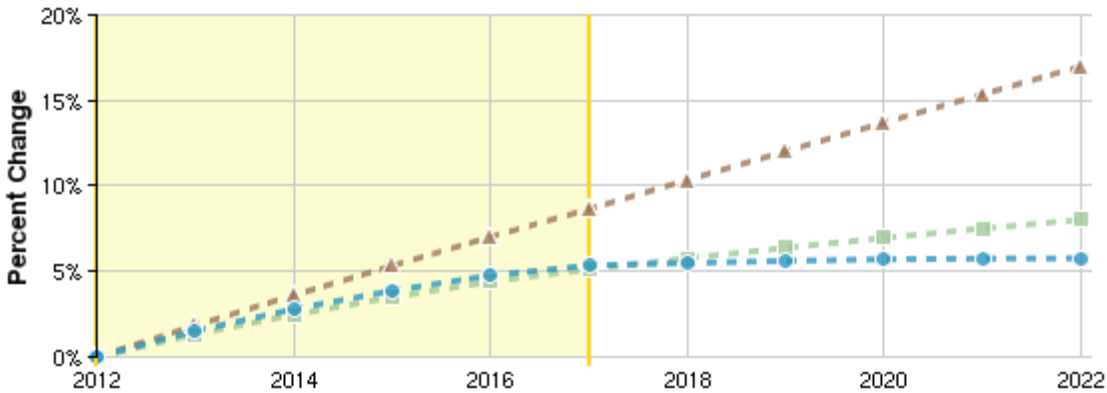
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	809	852	5.3%
■	State	23,204	24,394	5.1%
▲	Nation	1,398,628	1,519,548	8.6%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
More courses are being offered online, so additional facility needs are not anticipated at this time. However, off-campus trainings and other non-traditional formats to meet the needs of practicing professionals will continue to be offered.

In order to enhance the collaboration between the academic program and the lab school, The ECE /EDU faculty would like to ultimately be housed together in office space closer to the Del E. Webb Family Enrichment Center.

Technology Needs
Because the majority of courses are offered online and via ITV, faculty will need to stay up to date on new technologies available to ensure courses are as effective as possible.

Staffing Needs
If enrollment grows 2% per year, approximately 2-4 more adjunct instructors will be needed over a 10 year period. Most courses will continue to be offered online or other non-traditional formats to meet the needs of practicing teachers and non-traditional students. There is also a need to have a position created that would serve as a bridge between the ECE/EDU academic program and the campus lab school (the FEC) This position could act as an education coordinator at the FEC, support the FEC director, and serve as a practicum administrator for student teachers and student teacher assistants, as well as a curriculum specialist to the staff at the FEC.

It is also an option to consider adding a full-time administrative assistant who could oversee the DES child care professional development grant, scholarship programs and administrative practicum processes, therefore freeing up the ECE and EDU faculty members to spend more time on instruction rather than administrative roles.

Professional Development Needs
Because of radical changes in teacher education, it is anticipated that EDU instructors will need constant training in changes in state standards (Common Core) and teacher certification requirements.

Partnerships
Continued fostering of partnerships with local school districts to offer professional development opportunities for current teachers as certification requirements change as well as ongoing partnership with Prescott College to offer SEI courses are planned.

Program Outcomes

Upon successful completion of the Associate of Arts in Elementary Education Degree program, the learner will be able to:

1. Develop a personal philosophy of education and relate it to a future career in education.
2. Design and present appropriate classroom activities intended to achieve specific student learning outcomes.
3. Analyze teaching styles as they relate to student learning styles.
4. Articulate the concept of multicultural education and its implementation in the public school classroom.
5. Describe how the concepts of equity and equal educational opportunity have evolved into educational policy.
6. Discuss society's historical identification and treatment of exceptional children and youth.
7. Explain the relative effects of parents, siblings, peers, teachers, the community, and culture on child development.

Projections and Plans for the Future

Yavapai College will continue to meet the professional development needs of current teachers in the community and adapt courses to meet the transferability needs of students in the future. In addition, according to the Bureau of Labor Statistics, 'Employment of kindergarten and elementary school teachers is expected to grow by 17 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected because of both declines in student–teacher ratios and increases in enrollment. However, employment growth will vary by region' (United States Department of Labor, 2012).

Associate of Fine Arts

Mission Statement
The Mission of the Yavapai College Art Department is to provide instruction in the established foundations of the Fine Arts and a supportive, safe environment for developing student skills and values. These foundations are intrinsic to the development of any artist, designer or technician regardless of chosen media or personal artistic philosophy.

Graduate Summary

Art-Associate Fine Arts Graduates							
Major	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Fine Arts	Associate of Arts in Fine Art	4	6	6	6	6	28

Enrollment Trend

Art-Associate Fine Arts				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**
District				
Sections	60	62	60	58
Enrollment	652	716	663	674
Avg. Class Size	10.9	11.5	11.1	11.6
Total SCH	1956.0	2148.0	1989.0	2022.0
SCH by Location				
Prescott	1440.0	1554.0	1284.0	1374.0
Verde Valley	330.0	363.0	384.0	252.0
Online	186.0	231.0	321.0	255.0
Enrollee Success				
%Successful	76%	77%	79%	78%

Enrollee success equals a letter grade of A,B,C, or S.

Art-Associate Fine Arts				
	Spring 2010	**Spring 2011**	**Spring 2012**	**Spring 2013***
District				
Sections	63	60	63	57
Enrollment	777	709	642	683
Avg. Class Size	12.3	11.8	10.2	12.0
Total SCH	2315.0	2103.0	1894.0	2020.0
SCH by Location				
Prescott	1385.0	1326.0	1138.0	1501.0
Verde Valley	420.0	462.0	348.0	297.0
Online	408.0	276.0	360.0	132.0
Dual Enrollment	102.0	39.0		
Enrollee Success				
%Successful	75%	78%	76%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
Spring 2013 Academic Period may be incomplete.				

Art-Associate Fine Arts			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	12	6	6
Enrollment	124	49	74
Avg. Class Size	10.3	8.2	12.3
Total SCH	372.0	147.0	222.0
SCH by Location			
Prescott	204.0	105.0	156.0
Verde Valley	66.0	42.0	
Online	102.0		66.0
Enrollee Success			
%Successful	86%	90%	76%
Enrollee success equals a letter grade of A,B,C, or S.			

Art-Associate Fine Arts				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	135	128	129	115
Enrollment	1553	1474	1379	1357
Avg. Class Size	11.5	11.5	10.7	11.8
Total SCH	4643.0	4398.0	4105.0	4042.0
SCH by Location				
Prescott	3029.0	2985.0	2578.0	2875.0
Verde Valley	816.0	867.0	732.0	549.0
Online	696.0	507.0	747.0	387.0
Dual Enrollment	102.0	39.0		
Enrollee Success				
%Successful	76%	78%	77%	39%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
Art-Associate Fine Arts - Academic Year 2011-12							
ART110	12	15.9	191	573.0	78%	4%	18%
ART111	2	11.5	23	69.0	91%	0%	9%
ART112	6	13.7	82	246.0	84%	7%	9%
ART113	2	11.5	23	69.0	96%	4%	0%
ART114	4	19.3	77	231.0	65%	19%	14%
ART120	13	9.0	117	351.0	89%	7%	4%
ART121	13	3.7	48	144.0	94%	4%	2%
ART137	13	18.4	239	717.0	71%	15%	14%
ART140	6	9.2	55	165.0	78%	4%	18%
ART141	6	5.2	31	93.0	94%	0%	6%
ART144	2	10.0	20	60.0	95%	5%	0%
ART145	2	8.5	17	51.0	88%	6%	6%
ART147	1	8.0	8	24.0	88%	0%	13%
ART150	4	10.8	43	129.0	74%	2%	23%
ART151	3	4.0	12	36.0	92%	0%	8%
ART160	5	6.0	30	90.0	87%	0%	10%
ART180	2	9.5	19	57.0	89%	5%	5%
ART181	2	2.5	5	15.0	80%	20%	0%
ART183	4	2.8	11	33.0	82%	18%	0%
ART190	3	7.7	23	69.0	96%	0%	4%
ART194	4	4.0	16	48.0	88%	6%	6%
ART196	2	5.0	10	30.0	80%	0%	20%
ART200	4	21.5	86	258.0	71%	6%	23%
ART201	6	20.5	123	369.0	52%	15%	33%
ART210	2	15.0	30	90.0	83%	3%	13%
ART211	3	2.3	7	21.0	57%	0%	43%
ART212	1	1.0	1	3.0	100%	0%	0%
ART232	2	16.0	32	64.0	81%	6%	13%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
Art-Associate Fine Arts - Annual Student Credit Hour Forecast
ART110	595.8	578.4	561.0	543.6	526.2	-17.4	-0.84
ART111	85.5	97.5	109.5	121.5	133.5	12.0	0.82
ART112	214.8	230.4	246.0	261.6	277.2	15.6	0.69
ART113	83.9	92.6	101.3	110.0	118.7	8.7	0.71
ART114	220.7	230.0	239.3	248.6	257.9	9.3	0.59
ART120	352.4	340.1	327.8	315.5	303.2	-12.3	-0.49
ART121	162.6	121.8	81.0	40.2	-0.6	-40.8	-0.91
ART137	753.5	763.4	773.3	783.2	793.1	9.9	0.42
ART140	198.3	177.9	157.5	137.1	116.7	-20.4	-0.76
ART141	141.9	146.7	151.5	156.3	161.1	4.8	0.20
ART144	44.7	-42.9	-130.5	-218.1	-305.7	-87.6	-0.93
ART145	6.9	-57.3	-121.5	-185.7	-249.9	-64.2	-0.87
ART147	20.9	11.6	2.3	-7.1	-16.4	-9.3	-0.61
ART150	149.3	126.8	104.3	81.8	59.3	-22.5	-0.62
ART151	44.4	43.2	42.0	40.8	39.6	-1.2	-0.10
ART160	94.5	106.5	118.5	130.5	142.5	12.0	0.78
ART180	55.4	58.1	60.8	63.5	66.2	2.7	0.80
ART181	13.7	14.0	14.3	14.6	14.9	0.3	0.08
ART183	39.0	42.0	45.0	48.0	51.0	3.0	0.71
ART190	77.0	74.9	72.8	70.7	68.6	-2.1	-0.16
ART194	46.7	44.0	41.3	38.6	35.9	-2.7	-0.62
ART196	Insufficient Data						
ART200	260.3	264.8	269.3	273.8	278.3	4.5	0.13
ART201	333.2	366.5	399.8	433.1	466.4	33.3	0.79
ART210	72.5	64.4	56.3	48.2	40.1	-8.1	-0.64
ART211	24.5	22.4	20.3	18.2	16.1	-2.1	-0.18
ART212	Insufficient Data						
ART232	59.7	67.1	74.5	81.9	89.3	7.4	0.85

Art-Associate Fine Arts - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ART110	663.0	630.0	627.0	636.0	573.0	-17.4	-0.84
ART111	30.0	48.0	48.0	90.0	69.0	12.0	0.82
ART112	174.0	156.0	201.0	168.0	246.0	15.6	0.69
ART113	39.0	63.0	81.0	90.0	69.0	8.7	0.71
ART114	204.0	162.0	207.0	201.0	231.0	9.3	0.59
ART120	432.0	327.0	387.0	366.0	351.0	-12.3	-0.49
ART121	342.0	234.0	231.0	222.0	144.0	-40.8	-0.91
ART137	714.0	687.0	690.0	780.0	717.0	9.9	0.42
ART140	279.0	228.0	243.0	252.0	165.0	-20.4	-0.76
ART141	99.0	126.0	153.0	186.0	93.0	4.8	0.20
ART144	357.0	399.0	177.0	117.0	60.0	-87.6	-0.93
ART145	273.0	225.0	39.0	27.0	51.0	-64.2	-0.87
ART147	48.0	72.0	75.0	27.0	24.0	-9.3	-0.61
ART150	267.0	141.0	144.0	192.0	129.0	-22.5	-0.62
ART151	48.0	42.0	6.0	54.0	36.0	-1.2	-0.10
ART160	51.0	45.0	39.0	87.0	90.0	12.0	0.78
ART180	45.0	48.0	57.0	51.0	57.0	2.7	0.80
ART181	9.0	21.0	24.0	12.0	15.0	0.3	0.08
ART183	24.0	30.0	36.0	42.0	33.0	3.0	0.71
ART190	93.0	60.0	114.0	87.0	69.0	-2.1	-0.16
ART194	54.0	63.0	60.0	48.0	48.0	-2.7	-0.62
ART196	24.0	21.0	12.0		30.0	Insufficient Data	
ART200	237.0	255.0	369.0	258.0	258.0	4.5	0.13
ART201	231.0	207.0	324.0	264.0	369.0	33.3	0.79
ART210	105.0	114.0	105.0	63.0	90.0	-8.1	-0.64
ART211	15.0	63.0	30.0	30.0	21.0	-2.1	-0.18
ART212	75.0	30.0	66.0		3.0	Insufficient Data	
ART232	30.0	42.0	32.0	48.0	64.0	7.4	0.85

Enrollment Trends

For the past five years, enrollment has varied under one percent (plus or minus) in every course surveyed. Looking forward, that trend is projected although on the Verde Campus, it is hoped that the new renovations at the Verde Campus will create more enrollment growth. Plans are to expand course offerings by at least (6) on the Verde over the next five years because of the new facilities, and that will surely affect enrollment in a positive direction.

From a broader standpoint, it is likely that enrollment will increase in the next ten years due to the economic situation (people looking to acquire new job skills through education) and the increasing levels of tuition at four year institutions. Restrictions to the access of student loans may also be a factor in increased enrollment in community colleges. The key will be to look at the demographics of the student population (which may continue to trend toward the "non-traditional" student) and offer a range of classes (in terms of format and scheduling) that will allow for enrollment flexibility while contributing directly to transfer or a degree.

Capital Equipment Needs

New classrooms and storage space will be needed to facilitate the instructional requirements determined by new media and processes being taught. Accommodating new tools, equipment and supplies will be essential to the development of new courses and keeping current courses relevant.

At least (3) kilns (electric or gas) will need replacing in the ceramics department over the next ten years. On the Verde Campus, foundry and welding equipment for future planned sculpture classes would be needed. The instruction of art history requires no equipment aside from a computer (equipped with presentation technology and access to the internet) and projector. Of course, with the rapid development of technology, and the ways in which it revolutionizing education, this may change in the future.

Physical Resources/Facility Needs

There will be additional maintenance needs in terms of power consumption and cleaning needs.

On the Verde Campus, restroom facilities may need expansion with the growth of studio arts classes.

On the Prescott Campus, a computer lab that is available for frequent instructional use (outside of graphic design) simply for the courses taught in Building 15 – art history, music, etc.

There is no doubt that tables, chairs, and easels, potters wheels, jewelry kilns and most of the other furniture and equipment (including mat cutters, studio lights, cabinets, shelves, supplies, charts, cameras, etc… will need replacing over the next ten years.

Technology Needs

It is anticipated that new and emerging technologies in the field of art will require expansion of dedicated computer lab facilities including state of the art color printers for the art department district-wide. In addition, the field of 3D computer-modeling will enlarge dramatically and there will be substantial technology needs in this area as well.

With the increased role of technology in the classroom, the need to access and actively work with digital images will become even more pronounced. There is a need to establish some sort of digital *searchable* database that both art and art history students and faculty will have access to. It will not only store the images and make them available for use in presentations, but will additionally have functions built in to allow for students to work with these images in a more hands-on and dynamic manner. For example, students would be able make flashcards with the images or organize the images to create meaningful visual and conceptual relationships. This is a pedagogical tool that is beginning to gain traction at other colleges, but it does require some financial outlay and collaboration with the IT department.

With the rate that technology is progressing, and extensive ways that it is impacting our lives, it is very difficult to even comprehend what the future will hold in this regard. What will become available in ten years is not imaginable now nor can it be well predicted.

Staffing Needs
In support of the creative nature of the arts, hiring additional full-time faculty who will teach innovative techniques and processes will be needed to expand our course offerings. The full-time to adjunct faculty staffing ratio needs to be maintained and ideally improved as enrollment and budget allow. Full-time faculty are more able to be fully invested in the institution and are vital to college projects, initiatives, and accreditation reviews.

Professional Development Needs
Professional development will most likely need to occur in the realm of technology – attending trainings and discipline conferences to keep pace with the growth of technology and the ways in which it impacts the pedagogy.

In addition, all aspects of studio art are changing and materials costs, in particular, are increasing dramatically. All instructors will need professional development opportunities in terms of workshops and trade shows in order to stay current.

Partnerships
Creating partnerships with local business is a goal for the future of the art department. Partnering with local and national industry to support events, lease of equipment, and grant funding for experimental art programs are dreams for the future.

Partnering with institutions to develop underage enrollment needs to be carefully scrutinized to determine if the arrangement is truly in the best interest of Yavapai College and its university partnerships.

Program Outcomes
Upon successful completion of the Associate of Fine Arts Degree, the learner will be able to:
1. Articulate the creative process and influence of project development.
2. Use safe practices with appropriate equipment tools and materials.
3. Exercise and exhibit quality craftsmanship.
4. Utilize, analyze and synthesize the principles and elements of design.

5. Identify historical and contemporary examples of the Fine Arts and Crafts.
6. Create a fine arts portfolio.

Projections and Plans for the Future
- Enhance current programs
- Build new course offerings
- Anticipate new educational trends and technologies

Associate of Applied Science in Early Childhood Education

Mission Statement

The Associate of Applied Science in Early childhood Education is designed to provide students with the skills necessary for an immediate early care or education teaching position.

Graduate Summary

Early Childhood Education-AAS Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Early Childhood Education	Associate of Applied Science	6	7	7	2	8	30
Early Childhood Education	Certificate <1 yr.	3	3				6
Early Childhood Education	Certificate >1 yr.		1	3	1	1	6

Early Childhood Education-Basic Certificate Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Early Childhood Ed-Basic	Certificate <1 yr.					6	6
Child Development Associate	Certificate <1 yr.			5	5	1	11

Early Childhood Education-Advanced Certificate Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Early Childhood-Advanced	Certificate >1 yr.					4	4

There are a large number of students who have earned 9 ECE credit hours or more, but have opted to complete their Associate of Arts degree or AGEC-A certificate.

Enrollment Trend

Early Childhood Education-AAS				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	18	25	23	22
Enrollment	201	222	251	261
Avg. Class Size	11.2	8.9	10.9	11.9
Total SCH	603.0	669.0	754.0	784.0
SCH by Location				
Prescott	387.0	386.0	448.0	454.0
Verde Valley	69.0	64.0	51.0	33.0
Online	147.0	219.0	255.0	297.0
Enrollee Success				
%Successful	81%	81%	79%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Early Childhood Education-AAS			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	19	22	25
Enrollment	169	222	213
Avg. Class Size	8.9	10.1	8.5
Total SCH	513.0	671.0	643.0
SCH by Location			
Prescott	317.0	439.0	420.0
Verde Valley	49.0	70.0	79.0
Online	147.0	162.0	144.0
Enrollee Success			
%Successful	79%	77%	73%
Enrollee success equals a letter grade of A,B,C, or S.			

Early Childhood Education-AAS			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	4	4	5
Enrollment	43	30	45
Avg. Class Size	10.8	7.5	9.0
Total SCH	129.0	91.0	138.0
SCH by Location			
Prescott	126.0	91.0	138.0
Verde Valley	3.0		
Enrollee Success			
%Successful	91%	90%	80%

Enrollee success equals a letter grade of A,B,C, or S.

Early Childhood Education-AAS				
	AY 2009-10	**AY 2010-11**	**AY 2011-12**	**AY 2012-13***
District				
Sections	41	51	53	22
Enrollment	413	474	509	261
Avg. Class Size	10.1	9.3	9.6	11.9
Total SCH	1245.0	1431.0	1535.0	784.0
SCH by Location				
Prescott	830.0	916.0	1006.0	454.0
Verde Valley	121.0	134.0	130.0	33.0
Online	294.0	381.0	399.0	297.0
Enrollee Success				
%Successful	81%	80%	77%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
Early Childhood Education-AAS - Academic Year 2011-12
ECE200	3	16.3	49	147.0	51%	27%	18%
ECE202	1	17.0	17	51.0	82%	0%	18%
ECE210	2	21.0	42	126.0	74%	14%	10%
ECE216	1	25.0	25	75.0	84%	4%	12%
ECE222	4	6.5	26	78.0	73%	8%	15%
ECE230	3	9.3	28	84.0	79%	14%	7%
ECE234	9	9.0	81	243.0	77%	15%	9%
ECE240	3	14.3	43	129.0	86%	7%	7%
ECE250	1	12.0	12	36.0	92%	0%	8%
ECE260	2	17.5	35	105.0	71%	14%	6%
ECE270	1	24.0	24	72.0	92%	0%	8%
ECE290	3	3.0	9	27.0	89%	0%	11%
ECE291	4	2.0	8	32.0	88%	0%	13%
EDU222	4	5.8	23	69.0	91%	4%	0%
EDU230	3	2.0	6	18.0	83%	17%	0%
PSY234	9	9.0	81	243.0	75%	15%	10%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Under **Course Enrollment**, some of the sections included represent an ITV group of students on the Verde campus (which usually is a small number, anywhere from 1-10).

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
	Early Childhood Education-AAS - Annual Student Credit Hour Forecast						
ECE200	120.9	68.7	16.5	-35.7	-87.9	-52.2	-0.87
ECE202	56.9	50.6	44.3	38.0	31.7	-6.3	-0.45
ECE210	86.9	101.6	116.3	131.0	145.7	14.7	0.60
ECE216	80.9	89.6	98.3	107.0	115.7	8.7	0.91
ECE222	98.1	114.3	130.5	146.7	162.9	16.2	0.84
ECE230	95.9	98.6	101.3	104.0	106.7	2.7	0.28
ECE234	285.2	321.5	357.8	394.1	430.4	36.3	0.87
ECE240	120.3	129.9	139.5	149.1	158.7	9.6	0.47
ECE250	Insufficient Data						
ECE260	Insufficient Data						
ECE270	68.6	61.7	54.8	47.9	41.0	-6.9	-0.40
ECE290	28.4	25.1	21.8	18.5	15.2	-3.3	-0.96
ECE291	36.0	40.0	44.0	48.0	52.0	4.0	0.65
EDU222	84.6	85.8	87.0	88.2	89.4	1.2	0.13
EDU230	17.9	14.6	11.3	8.0	4.7	-3.3	-0.44
PSY234	256.5	283.5	310.5	337.5	364.5	27.0	0.95

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
	Early Childhood Education-AAS - Historical Student Credit Hour Trend						
ECE200	357.0	249.0	141.0	147.0	147.0	-52.2	-0.87
ECE202	81.0	72.0	111.0	69.0	51.0	-6.3	-0.45
ECE210	48.0	42.0	39.0	33.0	126.0	14.7	0.60
ECE216	42.0	57.0	72.0	78.0	75.0	8.7	0.91
ECE222	33.0	30.0	57.0	102.0	78.0	16.2	0.84
ECE230	78.0	90.0	63.0	105.0	84.0	2.7	0.28
ECE234	114.0	186.0	210.0	291.0	243.0	36.3	0.87
ECE240	60.0	144.0	99.0	102.0	129.0	9.6	0.47
ECE250		45.0	33.0		36.0	Insufficient Data	
ECE260					105.0	Insufficient Data	
ECE270	120.0	45.0	75.0	72.0	72.0	-6.9	-0.40
ECE290	40.0	40.0	36.0	33.0	27.0	-3.3	-0.96
ECE291			24.0	36.0	32.0	4.0	0.65
EDU222	66.0	93.0	87.0	99.0	69.0	1.2	0.13
EDU230	36.0	18.0	3.0	21.0	18.0	-3.3	-0.44
PSY234	135.0	189.0	195.0	243.0	243.0	27.0	0.95

You can review ECE 200 and its enrollment trend in the above chart. The chart reflects a number of 357 students in ECE 200 in 2007-2008. This is an inaccurate account to consider as a trend. At the time (2007-

2008), students could complete our DES child care professional training (CCPT) grant- 60 hours of no-cost training in 11 counties in which they received ECE 200 credit if they were successful and chose to register. Since that time, we have developed the ECE 201 course, (Introduction to the Child Care Profession) where DES grant participants now receive the credit, rather than ECE 200.

There are also questions in regard to the accuracy of numbers in chart above. For example, our ECE 270 class is only offered as 1 section in the fall, and in the departments recollection, do not know how we could be showing an enrollment of 120 students during that academic year. This will skew the annual average growth and growth trend.

Employment Trends

With the opening of our campus lab school, our ECE program has grown significantly. The U.S. Bureau of Labor Statistics employment projections data for birth through 5-year old teachers for the years 2010-2020 predicts a 25% increase in employment opportunities. However, projections in Yavapai County may differ.

