



Yavapai
COLLEGE

YAVAPAI COLLEGE

FUTURE FOCUSED.
COMMUNITY INSPIRED
STRATEGIC PLAN 2024-2026

PRESENTED BY
YAVAPAI COLLEGE

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INTRODUCTION

ROLLING STRATEGIC PLAN

We are pleased to share our updated rolling Strategic Plan. This plan provides the institution with an opportunity to be flexible and responsive to the dynamic local, national and global environment in which higher education finds itself.

The plan reflects an updated focus on the College's mission, vision, and our continuing commitment to provide educational, economic, and cultural opportunities to our communities. In creating this document, we have used an evidence-based approach with extensive internal and external research and stakeholder feedback to inform our strategic goals and initiatives.

This updated edition includes strategic priorities for 2023-2024, and updates on the College's Key Performance Indicators (KPI). The strategic plan is a living document and is updated bi-annually to ensure the college meets the changing needs of Yavapai County.



Strategic Planning is a continuous process that guides the future direction of the college and operationalizes the District Governing Board Ends, College Vision, Mission, and Values.

- DR. LISA RHINE, PRESIDENT

OUR MISSION

MISSION

Yavapai College enriches our community by providing accessible, quality workforce, transfer, lifelong, and cultural learning opportunities.

VISION

Yavapai College ensures that Yavapai County is a premier place to learn, work, and live.



VALUES

Excellence

- We foster positive relationships with students, staff, and faculty to support student learning goals.
- We anticipate the needs of stakeholders and adjust our efforts to reduce their challenges and supports their objectives.
- We create a positive, productive, and supportive environment conducive to learning.



Caring

- We actively listen and provide support to students and colleagues.
- We connect with others, respecting human dignity and responding with compassion.

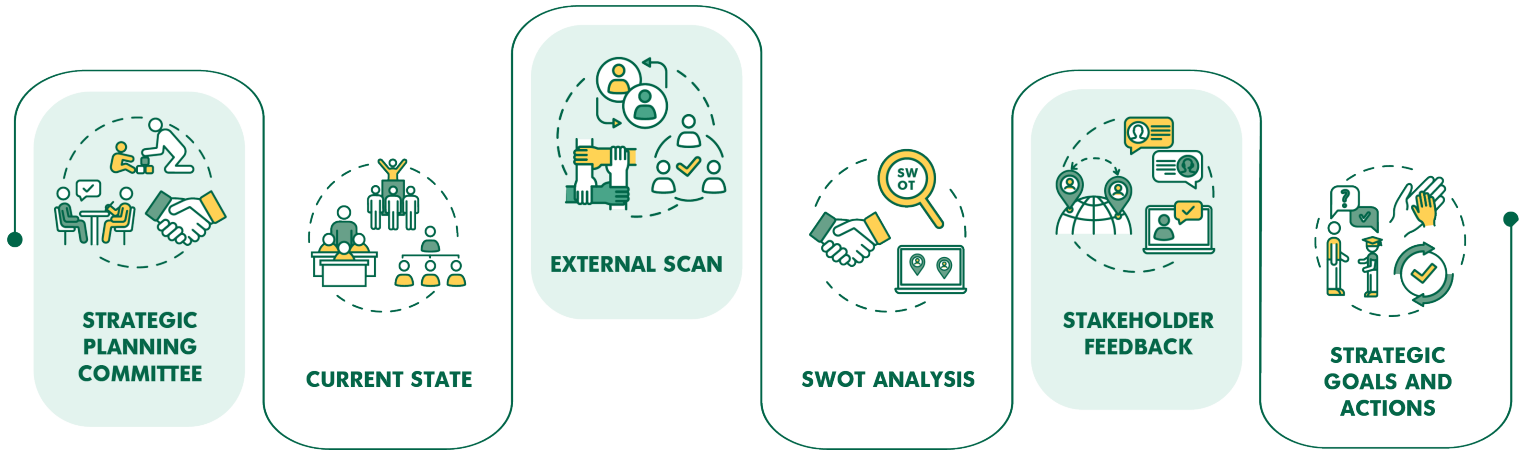
Equity

- We are committed to cultivating a diverse, inclusive, and equitable environment aimed at supporting and educating our students, staff, faculty, administration, and community partners regardless of individual backgrounds, identities, and differences.
- We are committed to dismantling structural barriers to equity by investing in policies, practices, and behaviors that work to support all students, staff, faculty, administration, and community partners to continually assess and adjust our behavior to be more equitable, fair, and just.

Integrity

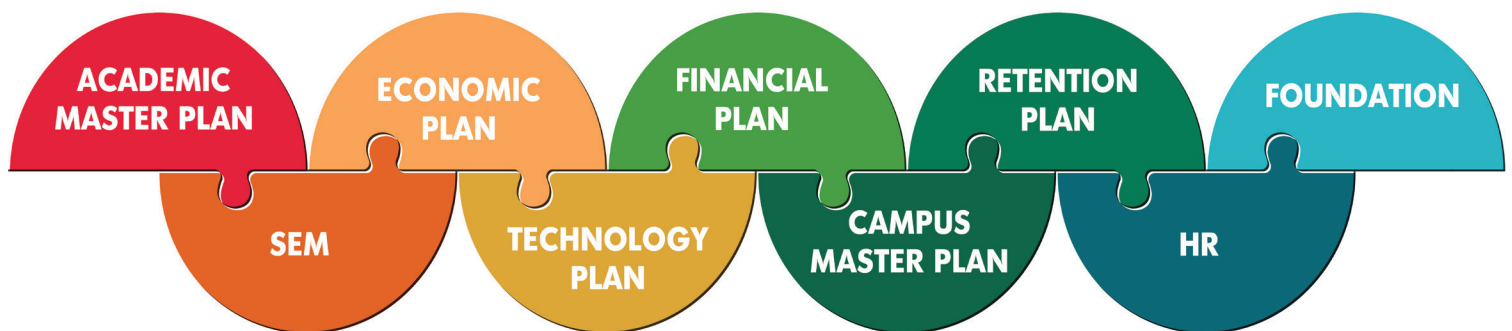
- We are accountable to our students, community, ourselves, and our local taxpayers.
- We demonstrate collaboration and respect in all interactions.

PLANNING PROCESS





PLANNING ALIGNMENT



STRATEGIC PLAN

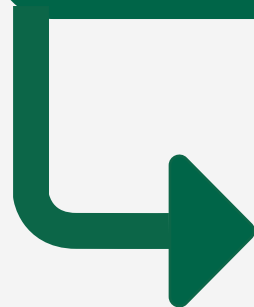
PLANNING TERMINOLOGY



Represent a unifying strategic goal toward fulfilling the Board's Priorities and College's Mission. Goals include short and long-term targets to measure goal fulfillment.



Initiatives define how the College will address and realize its strategic goals.



Actions are part of how the annual plan that operationalize how initiatives will be completed and include who is responsible, required support, target dates, and budget implications.



STRATEGIC GOALS

1

Belonging



BELONGING

Strengthen our commitment to individual and organizational efforts to build respect, dignity, caring, equality and self-esteem in all employees and students.

2

Living Wage



LIVING WAGE

Ensure a program mix that prepares graduates to obtain living wage jobs.

3

Adult
Learners



ADULT LEARNERS

Respond to shifting community and workforce needs to serve adult learners.

4

Delivery



DELIVERY

Redefine time, place, and methods of educational delivery to create a more learner-centric environment.

STRATEGIC INITIATIVES



BELONGING

The Belonging strategic initiative aims to create a welcoming and inclusive environment at a college. This initiative focuses on developing and supporting a culture where all employees feel appreciated, engaged, inspired, and supported by their colleagues and the college. Additionally, the initiative provides equitable professional development opportunities for faculty and staff to enhance their skills and better serve students. Another essential aspect of the Belonging initiative is to create a sense of belonging for all students in the learning environment, promoting a sense of community and inclusivity. Ultimately, the Belonging strategic initiative aims to foster a supportive and inclusive college environment for all members.



LIVING WAGE

The Living Wage strategic initiative aims to address the challenges posed by the changing economic landscape, with an emphasis on creating pathways to secure living-wage jobs. This initiative emphasizes aligning curriculum and programs to impart skills needed in a new economy characterized by growing artificial intelligence and automation. To achieve this goal, the initiative proposes creating a one-stop-shop for workforce training that can provide comprehensive support for job seekers. Finally, the initiative proposes developing Baccalaureate Degrees to provide students with the knowledge and skills required to thrive in high-paying professions. Overall, the Living Wage strategic initiative seeks to give students and the workforce with the education and training necessary to secure living-wage jobs in a rapidly evolving economic landscape.



ADULT LEARNERS

The Adult Learners strategic initiative aims to expand enrollment opportunities for non-traditional age learners, particularly those who have some college education but no degree. This initiative recognizes the importance of providing educational opportunities for those who may have previously encountered barriers to higher education. Additionally, the initiative seeks to increase Hispanic learner enrollment and educational attainment levels, recognizing the importance of equity and inclusion in higher education. Another goal of the Adult Learners strategic initiative is to become a leader in adult lifelong learning, offering financially self-sustaining courses and programs that cater to the unique needs of adult learners. Overall, the Adult Learners strategic initiative seeks to expand access to higher education and lifelong learning opportunities for a diverse group of learners, with a particular focus on those who may have previously faced barriers to educational attainment.