321	315	-6	-1.8%
2012 Jobs	**2017 Jobs**	**Change (2012-2017)**	**% Change (2012-2017)**
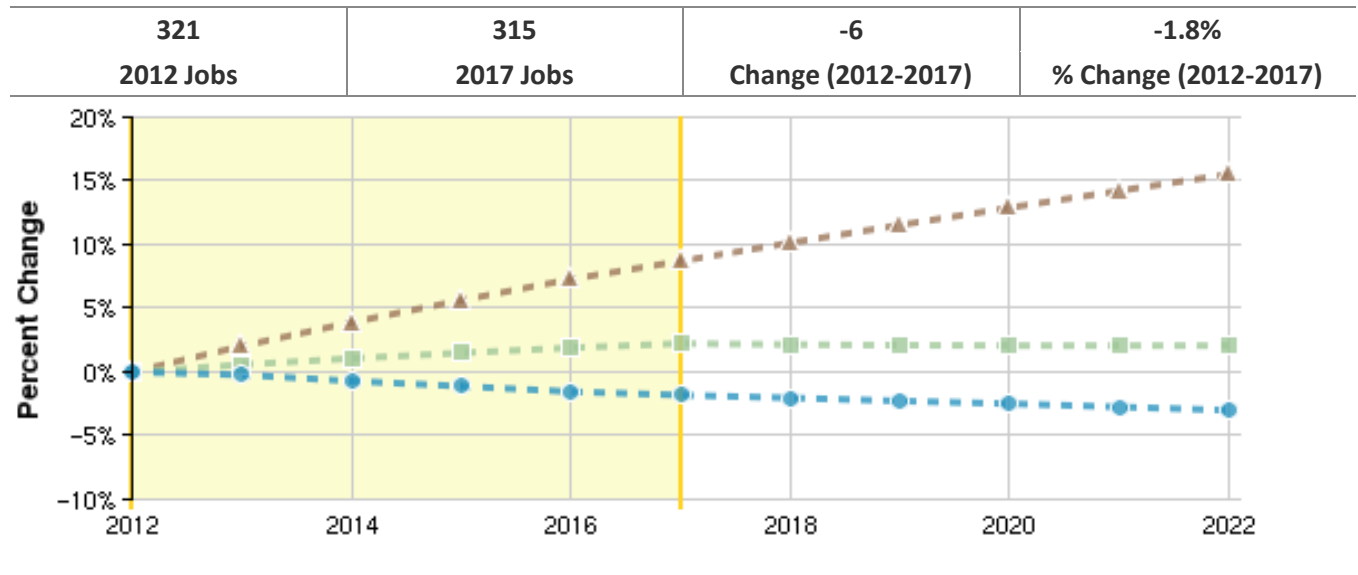
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	321	315	-1.8%
■	State	11,154	11,403	2.2%
▲	Nation	627,470	682,080	8.7%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs

Two video cameras with appropriate microphones that allow for video capture from lab school classrooms are needed. These could also be used for recording practicum students 'in action' to continue to reflect and support their development as teachers.

Additionally, in 1999 when the program was created, a set of videos was purchased to reinforce instruction around many pertinent early childhood education topics. For example, there were videos reinforcing observation and assessment, guiding children with challenging behaviors, setting up environments, etc. However, those VCR tapes are now extremely outdated, and it is necessary to purchase new ones.

Physical Resources/Facility Needs

In order to enhance the collaboration between the academic program and the lab school, the ECE /EDU faculty would ultimately like to be housed together in their own office space, closer to the Del E. Webb Family Enrichment Center.

Additionally, space is needed for a curriculum materials lending library that might include DVDs suitable for student check out as well as the ECE community. Student made curriculum materials (i.e. literacy kits) might also be housed and made available there.

Technology Needs

Technology will need to be updated as it is available to keep online and hybrid classes on the cutting edge of technological advances.

Staffing Needs

In an effort to strengthen the department and raise student retention and completion numbers, it is projected that the ECE Program Coordinator will need reassigned time to accomplish these tasks and take on additional administrative duties. For example, the coordination of scholarships and specialized advising takes a disproportionate amount of time in the typical faculty role.

There is also a need to have a position created that would serve as a bridge between the ECE academic program and the campus lab school (the FEC). This position could act as an education coordinator at the FEC, support the FEC director, and serve as a practicum administrator for student teachers and student teacher assistants, as well as a curriculum specialist to the staff at the FEC.

It is also an option to consider adding a full-time administrative assistant that could oversee the DES child care professional development grant, scholarship programs and administrative practicum processes, therefore freeing up the ECE and EDU faculty members to spend more time on instruction rather than administrative roles. The breakdown of this option is as follows:

The following list represents proposed duties for this full-time admin. Asst. position:

DES	ECE program	FEC
Advertising of DES classes-press releases, mailings…etc..	Administer Professional Career Pathways Project scholarship	Process FTF child care scholarship eligibility

	program (PCPP)- distribution and processing of applications- send onto program coordinator for required advising	applications
Reserve facilities for DES classes	Monitor and complete TEACH scholarship recipients data base for advising and retention purposes	Assist with admin. Duties in preparing for Framing the Future luncheon
CPR hiring/payment processes	Support administrative requirements for annual ECE conference- including:	Communicate parent education events, using data bases, and other collaborative
Handle pre-registration details	Room reservations, mailing preparation, presenter packers, evaluation collection	Coordinating marketing and publicizing kindergarten fair
Handle registrations, by phone, e-mail. Etc. (available full-time over 12 months)	Maintain up to date ECE/EDU student data base for communication of events/opportunities	Updating enrollment and staff files
Monitor rosters, ensuring successful classes (required enrollments…)	Maintain data base collaborating centers/schools and programs to communicate about events/opportunities	Receptionist duties as needed and available (as determined by ECE/EDU team)
Confirm registrations	maintain/update web presence	Track student observation hours and practicum hours
Mail/deliver/instructor materials	Communicate student club events (NAEYC/future teachers)	Follow up with program graduates in post program surveys
Submit travel forms for instructors	Distribute and process practicum applications	
Complete 10- day and 45-60 day reports	Serve as liaison between FEC/ECE program as needed	

The reinstatement of the above position, using the funds available from DES CCPT trainings will allow the following restructuring of 2 faculty positions:

Full-time ECE Faculty and Program Coordinator will continue to oversee department, with an emphasis on the ECE/EDU partnership with the Yavapai College region. The restructuring of duties would include a continued a reassigned load, including 3 credit hours per semester to allow for the following:
• A more formalized role in advising ECE/EDU students through the complex pathways available
• Recruitment and retention of students- this includes strengthening the partnerships in area early childhood programs, schools and centers.
• Please see coordinator responsibilities – attached

Full-time EDU Faculty will continue to oversee the DES grant and will maintain the following roles: recruiting, credentialing and training quality DES instructors. Address quality improvement for the DES program, including observing instructors, develop appropriate curriculum assessments and improve DES partnerships with state-wide community colleges. They would also teach one additional early childhood education course per semester. (See below)

Full-time ECE/PSY Faculty – Several recent developments (a request for the development of a Coaching and Teaching certificate from the PHE program, the creation of an adolescent psychology course, and the development of a new psychology of play course), may result in this faculty member being less available to teach ECE courses. Should this occur, the full-time EDU faculty might be available to pick up an additional ECE course.

Professional Development Needs

The faculty and adjunct faculty require updates to remain current in the education field. There are several national conferences that support higher education early childhood programs, such as the NCCCC (National Coalition of Campus Child Care Centers) and the NAEYC PDI. (National Association of the Education of Young Children Professional Development Institute). Faculty would benefit from, at least bi-annual participation in these conferences. It is also projected that the Yavapai College ECE/EDU program could become even more of a 'hub' for area educators and students to support their continued professional development.

Partnerships

First Things First, NACOG head start programs, Az AEYC, Campus Child Care Centers, T.E.A.C.H. scholarship program, PCPP scholarship program, Council for Professional Recognition (CDA programs), ATF/ECE in the development of an AA ECE, Buena Vista Children's Services and the annual ECE conference, ECE/EDU advisory committee, the Blake Foundation/Easter Seals professional development program.

Program Outcomes

Upon successful completion of the Associate of Applied Science in Early Childhood Education Degree, the learner will be able to:

1. Use different observation techniques to assess and evaluate children's progress and program qualities. (ECE 200, ECE 210, ECE 222, ECE 250, ECE 291)
2. Compare historical and contemporary trends in Early Childhood. (ECE 200, ECE 222, ECE 234)
3. Plan developmentally appropriate curriculum and activities. (ECE 200, ECE 202, ECE 210, ECE 216, ECE 222, ECE 230, ECE 270, ECE 291)
4. Identify theories and milestones of growth and development in children. (ECE 200, ECE 201, ECE 216, ECE 230, ECE 234, ECE 291)
5. Prepare healthy and safe environments for young children, including nutritional standards. (ECE 210, ECE 250, ECE 270)
6. Enumerate and illustrate several components of quality child care. (ECE 200, ECE 202, ECE 210, ECE 216, ECE 222, ECE 230, ECE 234, ECE 240, ECE 250, ECE 270, ECE 291)
7. Develop a plan to use community resources. (ECE 222, ECE 240)

8. Create relationships with parents through communication and involvement. (ECE 222, ECE 240, ECE 260)
9. Prepare a professional portfolio. (ECE 202, ECE 230, ECE 250, ECE 260, ECE 291)
10. Integrate examples of children's literature into lesson plans for young children. (ECE 230)
11. Validate and support inclusive environments and special needs programs for children. (ECE 222)
12. Provide for the special needs of infants, toddlers and school-age children. (ECE 200, ECE 202, ECE 210, ECE 216, ECE 234)
13. Model leadership and management skills. (ECE 250, ECE 291)
14. Articulate positive guidance techniques with young children. (ECE 200, ECE 234, ECE 240, ECE 260, ECE 291)

Projections and Plans for the Future

In summary, the following needs have been identified for the future success of the ECE program:

- First and foremost, the ECE and EDU teacher preparation areas need to have a joint identity. Linking the programs philosophically, gives it a stronger presence with a 'cradle to college' mission.
- Next, the addition of a formal advising role to the ECE Program Coordinator (with a reduced teaching load) and other program coordination responsibilities that are above typical faculty duties should be implemented.
- An education coordinator who is a part of the FEC staff to oversee the practicum experiences and act as a liaison between the ECE academic program and the FEC is needed.
- Faculty should be 'housed' near the FEC/Lab school. (It may even be possible to have all ECE/EDU faculty join the NAU-Prescott education program in Building 29.) This would enhance the retention and transfer of education students, as well as physically place YC faculty closer to the Lab school as well.

It is anticipated that grant programs, such as the DES child care professional training grant, as well as the Raising a Reader grant, and participation in Parent Education programs through the Del E. Webb Family Enrichment Center will continue. Other grant opportunities to augment support of children's healthy development through Yavapai College will be actively pursued. Recognition of the program's presence in the community at large as a 'hub' for teacher preparation and continued professional development for educators spanning birth – grade 12 is the continuing goal.

Associate of Applied Science in Graphic Design

Mission Statement

The Graphic Design degree program prepares students for employment in entry-level positions in the commercial art and advertising fields. This degree program prepares students with the design principles and desktop publishing skills required for employment in today's job market.

Graduate Summary

Graphic Design AAS Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Graphic Design	Associate of Applied Science	10	8	4	6	11	39
Graphic Design	Certificate <1 yr.		2				2
Graphic Design Technician	Certificate >1 yr.		1		1	2	4

Enrollment Trend

Graphic Design AAS				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	29	32	35	38
Enrollment	481	569	575	620
Avg. Class Size	16.6	17.8	16.4	16.3
Total SCH	1473.0	1747.0	1759.0	1895.0
SCH by Location				
Prescott	1173.0	1369.0	1237.0	1265.0
Verde Valley	114.0	147.0	135.0	168.0
Online	186.0	231.0	387.0	321.0
Enrollee Success				
%Successful	74%	75%	76%	0%

*Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Graphic Design AAS			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	36	35	40
Enrollment	594	570	574
Avg. Class Size	16.5	16.3	14.4
Total SCH	1756.0	1691.0	1693.0
SCH by Location			
Prescott	1177.0	1202.0	1048.0
Verde Valley	171.0	156.0	168.0
Online	408.0	333.0	429.0
Enrollee Success			
%Successful	74%	80%	75%

Enrollee success equals a letter grade of A,B,C, or S.

Graphic Design AAS			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	6	6	4
Enrollment	65	17	54
Avg. Class Size	10.8	2.8	13.5
Total SCH	195.0	51.0	162.0
SCH by Location			
Prescott	93.0	48.0	96.0
Online	102.0		66.0
Enrollee Success			
%Successful	83%	88%	69%

Enrollee success equals a letter grade of A,B,C, or S.

Graphic Design AAS				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	71	73	79	38
Enrollment	1140	1156	1203	620
Avg. Class Size	16.1	15.8	15.2	16.3
Total SCH	3424.0	3489.0	3614.0	1895.0
SCH by Location				
Prescott	2443.0	2619.0	2381.0	1265.0
Verde Valley	285.0	303.0	303.0	168.0
Online	696.0	564.0	882.0	321.0
Enrollee Success				
%Successful	74%	78%	75%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
Graphic Design AAS - Academic Year 2011-12							
ART110	12	15.9	191	573.0	78%	4%	18%
ART112	6	13.7	82	246.0	84%	7%	9%
ART113	2	11.5	23	69.0	96%	4%	0%
ART114	4	19.3	77	231.0	65%	18%	14%
ART130	2	16.5	33	99.0	79%	6%	12%
ART131	1	22.0	22	88.0	86%	9%	5%
ART132	1	17.0	17	68.0	88%	0%	12%
ART137	13	18.4	239	717.0	71%	15%	14%
ART154	4	20.3	81	243.0	80%	1%	19%
ART157	2	14.0	28	84.0	82%	4%	14%
ART200	4	21.5	86	258.0	71%	6%	23%
ART201	6	20.5	123	369.0	52%	15%	33%
ART210	2	15.0	30	90.0	83%	3%	13%
ART230	1	9.0	9	27.0	100%	0%	0%
ART231	1	12.0	12	48.0	100%	0%	0%
ART232	2	16.0	32	64.0	81%	3%	13%
ART234	1	14.0	14	42.0	93%	0%	7%
ART235	1	5.0	5	10.0	100%	0%	0%
ART236	1	9.0	9	18.0	100%	0%	0%
ART237	4	16.5	66	198.0	86%	8%	6%
ART238	1	10.0	10	30.0	60%	30%	10%
ART296	5	1.0	5	15.0	100%	0%	0%
WEB130	2	3.5	7	21.0	57%	14%	29%
WEB238	1	2.0	2	6.0	100%	0%	0%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
				Graphic Design AAS - Annual Student Credit Hour Forecast			
ART110	595.8	578.4	561.0	543.6	526.2	-17.4	-0.84
ART112	214.8	230.4	246.0	261.6	277.2	15.6	0.69
ART113	83.9	92.6	101.3	110.0	118.7	8.7	0.71
ART114	220.7	230.0	239.3	248.6	257.9	9.3	0.59
ART130	93.3	93.9	94.5	95.1	95.7	0.6	0.17
ART131	87.0	85.0	83.0	81.0	79.0	-2.0	-0.10
ART132	69.4	72.2	75.0	77.8	80.6	2.8	0.27
ART137	753.5	763.4	773.3	783.2	793.1	9.9	0.42
ART154	261.4	307.1	352.8	398.5	444.2	45.7	0.95
ART157	80.6	94.8	109.0	123.2	137.4	14.2	0.98
ART200	260.3	264.8	269.3	273.8	278.3	4.5	0.13
ART201	333.2	366.5	399.8	433.1	466.4	33.3	0.79
ART210	72.5	64.4	56.3	48.2	40.1	-8.1	-0.64
ART230	32.9	32.6	32.4	32.1	31.8	-0.3	-0.05
ART231	58.0	54.0	50.0	46.0	42.0	-4.0	-0.50
ART232	59.7	67.1	74.5	81.9	89.3	7.4	0.85
ART234	33.8	32.3	30.8	29.3	27.8	-1.5	-0.17
ART235	6.2	4.6	3.0	1.4	-0.2	-1.6	-0.46
ART236	18.5	17.5	16.5	15.5	14.5	-1.0	-0.65
ART237	203.3	225.8	248.3	270.8	293.3	22.5	0.77
ART238	19.5	16.5	13.5	10.5	7.5	-3.0	-0.51
ART296	17.9	20.6	23.3	26.0	28.7	2.7	0.78
WEB130	34.4	34.1	33.8	33.5	33.2	-0.3	-0.03
WEB238	9.0	6.0	3.0	0.0	-3.0	-3.0	-0.65

Graphic Design AAS - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ART110	663.0	630.0	627.0	636.0	573.0	-17.4	-0.84
ART112	174.0	156.0	201.0	168.0	246.0	15.6	0.69
ART113	39.0	63.0	81.0	90.0	69.0	8.7	0.71
ART114	204.0	162.0	207.0	201.0	231.0	9.3	0.59
ART130	96.0	87.0	90.0	87.0	99.0	0.6	0.17
ART131	124.0	36.0	64.0	88.0	88.0	-2.0	-0.10
ART132	68.0	40.0	36.0	68.0	68.0	2.8	0.27
ART137	714.0	687.0	690.0	780.0	717.0	9.9	0.42
ART154	70.0	123.0	210.0	234.0	243.0	45.7	0.95
ART157	28.0	33.0	54.0	63.0	84.0	14.2	0.98
ART200	237.0	255.0	369.0	258.0	258.0	4.5	0.13
ART201	231.0	207.0	324.0	264.0	369.0	33.3	0.79
ART210	105.0	114.0	105.0	63.0	90.0	-8.1	-0.64
ART230	30.0		45.0	39.0	27.0	-0.3	-0.05
ART231	64.0	80.0	56.0	72.0	48.0	-4.0	-0.50
ART232	30.0	42.0	32.0	48.0	64.0	7.4	0.85
ART234	54.0	18.0	30.0	27.0	42.0	-1.5	-0.17
ART235	12.0	16.0	18.0	4.0	10.0	-1.6	-0.46
ART236	24.0	18.0	20.0	20.0	18.0	-1.0	-0.65
ART237	99.0	159.0	102.0	186.0	198.0	22.5	0.77
ART238	33.0	36.0	30.0	12.0	30.0	-3.0	-0.51
ART296	6.0	9.0	6.0	18.0	15.0	2.7	0.78
WEB130		33.0	15.0	48.0	21.0	-0.3	-0.03
WEB238			12.0	15.0	6.0	-3.0	-0.65

Employment Trends

Graphic design remains today, as it has always been a highly competitive market. According to the **Bureau of Labor Statistics**, a consistency in minimum job growth/fluctuation is to be expected, increasing only 13.4% by the year 2020. Because of the highly competitive nature of the design industry, a ready supply of the most current trends in technology, media knowledge and digital instruction is crucial to meet current and future student demand.

Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Growth in Internet advertising, in particular, is expected to increase the number of designers. However, growth may be tempered by reduced demand in the print publishing, where many graphic designers are employed.
Included below are projections specific to Yavapai County.

537	596	59	11.0%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)
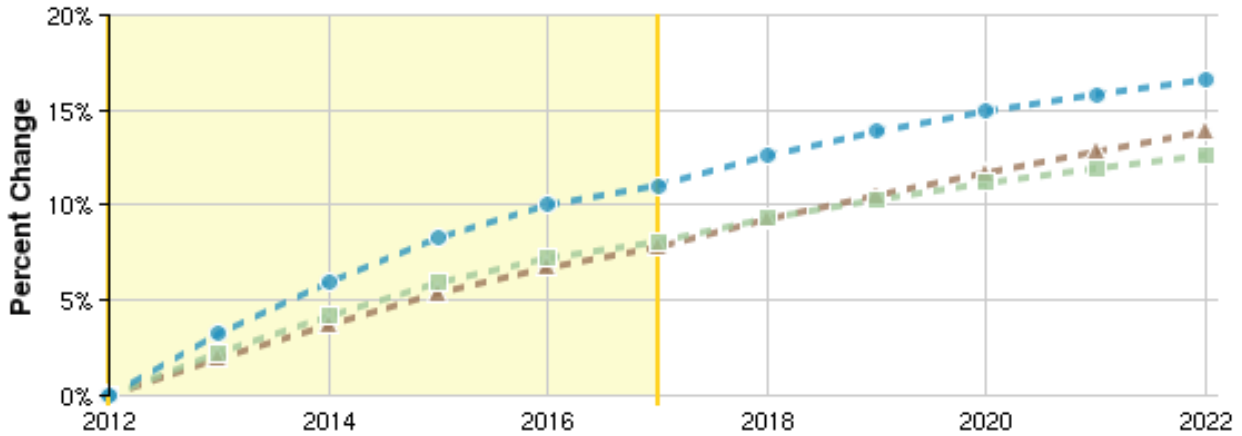
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	537	596	11.0%
■	State	14,736	15,927	8.1%
▲	Nation	845,739	911,666	7.8%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs
- Graphic design classrooms are equipped with drafting tables, networked projector and instructor station w/iMac computer
- Lab also includes project materials i.e. rulers, coloring mediums, paper, X-acto and utility blades, glue etc.
- Computer lab is equipped with both PC and Mac workstations.

Physical Resources/Facility Needs
- Graphic design classrooms are equipped with drafting tables, networked projector and instructor station w/iMac computer
- Lab also includes project materials i.e. rulers, coloring mediums, paper, X-acto and utility blades, glue etc.
- Computer lab is equipped with both PC and Mac workstations.

Technology Needs
- Currently VPLA computer lab is equipped with PC and Mac workstations, scanners, digital cameras, black/white and color laser printers, and color projector.
- Internet access is needed for system updates and student research/instructor lecture.

- Currently, the Graphic Design dept. has access to the most up-to-date graphical software through Adobe. Adobe software is schedule to update as new versions become available to keep with industry trends.

Staffing Needs

- Currently one FT instructors currently for Graphic Design AAS degree or 1 yr. web/graphic certificate.
- Adjunct instructors make up the rest of the teaching force.

Professional Development Needs

- There are many instructional and student service support available for instructors to utilize. Yavapai College has a Teaching & eLearning Support department that provides resources, training and support for educational technology for faculty at Yavapai College. Summer and Winter Institutes are a teaching and learning event for all full-time and adjunct faculties, focusing on the best practices in the classroom, as well as technology topics for enhancing the student learning experience.
- In addition, digital design instructors have access to a large online database of selective video tutorials on graphical software through Lynda.com.
- Professional development in 2D and 3D through the AP college board.

Partnerships

Articulation through NAU for transfer students.

Program Outcomes

Upon successful completion of the Graphic Design Degree program, the learner will be able to:
1. Work independently or as a team to successfully complete graphic design projects.
2. Develop creative solutions to visual problems.
3. Utilize typography in design solutions.
4. Employ industry standard software.
5. Identify, analyze, synthesize and communicate design principles.
6. Produce and maintain a professional portfolio.
7. Articulate traditional and nontraditional art examples and how those examples affect popular visual literacy.

Projections and Plans for the Future

- As media world moves towards advertising, publishing, entertainment, etc. print will move to electronic based mediums, and YC needs to follow suite. Incorporating interactive tablets for research and design capabilities should be considered under capital equipment.
- Animation experience will especially be needed as demand increases for design projects for interactive media—Web sites, mobile phones, and other technology. With these new trends in mind, an animation instructor should be hired. ASU is hiring an animation and gaming instructor next year (2013), and partnering with them would help students transfer into their courses.

Associate of Applied Science in Social and Human Services

Mission Statement

The Associate of Applied Science in Social and Human Services is designed to prepare students to work in health and social service agencies as well as prepare those students wishing to transfer to a Bachelor's degree program in Human Services/Social Work or related Social and Behavioral Science discipline.

Graduate Summary

Social & Human Services AAS Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Social and Human Services	Associate of Applied Science				3	6	9
Social and Human Services	Certificate <1 yr.				12	3	15

Enrollment Trend

Social & Human Services AAS				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	39	50	42	41
Enrollment	835	1041	856	876
Avg. Class Size	21.4	20.8	20.4	21.4
Total SCH	2505.0	3123.0	2568.0	2628.0
SCH by Location				
Prescott	1101.0	1392.0	1107.0	1188.0
Verde Valley	249.0	348.0	126.0	210.0
Prescott Valley	126.0	174.0	159.0	171.0
Chino Valley			69.0	27.0
Online	1029.0	1185.0	1107.0	1032.0
Enrollee Success				
%Successful	80%	73%	79%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Social & Human Services AAS			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	40	43	45
Enrollment	840	960	848
Avg. Class Size	21.0	22.3	18.8
Total SCH	2520.0	2880.0	2544.0
SCH by Location			
Prescott	1107.0	1335.0	1032.0
Verde Valley	210.0	330.0	132.0
Prescott Valley	147.0	159.0	156.0
Online	1056.0	1056.0	1224.0
Enrollee Success			
%Successful	75%	76%	79%

Enrollee success equals a letter grade of A,B,C, or S.

Social & Human Services AAS			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	11	14	11
Enrollment	230	266	210
Avg. Class Size	20.9	19.0	19.1
Total SCH	690.0	798.0	630.0
SCH by Location			
Prescott	252.0	183.0	240.0
Verde Valley		3.0	
Chino Valley		51.0	
Online	438.0	561.0	390.0
Enrollee Success			
%Successful	76%	83%	83%

Enrollee success equals a letter grade of A,B,C, or S.

Social & Human Services AAS				
	AY 2009-10	**AY 2010-11**	**AY 2011-12**	**AY 2012-13***
District				
Sections	90	107	98	41
Enrollment	1905	2267	1914	876
Avg. Class Size	21.2	21.2	19.5	21.4
Total SCH	5715.0	6801.0	5742.0	2628.0
SCH by Location				
Prescott	2460.0	2910.0	2379.0	1188.0
Verde Valley	459.0	681.0	258.0	210.0
Prescott Valley	273.0	333.0	315.0	171.0
Chino Valley		51.0	69.0	27.0
Online	2523.0	2802.0	2721.0	1032.0
Enrollee Success				
%Successful	77%	75%	79%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
Social & Human Services AAS - Academic Year 2011-12							
ANT102	5	30.4	152	456.0	79%	14%	7%
ECE200	3	16.3	49	147.0	51%	27%	18%
ECE234	9	9.0	81	243.0	77%	15%	9%
GRN100	2	9.5	19	57.0	79%	5%	16%
PSY175	1	24.0	24	72.0	88%	8%	4%
PSY220	1	21.0	21	63.0	95%	0%	5%
PSY234	9	9.0	81	243.0	75%	15%	10%
PSY240	1	25.0	25	75.0	96%	0%	0%
PSY241	1	24.0	24	72.0	83%	8%	8%
PSY245	25	23.6	589	1767.0	85%	5%	10%
PSY262	3	11.3	34	102.0	85%	6%	9%
PSY266	2	23.5	47	141.0	72%	0%	28%
PSY275	1	9.0	9	27.0	89%	0%	0%
PSY277	4	12.8	51	153.0	76%	12%	12%
PSY296	2	2.0	4	12.0	75%	0%	0%
SOC101	16	25.9	415	1245.0	72%	14%	14%
SOC140	2	30.5	61	183.0	93%	2%	5%
SOC142	3	27.3	82	246.0	79%	10%	11%
SOC220	2	24.5	49	147.0	92%	2%	6%
SOC250	2	25.0	50	150.0	82%	12%	6%
SOC277	4	11.8	47	141.0	77%	13%	11%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend

	Social & Human Services AAS - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
ANT102	560.4	589.2	618.0	646.8	675.6	28.8	0.43
ECE200	120.9	68.7	16.5	-35.7	-87.9	-52.2	-0.87
ECE234	285.2	321.5	357.8	394.1	430.4	36.3	0.87
GRN100	Insufficient Data						
PSY175	100.2	99.7	99.2	98.7	98.2	-0.5	-0.03
PSY220	66.8	62.3	57.8	53.3	48.8	-4.5	-0.72
PSY234	256.5	283.5	310.5	337.5	364.5	27.0	0.95
PSY240	74.3	72.8	71.4	69.9	68.4	-1.5	-0.66
PSY241	111.8	113.3	114.8	116.3	117.8	1.5	0.05
PSY245	2033.0	2126.9	2220.8	2314.7	2408.6	93.9	0.54
PSY262	108.0	123.0	138.0	153.0	168.0	15.0	0.91
PSY266	155.0	173.9	192.8	211.7	230.6	18.9	0.74
PSY275	43.5	40.5	37.5	34.5	31.5	-3.0	-0.16
PSY277	163.2	174.6	186.0	197.4	208.8	11.4	0.76
PSY296	29.3	30.8	32.3	33.8	35.3	1.5	0.08
SOC101	1411.7	1385.0	1358.3	1331.6	1304.9	-26.7	-0.26
SOC140	178.1	180.2	182.3	184.4	186.5	2.1	0.17
SOC142	189.6	208.8	228.0	247.2	266.4	19.2	0.44
SOC220	168.0	210.0	252.0	294.0	336.0	42.0	0.87
SOC250	166.5	199.5	232.5	265.5	298.5	33.0	0.90
SOC277	128.1	150.3	172.5	194.7	216.9	22.2	0.92

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
						Social & Human Services AAS - Historical Student Credit Hour Trend	
ANT102	399.0	462.0	615.0	636.0	456.0	28.8	0.43
ECE200	357.0	249.0	141.0	147.0	147.0	-52.2	-0.87
ECE234	114.0	186.0	210.0	291.0	243.0	36.3	0.87
GRN100	42.0	60.0		51.0	57.0	Insufficient Data	
PSY175	93.0		72.0	129.0	72.0	-0.5	-0.03
PSY220			72.0	75.0	63.0	-4.5	-0.72
PSY234	135.0	189.0	195.0	243.0	243.0	27.0	0.95
PSY240	81.0		72.0	75.0	75.0	-1.5	-0.66
PSY241		75.0	126.0	150.0	72.0	1.5	0.05
PSY245	1506.0	1788.0	2067.0	2205.0	1767.0	93.9	0.54
PSY262			72.0	99.0	102.0	15.0	0.91
PSY266	54.0	135.0	147.0	150.0	141.0	18.9	0.74
PSY275			33.0	63.0	27.0	-3.0	-0.16
PSY277	123.0	108.0	156.0	162.0	153.0	11.4	0.76
PSY296			9.0	45.0	12.0	1.5	0.08
SOC101	1446.0	1470.0	1209.0	1605.0	1245.0	-26.7	-0.26
SOC140	189.0	138.0	165.0	171.0	183.0	2.1	0.17
SOC142	114.0	186.0	75.0	114.0	246.0	19.2	0.44
SOC220			63.0	147.0	147.0	42.0	0.87
SOC250	27.0	66.0	147.0	150.0	150.0	33.0	0.90
SOC277	36.0	81.0	69.0	93.0	141.0	22.2	0.92

Employment Trends

Employment projections for Yavapai County in Human Services occupations indicate the following.

969 2012 Jobs	1,047 2017 Jobs	77 Change (2012-2017)	8.0% % Change (2012-2017)
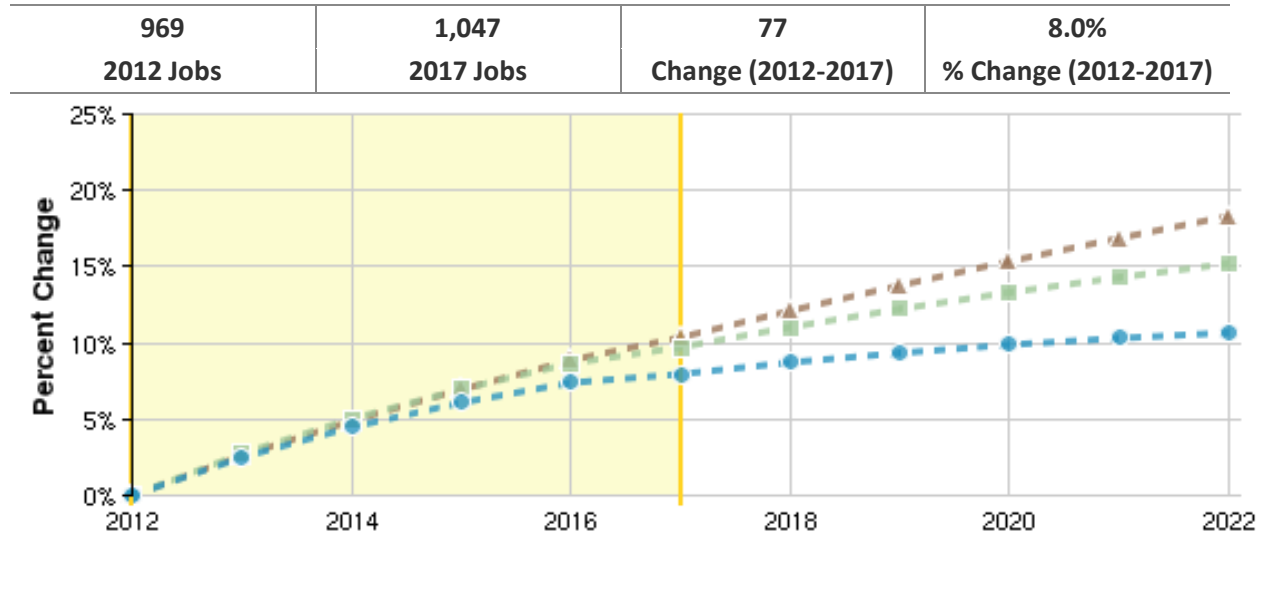
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	969	1,047	8.0%
■	State	39,659	43,513	9.7%
▲	Nation	2,197,522	2,425,266	10.4%

Source: Economic Modeling Specialists, Inc. November 2012

Employment projections for Yavapai County in Social Work occupations are somewhat lower.

283	297	14	5.1%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)
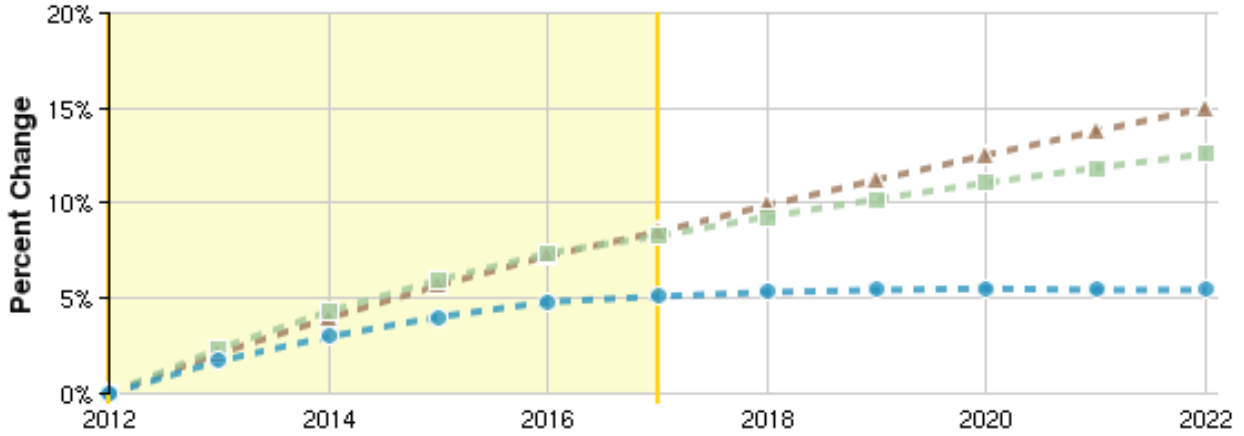
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	283	297	5.1%
■	State	10,095	10,930	8.3%
▲	Nation	558,776	606,198	8.5%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
None at this time.

Technology Needs
None at this time.

Staffing Needs
Currently a full-time faculty member functions as the program coordinator but teaches other courses not included in the Social/Human Services degree program. A designated full-time faculty member compensated for program coordination duties is need. In addition, in conjunction with the Gerontology certificate program, a full-time internship coordinator is needed to provide year round contact with local community agencies leading to placements for internship students and jobs for graduates.

Professional Development Needs
Technology training will continue to be important for all faculty in all disciplines.

Partnerships
Extensive unofficial "partnerships" are maintained with all community agencies within Yavapai County to cultivate internship opportunities for students and employment contacts for graduates.

Program Outcomes
Upon successful completion of the Social and Human Services Degree program, the learner will be able to:

1. Describe the history and policies of the current social welfare delivery system. (SOC 220)
2. Apply interpersonal and clinical counseling skills with clients in the therapeutic process. (PSY 175, PSY 275)
3. Utilize crisis and trauma counseling skills and intervention strategies. (PSY 262)
4. Employ case management techniques to identify and resolve client problems. (PSY 220)
5. Discuss the impact of psychological and substance abuse. (PSY 101, PSY 175, PSY 241)
6. Identify legal and ethical issues as they apply to social and human services. (PSY 220, PSY 296)
7. Provide intervention services within local community social and human service agencies. (PSY 296)

Upon successful completion of the Social and Human Services Certificate program, the learner will be able to:

1. Describe the history and policies of the current social welfare delivery system. (SOC 220)
2. Apply interpersonal and clinical counseling skills with clients in the therapeutic process. (PSY 175, PSY 275)
3. Utilize crisis and trauma counseling skills and intervention strategies. (PSY 262)
4. Employ case management techniques to identify and resolve client problems. (PSY 220)
5. Discuss the impact of psychological and substance abuse. (PSY 101, PSY 175, PSY 241)
6. Identify legal and ethical issues as they apply to social and human services. (PSY 220, PSY 296)
7. Provide intervention services within local community social and human service agencies. (PSY 296)
8. Write concise clinical notes and reports. (ENG 101, ENG 103 or ENG 136)

Projections and Plans for the Future
Effective Fall 2013, Gerontology (GRN) courses will be included in the "Related Requirements" (Electives) sections of the Social/Human Services degree program. Inclusion of the Gerontology courses will provide additional learning opportunities and course choice for students. Gerontology/Aging is an increasing area of service need within the social/human services community. Addition of these courses will allow students to develop an area of expertise in this field and open opportunities for graduates to secure employment working with the elderly population.

Creative Writing Certificate

Mission Statement
To provide students with access to quality creative writing instruction from established authors.

Graduate Summary

Creative Writing Certificate Graduates							
Major	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Creative Writing	Certificate <1 yr.			2	4	4	10

Enrollment Trend

Creative Writing Certificate				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	9	12	8	9
Enrollment	148	185	124	159
Avg. Class Size	16.4	15.4	15.5	17.7
Total SCH	444.0	555.0	372.0	477.0
SCH by Location				
Prescott	270.0	255.0	132.0	96.0
Verde Valley	54.0	90.0	45.0	66.0
Online	120.0	210.0	195.0	315.0
Enrollee Success				
%Successful	78%	77%	69%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Creative Writing Certificate			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	8	11	7
Enrollment	136	167	116
Avg. Class Size	17.0	15.2	16.6
Total SCH	408.0	501.0	348.0
SCH by Location			
Prescott	177.0	201.0	120.0
Verde Valley	66.0	90.0	66.0
Online	165.0	210.0	162.0
Enrollee Success			
%Successful	74%	71%	59%

Enrollee success equals a letter grade of A,B,C, or S.

Creative Writing Certificate			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	2	1	1
Enrollment	39	20	20
Avg. Class Size	19.5	20.0	20.0
Total SCH	117.0	60.0	60.0
SCH by Location			
Online	117.0	60.0	60.0
Enrollee Success			
%Successful	69%	75%	85%

Enrollee success equals a letter grade of A,B,C, or S.

Creative Writing Certificate				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	19	24	16	9
Enrollment	323	372	260	159
Avg. Class Size	17.0	15.5	16.3	17.7
Total SCH	969.0	1116.0	780.0	477.0
SCH by Location				
Prescott	447.0	456.0	252.0	96.0
Verde Valley	120.0	180.0	111.0	66.0
Online	402.0	480.0	417.0	315.0
Enrollee Success				
%Successful	75%	74%	66%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Creative Writing Certificate - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
CRW139	6	19.5	117	351.0	68%	15%	17%
CRW140	4	14.3	57	171.0	53%	23%	25%
CRW141	1	15.0	15	45.0	87%	0%	13%
CRW142	1	14.0	14	42.0	57%	7%	36%
CRW249	2	15.5	31	93.0	71%	23%	6%
CRW252	1	15.0	15	45.0	80%	13%	7%
CRW295	1	11.0	11	33.0	73%	9%	18%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
**Creative Writing Certificate - Annual Student Credit Hour Forecast**
CRW139	384.6	394.8	405.0	415.2	425.4	10.2	0.21
CRW140	186.6	211.8	237.0	262.2	287.4	25.2	0.75
CRW141	68.0	74.9	81.8	88.7	95.6	6.9	0.38
CRW142	43.1	45.3	47.6	49.8	52.0	2.2	0.73
CRW249	113.4	130.2	147.0	163.8	180.6	16.8	0.51
CRW252	67.5	67.5	67.5	67.5	67.5	0.0	0.00
CRW295	Insufficient Data						

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
**Creative Writing Certificate - Historical Student Credit Hour Trend**
CRW139	390.0	228.0	411.0	408.0	351.0	10.2	0.21
CRW140	90.0	87.0	201.0	177.0	171.0	25.2	0.75
CRW141	27.0	51.0	96.0	84.0	45.0	6.9	0.38
CRW142	33.0		45.0	42.0	42.0	2.2	0.73
CRW249		33.0	129.0	117.0	93.0	16.8	0.51
CRW252			45.0	90.0	45.0	0.0	0.00
CRW295	162.0	51.0		84.0	33.0	Insufficient Data	

Employment Trends

The Creative Writing Program currently sees a slight increase in annual enrollment, which will likely continue through the expansion of online offerings. However, with unknown economic factors, population factors, and the role of and effects of SB1070 and other immigration legislation in our state (CRW 139, which makes up the bulk of our FTSE, is taken primarily by students not in the CRW program, but in other degree programs in which CRW 139 serves as an applied communications option), significant increases in enrollment over ten years are unlikely. Interestingly enough, EMSI provides the following information on job prospects for editor, writers, and authors in Yavapai County.

420	482	63	14.9%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)

	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	420	482	14.9%
■	State	10,614	11,757	10.8%
▲	Nation	600,259	650,286	8.3%
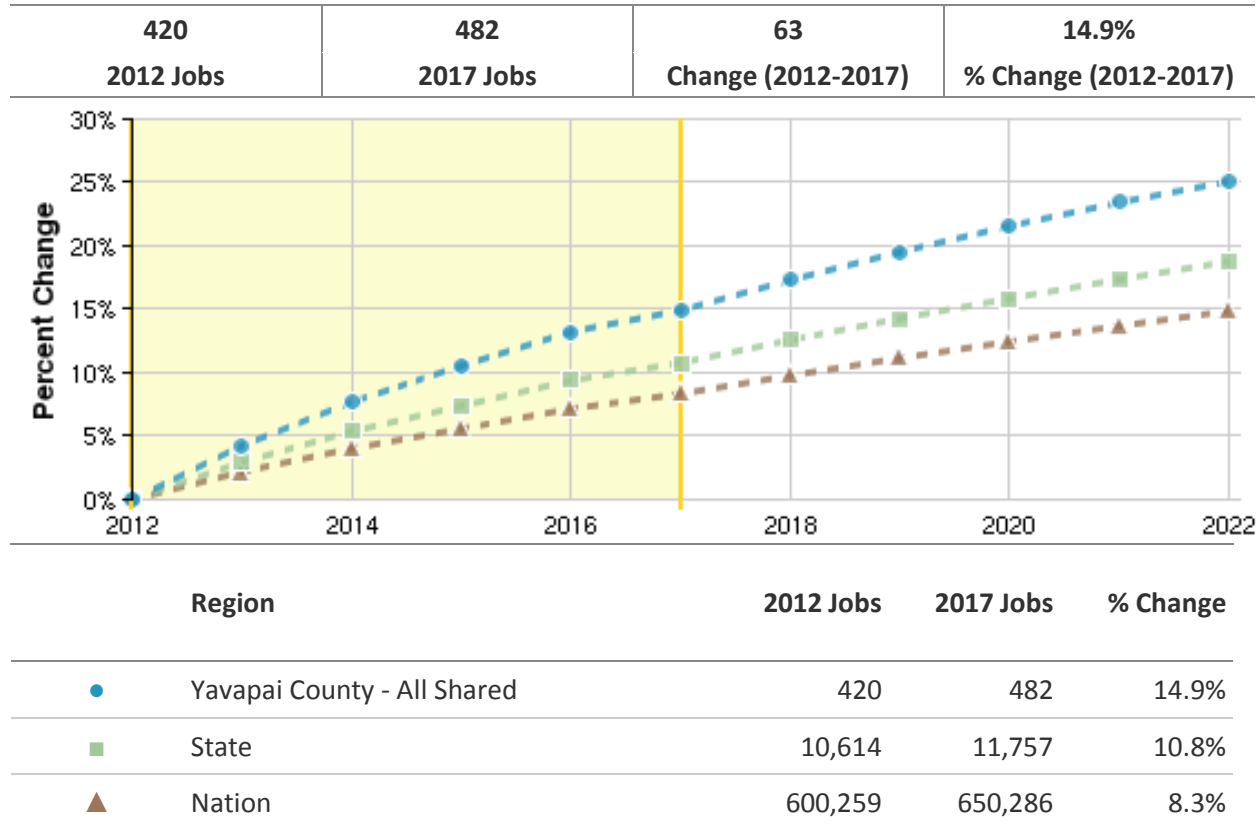
Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs

Creative Writing requires no extraordinary capital equipment needs.

Physical Resources/Facility Needs

Creative Writing requires the standard college resources and facilities: Classrooms with tables, chairs, and computer access; the computer lab(s); and instructor access to YC computer software programs.

Technology Needs
Creative Writing requires the standard college technological resources: Access to the internet (or whatever we might be using as the years progress); access to MS Word (or whatever is the industry standard word processing program in 10 years); access to printers.

Staffing Needs
A fully identified program coordinator, with load reduction or compensation equivalent is needed in order to continue to manage and grow the program.

Creative Writing currently has one full-time instructor, teaching 10 sections of CRW per academic year, and 2-3 adjunct instructors covering approximately five sections of CRW depending on semester. At the current enrollment and FTSE levels, no additional full-time faculty needs are projected in the near term.

Professional Development Needs
Creative Writing is a stand-alone program. There is only one full-time faculty member, limiting the ability to network and remain current in the field. Professional development funding is necessary to attend conferences, network with colleagues and authors, maintain an awareness of MFA program offerings (CRW certificate students frequently apply to MFA programs after completing YC's program), and continue to grow as writers. Conferences provide new insights into teaching pedagogy and assessment, as well as an opportunity to build relationships with authors, which can help inform our selections for the Literary Southwest Reading Series.

Partnerships
The Creative Writing Program is not an occupational program that would create strategic partnerships with businesses and/or funding entities.

However, great efforts have been made to cultivate and create community partnerships to keep the program visible in the community and foster a level of camaraderie and community that helps sustain the Literary Southwest Series and CRW classes. Some of these partnerships include:

The Yavapai Friends of the Library have provided coffee for our Literary Southwest reading series this fall.

Peregrine Books, a new independent bookstore which opened in October, 2012, is slated to sell author's books at Literary Southwest readings as well as help cross-promote classes, faculty, and the Literary Southwest series. Currently, our relationship with Peregrine is scheduled to begin at the November, 2012 Literary Southwest reading.

The Professional Writers of Prescott offers an award for outstanding student creative writing each year.

Discussions are in progress to possibly partner with our Graphic and Design department to offer a literary magazine every two years as part of the umbrella of "Threshold" magazine.

Finally, YC is an Associated Writers and Writing Programs (AWP.org) member school.

Program Outcomes
Upon successful completion of the Creative Writing Certificate program, the learner will be able to:
1) Use a variety of approaches to generate ideas for creative writing. (CRW 139, CRW 140, CRW 141, CRW 142, CRW 143, CRW 144, CRW 249, CRW 250, CRW 251, CRW 252, CRW 295)
2) Write creative work in a minimum of two genres. (CRW 139, CRW 140, CRW 141, CRW 142, CRW 143, CRW 144, CRW 249, CRW 250, CRW 251, CRW 252, CRW 295)
3) Analyze, evaluate and critique one's own writing and the writing of others. (CRW 139, CRW 140, CRW 141, CRW 142, CRW 143, CRW 144, CRW 249, CRW 250, CRW 251, CRW 252, CRW 295)
4) Identify resources and markets available to the creative writer. (CRW 139, CRW 140, CRW 141, CRW 142, CRW 143, CRW 250, CRW 251, CRW 252, CRW 295)

Projections and Plans for the Future
As it becomes available, technological developments will be utilized to continue to provide courses in dynamic on-line and on-ground formats. Local opportunities to bring literacy and writing to the community through co-sponsored events with Peregrine Books will be pursued. The 18-credit certificate program will continue to be offered in both on-line and on-ground formats with adjustments made as deemed necessary.

Beginning Spring 2013, courses will be offered on the Sedona campus with plans to expand. Given the unique demographics of the Sedona area, there may well be a good market for special topics Creative Writing classes in particular.

As the Literary Southwest series supports the vibrant cultural life mission of the college, it is hoped that grant-funding and institutional support for the series will continue to allow YC to serve not only students but the community.

The creation of a literary magazine under the Threshold umbrella that would be produced every two years in conjunction with the Graphic Design department is being explored. This would give emphasis to creative writing students' work which was always difficult to achieve with the previous format of Threshold.

Hosting a Wordpress site that the CRW Program would administer and keep updated would provide a real-world, Google-search-able face to the program and advertise the program to a larger community.