DELIVERY

The Delivery strategic initiative aims to enhance the delivery of educational programs and increase student success by adopting best-in-class pedagogy and processes. The initiative proposes increasing online enrollment by offering courses that utilize effective online teaching methods, providing students with a flexible and convenient learning experience. Additionally, the initiative seeks to improve students' ability to complete programs more quickly by offering multiple start dates and fast track pathways. The initiative also proposes expanding the use of Open Educational Resources (OER), which can reduce the cost of textbooks and other learning materials for students. Finally, the initiative aims to improve credit for prior learning systems, recognizing the value of life experiences and non-traditional learning opportunities. Overall, the Delivery strategic initiative seeks to provide students with high-quality educational programs delivered in a manner that supports their success and promotes equitable access to higher education.

FY 2024 STRATEGIC ACTIONS

FY24 Strategic Priorities	BELONGING	LIVING WAGE	ADULT LEARNERS	DELIVERY
Expand Health Science Programs		✓		✓
Integrate Artificial Intelligence and Virtual Reality into programs				✓
Grow competency-based courses				✓
Delineation of roles and responsibilities in workforce offerings			✓	✓
Co-award non-credit and credit			✓	
Prepare for ERP upgrade through college process review	✓			
Expand workforce training		✓	✓	
Improve Credit for Prior Learning options			✓	✓
Early College Academy				
Better Utilize Early Alert	✓			
Develop Nursing Baccalaureate Degree for FY24 launch		✓		✓
Launch semester-or-less training programs leading to Living Wage		✓	✓	✓
Expand Open Educational Resources				✓
Implement best practices for online courses				

NEW SUB PRIORITIES UNDER EXPAND WORKFORCE TRAINING:

- Explore 3rd party providers
- Grow self-paced courses
- Grow micro-credentials
- Expand employer customized training
- Expand experiential opportunities for students with employers
- Expand employment preparation and collaboration.

MEASURING PROGRESS

Key Performance Indicator (KPI) provide a high-level overview of how well the college is meeting its strategic goals. For a more detailed view, please visit <https://www.yc.edu/v6/strategic-planning/> and click on Key Performance Indicators at the top of the site.

STRATEGIC GOALS | KEY PERFORMANCE INDICATOR (KPI) | STATUS

ADULT LEARNERS	Increase Hispanic enrollment.	T
ADULT LEARNERS	Decrease Community Education subsidy by 50% within 5 years.	M
DELIVERY	Improve course success rates in Online and Weblive.	T
DELIVERY	Expand Open Educational Resources (OER) 10% per year.	M
STUDENT OUTCOME	First-Year Retention Rate – Full-Time	M
STUDENT OUTCOME	First-Year Retention Rate – Part-Time	V
STUDENT OUTCOME	Three-Year Graduation/Transfer Rate.	M
STUDENT OUTCOME	Minority Three-Year Graduation/Transfer Rate.	M

M MEETING
 T ON TRACK
 O OFF TRACK
 V VOID

MEASURING PROGRESS

STRATEGIC GOALS | KEY PERFORMANCE INDICATOR (KPI) | STATUS

BELONGING	Students are made to feel welcome at YC.	M
BELONGING	Overall employee satisfaction/belonging.	M
LIVING WAGE	= 90% of applied degree programs lead to living wage occupations.	T
LIVING WAGE	= 90% of < 1 year certificates lead to a positive return on investment.	M
LIVING WAGE	Increase REDC non-credit workforce revenues \$250k per year.	O
LIVING WAGE	Increase REDC non-credit workforce revenues \$250k per year.	V
ADULT LEARNERS	Increased enrollment students age 25 to 59.	O
ADULT LEARNERS	Increased retention of students age 25 to 59.	T

M MEETING
T ON TRACK
O OFF TRACK
V VOID

MEASURING PROGRESS

Following is a description of efforts being conducted to address Key Performance Indicators that are currently off track or have been voided.

LIVING WAGE

Increase REDC non-credit workforce revenues \$250k per year.

O

While the REDC workforce measure is currently off track, the \$1,479,719 Quest Department of Labor grant award will have this metric meeting the College's target in Fiscal Year 2023-2024.

ADULT LEARNERS

Increase enrollment students age 25 to 59.

O

With increased marketing to this demographic, additional fast-track (8-week) programs, and the addition of the bachelor's of Science in Business, this measure is anticipated to improve significantly.

STUDENT OUTCOMES

First-Year Retention Rate - Part-Time.

O

The Strategic Enrollment Management Committee has identified first-year retention for new to higher education part-time students as a priority for Fiscal Year 2023-2024. Additionally, hiring new advisors this past year should contribute to improved outcomes in retention for this student population.

LIVING WAGE

Improve transfer alignment with the AZ public universities.