This November, to mark National Novel Writing Month (NaNoWriMo) a series of events is planned in collaboration with other Prescott writers, the Yavapai College Library, Peregrine Bookstore, and the English Club. If this year's events are successful, this would become an annual event as the Prescott area has over 400 writers participating in NaNoWriMo.

As funding and time are made available, hosting a one day writer's conference for students and the larger community during the academic year is planned.

Why We Matter

Writing and studying literature provide a chance for people to explore alternative ways of being in the world as well as the deeper questions of their own lives. Writing and reading promote empathy and community. Creative writing allows for reflection and an opportunity to make meaning out of chaotic and traumatic experiences, whether the writer is working in fiction, nonfiction, or poetry.

Many people are attracted to writing after a life spent pursuing a career and family. They wanted to write when they were younger but were dissuaded by "practical" reasons. But no amount of practicality can stifle a human's need to create and make something meaningful. Writing is one powerful way these desires are fulfilled. Creative Writing students may be compiling memoirs and stories for their children and grandchildren. They may be on a track to an MFA or a teaching field. Or, they may simply long for more skills to connect with that voice inside that helps them navigate their own worlds.

Writing can help heal wounds, process grief and make a deeper meaning out of the randomness and chaos of life. It provides an opportunity to slow down and truly see the beauty around and inside us, and it helps people find safe and healthful ways of processing deep emotions through story.

Writing classes are about ideas, people, and differences. They are spaces where civil discourse takes place on a variety of topics, challenging students to open their hearts and minds to multiple world views.

It takes a group to raise a writer, as the popular bumper sticker says. The Yavapai College Creative Writing Program helps do just that.

Gerontology Certificate

Mission Statement

The Gerontology certificate program provides students with a multidisciplinary approach to understanding aging as seen from the social, psychological, economic, physical and practice perspectives. This certificate is relevant for entry-level individuals as well as professionals in the field of aging.

Graduate Summary

Gerontology Certificate Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Gerontology	Certificate <1 yr.		6	3		1	10

Enrollment Trend

Gerontology Certificate				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	2	1	2	1
Enrollment	19	17	13	15
Avg. Class Size	9.5	17.0	6.5	15.0
Total SCH	55.0	51.0	37.0	45.0
SCH by Location				
Prescott	55.0	51.0	37.0	45.0
Enrollee Success				
%Successful	89%	76%	77%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Gerontology Certificate			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	1	2	2
Enrollment	13	21	9
Avg. Class Size	13.0	10.5	4.5
Total SCH	39.0	63.0	26.0
SCH by Location			
Prescott	39.0	63.0	26.0
Enrollee Success			
%Successful	54%	90%	89%

Enrollee success equals a letter grade of A,B,C, or S.

Gerontology Certificate			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	1	0	
Enrollment	3	0	
Avg. Class Size	3.0		
Total SCH	6.0		
SCH by Location			
Prescott		6.0	
Enrollee Success			
%Successful		100%	

Enrollee success equals a letter grade of A,B,C, or S.

Gerontology Certificate				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	3	4	4	1
Enrollment	32	41	22	15
Avg. Class Size	10.7	10.3	5.5	15.0
Total SCH	94.0	120.0	63.0	45.0
SCH by Location				
Prescott	94.0	120.0	63.0	45.0
Enrollee Success				
%Successful	75%	85%	82%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Gerontology Certificate - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
GRN100	2	9.5	19	57.0	79%	5%	16%
GRN295	2	1.5	3	6.0	100%	0%	0%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

*Incomplete student courses excluded from Success measures*

Course Forecast

Gerontology Certificate - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
GRN100	Insufficient Data						
GRN295	5.9	5.7	5.5	5.3	5.1	-0.2	-0.06

Gerontology Certificate - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
GRN100	42.0	60.0		51.0	57.0	Insufficient Data	
GRN295	2.0	16.0	4.0	6.0	6.0	-0.2	-0.06

Employment Trends

Input from local community agencies and review of community demographic data show continued growth within the geriatric population. Services for this population continue to grow and the need for specialized personnel trained to meet these needs has traditionally not kept pace with this growth.

16	20	3	19.9%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)
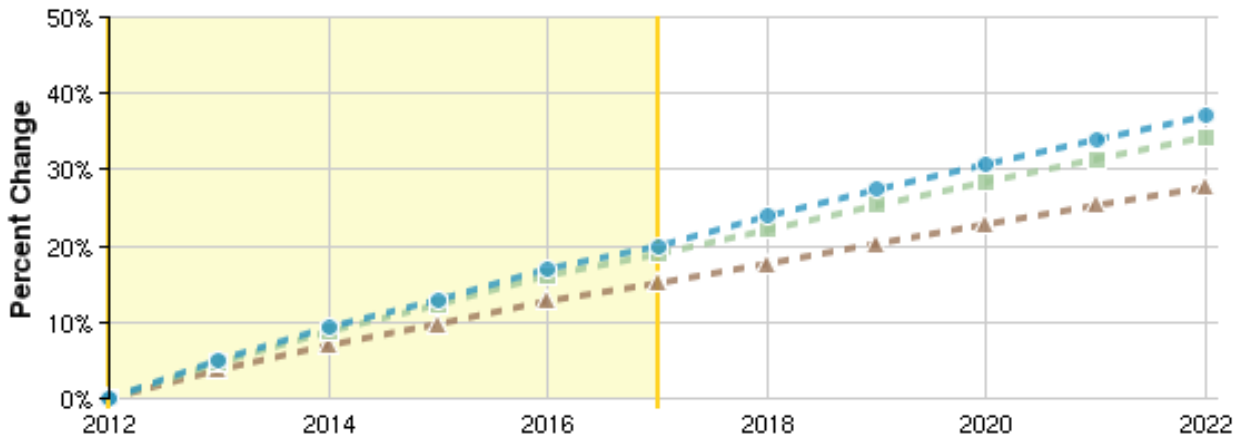
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	16	20	19.9%
■	State	617	734	18.9%
▲	Nation	43,223	49,751	15.1%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
None at this time.

Technology Needs
None at this time.

Staffing Needs
In conjunction with the Social/Human Services degree program, a full-time internship coordinator is needed to provide year round contact with local community agencies leading to placements for internship students.

Professional Development Needs
Technology training will continue to be important for faculty in all disciplines.

Partnerships
Extensive unofficial "partnerships" are maintained with all community agencies within Yavapai County to cultivate internship opportunities for students and employment contacts for graduates.

Program Outcomes
Upon successful completion of the Gerontology Certificate, the learner will be able to:
1. Describe the variables between theory and practice in the field of aging.
2. Apply practice concepts
3. Describe and apply the social, psychological, physiological, economic, and practice competencies needed to function effectively in the field of aging.

Projections and Plans for the Future
Effective Fall 2013, Gerontology (GRN) courses will be included in the "Related Requirements" (Electives) sections of the Social/Human Services degree program. Inclusion of the Gerontology courses will provide additional learning opportunities and course choice for students. Gerontology/Aging is an increasing area of service need within the social/human services community. Addition of these courses will allow students to develop an area of expertise in this field and open opportunities for graduates to secure employment working with the elderly population.

Photography Certificate

Mission Statement

The Photography Technician Certificate focuses on proficiency in analog and digital photography skills, basic design skills, and marketing skills to prepare students for entry-level employment in the various photography fields. Completion of this program of study prepares students for entry-level employment in the photography and design fields. Students will develop technical competencies in analog and digital photographic processes.

Graduate Summary

Photography Certificate Graduates							
Major	**Degree**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Total**
Photography	Certificate >1 yr.			1	2	6	9

Enrollment Trend

Photography Certificate				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	19	18	21	22
Enrollment	318	340	399	368
Avg. Class Size	16.7	18.9	19.0	16.7
Total SCH	824.0	918.0	1035.0	994.0
SCH by Location				
Prescott	695.0	750.0	744.0	715.0
Verde Valley	78.0	75.0	96.0	81.0
Online	51.0	93.0	195.0	198.0
Enrollee Success				
%Successful	74%	76%	76%	5%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Photography Certificate			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	22	22	23
Enrollment	359	390	363
Avg. Class Size	16.3	17.7	15.8
Total SCH	907.0	1060.0	939.0
SCH by Location			
Prescott	751.0	787.0	621.0
Verde Valley	39.0	84.0	63.0
Sedona	21.0		
Online	75.0	189.0	189.0
Dual Enrollment			18.0
Enrollee Success			
%Successful	77%	77%	77%

Enrollee success equals a letter grade of A,B,C, or S.

Photography Certificate			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	3	1	0
Enrollment	53	13	0
Avg. Class Size	17.7	13.0	
Total SCH	75.0	39.0	
SCH by Location			
Prescott	33.0		39.0
Chino Valley	42.0		
Enrollee Success			
%Successful	98%		85%

Enrollee success equals a letter grade of A,B,C, or S.

Photography Certificate				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	44	40	45	22
Enrollment	730	730	775	368
Avg. Class Size	16.6	18.3	17.2	16.7
Total SCH	1806.0	1978.0	2013.0	994.0
SCH by Location				
Prescott	1479.0	1537.0	1404.0	715.0
Verde Valley	117.0	159.0	159.0	81.0
Chino Valley	42.0			
Sedona	21.0			
Online	126.0	282.0	384.0	198.0
Dual Enrollment			18.0	
Enrollee Success				
%Successful	77%	77%	77%	5%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Photography Certificate - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ART112	6	13.7	82	246.0	84%	7%	9%
ART137	13	18.4	239	717.0	71%	15%	14%
ART150	4	10.8	43	129.0	74%	2%	23%
ART154	4	20.3	81	243.0	80%	1%	19%
ART156	1	14.0	14	42.0	71%	7%	21%
ART157	2	14.0	28	84.0	82%	4%	14%
ART232	2	16.0	32	64.0	81%	3%	13%
ART237	4	16.5	66	198.0	86%	8%	6%
BSA221	3	16.7	50	150.0	72%	14%	14%
SBE201	2	24.0	48	48.0	83%	15%	2%
SBE202	2	24.5	49	49.0	80%	20%	0%
SBE212	2	21.5	43	43.0	67%	30%	2%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

*Incomplete student courses excluded from Success measures*

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
Photography Certificate - Annual Student Credit Hour Forecast							
ART112	214.8	230.4	246.0	261.6	277.2	15.6	0.69
ART137	753.5	763.4	773.3	783.2	793.1	9.9	0.42
ART150	149.3	126.8	104.3	81.8	59.3	-22.5	-0.62
ART154	261.4	307.1	352.8	398.5	444.2	45.7	0.95
ART156	44.3	45.8	47.3	48.8	50.3	1.5	0.18
ART157	80.6	94.8	109.0	123.2	137.4	14.2	0.98
ART232	59.7	67.1	74.5	81.9	89.3	7.4	0.85
ART237	203.3	225.8	248.3	270.8	293.3	22.5	0.77
BSA221	145.4	118.1	90.8	63.5	36.2	-27.3	-0.69
SBE201	41.0	37.9	34.8	31.7	28.6	-3.1	-0.42
SBE202	39.9	37.6	35.3	33.0	30.7	-2.3	-0.26
SBE212	30.5	24.5	18.5	12.5	6.5	-6.0	-0.72

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
Photography Certificate - Historical Student Credit Hour Trend							
ART112	174.0	156.0	201.0	168.0	246.0	15.6	0.69
ART137	714.0	687.0	690.0	780.0	717.0	9.9	0.42
ART150	267.0	141.0	144.0	192.0	129.0	-22.5	-0.62
ART154	70.0	123.0	210.0	234.0	243.0	45.7	0.95
ART156	36.0	42.0	69.0	45.0	42.0	1.5	0.18
ART157	28.0	33.0	54.0	63.0	84.0	14.2	0.98
ART232	30.0	42.0	32.0	48.0	64.0	7.4	0.85
ART237	99.0	159.0	102.0	186.0	198.0	22.5	0.77
BSA221	285.0	171.0	120.0	168.0	150.0	-27.3	-0.69
SBE201	58.0	48.0	68.0	37.0	48.0	-3.1	-0.42
SBE202	52.0	50.0	72.0	33.0	49.0	-2.3	-0.26
SBE212	58.0	54.0	44.0	24.0	43.0	-6.0	-0.72

Employment Trends

The Photography Certificate Program, now entering its fourth year, has shown a steady growth in enrollment and the trend is projected to continue. A good percentage of students who have declared to be seeking this certificate live in the Verde Valley. Offering more of the courses at the Verde Campus should increase enrollment in the program and benefit completion for those students.

600	694	94	15.7%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)
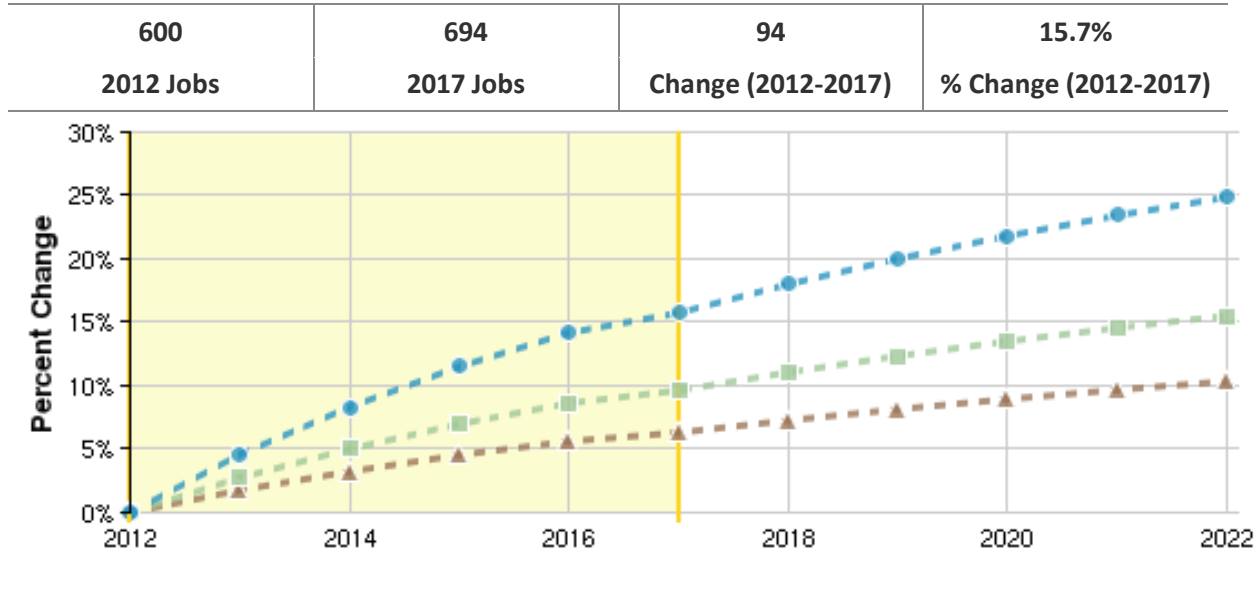
	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	600	694	15.7%
■	State	15,955	17,490	9.6%
▲	Nation	799,848	850,266	6.3%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs

Current equipment is adequate for enrollment. Current budget can cover replacement due to normal wear and tear. However, if more of the courses are offered on the Verde Campus, additional capital equipment will be necessary to outfit studio space.

Physical Resources/Facility Needs

A studio space to accommodate lighting, printing, and portfolio courses is a top priority on the Prescott Campus and would be necessary if those courses were to be offered on the Verde Campus. The current Art computer lab is at capacity. Increased enrollment in Graphic Design, Web Design, and Photography courses will require expansion of the lab.

Technology Needs
Technological advances in the digital imaging and photographic fields are hard to predict. Digital SLR cameras are now capable of recording HD video and are certain to improve as far as quality. A demand for courses on video editing is certain to follow requiring hardware and software to handle the process. 3-D imaging technology is advancing rapidly and we can anticipate it will be incorporated in both still and video imaging. This will also require hardware for both capture and output (printers) and software for editing.

Staffing Needs
Photography currently has one full-time faculty and an additional Art faculty member teaching part of his load in photography on the Verde Campus. There are currently eight adjunct faculty members teaching in the photography discipline. Any additional faculty needs in the near term can be addressed at the adjunct level.

Professional Development Needs
Professional development for faculty teaching in the photography discipline mostly consists of keeping up with constant technological advances with hardware and software related to the field. This is accomplished mainly through individual research and inquiry. Teaching and learning development that focuses on educational technology and best practices in the classroom are adequately addressed for all full-time and adjunct faculty through the Teaching and eLearning Support department and the G.I.F.T. center provide by the College.

Partnerships
There are currently no active partnerships.

Program Outcomes
Upon successful completion of the Photography Certificate, the learner will be able to:
1. Articulate and use compositional elements of the photographic image. (Art 112, Art 150, Art 151, Art 154, Art 156, Art 157)
2. Identify properties of light and their visual impact. (Art 150, Art 151, Art 154, Art 156, Art 157)
3. Construct lighting set-ups for various commercial and fine art applications. (Art 150, Art 151, Art 154, Art 156, Art 157)
4. Edit images for output in the traditional and digital darkroom. (Art 130, Art 137, Art 150, Art 151, Art 154, Art 156, Art 157, Art 230, Art 237, Art 238)
5. Work independently or as a team to successfully complete photographic projects. (Art 130, Art 137, Art 150, Art 151, Art 154, Art 156, Art 157, Art 230, Art 237, Art 238, Art 296)
6. Articulate and use industry standard business practices. (SBE 201, SBE 202, SBE 212, BSA 221, Art 232)
7. Develop creative solutions to visual problems. (Art 112, Art 130, Art 137, Art 150, Art 151, Art 154, Art 156, Art 157, Art 230, Art 232, Art 237, Art 238, Art 296)
8. Identify, analyze, synthesize and communicate design principles. (Art 112, Art 130, Art 137, Art 150, Art 151, Art 154, Art 156, Art 157, Art 230, Art 232. Art 237, Art 238, Art 296)

9. Articulate traditional and non-traditional art examples and how those examples affect popular visual literacy. (Art 112, Art 130, Art 137, Art 150, Art 151, Art 154, Art 156, Art 157, Art 230, Art 232, Art 237, Art 238, Art 296)

Projections and Plans for the Future

Advances in technology in the digital imaging and photography fields will be the driving force in the future of this program. HD video capture and editing should be considered for either inclusion in this program or as a separate program itself during the time period covered by this educational master plan. Short-term plans include an advanced photo lighting course incorporated into the electives offered within the program. The business course(s) required by the program need to be reviewed as to its benefit to the student. A business course aimed more at the business of the art profession would better prepare students seeking art related degrees and certificates.

Website Design Certificate

Mission Statement

The Web Site Design certificate focuses on providing students with the fundamental knowledge to design, create and publish websites using principles of basic design, industry standard software and Internet marketing skills.

Graduate Summary

Website Design Certificate Graduates							
Major	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Web Site Design	Certificate <1 yr.				1		1

Enrollment Trend

Website Design Certificate				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	17	16	17	18
Enrollment	284	304	318	295
Avg. Class Size	16.7	19.0	18.7	16.4
Total SCH	802.0	896.0	908.0	884.0
SCH by Location				
Prescott	636.0	713.0	685.0	661.0
Verde Valley	78.0	75.0	72.0	81.0
Online	88.0	108.0	151.0	142.0
Enrollee Success				
%Successful	68%	76%	75%	2%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Website Design Certificate			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	11	11	13
Enrollment	195	213	197
Avg. Class Size	17.7	19.4	15.2
Total SCH	569.0	595.0	573.0
SCH by Location			
Prescott	447.0	441.0	357.0
Verde Valley	39.0	48.0	39.0
Online	83.0	106.0	129.0
Enrollee Success			
%Successful	76%	74%	75%

Enrollee success equals a letter grade of A,B,C, or S.

Website Design Certificate			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	1	1	0
Enrollment	11	13	0
Avg. Class Size	11.0	13.0	
Total SCH	33.0	39.0	
SCH by Location			
Prescott	33.0		39.0
Enrollee Success			
%Successful	100%		85%

Enrollee success equals a letter grade of A,B,C, or S.

Website Design Certificate				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	29	27	31	18
Enrollment	490	517	528	295
Avg. Class Size	16.9	19.1	17.0	16.4
Total SCH	1404.0	1491.0	1520.0	884.0
SCH by Location				
Prescott	1116.0	1154.0	1081.0	661.0
Verde Valley	117.0	123.0	111.0	81.0
Online	171.0	214.0	280.0	142.0
Enrollee Success				
%Successful	72%	75%	75%	2%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Website Design Certificate - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ART112	6	13.7	82	246.0	84%	7%	9%
ART130	2	16.5	33	99.0	79%	6%	12%
ART131	1	22.0	22	88.0	86%	9%	5%
ART137	13	18.4	239	717.0	71%	15%	14%
ART154	4	20.3	81	243.0	80%	1%	19%
ART231	1	12.0	12	48.0	100%	0%	0%
ART238	1	10.0	10	30.0	60%	30%	10%
CSA150	2	15.5	31	31.0	55%	13%	32%
SBE207	1	18.0	18	18.0	83%	17%	0%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
Website Design Certificate - Annual Student Credit Hour Forecast							
ART112	214.8	230.4	246.0	261.6	277.2	15.6	0.69
ART130	93.3	93.9	94.5	95.1	95.7	0.6	0.17
ART131	87.0	85.0	83.0	81.0	79.0	-2.0	-0.10
ART137	753.5	763.4	773.3	783.2	793.1	9.9	0.42
ART154	261.4	307.1	352.8	398.5	444.2	45.7	0.95
ART231	58.0	54.0	50.0	46.0	42.0	-4.0	-0.50
ART238	19.5	16.5	13.5	10.5	7.5	-3.0	-0.51
CSA150	35.7	39.0	42.3	45.6	48.9	3.3	0.71
SBE207	14.3	11.8	9.3	6.8	4.3	-2.5	-0.65

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
Website Design Certificate - Historical Student Credit Hour Trend							
ART112	174.0	156.0	201.0	168.0	246.0	15.6	0.69
ART130	96.0	87.0	90.0	87.0	99.0	0.6	0.17
ART131	124.0	36.0	64.0	88.0	88.0	-2.0	-0.10
ART137	714.0	687.0	690.0	780.0	717.0	9.9	0.42
ART154	70.0	123.0	210.0	234.0	243.0	45.7	0.95
ART231	64.0	80.0	56.0	72.0	48.0	-4.0	-0.50
ART238	33.0	36.0	30.0	12.0	30.0	-3.0	-0.51
CSA150		24.0	25.0	37.0	31.0	3.3	0.71
SBE207	29.0	16.0	18.0	13.0	18.0	-2.5	-0.65

Employment Trends

According to the U.S. Bureau of Labor Statistics' 2012-13 Occupational Outlook Handbook, job opportunities in web design are expected to increase 13 percent through 2020, which is about as fast as average. More and more companies are regularly seeking new college graduates with the latest techniques in web design, and the BLS states that people with skills in web design, mobile and other technologies will find the most opportunity.
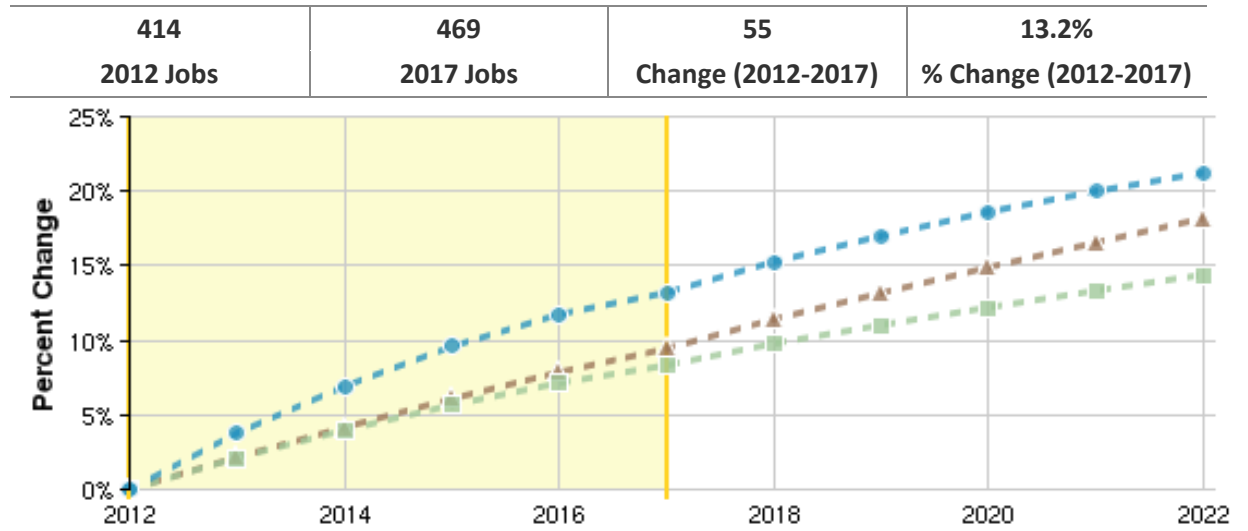
414	469	55	13.2%
2012 Jobs	2017 Jobs	Change (2012-2017)	% Change (2012-2017)

	Region	2012 Jobs	2017 Jobs	% Change
●	Yavapai County - All Shared	414	469	13.2%
■	State	17,688	19,161	8.3%
▲	Nation	967,339	1,058,668	9.4%

Source: Economic Modeling Specialists, Inc. November 2012

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

Web design classrooms are currently equipped with networked projector, instructor station w/ PC and iMac computers.

Technology Needs

The VPLA computer lab is equipped with PC and Mac workstations, scanners, digital cameras, black/white and color laser printers, and color projector. Internet access is needed for system updates and student research/instructor lecture. Currently, the Graphic Design dept. has access to the most up-to-date graphical

software through Adobe. Adobe software is schedule to update as new versions become available to keep with industry trends.

Staffing Needs
One full-time and one adjunct instructor.

Professional Development Needs
There are many instructional and student service support available for instructors to utilize. Yavapai College has a Teaching & eLearning Support department that provides resources, training and support for educational technology for faculty at Yavapai College. Summer and Winter Institutes are a teaching and learning event for all full-time and adjunct faculties, focusing on the best practices in the classroom, as well as technology topics for enhancing the student learning experience.

Partnerships
None at this time.

Program Outcomes
Upon successful completion of the Website Design Certificate program, the learner will be able to:
1. Develop web pages using HTML and skill-building modules. (ART/WEB 130, ART 137, ART 154, ART 231, ART 233B, ART/WEB 238, CSA/WEB 150)
2. Employ Adobe Creative Suite software. (ART/WEB 130, ART 131, ART 137, ART 154, ART 231, ART 233B, ART/WEB 238)
3. Identify, analyze, synthesize, and communicate design principles. (ART 112, ART 130, ART 131, ART 137, ART 154, ART 231, ART 233B, ART 238)
4. Develop creative solutions to visual problems. (ART/WEB 130, ART 131, ART 137, ART 154, ART 231, ART 233B, ART/WEB 238, SBE 207)
5. Articulate and use industry standard business practices. (ART/WEB 130, ART 131, ART 137, ART 154, ART 231, ART/WEB 238, SBE 207, CSA/WEB 150)
6. Articulate traditional and non-traditional art examples and explain how those examples affect popular visual literacy. (ART 112, ART/WEB 130, ART 131, ART 137, ART 154, ART 231, ART/WEB 238, CSA/WEB 150)

Projections and Plans for the Future
The direction of web design is changing as technology moves past traditional boundaries. The current Website Design certificate is primarily a *design* certificate, closely related to the Graphic Design degree program, and only three one-credit courses in the Website Design certificate are in other discipline areas. The current program content and learning outcomes are outdated, and the certificate no longer articulates with other institutions or meets the needs of employers. In addition, as the tables above illustrate, enrollment is inadequate. Therefore, a curriculum proposal to sunset the Website Design certificate program has been submitted. A new certificate program may be developed to include more coding classes versus design classes as web designers need to be able to design for tablets, smartphones, laptops and computers. As teaching in this area must move beyond designing for one device, a complete curriculum overall is required.

Course Subject: American Sign Language (ASL)

Mission Statement

Yavapai College offers several levels of American Sign Language classes to give students the opportunity to acquire proficiency in communication in the language by means of a wide variety of activities.

Enrollment Trend

Course Subject: American Sign Language - ASL				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	2	3	2	3
Enrollment	41	58	47	66
Avg. Class Size	20.5	19.3	23.5	22.0
Total SCH	164.0	232.0	188.0	264.0
SCH by Location				
Prescott	164.0	232.0	188.0	264.0
Enrollee Success				
%Successful	76%	90%	85%	0%
*Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: American Sign Language - ASL			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	2	2	3
Enrollment	44	46	58
Avg. Class Size	22.0	23.0	19.3
Total SCH	176.0	184.0	232.0
SCH by Location			
Prescott	176.0	184.0	232.0
Enrollee Success			
%Successful	86%	87%	88%
*Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: American Sign Language - ASL			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	0		
Enrollment	0		
Avg. Class Size			
Total SCH			
SCH by Location			
Enrollee Success			
%Successful			

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: American Sign Language - ASL				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	4	5	5	3
Enrollment	85	104	105	66
Avg. Class Size	21.3	20.8	21.0	22.0
Total SCH	340.0	416.0	420.0	264.0
SCH by Location				
Prescott	340.0	416.0	420.0	264.0
Enrollee Success				
%Successful	81%	88%	87%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: American Sign Language - ASL - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ASL101	3	22.7	68	272.0	81%	9%	10%
ASL102	2	18.5	37	148.0	97%	0%	3%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: American Sign Language - ASL - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
ASL101	272.8	262.4	252.0	241.6	231.2	-10.4	-0.33
ASL102	133.0	119.0	105.0	91.0	77.0	-14.0	-0.40

Course Subject: American Sign Language - ASL - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ASL101	300.0	332.0	196.0	284.0	272.0	-10.4	-0.33
ASL102	240.0	88.0	144.0	132.0	148.0	-14.0	-0.40

Transfer Graduate Summary

Transfer Graduates							
Major	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Associate of Arts	Associate of Arts	130	129	177	124	143	703
General Studies	Associate of Arts	13	25				38
Associate of Arts	Associate of Business	1					1
General Studies	Associate of Business		1				1
General Studies	Associate of General Studies	8	5	17	9	16	55
General Studies	Associate of General Studies	13	11				24
Associate of Science	Associate of Science	6	2	11	5	10	34
General Studies	Associate of Science	1					1
Arizona General Education - A	Certificate <1 yr.	6					6
Arizona General Education - B	Certificate <1 yr.	2					2
Arizona General Education - S	Certificate <1 yr.	4					4
Arizona General Education - A	Certificate >1 yr.	70	88	193	148	164	663
Arizona General Education - B	Certificate >1 yr.	10	9	24	14	15	72
Arizona General Education - S	Certificate >1 yr.	5	10	14	13	11	53

Enrollment Trends
The most recent enrollment data reported indicates an upward trend in ASL enrollments despite a slight downturn in college enrollment overall.

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
None at this time.

Technology Needs
None at this time.

Staffing Needs
We may have need of additional adjunct faculty on both the Prescott and Verde campuses with the recent interest expressed in offering more ASL courses at both locations.

Professional Development Needs
Currently all ASL courses are taught by adjunct faculty; therefore it is even more necessary that professional growth and ongoing training opportunities be made available to them.

Partnerships
None at this time.

Program Outcomes
Not currently applicable as American Sign Language is not currently part of a degree/general education program.

Projections and Plans for the Future
Recent interest in offering ASL on the Verde campus indicates there is more demand for our ASL courses than we are currently delivering.

Course Subject: Anthropology (ANT)

Mission Statement
General Education Mission Statement: General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Anthropology - ANT				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	7	6	4	5
Enrollment	183	178	127	148
Avg. Class Size	26.1	29.7	31.8	29.6
Total SCH	549.0	534.0	381.0	444.0
SCH by Location				
Prescott	192.0	192.0	381.0	192.0
Verde Valley	51.0			
Online	306.0	342.0		252.0
Enrollee Success				
%Successful	66%	61%	74%	0%
*Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Anthropology - ANT			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	8	6	5
Enrollment	193	178	141
Avg. Class Size	24.1	29.7	28.2
Total SCH	579.0	534.0	423.0
SCH by Location			
Prescott	366.0	366.0	249.0
Online	213.0	168.0	174.0
Enrollee Success			
%Successful	65%	62%	78%
Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: Anthropology - ANT			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	1	1	1
Enrollment	23	25	24
Avg. Class Size	23.0	25.0	24.0
Total SCH	69.0	75.0	72.0
SCH by Location			
Online	69.0	75.0	72.0
Enrollee Success			
%Successful	39%	68%	71%
Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: Anthropology - ANT				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	16	13	10	5
Enrollment	399	381	292	148
Avg. Class Size	24.9	29.3	29.2	29.6
Total SCH	1197.0	1143.0	876.0	444.0
SCH by Location				
Prescott	558.0	558.0	630.0	192.0
Verde Valley	51.0			
Online	588.0	585.0	246.0	252.0
Enrollee Success				
%Successful	64%	62%	76%	0%
*Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Course Subject: Anthropology - ANT - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ANT101	2	30.5	61	183.0	70%	20%	10%
ANT102	5	30.4	152	456.0	79%	14%	7%
ANT104	2	27.5	55	165.0	75%	15%	11%
ANT232	1	24.0	24	72.0	71%	4%	25%

*Cross-listed courses counted as individaul course sections (not merged).
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U
Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: Anthropology - ANT - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
ANT101	179.9	176.6	173.3	170.0	166.7	-3.3	-0.14
ANT102	560.4	589.2	618.0	646.8	675.6	28.8	0.43
ANT104	173.6	175.7	177.8	179.9	182.0	2.1	0.22
ANT232	65.0	50.9	36.8	22.7	8.6	-14.1	-0.74

Course Subject: Anthropology - ANT - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ANT101	225.0	129.0	153.0	180.0	183.0	-3.3	-0.14
ANT102	399.0	462.0	615.0	636.0	456.0	28.8	0.43
ANT104	150.0	189.0	168.0	180.0	165.0	2.1	0.22
ANT232	120.0	117.0	138.0	72.0	72.0	-14.1	-0.74

Enrollment Trends

There has been some decrease in Anthropology enrollments due to the retirement of a full-time faculty member on the Verde campus. However, overall enrollment has remained fairly steady, with fluctuations which generally follow college-wide enrollment trends.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

None at this time.

Technology Needs

None at this time.

Staffing Needs

At least one more adjunct instructor is needed presently.

Professional Development Needs

Technology training will continue to be important for faculty in all disciplines.

Partnerships

None at this time.

Program Outcomes

Course outcomes are tied to General Education Core Curriculum Outcomes.

Projections and Plans for the Future

Continue to grow enrollment, hire adjunct faculty as required, and find the right balance between classroom, classroom & web, and online offerings for student success and college growth.

Course Subject: College Honors Program (CHP)

Mission Statement
The Yavapai College Honors Program provides educational enrichment opportunities and scholarship incentives to superior students attending any Yavapai College campus. The College Honors Program helps to provide an environment that nurtures students academically, socially, emotionally, and intellectually.

Enrollment Trend

Course Subject: College Honors Program - CHP				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	4	4	2	2
Enrollment	26	24	25	25
Avg. Class Size	6.5	6.0	12.5	12.5
Total SCH	26.0	24.0	25.0	25.0
SCH by Location				
Prescott	18.0	15.0	21.0	22.0
Verde Valley	8.0	9.0	4.0	3.0
Enrollee Success				
%Successful	100%	92%	96%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Course Subject: College Honors Program - CHP			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	4	4	2
Enrollment	24	20	24
Avg. Class Size	6.0	5.0	12.0
Total SCH	24.0	20.0	24.0
SCH by Location			
Prescott	14.0	11.0	20.0
Verde Valley	10.0	9.0	4.0
Enrollee Success			
%Successful	92%	90%	100%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: College Honors Program - CHP			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	0		
Enrollment	0		
Avg. Class Size			
Total SCH			
SCH by Location			
Enrollee Success			
%Successful			

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: College Honors Program - CHP				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	8	8	4	2
Enrollment	50	44	49	25
Avg. Class Size	6.3	5.5	12.3	12.5
Total SCH	50.0	44.0	49.0	25.0
SCH by Location				
Prescott	32.0	26.0	41.0	22.0
Verde Valley	18.0	18.0	8.0	3.0
Enrollee Success				
%Successful	96%	91%	98%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: College Honors Program - CHP - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
CHP190	4	12.3	49	49.0	98%	2%	0%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Class	Course Subject: College Honors Program - CHP - Annual Student Credit Hour Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
CHP190	Insufficient Data						

Course Subject: College Honors Program - CHP - Historical Student Credit Hour Trend

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
CHP190					49.0	Insufficient Data	

Enrollment Trends

The College Honors Program offers its colloquia courses (CHP 190) in the fall and spring semesters only. Only students admitted to the program may enroll, and enrollment, due to college scholarship funding, is limited to 25. To include students on the Verde campus, sections are offered ITV. Prior to Fall 2011, the CHP curriculum consisted of four courses CHP 180-181-280-281. The curriculum was revised to meet General Education Critical Thinking graduation requirements, and now CHP 190 is repeatable and taken each semester by program students. Therefore, the enrollment data represented above is largely insufficient.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

A dedicated CHP meeting room would enhance the program by allowing students to meet informally at times other than class meeting times and also to have a place to leave materials related to fundraising projects.

Technology Needs

None at this time.

Staffing Needs

None at this time.

Professional Development Needs

None at this time.

Partnerships

The CHP partners with several college and community organizations to fund raise which vary year-to-year based on student interest.

Program Outcomes

No official program outcomes at this time.

Projections and Plans for the Future

In order to grow the College Honors Program, college scholarship funding must necessarily be maintained and grown. With increasing costs at our state universities and diminishing scholarship opportunities there, the Yavapai College Honors Program remains a huge opportunity for area students.

Course Subject: Geography (GEO)

Mission Statement
General Education Mission Statement: General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Geography - GEO				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	5	6	6	7
Enrollment	119	140	161	181
Avg. Class Size	23.8	23.3	26.8	25.9
Total SCH	395.0	498.0	557.0	639.0
SCH by Location				
Prescott	320.0	470.0	293.0	364.0
Chino Valley			96.0	188.0
Online	75.0		168.0	87.0
Enrollee Success				
%Successful	76%	82%	86%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Geography - GEO			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	5	7	7
Enrollment	130	159	184
Avg. Class Size	26.0	22.7	26.3
Total SCH	462.0	574.0	650.0
SCH by Location			
Prescott	387.0	328.0	296.0
Chino Valley		156.0	192.0
Online	75.0	90.0	162.0
Enrollee Success			
%Successful	67%	74%	83%
Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: Geography - GEO			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	2	3	3
Enrollment	41	61	71
Avg. Class Size	20.5	20.3	23.7
Total SCH	164.0	214.0	244.0
SCH by Location			
Prescott	68.0		
Chino Valley		124.0	124.0
Online	96.0	90.0	120.0
Enrollee Success			
%Successful	63%	90%	85%
Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: Geography - GEO				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	12	16	16	7
Enrollment	290	360	416	181
Avg. Class Size	24.2	22.5	26.0	25.9
Total SCH	1021.0	1286.0	1451.0	639.0
SCH by Location				
Prescott	775.0	798.0	589.0	364.0
Chino Valley		280.0	412.0	188.0
Online	246.0	180.0	450.0	87.0
Enrollee Success				
%Successful	70%	80%	84%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Course Subject: Geography - GEO - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
GEO101	1	32.0	32	96.0	81%	9%	9%
GEO102	1	31.0	31	93.0	90%	6%	3%
GEO103	4	25.0	100	400.0	95%	2%	3%
GEO105	3	33.3	100	300.0	79%	16%	5%
GEO210	2	25.0	50	150.0	74%	20%	6%
GEO212	5	20.6	103	412.0	83%	12%	5%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Course Subject: Geography - GEO - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
GEO101	102.3	114.9	127.5	140.1	152.7	12.6	0.84
GEO102	97.4	106.1	114.8	123.5	132.2	8.7	0.91
GEO103	458.5	527.4	596.3	665.2	734.1	68.9	0.72
GEO105	308.4	352.2	396.0	439.8	483.6	43.8	0.98
GEO210	Insufficient Data						
GEO212	473.0	631.0	789.0	947.0	1105.0	158.0	0.91

Course Subject: Geography - GEO - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
GEO101	54.0	54.0	99.0	96.0	96.0	12.6	0.84
GEO102	57.0	78.0	87.0	93.0	93.0	8.7	0.91
GEO103	136.0		508.0	448.0	400.0	68.9	0.72
GEO105		168.0	231.0	273.0	300.0	43.8	0.98
GEO210	64.0	40.0			150.0	Insufficient Data	
GEO212			96.0	376.0	412.0	158.0	0.91

Enrollment Trends
Demand for Geography courses has remained steady and generally rising for the enrollment period reported. For the past several years there has been turnover or lack of a full-time faculty member in this discipline, but effective this fall the vacancy has been filled. Due to this faculty appointment, enrollment is expected to increase.

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
Dedicated classrooms, particularly for lab classes, would augment the range of activities and assignments possible.

Technology Needs
Related to the notation above, a dedicated Geography computer classroom would enhance course offerings.

Staffing Needs
Two additional adjunct faculty members are currently needed.

Professional Development Needs
Technology training will continue to be important for all faculty in all disciplines.

Partnerships
None at this time.

Program Outcomes
Course outcomes are tied to General Education Core Curriculum Outcomes.

Projections and Plans for the Future
Continue to grow enrollment, hire adjunct faculty as required, and find the right balance between classroom, classroom & web, and online offerings for student success and college growth.

Course Subject: History (HIS)

Mission Statement

History is one of the courses that fulfill the general education requirements. General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: History - HIS				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	10	13	10	12
Enrollment	215	294	233	283
Avg. Class Size	21.5	22.6	23.3	23.6
Total SCH	645.0	882.0	699.0	849.0
SCH by Location				
Prescott	411.0	333.0	291.0	264.0
Verde Valley	84.0	54.0	123.0	66.0
Online	150.0	495.0	285.0	519.0
Enrollee Success				
%Successful	67%	56%	62%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: History - HIS			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	13	12	12
Enrollment	284	266	272
Avg. Class Size	21.8	22.2	22.7
Total SCH	852.0	798.0	816.0
SCH by Location			
Prescott	429.0	339.0	288.0
Verde Valley	117.0	81.0	66.0
Online	306.0	378.0	462.0
Enrollee Success			
%Successful	65%	59%	61%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: History - HIS			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	3	6	2
Enrollment	71	119	48
Avg. Class Size	23.7	19.8	24.0
Total SCH	213.0	357.0	144.0
SCH by Location			
Online	213.0	345.0	144.0
Enrollee Success			
%Successful	75%	72%	67%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: History - HIS				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	26	31	24	12
Enrollment	570	679	553	283
Avg. Class Size	21.9	21.9	23.0	23.6
Total SCH	1710.0	2037.0	1659.0	849.0
SCH by Location				
Prescott	840.0	672.0	579.0	264.0
Verde Valley	201.0	135.0	189.0	66.0
Online	669.0	1218.0	891.0	519.0
Enrollee Success				
%Successful	67%	60%	62%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Course Subject: History - HIS - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
HIS131	10	23.8	238	714.0	63%	18%	18%
HIS132	4	22.8	91	273.0	58%	10%	31%
HIS201	2	24.0	48	144.0	60%	13%	27%
HIS202	1	14.0	14	42.0	64%	21%	14%
HIS205	7	23.1	162	486.0	64%	17%	19%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

This data reflects consistent enrollment and an increase in the number of students attending HIS courses, with a decrease in summer enrollment. This decrease in summer enrollment is tied to the economic difficulty that the college is experiencing. Enrollment has increased significantly in the online component of history courses. This increase in online students and classes reflects the commitment of the history faculty to meet the needs of the students through different mediums. Enrollment is expected to continue to remain at its current level or increase slightly.

Course Forecast

Course Subject: History - HIS - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
HIS131	917.7	1034.1	1150.5	1266.9	1383.3	116.4	0.73
HIS132	264.6	280.8	297.0	313.2	329.4	16.2	0.72
HIS201	171.0	147.0	123.0	99.0	75.0	-24.0	-0.38
HIS202	Insufficient Data						
HIS205	578.0	677.9	777.8	877.7	977.6	99.9	0.78

Course Subject: History - HIS - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
HIS131	438.0	393.0	783.0	1005.0	714.0	116.4	0.73
HIS132	219.0	186.0	192.0	240.0	273.0	16.2	0.72
HIS201	240.0	270.0	417.0	222.0	144.0	-24.0	-0.38
HIS202	93.0	150.0	69.0		42.0	Insufficient Data	
HIS205		267.0	228.0	570.0	486.0	99.9	0.78

Enrollment Trends

Enrollment will continue at the current numbers, with the possibility of a small increase. This increase is contingent upon history courses continuing to be a required course and the economy. The demand for HIS 131 will continue to increase as this class is required for Arizona school credentials. There will continue to see a decline in HIS 202, Western Civilization II, because students do not demonstrate an interest in Western Civilization history.

Capital Equipment Needs

It would be nice to have a bus system connecting Verde, Prescott Valley, and Prescott campuses.

Physical Resources/Facility Needs

Current classroom technology continues to be updated.

Technology Needs

Continue to upgrade classroom technology. Availability of primary source databases, both for instructors and students.

Staffing Needs

Hire adjunct faculty member. If history enrollment continues to grow slowly within the next two to three years an adjunct faculty member may be required, especially if one of the historians retire.

Professional Development Needs

Technology training in new and innovative programs.

Partnerships

None at this time.

Program Outcomes

1. Evaluate historical events through different historical methods, theories and interpretations.
2. Define and utilize relevant terminology.
3. Contrast common memory to historical evidence.
4. Locate, retrieve and analyze primary and secondary historical sources.
5. Evaluate the reliability and objectivity of historical evidence.
6. Evaluate and analyze historical issues.
7. Interpret events and actions within appropriate temporal and spatial contexts.
8. Create, organize and support a historical thesis in written and/or oral form.

Projections and Plans for the Future

Continue to increase enrollments and hire adjunct faculty within the next two to three years (if needed).

Course Subject: Humanities (HUM)

Mission Statement
General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Humanities - HUM				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	8	11	11	11
Enrollment	176	240	257	253
Avg. Class Size	22.0	21.8	23.4	23.0
Total SCH	528.0	720.0	771.0	759.0
SCH by Location				
Prescott	204.0	252.0	288.0	294.0
Verde Valley	111.0	90.0	123.0	93.0
Prescott Valley	63.0	78.0	72.0	75.0
Online	150.0	300.0	288.0	297.0
Enrollee Success				
%Successful	72%	72%	77%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Course Subject: Humanities - HUM			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	8	9	10
Enrollment	187	203	225
Avg. Class Size	23.4	22.6	22.5
Total SCH	561.0	609.0	675.0
SCH by Location			
Prescott	150.0	150.0	141.0
Verde Valley	123.0	66.0	96.0
Prescott Valley	69.0		69.0
Chino Valley	66.0	75.0	
Online	153.0	309.0	369.0
Enrollee Success			
%Successful	72%	73%	71%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Humanities - HUM			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	2	3	3
Enrollment	41	72	72
Avg. Class Size	20.5	24.0	24.0
Total SCH	123.0	216.0	216.0
SCH by Location			
Prescott	69.0		66.0
Verde Valley	54.0	72.0	
Online		144.0	150.0
Enrollee Success			
%Successful	73%	83%	75%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Humanities - HUM				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	18	23	24	11
Enrollment	404	515	554	253
Avg. Class Size	22.4	22.4	23.1	23.0
Total SCH	1212.0	1545.0	1662.0	759.0
SCH by Location				
Prescott	423.0	402.0	495.0	294.0
Verde Valley	288.0	228.0	219.0	93.0
Prescott Valley	132.0	78.0	141.0	75.0
Chino Valley	66.0	75.0		
Online	303.0	753.0	807.0	297.0
Enrollee Success				
%Successful	72%	74%	74%	0%

*Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: Humanities - HUM - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
HUM101	17	23.2	394	1182.0	74%	10%	15%
HUM205	2	21.5	43	129.0	81%	2%	16%
HUM241	2	21.5	43	129.0	79%	9%	12%
HUM242	1	24.0	24	72.0	58%	13%	29%
HUM243	1	25.0	25	75.0	80%	12%	8%
HUM248	1	25.0	25	75.0	64%	20%	16%

*Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: Humanities - HUM - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
HUM101	1187.4	1282.2	1377.0	1471.8	1566.6	94.8	0.99
HUM205	1.1	-164.9	-330.8	-496.7	-662.6	-165.9	-0.86
HUM241	125.4	103.2	81.0	58.8	36.6	-22.2	-0.64
HUM242	117.9	128.7	139.5	150.3	161.1	10.8	0.45
HUM243	Insufficient Data						
HUM248	Insufficient Data						

Course Subject: Humanities - HUM - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
HUM101		912.0	960.0	1098.0	1182.0	94.8	0.99
HUM205	774.0	408.0	99.0	39.0	129.0	-165.9	-0.86
HUM241	222.0	180.0	75.0	144.0	129.0	-22.2	-0.64
HUM242	63.0	63.0	78.0	153.0	72.0	10.8	0.45
HUM243				39.0	75.0	Insufficient Data	
HUM248					75.0	Insufficient Data	

Enrollment Trends

All HUM 101 courses except HUM 101 fulfill AGEC Arts and Humanities (AH) and Intensive Writing and Reasoning (IWR) requirements for transfer. As long as the state maintains those categories in the AGEC, HUM courses will continue to be in demand. The larger issue would therefore be trends in students using the AGEC to transfer to a state university. This is likely to increase as more students take advantage of the cost savings in completing their first two years of university work at Yavapai College to avoid the escalating tuitions at ASU, NAU and UA. So the key will be to offer enough courses to make sure that there is no bottleneck at this point in a student's pathway through the AGEC.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

Trends in education are emphasizing collaborative, interactive and student-centered learning. While humanities courses have been traditionally lecture-heavy, providing a broad overview of human history and creativity via presentation and textbook reading, the revolutions in pedagogy will affect HUM classes as they will all others. See, for instance, the development of humanities topics at the Khan Academy , particularly their assimilation of Smarthistory.org. Therefore the physical resources and facilities of the college are going to have to adapt to this new pattern of learning. The college needs learning spaces that are collaborative, interactive and student-centered. The old pattern of rigid rows of chairs and tables facing a lectern simply will not do and cannot be uncritically replicated in new or renovated classrooms. Classrooms will need to be designed to be flexible, to accommodate a larger variety of activities.

Technology Needs

The demand for online classes will only increase. Currently, every online HUM class offered online fills within hours of the opening of registration. It is impossible to estimate how much more demand there is, as the college has no system for waitlisted students or otherwise capturing that kind of information. This should be addressed.

The college will also have to address various issues related to online education. On the one hand, more and better virtual experiences that will let students "visit" Versailles via 3-D video tour, for example, or attend a Metropolitan Opera performance at the YC Performance Hall, and the college needs to invest in the technology that will allow our students to benefit from these innovations. But online classes are often restricted from viewing movies and other media that is shown in face-to-face classes because of restrictive copyright issues. This will have to be resolved if online education is really to reach parity with traditional classes.

Finally, the online learning environment is going to have to evolve in just the same way as physical classrooms will, as noted above. Blackboard is the LMS equivalent of a lecture hall with seats bolted to the floor, permanently facing the lectern. It is neither open enough nor flexible enough to cope with the student-centered, collaborative pedagogy that is coming.

Staffing Needs

None at this time.

Professional Development Needs

As new programs emerge and instructors explore new and different ways of learning, the college will need to support those efforts through both TeLS and ITS.

Partnerships

None at this time.

Program Outcomes

Humanities classes are part of YC's Gen Ed program, and the learning outcomes for Gen Ed are currently being revised.

Projections and Plans for the Future

None other than those listed above.

Course Subject: Journalism (JRN)

Mission Statement
General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Journalism - JRN				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	6	5	3	2
Enrollment	82	93	49	45
Avg. Class Size	13.7	18.6	16.3	22.5
Total SCH	246.0	279.0	147.0	135.0
SCH by Location				
Prescott	192.0	189.0	72.0	63.0
Verde Valley	54.0		9.0	
Online		90.0	66.0	72.0
Enrollee Success				
%Successful	84%	85%	76%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Journalism - JRN			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	6	4	1
Enrollment	66	64	24
Avg. Class Size	11.0	16.0	24.0
Total SCH	198.0	192.0	72.0
SCH by Location			
Prescott	198.0	192.0	
Online			72.0
Enrollee Success			
%Successful	77%	72%	88%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Journalism - JRN			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	0		
Enrollment	0		
Avg. Class Size			
Total SCH			
SCH by Location			
Enrollee Success			
%Successful			

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Journalism - JRN				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	12	9	4	2
Enrollment	148	157	73	45
Avg. Class Size	12.3	17.4	18.3	22.5
Total SCH	444.0	471.0	219.0	135.0
SCH by Location				
Prescott	390.0	381.0	72.0	63.0
Verde Valley	54.0		9.0	
Online		90.0	138.0	72.0
Enrollee Success				
%Successful	81%	80%	79%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Course Subject: Journalism - JRN - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
JRN131	4	18.3	73	219.0	79%	7%	14%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Course Subject: Journalism - JRN - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
JRN131	320.0	362.9	405.8	448.7	491.6	42.9	0.55

Course Subject: Journalism - JRN - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
JRN131	60.0	267.0	339.0	378.0	219.0	42.9	0.55

Enrollment Trends

General enrollment trends are included in the forecast analysis below.

Capital Equipment Needs

There are no major capital equipment needs for journalism.

Physical Resources/Facility Needs
There are no major physical resources/facility needs for journalism.

Technology Needs
Technology needs include the utilization of Yavapai College's course management system, class capture systems, and new innovative technologies as they arise.

Staffing Needs
Two full-time faculty teach courses in this discipline, along with an adjunct faculty member. There are no further staffing needs projected for the near future.

Professional Development Needs
Professional Development needs include learning new technologies, as well as staying informed of current trends in the field.

Partnerships
Potential partnerships include cultivating relationships with community newspapers through Yavapai County as well as the Yavapai College Marketing Department.

Program Outcomes
There are no specific program outcomes for journalism, but the General Education Program Outcomes.

Projections and Plans for the Future
The last three annual years of complete data (AY 2009-10; AY 2010-11; AY 2011-12), suggest the following trends:
- Average class size is on an upward growth trend (12.3-18.3)
- Successful completion rates has been high, hovering around 80%
- Fluctuations in enrollment data have corresponded to the number and type of classes being offered by each campus in particular semesters

Forecast and Future Plans:
- Transitioning the *Rough Rider* student newspaper to an online publication, accessible on the college web site, beginning in Spring 2013
- Supporting this transition to an online student newspaper with a course modification: JRN 150 Newswriting and Reporting, to JRN 150 Media Writing and Reporting
- Hiring at least one new JRN adjunct in Spring 2013 to teach JRN 150 and additional sections of JRN 131 Media and Society district-wide

Course Subject: Music (MUS)

Mission Statement

The Mission of the Yavapai College Music Department is to provide music education to university transfer students and community members, engage in student recruitment and serve as an arts resource for the community and the region.

The Yavapai College Instrumental Music Department provides opportunities to learn how to read, perform, and create music. We do this by offering the following instrumental ensembles: Concert Band, Symphonic Band, Symphony Orchestra, Trailblazers Big Band and Roughrider Big Band. Also we offer private lessons on wind, string and percussion instruments. Our mission is to create an environment where quality music education receives the highest priority. We strive for excellence in our teaching by focusing on student and faculty interaction to enable and inspire a love for music and playing a musical instrument.

Enrollment Trend

Course Subject: Music - MUS				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	81	103	66	73
Enrollment	651	635	599	659
Avg. Class Size	8.0	6.2	9.1	9.0
Total SCH	929.0	861.0	797.0	884.0
SCH by Location				
Prescott	722.0	626.0	651.0	669.0
Verde Valley		14.0	3.0	1.0
Sedona		12.0	14.0	13.0
Online	132.0	132.0	129.0	201.0
Enrollee Success				
%Successful	87%	87%	87%	0%
*Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Music - MUS			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	81	66	75
Enrollment	626	633	572
Avg. Class Size	7.7	9.6	7.6
Total SCH	894.0	843.0	803.0
SCH by Location			
Prescott	656.0	696.0	656.0
Verde Valley	16.0	4.0	4.0
Sedona	17.0	14.0	14.0
Online	132.0	129.0	129.0
Enrollee Success			
%Successful	88%	89%	93%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Music - MUS			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	11	4	7
Enrollment	81	69	106
Avg. Class Size	7.4	17.3	15.1
Total SCH	184.0	161.0	296.0
SCH by Location			
Prescott	18.0	14.0	3.0
Sedona	1.0		
Online	165.0	147.0	293.0
Enrollee Success			
%Successful	74%	75%	72%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Music - MUS				
	AY 2009-10	**AY 2010-11**	**AY 2011-12**	**AY 2012-13***
District				
Sections	173	173	148	73
Enrollment	1358	1337	1277	659
Avg. Class Size	7.8	7.7	8.6	9.0
Total SCH	2007.0	1865.0	1896.0	884.0
SCH by Location				
Prescott	1396.0	1336.0	1310.0	669.0
Verde Valley	16.0	18.0	7.0	1.0
Sedona	18.0	26.0	28.0	13.0
Online	429.0	408.0	551.0	201.0
Enrollee Success				
%Successful	87%	87%	88%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
Course Subject: Music - MUS - Academic Year 2011-12
MUS101	28	3.1	87	87.0	91%	3%	6%
MUS102	14	1.6	22	22.0	95%	5%	0%
MUS103	7	7.1	50	50.0	68%	12%	20%
MUS104	7	3.3	23	23.0	65%	22%	13%
MUS105	3	10.3	31	31.0	74%	0%	26%
MUS106	2	7.5	15	15.0	100%	0%	0%
MUS107	3	15.7	47	47.0	85%	4%	11%
MUS108	1	3.0	3	3.0	100%	0%	0%
MUS110	2	21.0	42	42.0	98%	0%	2%
MUS111	2	39.5	79	79.0	95%	0%	5%
MUS113	2	18.5	37	37.0	95%	3%	3%
MUS114	2	16.5	33	33.0	100%	0%	0%
MUS117	2	43.0	86	86.0	97%	1%	2%
MUS129	3	17.7	53	106.0	77%	21%	2%
MUS131	2	8.5	17	68.0	53%	18%	29%
MUS132	1	3.0	3	12.0	67%	0%	33%
MUS151	3	1.0	3	6.0	100%	0%	0%
MUS152	2	1.0	2	4.0	100%	0%	0%
MUS161	2	5.5	11	11.0	82%	9%	9%
MUS162	2	3.5	7	7.0	86%	0%	14%
MUS190	1	15.0	15	15.0	93%	0%	7%
MUS201	9	1.7	15	15.0	93%	0%	7%
MUS202	8	1.8	14	14.0	100%	0%	0%
MUS203	5	2.2	11	11.0	91%	9%	0%
MUS204	5	1.6	8	8.0	88%	0%	13%
MUS222	2	16.5	33	33.0	91%	3%	6%
MUS223	2	21.5	43	43.0	91%	0%	9%
MUS224	2	44.5	89	89.0	97%	2%	1%
MUS225	2	39.5	79	79.0	87%	5%	8%
MUS226	2	25.0	50	50.0	94%	2%	4%
MUS227	2	10.5	21	21.0	95%	0%	5%
MUS231	1	6.0	6	24.0	83%	17%	0%
MUS232	1	4.0	4	16.0	100%	0%	0%
MUS240	8	21.0	168	504.0	81%	10%	10%
MUS245	3	21.7	65	195.0	86%	8%	6%
MUS251	1	1.0	1	2.0	100%	0%	0%
MUS252	1	1.0	1	2.0	100%	0%	0%
MUS299	3	1.0	3	6.0	100%	0%	0%

*Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend

Course Subject: Music - MUS - Annual Student Credit Hour Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
MUS101	88.6	100.7	112.8	124.9	137.0	12.1	0.80
MUS102	21.0	20.9	20.8	20.7	20.6	-0.1	-0.18
MUS103	59.4	60.2	61.0	61.8	62.6	0.8	0.15
MUS104	24.1	26.2	28.3	30.4	32.5	2.1	0.78
MUS105	28.4	22.1	15.8	9.5	3.2	-6.3	-0.84
MUS106	15.0	15.9	16.8	17.7	18.6	0.9	0.61
MUS107	37.4	14.2	-9.0	-32.2	-55.4	-23.2	-0.97
MUS108	-6.2	-23.5	-40.8	-58.1	-75.4	-17.3	-0.96
MUS110	Insufficient Data						
MUS111	81.9	82.7	83.5	84.3	85.1	0.8	0.28
MUS113	34.2	24.5	14.8	5.1	-4.7	-9.7	-0.89
MUS114	33.5	32.5	31.5	30.5	29.5	-1.0	-0.87
MUS117	84.7	88.0	91.3	94.6	97.9	3.3	0.72
MUS129	104.0	102.0	100.0	98.0	96.0	-2.0	-0.46
MUS131	53.8	45.4	37.0	28.6	20.2	-8.4	-0.51
MUS132	35.8	31.4	27.0	22.6	18.2	-4.4	-0.30
MUS151	9.1	7.3	5.5	3.7	1.9	-1.8	-0.73
MUS152	3.7	3.1	2.5	1.9	1.3	-0.6	-0.35
MUS161	Insufficient Data						
MUS162	Insufficient Data						
MUS190	Insufficient Data						
MUS201	14.0	15.9	17.8	19.7	21.6	1.9	0.75
MUS202	18.6	21.8	25.0	28.2	31.4	3.2	0.77
MUS203	11.0	10.9	10.8	10.7	10.6	-0.1	-0.10
MUS204	7.3	6.8	6.3	5.8	5.3	-0.5	-0.41
MUS222	38.2	42.5	46.8	51.1	55.4	4.3	0.66
MUS223	59.3	57.8	56.3	54.8	53.3	-1.5	-0.16
MUS224	83.7	80.1	76.5	72.9	69.3	-3.6	-0.62
MUS225	75.1	72.3	69.5	66.7	63.9	-2.8	-0.54
MUS226	78.1	75.3	72.5	69.7	66.9	-2.8	-0.19
MUS227	29.2	24.5	19.8	15.1	10.4	-4.7	-0.73
MUS231	35.2	41.6	48.0	54.4	60.8	6.4	0.71
MUS232	28.8	30.4	32.0	33.6	35.2	1.6	0.21
MUS240	407.0	422.9	438.8	454.7	470.6	15.9	0.33
MUS245	192.2	195.5	198.8	202.1	205.4	3.3	0.56
MUS251	Insufficient Data						
MUS252	Insufficient Data						
MUS299	Insufficient Data						

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend

Course Subject: Music - MUS - Historical Student Credit Hour Trend

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
MUS101	41.0	49.0	32.0	78.0	87.0	12.1	0.80
MUS102	22.0	21.0	22.0	20.0	22.0	-0.1	-0.18
MUS103	50.0	60.0	66.0	68.0	50.0	0.8	0.15
MUS104	16.0	16.0	25.0	23.0	23.0	2.1	0.78
MUS105	50.0	57.0	34.0	32.0	31.0	-6.3	-0.84
MUS106	10.0	15.0	11.0	14.0	15.0	0.9	0.61
MUS107	138.0	101.0	86.0	51.0	47.0	-23.2	-0.97
MUS108	63.0	55.0	23.0	2.0	3.0	-17.3	-0.96
MUS110				48.0	42.0	Insufficient Data	
MUS111	81.0	72.0	78.0	84.0	79.0	0.8	0.28
MUS113	71.0	70.0	39.0	41.0	37.0	-9.7	-0.89
MUS114			35.0	35.0	33.0	-1.0	-0.87
MUS117	74.0	71.0	68.0	80.0	86.0	3.3	0.72
MUS129	108.0	120.0	116.0	104.0	106.0	-2.0	-0.46
MUS131	96.0	76.0	116.0	48.0	68.0	-8.4	-0.51
MUS132	36.0	60.0	64.0	64.0	12.0	-4.4	-0.30
MUS151	14.0	16.0	14.0	14.0	6.0	-1.8	-0.73
MUS152	8.0	2.0	8.0	4.0	4.0	-0.6	-0.35
MUS161				18.0	11.0	Insufficient Data	
MUS162					7.0	Insufficient Data	
MUS190	45.0		37.0		15.0	Insufficient Data	
MUS201	5.0	12.0	7.0	11.0	15.0	1.9	0.75
MUS202	2.0	12.0	14.0	20.0	14.0	3.2	0.77
MUS203	10.0	14.0	13.0	11.0	11.0	-0.1	-0.10
MUS204	8.0	12.0	9.0	7.0	8.0	-0.5	-0.41
MUS222	15.0	32.0	41.0	39.0	33.0	4.3	0.66
MUS223	67.0	44.0	64.0	77.0	43.0	-1.5	-0.16
MUS224	104.0	88.0	81.0	82.0	89.0	-3.6	-0.62
MUS225	88.0	84.0	67.0	74.0	79.0	-2.8	-0.54
MUS226	77.0	83.0	105.0	109.0	50.0	-2.8	-0.19
MUS227	48.0	35.0	33.0	42.0	21.0	-4.7	-0.73
MUS231	8.0	8.0	32.0	40.0	24.0	6.4	0.71
MUS232	20.0	16.0	8.0	40.0	16.0	1.6	0.21
MUS240	387.0	369.0	426.0	294.0	504.0	15.9	0.33
MUS245	174.0	195.0	195.0	186.0	195.0	3.3	0.56
MUS251			2.0		2.0	Insufficient Data	
MUS252	6.0	4.0			2.0	Insufficient Data	
MUS299				2.0	6.0	Insufficient Data	

Enrollment Trends

Enrollment could increase in the future if provided opportunities for recruiting efforts (comp time and travel expenses).

More instrumental ensemble classes, big bands, brass, woodwind, string and percussion ensembles could be offered if we had rooms for these classes.

Capital Equipment Needs

In order of priority: Baritone saxophone ($5,000), bass clarinet ($3,000), violin ($2,000), flute ($1500) piccolo ($1500), string bass ($1800), concert bass drum ($2,500), concert xylophone ($2,000), timpani ($14,000), pep band percussion instruments ($5,000)

Physical Resources/Facility Needs

Increase budget to maintain school instruments. Separate instrumental (large) rehearsal room, percussion storage room, percussion practice rooms, instrument storage, music library storage, instrumental private lesson studios, a second large white music staff board in room 208.

Technology Needs

The ability to capture both audio and video of all concerts and recitals in the Performance Hall as well as room 206. Network connections to allow an iPad or iPhone to be projected on the overhead screen wirelessly in room 206 and 208. Purchase of a school iPad. I've been using my own for the last 2 years. Increase technical support personnel for Macintosh computer users. Network problems with Macintosh iCloud.

Staffing Needs

Full-time administrative assistant for the Music Department. Increase the pay for adjunct faculty and especially for private lesson instructors. Athletic band/pep band director.

Professional Development Needs

Funds to bring in guest clinicians.

Partnerships

None at this time.

Program Outcomes
1. Articulate and utilize the components of Music Theory
2. Develop and enhance public performance skills
3. Exercise and exhibit quality musicianship
4. Identify historical and contemporary examples of Music

Projections and Plans for the Future
- Major renovation of the Music Department to add separate rehearsal space for instrumental and choral ensembles, instrument storage, music storage, private lesson studios and practice rooms.
- Because of the interest and waiting list of students that want to enroll in the big bands, another class could easily be offered if there was a place and time to rehearse.
- A music technology/recording class in the past was offered and considering the present national interest in home recording, a class like this should be offered again. A designated classroom and equipment would be needed.
- Offer a class and pay musicians (pep band) for athletic events similar to the universities.

Course Subject: Philosophy (PHI)

Mission Statement
General Education Mission Statement: General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Philosophy - PHI				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	13	14	14	11
Enrollment	327	356	361	288
Avg. Class Size	25.2	25.4	25.8	26.2
Total SCH	981.0	1068.0	1083.0	864.0
SCH by Location				
Prescott	801.0	720.0	744.0	435.0
Verde Valley	105.0	123.0	117.0	132.0
Online	75.0	225.0	222.0	297.0
Enrollee Success				
%Successful	75%	70%	73%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Philosophy - PHI			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	19	15	14
Enrollment	470	389	320
Avg. Class Size	24.7	25.9	22.9
Total SCH	1410.0	1167.0	960.0
SCH by Location			
Prescott	993.0	711.0	627.0
Verde Valley	132.0	165.0	111.0
Prescott Valley	63.0	66.0	
Online	222.0	225.0	222.0
Enrollee Success			
%Successful	72%	71%	79%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Philosophy - PHI			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	4	4	3
Enrollment	88	85	80
Avg. Class Size	22.0	21.3	26.7
Total SCH	264.0	255.0	240.0
SCH by Location			
Prescott	48.0	87.0	93.0
Online	216.0	150.0	147.0
Enrollee Success			
%Successful	81%	81%	81%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Philosophy - PHI				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	36	33	31	11
Enrollment	885	830	761	288
Avg. Class Size	24.6	25.2	24.5	26.2
Total SCH	2655.0	2490.0	2283.0	864.0
SCH by Location				
Prescott	1842.0	1518.0	1464.0	435.0
Verde Valley	237.0	288.0	228.0	132.0
Prescott Valley	63.0	66.0		
Online	513.0	600.0	591.0	297.0
Enrollee Success				
%Successful	74%	72%	76%	0%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Course Subject: Philosophy - PHI - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
PHI101	10	28.9	289	867.0	73%	13%	13%
PHI103	1	26.0	26	78.0	46%	42%	12%
PHI110	8	19.9	159	477.0	74%	16%	9%
PHI122	1	25.0	25	75.0	80%	16%	0%
PHI204	11	23.8	262	786.0	84%	8%	7%
Cross-listed courses counted as individaul course sections (not merged).							
Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

Course Subject: Philosophy - PHI - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
PHI101	990.9	1109.7	1228.5	1347.3	1466.1	118.8	0.90
PHI103	Insufficient Data						
PHI110	515.3	567.8	620.3	672.8	725.3	52.5	0.81
PHI122	Insufficient Data						
PHI204	890.6	1105.7	1320.8	1535.9	1751.0	215.1	0.92

Course Subject: Philosophy - PHI - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
PHI101	465.0	612.0	780.0	996.0	867.0	118.8	0.90
PHI103	3.0	6.0		78.0	78.0	Insufficient Data	
PHI110		315.0	462.0	501.0	477.0	52.5	0.81
PHI122					75.0	Insufficient Data	
PHI204		141.0	564.0	780.0	786.0	215.1	0.92

Enrollment Trends
General enrollment trends are included in the forecast analysis below.

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
None at this time.

Technology Needs
None at this time.

Staffing Needs
Potentially one to two more adjunct instructors may be needed in the near future.

Professional Development Needs
Technology training will continue to be important for all faculty in all disciplines.

Partnerships
None at this time.

Program Outcomes
Course outcomes are tied to General Education Core Curriculum Outcomes.

Projections and Plans for the Future

The last three annual years of complete data (AY 2009-10; AY 2010-11; AY 2011-12), suggest the following trends:

- Average class size remains steady (24.5 - 24.6)
- Successful completion rates have been good, hovering around 74%
- Fluctuations in enrollment data have corresponded to the number and type of classes being offered by each campus in particular semesters and overall college enrollment

Plans for the future:

- Continue to grow enrollment
- Hire adjunct faculty as required
- Find the right balance between classroom, classroom & web, and online offerings for student success and college growth

Course Subject: Political Science (POS)

Mission Statement
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Enrollment Trend

Course Subject: Political Science - POS				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	2	1	0	0
Enrollment	51	32	0	0
Avg. Class Size	25.5	32.0		
Total SCH	103.0	96.0		
SCH by Location				
Prescott	78.0	96.0		
Online	25.0			
Enrollee Success				
%Successful	73%	81%		
*Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Political Science - POS			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	0	0	1
Enrollment	0	0	15
Avg. Class Size			15.0
Total SCH			45.0
SCH by Location			
Prescott			45.0
Enrollee Success			
%Successful			93%
*Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: Political Science - POS			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	0	0	0
Enrollment	0	0	0
Avg. Class Size			
Total SCH			
SCH by Location			
Enrollee Success			
%Successful			

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Political Science - POS				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	2	1	1	0
Enrollment	51	32	15	0
Avg. Class Size	25.5	32.0	15.0	
Total SCH	103.0	96.0	45.0	
SCH by Location				
Prescott	78.0	96.0	45.0	
Online	25.0			
Enrollee Success				
%Successful	73%	81%	93%	

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: Political Science - POS - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
POS110	1	15.0	15	45.0	93%	7%	0%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: Political Science - POS - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
POS110	51.9	14.7	-22.5	-59.7	-96.9	-37.2	-0.92

Course Subject: Political Science - POS - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
POS110	213.0	132.0	78.0	96.0	45.0	-37.2	-0.92

Enrollment Trends

Several years ago, the one full-time faculty member that was responsible for teaching Political Science retired and was never replaced. This greatly impacted Political Science enrollment. The Arizona universities are reworking the Political Science classes, which also impacts our enrollment. There is one full-time faculty member that teaches one Political Science class, once an academic year. It is not projected that Political Science enrollment will increase.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

Current classroom technology continues to be updated.

Technology Needs

Continue to upgrade classroom technology.

Staffing Needs

In order for Political Science to be an option for students a full time faculty member needs to be hired to guide the program.

Professional Development Needs

Technology and online training.

Partnerships

None.

Program Outcomes

Political Science is part of the Social and Behavior Science Program. Although the various social science disciplines cover a broad spectrum, they share a core of academic goals, which include:

1. Examination of methodologies used to conduct research in specific social science disciplines.
2. Exploration of various perspectives, paradigms, arguments or theories used to describe, explain and predict human behavior.
3. Cultivation of curiosity and empathy in the pursuit of knowledge concerning human

behavior.

4. Development of an understanding of the variety and complexity of cultures and value systems.

Projections and Plans for the Future

Hire full-time faculty member (could be cross-disciplined trained) to organize and run the courses.

Course Subject: Psychology (PSY)

Mission Statement
General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Psychology - PSY				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	39	46	39	37
Enrollment	933	1090	917	893
Avg. Class Size	23.9	23.7	23.5	24.1
Total SCH	2729.0	3204.0	2687.0	2629.0
SCH by Location				
Prescott	1283.0	1467.0	1280.0	1240.0
Verde Valley	219.0	390.0	177.0	192.0
Prescott Valley	222.0	90.0	75.0	171.0
Chino Valley	69.0	132.0	75.0	72.0
Online	936.0	1125.0	1080.0	954.0
Enrollee Success				
%Successful	81%	76%	81%	3%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Psychology - PSY			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	39	42	44
Enrollment	957	1021	926
Avg. Class Size	24.5	24.3	21.0
Total SCH	2837.0	3005.0	2654.0
SCH by Location			
Prescott	1547.0	1580.0	1271.0
Verde Valley	279.0	312.0	222.0
Prescott Valley	72.0	150.0	144.0
Online	939.0	963.0	1017.0
Enrollee Success			
%Successful	76%	77%	81%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Psychology - PSY			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	9	13	11
Enrollment	193	265	245
Avg. Class Size	21.4	20.4	22.3
Total SCH	579.0	795.0	735.0
SCH by Location			
Prescott	99.0	240.0	129.0
Verde Valley	60.0	36.0	
Prescott Valley	84.0	84.0	96.0
Online	336.0	435.0	510.0
Enrollee Success			
%Successful	82%	86%	84%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Psychology - PSY				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	87	101	94	37
Enrollment	2083	2376	2088	893
Avg. Class Size	23.9	23.5	22.2	24.1
Total SCH	6145.0	7004.0	6076.0	2629.0
SCH by Location				
Prescott	2929.0	3287.0	2680.0	1240.0
Verde Valley	558.0	738.0	399.0	192.0
Prescott Valley	378.0	324.0	315.0	171.0
Chino Valley	69.0	132.0	75.0	72.0
Online	2211.0	2523.0	2607.0	954.0
Enrollee Success				
%Successful	79%	78%	82%	3%
Enrollee success equals a letter grade of A,B,C, or S.				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
Course Subject: Psychology - PSY - Academic Year 2011-12								
PSY101	32	28.4	909	2727.0	80%	11%	9%
PSY156	3	31.3	94	94.0	96%	3%	1%
PSY175	1	24.0	24	72.0	88%	8%	4%
PSY220	1	21.0	21	63.0	95%	0%	5%
PSY230	1	18.0	18	54.0	94%	0%	6%
PSY232	3	22.3	67	201.0	64%	18%	18%
PSY234	9	9.0	81	243.0	75%	15%	10%
PSY240	1	25.0	25	75.0	96%	0%	0%
PSY241	1	24.0	24	72.0	83%	8%	8%
PSY245	25	23.6	589	1767.0	85%	5%	10%
PSY250	3	14.7	44	132.0	68%	14%	18%
PSY262	3	11.3	34	102.0	85%	6%	9%
PSY266	2	23.5	47	141.0	72%	0%	28%
PSY270	2	23.5	47	141.0	77%	6%	17%
PSY275	1	9.0	9	27.0	89%	0%	0%
PSY277	4	12.8	51	153.0	76%	12%	12%
PSY296	2	2.0	4	12.0	75%	0%	0%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
PSY101	2871.6	3022.8	3174.0	3325.2	3476.4	151.2	0.91
PSY156	86.8	104.3	121.8	139.3	156.8	17.5	0.90
PSY175	100.2	99.7	99.2	98.7	98.2	-0.5	-0.03
PSY220	66.8	62.3	57.8	53.3	48.8	-4.5	-0.72
PSY230	60.8	71.3	81.8	92.3	102.8	10.5	0.80
PSY232	180.8	191.3	201.8	212.3	222.8	10.5	0.25
PSY234	256.5	283.5	310.5	337.5	364.5	27.0	0.95
PSY240	74.3	72.8	71.4	69.9	68.4	-1.5	-0.66
PSY241	111.8	113.3	114.8	116.3	117.8	1.5	0.05
PSY245	2033.0	2126.9	2220.8	2314.7	2408.6	93.9	0.54
PSY250	160.7	191.0	221.3	251.6	281.9	30.3	0.79
PSY262	108.0	123.0	138.0	153.0	168.0	15.0	0.91
PSY266	155.0	173.9	192.8	211.7	230.6	18.9	0.74
PSY270	144.6	142.8	141.0	139.2	137.4	-1.8	-0.18
PSY275	43.5	40.5	37.5	34.5	31.5	-3.0	-0.16
PSY277	163.2	174.6	186.0	197.4	208.8	11.4	0.76
PSY296	29.3	30.8	32.3	33.8	35.3	1.5	0.08

Course Subject: Psychology - PSY - Annual Student Credit Hour Forecast (above)

Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
PSY101	2235.0	2337.0	2502.0	2865.0	2727.0	151.2	0.91
PSY156			59.0	62.0	94.0	17.5	0.90
PSY175	93.0		72.0	129.0	72.0	-0.5	-0.03
PSY220			72.0	75.0	63.0	-4.5	-0.72
PSY230			33.0	57.0	54.0	10.5	0.80
PSY232	192.0	63.0	72.0	150.0	201.0	10.5	0.25
PSY234	135.0	189.0	195.0	243.0	243.0	27.0	0.95
PSY240	81.0		72.0	75.0	75.0	-1.5	-0.66
PSY241		75.0	126.0	150.0	72.0	1.5	0.05
PSY245	1506.0	1788.0	2067.0	2205.0	1767.0	93.9	0.54
PSY250	36.0	48.0	159.0	159.0	132.0	30.3	0.79
PSY262			72.0	99.0	102.0	15.0	0.91
PSY266	54.0	135.0	147.0	150.0	141.0	18.9	0.74
PSY270	138.0	174.0	165.0	150.0	141.0	-1.8	-0.18
PSY275			33.0	63.0	27.0	-3.0	-0.16
PSY277	123.0	108.0	156.0	162.0	153.0	11.4	0.76
PSY296			9.0	45.0	12.0	1.5	0.08

Course Subject: Psychology - PSY - Historical Student Credit Hour Trend (above)

Enrollment Trends

Enrollment for Psychology seems to remain relatively constant and should be expected to increase as student enrollment increases. Since there seems to be an interest in online classes, we will most likely see an increased interest for the need of more online psychology classes as well as more face to face classes.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

Psychology classrooms should be equipped with technical equipment which includes overhead screens and computer technology which would be used during lectures and presentations. Although seating arrangements may not be essential, having students sit in groups would be optimal in providing classroom discussions and classroom activities.

Technology Needs

Internet access and smart technology would be needed in psychology classrooms.

Staffing Needs

As current enrollment increases, there may be a need to consider adding additional adjunct or full-time faculty, but at this time there is no projected need for additional instructional staffing.

Professional Development Needs

Yavapai College continues to provide not only instructional support, but student support as well. Resources and training are provided in teaching as well as eLearning support. Summer and Winter Institutes are offered each year which have focused on best practices in the classroom as well as the use of technology in the classroom which enhances our students learning experience.

Partnerships

Although partnerships are not needed for Psychology 101 students, partnerships have been established with local Human Service organizations within the Verde Valley for those students who are pursuing certificates in Human Services. These programs provide internships for work experience which is a requirement for the Associate Human Services Certificate.

Program Outcomes

Upon successful completion of study in behavioral science courses the learner will be able to:
1. Explain applicable methods that guide research in specific disciplines (e.g. Psychology).
2. Evaluate the relevant perspectives, paradigms, arguments, theories or interpretations.
3. Define the relevant terminology and apply it to problems or issues.
4. Analyze how human diversity contributes to differences in human interaction and/or world views.

Projections and Plans for the Future

As enrollment increases, psychology courses being offered will most likely need to increase as well. Behavioral science courses have always been popular with students and perhaps additional types of behavioral science classes could be considered such as, transpersonal psychology, cognitive psychology, evolutionary psychology, etc.   Any future additional classes should meet the criteria and requirements in ensuring they are transferable to a four-year institution.

Course Subject: Religious Studies (REL)

Mission Statement

General Education Mission Statement: General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Religious Studies - REL				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	0	2	3	3
Enrollment	0	41	73	73
Avg. Class Size		20.5	24.3	24.3
Total SCH		123.0	219.0	219.0
SCH by Location				
Prescott		48.0	72.0	144.0
Online		75.0	147.0	75.0
Enrollee Success				
%Successful		76%	75%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Course Subject: Religious Studies - REL			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	0	2	3
Enrollment	0	40	69
Avg. Class Size		20.0	23.0
Total SCH		120.0	207.0
SCH by Location			
Prescott		45.0	135.0
Online		75.0	72.0
Enrollee Success			
%Successful		75%	72%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Religious Studies - REL			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	0	1	1
Enrollment	0	24	25
Avg. Class Size		24.0	25.0
Total SCH		72.0	75.0
SCH by Location			
Online		72.0	75.0
Enrollee Success			
%Successful		63%	96%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Religious Studies - REL				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	0	5	7	3
Enrollment	0	105	167	73
Avg. Class Size		21.0	23.9	24.3
Total SCH		315.0	501.0	219.0
SCH by Location				
Prescott		93.0	207.0	144.0
Online		222.0	294.0	75.0
Enrollee Success				
%Successful		72%	77%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: Religious Studies - REL - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
REL201	7	23.9	167	501.0	77%	14%	8%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: Religious Studies - REL - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
REL201	Insufficient Data						

Course Subject: Religious Studies - REL - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
REL201				315.0	501.0	Insufficient Data	

Enrollment Trends

General enrollment trends are included in the forecast analysis below.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs
None at this time.

Technology Needs
None at this time.

Staffing Needs
Potentially one to two more adjunct instructors may be needed in the near future.

Professional Development Needs
Technology training will continue to be important for faculty in all disciplines.

Partnerships
None at this time.

Program Outcomes
Course outcomes are tied to General Education Core Curriculum Outcomes.

Projections and Plans for the Future
The last three annual years of complete data (AY 2009-10; AY 2010-11; AY 2011-12), suggest the following trends:
- Average class size remains steady (21 - 23.9)
- Successful completion rates have been good, hovering around 74.5%
- Fluctuations in enrollment data have corresponded to the number and type of classes being offered by each campus in particular semesters and overall college enrollment

Plans for the future:
- Continue to grow enrollment
- Hire adjunct faculty as required
- Find the right balance between classroom, classroom & web, and online offerings for student success and college growth

Course Subject: Sociology (SOC)

Mission Statement

General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Sociology - SOC				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	18	19	20	19
Enrollment	412	491	485	463
Avg. Class Size	22.9	25.8	24.3	24.4
Total SCH	996.0	1217.0	1195.0	1219.0
SCH by Location				
Prescott	415.0	501.0	384.0	503.0
Verde Valley	83.0	126.0	72.0	133.0
Prescott Valley	30.0	143.0	133.0	121.0
Chino Valley			69.0	27.0
Online	468.0	423.0	537.0	435.0
Enrollee Success				
%Successful	81%	74%	80%	7%
Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Sociology - SOC			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	15	19	18
Enrollment	402	511	430
Avg. Class Size	26.8	26.9	23.9
Total SCH	964.0	1243.0	1124.0
SCH by Location			
Prescott	342.0	471.0	330.0
Verde Valley	103.0	230.0	74.0
Prescott Valley	120.0	134.0	111.0
Online	399.0	408.0	609.0
Enrollee Success			
%Successful	79%	78%	77%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Sociology - SOC			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	6	6	6
Enrollment	136	131	138
Avg. Class Size	22.7	21.8	23.0
Total SCH	308.0	347.0	330.0
SCH by Location			
Prescott	203.0	95.0	204.0
Chino Valley		51.0	
Online	105.0	201.0	126.0
Enrollee Success			
%Successful	79%	79%	82%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Sociology - SOC				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	39	44	44	19
Enrollment	950	1133	1053	463
Avg. Class Size	24.4	25.8	23.9	24.4
Total SCH	2268.0	2807.0	2649.0	1219.0
SCH by Location				
Prescott	960.0	1067.0	918.0	503.0
Verde Valley	186.0	356.0	146.0	133.0
Prescott Valley	150.0	277.0	244.0	121.0
Chino Valley		51.0	69.0	27.0
Online	972.0	1032.0	1272.0	435.0
Enrollee Success				
%Successful	80%	76%	79%	7%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: Sociology - SOC - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
SOC101	16	25.9	415	1245.0	72%	14%	14%
SOC120	11	23.2	255	255.0	87%	4%	9%
SOC125	1	23.0	23	69.0	61%	13%	26%
SOC140	2	30.5	61	183.0	93%	2%	5%
SOC142	3	27.3	82	246.0	79%	10%	11%
SOC212	3	23.7	71	213.0	73%	17%	10%
SOC220	2	24.5	49	147.0	92%	2%	6%
SOC250	2	25.0	50	150.0	82%	12%	6%
SOC277	4	11.8	47	141.0	77%	13%	11%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

			Course Subject: Sociology - SOC - Annual Student Credit Hour Forecast				
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
SOC101	1411.7	1385.0	1358.3	1331.6	1304.9	-26.7	-0.26
SOC120	266.5	248.5	230.5	212.5	194.5	-18.0	-0.80
SOC125	82.5	88.5	94.5	100.5	106.5	6.0	0.25
SOC140	178.1	180.2	182.3	184.4	186.5	2.1	0.17
SOC142	189.6	208.8	228.0	247.2	266.4	19.2	0.44
SOC212	206.3	264.8	323.3	381.8	440.3	58.5	0.99
SOC220	168.0	210.0	252.0	294.0	336.0	42.0	0.87
SOC250	166.5	199.5	232.5	265.5	298.5	33.0	0.90
SOC277	128.1	150.3	172.5	194.7	216.9	22.2	0.92

			Course Subject: Sociology - SOC - Historical Student Credit Hour Trend				
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
SOC101	1446.0	1470.0	1209.0	1605.0	1245.0	-26.7	-0.26
SOC120			291.0	296.0	255.0	-18.0	-0.80
SOC125	48.0	72.0	147.0	90.0	69.0	6.0	0.25
SOC140	189.0	138.0	165.0	171.0	183.0	2.1	0.17
SOC142	114.0	186.0	75.0	114.0	246.0	19.2	0.44
SOC212			96.0	141.0	213.0	58.5	0.99
SOC220			63.0	147.0	147.0	42.0	0.87
SOC250	27.0	66.0	147.0	150.0	150.0	33.0	0.90
SOC277	36.0	81.0	69.0	93.0	141.0	22.2	0.92

Enrollment Trends
General enrollment trends are included in the forecast analysis below.

Capital Equipment Needs
There are no major capital equipment needs for sociology.

Physical Resources/Facility Needs
There are no major physical resources/facilities needed for sociology.

Technology Needs
Technology needs include the utilization of Yavapai College's course management system, class capture systems, and new innovative technologies as they arise. In addition, the licenses and ability to show full-length documentaries and films will continue to be a need for sociology.

Staffing Needs
There are three full-time and a pool of five adjunct faculty members. There are no further staffing needs projected for the near future.

Professional Development Needs
Professional Development needs include traveling to conferences, accessing training on new technologies, as well as staying informed of current trends in the field.

Partnerships
The sociology faculty works closely with the TeLS staff to ensure our online classes are comparable to our on-ground classes. This requires regular face-to-face trainings from the TeLS staff, as well as the financial resources to buy documentary and film licenses.

In addition the sociology faculty partner with the school districts in the county to implement service learning in various sociology classes. Over the next ten years more resources (e.g., a dedicated administrator and the necessary budget to use computer software that helps us track service learning options and hours our students serve) will be needed to strengthen and sustain this important program.

Program Outcomes
Course outcomes are tied to General Education Core Curriculum Outcomes.

Projections and Plans for the Future
The last three annual years of complete data (AY 2009-10; AY 2010-11; AY 2011-12), suggest the following trends
- Average class size has been consistent (23.9-25.8)
- Successful completion rate has been high (76% to 80%)
- Online course offerings have continued to be a high-demand delivery method (SCH was 972 in AY 2009-10 => 1272 in AY 2011-12)
- Successful completion rates appear to vary somewhat by course, with students in SOC 125 less likely to complete (61%) and students in SOC 140 and SOC 220 the most likely to complete (93% and 92%, respectively). Note, however, that sample sizes may be too small to draw meaningful conclusions.
- Fluctuations in enrollment data have corresponded to the number and type of classes being offered by each campus in particular semesters

Forecast:
Current trends suggest the following:
- Online classes continue to be a viable format
- Enrollments in SOC 101 continue to be strong; yet successful completion rates are slightly lower than in other classes. Questions to consider: What is the ideal blend of F2F, hybrid and online course offerings in introductory classes such as SOC 101? Does Yavapai College need to implement a more effective screening system for students who enroll in online classes, to ensure that they have the self-management skills to complete such courses successfully?

- SOC 142 and SOC 212 will continue to grow as the Administration of Justice program grows. The AJS program has seen a significant increase in enrollment and sociology courses have benefitted from the increase.
- SOC 120 is mostly taken by nursing majors. As the enrollment in nursing fluctuates so do our enrollment in SOC 120.

Course Subject: Spanish (SPA)

Mission Statement

Yavapai College offers several levels of Spanish classes to give students the opportunity to acquire proficiency in communication in the language by means of a wide variety of activities in class and on the computer. Listening, speaking, reading, and writing in the target language are practiced in each class.

Enrollment Trend

Course Subject: Spanish - SPA				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	14	11	12	8
Enrollment	259	238	237	168
Avg. Class Size	18.5	21.6	19.8	21.0
Total SCH	816.0	755.0	782.0	553.0
SCH by Location				
Prescott	575.0	522.0	502.0	485.0
Verde Valley	201.0	226.0	126.0	68.0
Sedona	30.0			
Enrollee Success				
%Successful	73%	67%	70%	0%

Enrollee success equals a letter grade of A,B,C, or S.

Fall 2012 Academic Period may be incomplete.

Course Subject: Spanish - SPA			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	14	11	10
Enrollment	287	239	190
Avg. Class Size	20.5	21.7	19.0
Total SCH	957.0	755.0	613.0
SCH by Location			
Prescott	723.0	550.0	435.0
Verde Valley	234.0	196.0	114.0
Enrollee Success			
%Successful	60%	68%	75%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Spanish - SPA			
	Summer 2010	**Summer 2011**	**Summer 2012**
District			
Sections	2	3	2
Enrollment	23	54	63
Avg. Class Size	11.5	18.0	31.5
Total SCH	77.0	183.0	252.0
SCH by Location			
Prescott			84.0
Online	72.0	172.0	168.0
Enrollee Success			
%Successful	74%	59%	59%

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Spanish - SPA				
	AY 2009-10	**AY 2010-11**	**AY 2011-12**	**AY 2012-13***
District				
Sections	30	25	24	8
Enrollment	569	531	490	168
Avg. Class Size	19.0	21.2	20.4	21.0
Total SCH	1850.0	1693.0	1647.0	553.0
SCH by Location				
Prescott	1298.0	1072.0	1021.0	485.0
Verde Valley	435.0	422.0	240.0	68.0
Sedona	30.0			
Online	72.0	172.0	168.0	
Enrollee Success				
%Successful	66%	67%	70%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Subject: Spanish - SPA - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
SPA101	10	22.0	220	880.0	70%	14%	17%
SPA102	5	14.6	73	292.0	70%	14%	16%
SPA125	6	22.7	136	272.0	70%	15%	15%
SPA131	1	23.0	23	69.0	78%	4%	17%
SPA140	1	6.0	6	6.0	100%	0%	0%
SPA201	1	11.0	11	44.0	91%	0%	9%

*Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: Spanish - SPA - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
SPA101	873.4	904.2	935.0	965.8	996.6	30.8	0.28
SPA102	299.6	290.8	282.0	273.2	264.4	-8.8	-0.21
SPA125	330.1	386.3	442.5	498.7	554.9	56.2	0.84
SPA131	4.1	-110.9	-225.8	-340.7	-455.6	-114.9	-0.96
SPA140	-5.9	-50.7	-95.5	-140.3	-185.1	-44.8	-0.84
SPA201	88.6	93.8	99.0	104.2	109.4	5.2	0.23

Course Subject: Spanish - SPA - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
SPA101	900.0	488.0	864.0	836.0	880.0	30.8	0.28
SPA102	392.0	204.0	320.0	316.0	292.0	-8.8	-0.21
SPA125	90.0	134.0	292.0	332.0	272.0	56.2	0.84
SPA131	471.0	399.0	243.0	54.0	69.0	-114.9	-0.96
SPA140	210.0	67.0	15.0	27.0	6.0	-44.8	-0.84
SPA201	60.0	44.0	52.0	128.0	44.0	5.2	0.23

Enrollment Trends

The course forecast table indicates that the courses which are most likely to grow are SPA 101, and SPA 125. These courses are by far our courses that are the most healthily and consistently enrolled. As indicated above, foreign languages see some pretty drastic attrition between SPA 101 and SPA 102, unfortunately. This can be due to the fact that many students have a romanticized idea of what a beginning level foreign language class will do for them. Most think that in a single semester they will become fluent in the target language and that it won't be too difficult. When they are met with the reality of the rigors of learning a foreign language, many drop off and don't return for SPA 102. Spanish 125, also an entry-level class, is a requirement for some of our Allied Health programs, and thus is typically as well enrolled as is the Allied Health Department itself. Recruiting from this pool, with the intent of encouraging SPA 125 students to continue their Spanish studies in courses such as SPA 102 has, by the same token, not

been very effective. Many of these students have similarly unrealistic expectations of SPA 125's ability to make them fluent in the language and when this expectation is not met, many become incensed and do not continue to enroll in more advanced Spanish courses. Nevertheless, since these courses are well enrolled and eventually do filter some students into more advanced Spanish courses (102, 201 and 202), more should be done to expand these courses yet further. Perhaps more sections of these entry level courses could be offered, semester-by-semester. Additionally, a summer SPA 125 course would be popular, yet we have never, as yet, implemented this course in the summer.

Another interesting matter of note is the relatively high withdrawal percentage suffered by Spanish courses, especially among entry-level Spanish classes (17% in SPA 101). This number can be a little misleading. Often, SPA 101 is filled by a number of students who are already native or near native speakers of Spanish. Often native Spanish speakers enroll in SPA 101 because they hope to earn an easy 'A' that will help to bolster their GPA. However, these students are often easily discovered and encouraged to take the CLEP exam. After their favorable CLEP exam results are received, students typically withdraw from SPA 101. There are a number of students each semester, who drop SPA 101 due to its rigor, but SPA is also in a unique position in that many students sign up each year who are already more than proficient in the course's content. Both situations (underprepared and over-prepared students) are a recipe for a high withdrawal rate.

Finally, the most glaring trend that can be noticed throughout the data tables presented above is the negative growth rate in Spanish. In 2009, district wide, there were 30 sections of Spanish courses offered. In '12-'13, there were 22 courses. What is the cause? The answer lies in the "SCH by Location" figures. These figures clearly show that the Verde campus has, over the past four years, suffered a precipitous decline in enrollment. There are currently only one fourth of the Spanish offerings on the Verde campus that were offered in 2009-2010. It's possible that many of the decisions to cut foreign language classes on the Verde are due to lack of demand. It appears the demand for Spanish courses on the Verde Campus are decreasing, while Prescott enrollment has stayed relatively stable. One item of note is that although we offer fewer sections, the sections, on average are fuller now. If one looks further back (prior to 2008) one would note that we used to offer roughly twice the number of sections than we currently offer, but each Spanish section was roughly half as full, so, we were teaching about the same total number of students. YC is more efficient in the utilization of resources. As universities continue to slacken their foreign language requirements for Bachelor of Arts degrees (fewer and fewer degrees are demanding a foreign language requirement), our language enrollments will continue to be negatively affected.

Nevertheless, one avenue of enrollment seems to be expanding—that of concurrent enrollment. YC have been approached by a number of high schools across the county, wanting to know if YC could establish some kind of dual or concurrent enrollment program. In one high school (AAEC), there are classes being taught by a YC instructor. It has been stated that this relationship will continue in future years. These partnerships will surely swell enrollments.

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
Existing computer lab (3-216) for online Spanish workbook laboratory hours is excellent and sufficient for student needs.

Technology Needs
As the community demands further outreach from the College regarding dual enrollment in the languages, one option to meet these needs is the implementation of online foreign language courses. Although both of the Spanish full-time instructors feel that language courses, as a rule, do not lend themselves to the online realm, some methodologies are more effective than others. If economic factors force us to move more of our classes online, certain technological elements will be essential. For example, in order for student to interact with one another in real time (oral language use practice) the College will need to adopt synchronous collaboration software (e.g., Blackboard Collaborate, Adobe Connect, etc.) on a much broader scale. There will be much advancement in these technologies in the future, perhaps making online classes in languages more effective and manageable.

Staffing Needs
Currently, two full-time instructors and about three adjuncts are needed at YC and NAU-YC. As partnerships expand with local high school and as NAU-YC's enrollment continues to grow, these staffing needs might change. If NAU-YC, the Verde, and local high schools, such as AAEC all begin to require that YC staff offer their foreign language courses, then YC may not be able to keep up with demand and at least one more full-time faculty member will need to be hired.

Professional Development Needs
Funding for professional development conferences in order to stay current in the field.

Partnerships
There are partnerships with NAU-YC and with AAEC. One of the full-time instructors' entire load is comprised of NAU-YC courses, currently and this looks to expand yet further in years to come, as NAU-YC becomes more established. YC may not be able to keep up with NAU-YC's demand for Spanish instruction. YC should have better transparency with NAU-YC so that we know with a little more lead time what their staffing needs will be. Additionally, AAEC has expressed a desire to implement college-level Spanish classes on their campus, starting again in the 2013-2014 academic year. These two partnerships will be key for YC as instructors are stretched to the limit regarding the ability to keep everything staffed with credentialed instructors.

Program Outcomes
Not currently applicable (Spanish is not currently part of a degree program).

Projections and Plans for the Future
As has been mentioned, a number of factors may or may not come to bear in the next ten years that will drastically affect enrollment and staffing needs. There will be growth from current partnerships and expect more partnerships to form. Nevertheless, enrollment at YC seems to be declining, especially with the all but complete cancelation of language classes on the Verde campus. With this declining enrollment in

mind, there should be new curricular measures implemented to augment enrollment. Within the next few years, there should be a plan to submit SPA 102 and above (SPA 201, 202) courses to the curriculum committee for inclusion as "Humanities" offerings. There are specific criteria that courses must meet to be considered on our AGEC plan as "Arts and Humanities" courses. The more advanced Spanish courses can easily meet these criteria. Currently, students have to take 6 "arts and humanities" credits as part of their AGEC transfer plan. These "arts and humanities" courses are VERY limited at YC to just a few humanities classes. In fact, currently, there are no "arts" classes at all that can be taken to satisfy the "arts and humanities" requirement, only "humanities" courses meet these requirements. Nevertheless, Spanish classes can meet these requirements rather easily, given a few curricular tweaks. A number of other community colleges throughout the state utilize foreign language classes as options for this "arts and humanities" requirement with favorable ramifications for enrollments.

It would also be favorable to partner with some of the degree and certificate programs on campus. One of our most popular courses is SPA 125, Spanish for Health Care Professionals. This course meets Allied Health's need to prepare their graduate's to be able to interact, at least peripherally, with Spanish speakers that are met in the medical setting workplace. ECE for example, might be benefitted by what there is to offer, just as construction management and a few other programs.

Additionally, foreign languages may grow in other areas. As the immigrant population ebbs and flows in the south western location, a student getting a two year degree in nursing might also want to tack on a certificate in Spanish as well, making themselves that much more competitive as they seek employment. This would necessitate expanding the course offerings to provide some specialty courses and perhaps short literature courses or courses targeted at native speakers and/or heritage speakers. A Spanish certificate would grow enrollments at YC and motivate students to continue on to more advanced classes after SPA 101, hopefully reducing the attrition rate. Spanish has a lot of room to expand. It is possible that as the economy begins to recover, the expansion of other language offerings would be welcome. These would include French, German, Italian and perhaps Asian languages that are becoming increasingly popular in the military and at other colleges nation-wide.

Course Subject: Theater (THR)

Mission Statement

General Education Mission Statement: General education is the core and foundation of the American educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society; and is committed to providing students with both curricular and co-curricular experiences that facilitate these important ends. Yavapai College's General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

Enrollment Trend

Course Subject: Theater - THR				
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012***
District				
Sections	1	3	2	2
Enrollment	18	23	18	20
Avg. Class Size	18.0	7.7	9.0	10.0
Total SCH	54.0	69.0	54.0	60.0
SCH by Location				
Prescott	54.0	15.0		
Enrollee Success				
%Successful	83%	74%	89%	0%
*Enrollee success equals a letter grade of A,B,C, or S.				
Fall 2012 Academic Period may be incomplete.				

Course Subject: Theater - THR			
	Spring 2010	**Spring 2011**	**Spring 2012**
District			
Sections	2	2	2
Enrollment	19	18	16
Avg. Class Size	9.5	9.0	8.0
Total SCH	57.0	54.0	48.0
SCH by Location			
Enrollee Success			
%Successful	74%	56%	63%
*Enrollee success equals a letter grade of A,B,C, or S.			

Course Subject: Theater - THR			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	0		
Enrollment	0		
Avg. Class Size			
Total SCH			
SCH by Location			
Enrollee Success			
%Successful			

Enrollee success equals a letter grade of A,B,C, or S.

Course Subject: Theater - THR				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	3	5	4	2
Enrollment	37	41	34	20
Avg. Class Size	12.3	8.2	8.5	10.0
Total SCH	111.0	123.0	102.0	60.0
SCH by Location				
Prescott	54.0	15.0		
Enrollee Success				
%Successful	78%	66%	76%	0%

Enrollee success equals a letter grade of A,B,C, or S.

AY 2012-13 Academic Period may be incomplete.

Course Enrollment

Course Subject: Theater - THR - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
THR131	2	13.0	26	78.0	69%	0%	31%
THR132	2	4.0	8	24.0	100%	0%	0%

Cross-listed courses counted as individaul course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessfull = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Course Subject: Theater - THR - Annual Student Credit Hour Forecast						
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
THR131	69.9	47.7	25.5	3.3	-18.9	-22.2	-0.73
THR132	23.6	22.7	21.8	20.9	20.0	-0.9	-0.23

Course Subject: Theater - THR - Historical Student Credit Hour Trend						
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
THR131	159.0	144.0	45.0	84.0	78.0	-22.2	-0.73
THR132	27.0	27.0	12.0	24.0	24.0	-0.9	-0.23

Enrollment Trends
General enrollment trends are included in the forecast analysis below.

Capital Equipment Needs
None at this time.

Physical Resources/Facility Needs
None at this time.

Technology Needs
None at this time.

Staffing Needs
None at this time.

Professional Development Needs
Technology training will continue to be important for faculty in all disciplines.

Partnerships
None at this time.

Program Outcomes
Course outcomes are tied to General Education Core Curriculum Outcomes.

Projections and Plans for the Future

The last three annual years of complete data (AY 2009-10; AY 2010-11; AY 2011-12), suggest the following trends:

- Average class size has declined (12.5 – 8.3)
- Successful completion rates have been good, hovering around 72%
- Fluctuations in enrollment data have corresponded to the number and type of classes being offered by each campus in particular semesters and overall college enrollment

Plans for the future:

- Grow enrollment by offering a wider range of THR classes
- Hire adjunct faculty as required
- Find the right balance between classroom, classroom & web, and online offerings for student success and college growth

Del E. Webb Family Enrichment Center

Program Overview
The Del E. Webb Family Enrichment Center (FEC) provides programming and services for Yavapai College, and for the broader community. Located on the Prescott campus, the FEC delivers quality early care and education for children ages 3 months – 5 years of age, offering enrollment priority and discounted tuition first to Yavapai College student parents, and secondly to Yavapai College employees. The program is also open to community families.

In addition to serving children and families, the FEC is a lab school for Yavapai College's Early Childhood Education (ECE) Department, enabling ECE students, as well as students in other disciplines such as psychology and nursing, to complete required course assignments and successfully meet learning objectives by observing and working in an early childhood classroom. Under the guidance and mentorship of FEC Master Teachers, YC students complete the student teaching requirement of both ECE 290 and ECE 291 at the FEC, as well as satisfying the observation and activity assignments for approximately 9 other YC courses. The FEC provides a setting in which students' understanding of child development, pedagogy, and teaching practices is reinforced and augmented through direct observation and experience.

The FEC receives grant funding to provide free parenting workshops and an annual Kindergarten Transition Fair for the families of Yavapai County.

Mission Statement
The FEC's mission is to provide accessible, affordable and high quality early care and education to the children of Yavapai College students, employees and the broader community and to serve as a lab school for the YC Early Childhood Education Department.

Program Goals
1. To provide high quality, affordable child care to YC student parents, YC employees and community families.
2. To engage the learning potential of each child.
3. To use evidence based practices that encourage a love of learning and promote skills that will prepare children to succeed in school, and in life.
4. To prepare Yavapai College Early Education students to successfully:
   a) enter the work force as preschool teachers, and/or
   b) transfer to a university to complete their baccalaureate program and obtain an Arizona teaching certificate.
5. To encourage the educational success of YC students who have their children at, or work at, the FEC.
6. To provide career exploration opportunities and to increase the employability of YC ECE students.
7. To promote parent involvement in their child's educational journey.
8. To be a resource to the community on child development and early childhood education.
9. To impact the quality of services for young children and families in the community.
10. To increase public awareness of the value of early childhood education.

History of the FEC
In 1993, the Yavapai College Staff Association conducted a college-wide child care needs assessment survey, designed by the YC Institutional Research Department, which documented the need for on-campus child care. In 1996, the Yavapai College Governing Board approved in concept the development of a child care facility on campus, and during the subsequent 6 years, the Yavapai College Family Enrichment Center Advisory Board, consisting of both Yavapai College staff and community members, researched and developed a proposal for an on-campus child care center, which would also serve as a lab school for the newly established YC Early Childhood Education Degree Program.

In January of 2004, the Yavapai College Foundation Board launched a fundraising campaign to build the Family Enrichment Center/Lab School. The project was guided by a vision of not only making quality child care accessible to Yavapai College students, but also creating a state-of-the art child development lab school which would provide on-site teacher mentoring and training. A naming grant from the Del E. Webb Foundation kicked off a successful capital campaign, raising over 2 million dollars to build and equip the Del E. Webb Family Enrichment Center. Before its doors opened in August of 2007, the YC Foundation gifted the FEC to Yavapai College. Since that time the college has overseen and supported the operation of the FEC.

In 2007, an FEC operational budget was developed and approved by the college administration. This budget was split between Instruction and Auxiliary, with 27% of the operating costs assigned to Instruction and 63% assigned to Auxiliary. This division in expense allocation reflected the dual function of the FEC as a child care service (Auxiliary) and an educational service (Instructional). All facility related expenses (such as utilities, custodian services, maintenance, grounds) were covered under the plant and operation portion of Yavapai College's general operating budget. During this time, the FEC was able to generate revenue, primarily through tuition fees, to cover the expenses in the Auxiliary side of its budget.

The Yavapai College Strategic Planning Year-End Report for 2009-2010 highlighted the development of the FEC as an accomplishment under Strategic Initiative #3, Long-Range Facilities Planning. The lab school component of the FEC, which enriches the educational outcomes for Yavapai College students, aligns with the college's current strategic initiative to promote Quality and Effectiveness of Instruction. The FEC continues to be the only Early Childhood Education Lab School in Northern Arizona and has helped Yavapai College to be recognized as a "hub of the region's early childhood education efforts" (First Things First Yavapai Regional Partnership Council's Needs and Assets Report, 2010).

In spring of 2011, all Instructional funds allocated to support the FEC were removed. Expenses that had been covered by Instruction were transferred to the FEC's auxiliary budget. In FY 12-13, a small portion of FEC's expenses (approximately 6%) were moved back to the ECE department budget (Visual, Performing and Liberal Arts Division).

Values Statement
1. Affordability, accessibility and quality
2. Importance of early learning (for the child's and the community's future)

3. Engaging students (children and YC students) in learning process
4. Power of relationships (e.g. teacher-child, teacher-parent, parent-child, teacher-YC student)
5. Resource for the community
6. Community partnerships

Current Status

The FEC operates 5 classrooms and is licensed for 65 children at a time. The program is open Monday – Friday, 7:45 – 5:15, and offers both full and part-time schedules. Each classroom is staffed with a Master Teacher, Teacher and Student Teacher Assistant. Utilizing student employees is a win-win as it provides on-the-job training for students, while lowering our child to teacher ratio, and improving quality. Employment of students with Federal Work Study (FWS) reduces the cost of student staffing. Practicum students aren't paid.

FEC Quality Initiatives - The FEC is committed to quality programming that produces positive outcomes for children, families and teachers in training. Learning and education are the focus for both the children enrolled and the YC students preparing to be teachers. The FEC was one of the first programs in Arizona to enroll in the Quality First Improvement and Rating System, a voluntary program of First Things First (FTF). For each of the last three years, the FEC has been assessed by Quality First staff, using several research-based assessment tools. The following program elements are assessed and scored: classroom learning materials and activities; health and safety policies and practices; family policies and relations; interactions between teachers, children, administrators and parents; instructional support; emotional support; classroom organization and policies; curriculum; child assessments; adherence to the Arizona Early Learning Standards; staff qualifications and retention; staff benefits and professional development opportunities; class size and teacher-to-child ratios. In June of 2013, the FEC will receive a star rating based on this year's assessment results.

The FEC is seeking National Accreditation through the Association of Early Learning Leaders, one of the nation's leading early childhood professional organizations. The FEC completed the self-study process and submitted the required materials in fall '12, a validation visit was completed on December 4th, and a decision from the Accreditation Commission is anticipated by early March, 2013.

FEC Affordability Initiatives – The FEC is very proactive in seeking outside funding to make our program affordable to low-income families, especially students.

- First Things First Scholarships. Our participation in Quality First enables us to access scholarship funding for enrolled families who are either working or going to school and whose annual income falls below 200% of the poverty line. In FY 12-13, the FEC is receiving over $50,000 in FTF scholarships which are being allocated to 20 qualifying families, significantly reducing their out-of-pocket child care costs.
- Child Care Access Means Parents in School (CCAMPIS) tuition discounts are provided to enrolled Pell Eligible student parents through a grant the FEC receives from the U.S. Department of Education. This is a very competitive grant which was awarded to 160 campus programs across the country to help reduce the cost of child care for low-income student parents. The FEC is able to provide a 15 – 25% tuition reduction to qualifying student families.

- The FEC has been successful in its fundraising efforts thanks to the dedicated efforts of both FEC staff and parents, and the support of the YC Foundation. In addition to seeking grants and donations for specific projects, the following two annual fundraising efforts help support the operating budget:
  - o Framing the Future Luncheon
  - o Arizona Tax Credit drive through the Prescott Sunrise Lions Club
- Department of Economic Security (DES) Child Care Subsidies. The FEC has a contract with DES and accepts families who are receiving these subsidies. Drastic cuts in state funding for this program has resulted in an 88% reduction in the number of FEC families on this program over the last 5 years.
- Mary Alice Moulton Scholarships. The Arizona Association of University Women has an endowed scholarship fund and awards at least two $500 child care scholarships each semester to low-income female students, whose children attend the FEC.
- Tiered Fee Scale. Student parents who aren't receiving significant scholarships or tuition discounts are charged a reduced student rate.

Student Access - Student parents are prioritized on our waiting list; however YC student access to our program is limited by available openings. We do not displace enrolled children to make room for families with higher priority. The only way to increase access is to expand programming.

Enrollment Trends
The FEC is consistently fully enrolled. An annual vacancy rate of 5 – 8% reflects the need to periodically hold open spots for enrolled children who need to transition from one age group to the next. The FEC maintains a waiting list of over 100 families.

Child Enrollment by Family Groups

	2007	2008	2009	2010	2011	2012
Students	38	63	55	59	48	30
Staff/Faculty	13	23	22	22	17	18
Community	27	44	36	30	46	60
Totals:	78	130	113	111	111	108

* higher number in 2008 reflects higher turnover of families

Program's Impacts

For Yavapai College Students
1) Student parents able to pursue educational goals (knowing children are well cared for)
2) Theories learned in classroom applied to practice
3) Career exploration
4) Enhanced student employability

For Yavapai College
1) Increased enrollment of student parents
2) Enhanced student success, retention and completion (FEC provides a support structure for student parents through daily contact and communication)
3) Lifelong learning continuum on campus, from cradle to seniors
4) Attracts public (especially those with young children) onto campus
5) Enhanced reputation of YC as a community resource
6) Enhanced opportunities for partnerships with universities in the areas of student teacher placement and research
7) Employment incentive for prospective YC faculty and staff
8) Friendly presence on campus on Fridays when rest of the college is closed
9) Children who will potentially be future Yavapai College students, are receiving excellent early education

For Children, Families and Community
The FEC is laying the foundation for a lifetime of learning. Children who attend high quality early childhood programs are more likely to read at grade level by third grade, graduate high school, attend college, earn higher wages and become contributing members of society (Lynch, 2007, Enriching Children, Enriching the Nation.) Teachers trained at the FEC subsequently raise the quality of community programs, positively impacting more children and families, and ultimately the community. Quality educational systems, including early childhood program, add to the health of a community, providing a quality workforce that attracts and benefits businesses.

The FEC offers a variety of free parenting workshops on topics ranging from positive guidance to childhood nutrition to kindergarten readiness. These are an invaluable community resource for parents and reflect positively on Yavapai College.

FEC Grant-Funded Parenting Workshops					
	FY 09-10	FY 10-11	FY 11-12	FY 12-13	TOTALS
Parenting Workshops	13	15	10	3	41
Participants	295	297	310	52 (as of 12-31-12)	954

External/Internal Trends

Lack of child care is a significant barrier to student enrollment, retention and completion at community colleges. According to an Institute for Women's Policy Research 2010 fact sheet, one quarter of students enrolled in community colleges are parents, 16% are single parents (over twice the number at 4-year universities), and three quarters of those single parents are women. In a frequently cited study, over 80 percent of community college student parents reported that the availability of child care was very important in their decision to attend college, with nearly 60 percent of respondents reporting they could not have continued college without child care and 95 percent reporting that child care allowed them to increase their class load. In Yavapai County, just over a third of all Yavapai children live in a single-parent household and that number is growing (First Things First Yavapai Regional Partnership Council Needs and Asses Report, 2010), indicating a growing need for on-campus child care programs to meet the child care needs of this group of students. The FEC currently has over 51 Yavapai College students on its waiting list, with many of those families unable to find alternative, affordable, quality care for their children.

Current Waiting List Data - January 2013

	Infant Room 3-12 months	Toddler A 1 year olds	Toddler B 2 year olds	Preschool 3-4 year olds	Preschool 4-5 year olds	Totals:
Students	9	12	16	11	3	51
Staff/Faculty	2	0	3	0	2	7
Community	5	9	13	15	6	48
Totals:	16	21	32	26	11	106

Over half the families on the FEC's waiting list are parents of toddlers (ages 1 -3). Yavapai County has a limited number of licensed programs for children under the age of three. The greatest number of inquiries about the FEC program come from parents of children ages one through three. This indicates a need for expanded services for this age group.

Historically, early childhood teachers in Arizona have been undervalued, undereducated and underpaid. With the passage of the 2006 Early Childhood voter initiative, and the subsequent creation of First Things First (FTF), there has been a spotlight on the critical importance of raising the quality of early childhood programs. Financial incentives that encourage and support teachers in pursuing a college degree, Head Start mandates that require all teachers to have a Bachelor's degree, and Quality First standards that tie teacher education to financial benefits for centers, are trends that are resulting in increased enrollment in Yavapai College's ECE courses. As a result, we will continue to see an increase in the number of Practicum placements and student observers at the FEC.

ECE 290 And ECE 291 Practicum Placements at FEC

	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
ECE 290 Placements	2	3	2	6	10	10
ECE 291 Placements	0	1	5	6	2	7
Total Placements	2	4	7	12	12	17
Total Hours	180	450	1080	1620	1260	2160

Student Observers and Observation Hours

	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12
Students Observers					
Fall	39	15	88	27	106
Spring	44	41	80	18	54
Summer	5	27	4	23	40
Totals	88	83	172	68	200
Observation Hours					
Fall	78	38	201	99	368
Spring	163	171	204	99	171
Summer	5	66	4	45	50
Totals	246	275	409	243	589

Early education students planning to go on for a Bachelor's Degree in Elementary Ed with an ECE endorsement are increasingly electing to complete one of YC's Associate Degrees for Transfer (AA, AAEE, and AGS). It is important that ECE students who complete these alternate degrees are captured in the data to accurately reflect the number of degree completers and transfer students the ECE department is producing.

Physical Resources/Facility Needs
The FEC needs more office space. Other than the director's office, there is no private work space for staff. The 216 square foot FEC workroom currently serves as a break room, workspace, and conference area for 10 full-time teachers and 10-12 student employees each day. It has outgrown its ability to adequately meet the needs of the program. The FEC's 10 full-time teachers share four computers, making it challenging for them to successfully complete all of their job duties at work. The administrative assistant spends a majority of her time at the reception area, with the comings and goings of children, parents and staff making it difficult to work without constant interruption.

There is also a need for an education/multi-purpose room that could be used by the FEC when weather does not permit children going outdoors. This room could also be used to conduct parenting workshops (grant-funded), parent-child playgroups, and the DES (grant-funded) child care training classes. The FEC has also outgrown its storage space and needs additional room to store materials and records.

As the college develops the physical plant master plan, it would be beneficial to dovetail the above needs with looking at housing the ECE/EDU faculty closer to the FEC. This would greatly enhance articulation and collaboration between the academic program and the lab school. Having a dedicated classroom for ECE/EDU classes near the FEC would also allow for greater use of the lab school to enhance learning outcomes for students.

Due to the number of student parents on the waiting list, the expansion of FEC programming should be considered. This can't be achieved within the current facility and would require designation of space for a new facility on campus. A task force could research the possibility of creating a Pre-K through 3rd grade lab school, freeing up at least one existing FEC classroom so programming for younger children could be expanded. A Pre-K through 3rd grade lab school would open the door for expanded partnerships and funding opportunities.

Capital Equipment Needs
The FEC has three playgrounds, two of which have climbing structures that require fall zone material that meets licensing and accreditation standards. Currently one yard has engineered wood fiber, and the other has recycled rubber nuggets. There is an ongoing need to replenish these products. A cost benefit analysis is likely to show that installing poured rubber would offer a long-term cost savings.

Technology Needs
Once additional office space is secured, there will be a need for additional computers as well. The program would benefit from having an I-Pad for each teacher. This would enable them to enter documentation for assessments, organize data, and to communicate electronically with parents and students from the classroom.

The FEC has one video camera. Teachers use the video camera for teacher training, assessments, and to produce short videos that can be used in YC courses, parenting workshops and at professional conferences. An additional video camera with an external microphone is needed to provide increased access for the ten teachers.

Staffing Needs
The responsibilities of the FEC director have grown substantially over the last five years. Without additional staffing support, the ability to effectively meet the demands of the position will be compromised. Currently, the director is responsible for personnel management, parent (client) relations, educational programming and oversight, licensing compliance, budget oversight, grant management and reporting, articulation with the ECE department and other departments on campus, community collaborations, grant management and reporting, assessment and quality improvement, and fundraising. Responsibilities in the last three areas have expanded significantly in the last three years.

Lab schools of comparable size to the FEC typically have either an assistant director or an educational coordinator position to support the director. The FEC needs this additional staff position. This person would be responsible for staff training and mentoring, curriculum development, professional development, the

parent education program (which could be expanded), and would serve as a liaison with the ECE department. In addition, this position could alleviate some of the workload of the one full-time ECE faculty, by taking over the responsibilities of practicum administrator.

Professional Development Needs

The FEC director and teachers are required to participate in 20-25 hours of professional development each year that is content specific. This requirement is best met by sending staff to ECE conferences and workshops and by bringing knowledgeable professionals to the FEC to provide training. The FEC receives grant funds from First Things First which can be used to cover conference registration fees, but not travel costs. A professional development budget is needed to cover the travel costs of attending ECE conferences and of visiting lab schools at other institutions, which offers one of the best ways to identify specific improvement strategies.

Partnerships

The FEC partners with the following agencies: Department of Economic Security, Community Counts, Yavapai County Parent Education Coalition, Yavapai County Child Care Coalition, First Things First Yavapai Regional Partnership Council, Arizona Association of University Women, Prescott College, Soroptomist International of Prescott, Friends of the Family Enrichment Center, FTF Quality First, and Prescott Sunrise Lions Club.

Projections and Plans for the Future

Last year, the FEC allocated 25% of the proceeds ($5,000) from the Framing the Future Luncheon to launch the FEC Endowment Fund. A fully funded endowment would provide the FEC with a steady source of revenue. Help from the Yavapai College Foundation will be needed to reach this goal.

There are two areas where the role of the FEC as a resource for Yavapai College could be expanded:

1) Research potential. The FEC provides a unique opportunity for student and faculty research. Lab schools at four-year institutions typically include research opportunities as part of their mission. The FEC could provide a setting where Early Childhood Education, Psychology and Sociology students are introduced to research design and methods. This could also open the door for expanded partnerships and collaborations with Universities.

2) Marketing the ECE program. The partnership between the ECE department and the FEC greatly enhances the value of an Associate's Degree in ECE from Yavapai College. Graduates are better prepared and more likely to be hired because of the experience they've gained at the FEC. With competition from online ECE degree programs in Arizona, YC marketing efforts should highlight the benefits of Yavapai College's program, and should be expanded to inform and attract more students.