V

Yavapai College continues prioritizing transfer alignment with the Arizona public universities through the Articulation Task Force process. Block transfers like the Arizona General Education Curriculum (AGEC) continue to work best for transfer students. Unfortunately, all three public universities have different transfer rules and frequently change course level transferability by individual programs. The decentralization and frequent changes at the universities make this target impossible to meet as initially envisioned. The College is voiding this initiative and will continue investigating new ways to improve student transfer outcomes.

M MEETING

T ON TRACK

O OFF TRACK

V VOID

APPENDIX

FY 2023 Planning Updates

Key Performance Indicator Methodology

Additional Information



FY 2023 ACTION STATUS

FY 2023 Planning Updates	NOTES	STATUS
Grow Athletics while lowering institutional scholarships	Women’s and Men’s Basket Ball, and E-Sports have been added. Athletics are on track to lower institutional costs.	C
Connect Students to Social Services	One stop social services are in place. No additional resources are required.	C
Create First Generation Support and Outreach	Moving to Strategic Enrollment Management Plan.	C
Expand Pipeline AZ to support Career Decision Making	Pipeline is established and growing. No additional resources are required.	C
Expand non-credit Workforce Training	REDC working to incorporate Coursera courses into non-credit workforce.	K
Implement 5 YC concentrations to facilitate efficient transfer	YC will continue to make transfer to four-year institutions efficient. ABOR universities inconsistent and frequently changing transfer requirements continue to make seamless transfer a challenge.	R
Lower advisor caseloads to 300	Hiring of new additional advisers will be completed in spring 2023. No additional resources are required.	C
Improve Credit for Prior Learning options	Exploring efforts to expand credit for prior learning options, and researching HLC guidelines.	K
Promote 15 to Finish	Students enrolling for 12 credit hours can take credits 13 to 18 for no additional cost. No additional resources are required.	C

K KEEP

C COMPLETE

R REMOVE

FY 2023 Planning Updates

Early College Academy

Expand Promise to Adults seeking CTE Degree

Better Utilize Early Alert

Develop Baccalaureate Degrees for FY24 launch

Launch semester-or-less training programs leading to Living Wage

Offer programs through 8-week course format

Expand Open Educational Resources to 40%

Create Community Education Destination Programs that are Financially Self-Sustaining

Implement best practices for online courses

NOTES

Early Academy started with Prescott High School. Expand next year to include additional county high schools.

Adult Workforce CTE Promise Program implemented fall 2022. No additional resources are required.

New communication plan to faculty. Evaluate early alert models for improvement.

B.S. in Business approved. R.N. to B.S.N approval in FY24.

Researched programs suitable for fast track.

Moving to Academic Master Plan.

OER free and low cost is now at 31%.

Actions have been completed. Subsidies are trending down. Strategic Planning Key Performance Indicators will continue to track this priority.

Expanding Online Course Review training for faculty.

STATUS

K

C

K

K

K

C

K

C

K

K KEEP

C COMPLETE

R REMOVE

KEY PERFORMANCE INDICATORS (KPI) METHODOLOGY

Students are made to feel welcome here.

85%

75% - 84%

<75%

Overall employee satisfaction & belonging.

2021-2022 will serve as the baseline

$\geq 90\%$ of applied degree programs lead to occupations with a living wage.

90% of AAS programs lead to living wage jobs.

80% - 90% of AAS programs lead to living wage.

<80% of AAS programs lead to living wage jobs.

$\geq 90\%$ of ≤ 1 year certificates lead to a positive ROI.

90% or < 1 yr certs get positive ROI in 2-years.

80% - 89% < 1 yr certs get positive ROI in 2-years.

<79% < 1 yr certs get positive ROI in 2-years.

Increase non-credit workforce sales revenue.

Increase REDC non-credit work force sales \$250k per year.

KEY PERFORMANCE INDICATORS (KPI) METHODOLOGY

Improve transfer alignment with the AZ public universities.

All programs let students to enter juniors

3-4 programs let students to enter juniors

2 or less programs let students to enter juniors

Increased enrollment of students age 25 to 64.

$\geq 5\%$ from Fall 2019

2% to 4% from Fall 2019

$\leq 1\%$ from Fall 2019

Increased retention of students age 25 to 64.

$\geq 60\%$

50% to 59%

$\leq 49\%$

Increase Hispanic enrollment.

Hispanic Enrollment $\geq 25\%$

Hispanic Enrollment 15 to 24%

Hispanic Enrollment $\leq 14\%$

Increased Community Education & OLLI enrollment.

Decrease subsidy by 50% in 5 years

Decreased subsidy less than 50%

Subsidy increasing

Improve course success rates in Online and Weblive.

$\geq 80\%$

75% to 79%

$< 75\%$

KEY PERFORMANCE INDICATORS (KPI) METHODOLOGY

Expand Open Educational Resources.

> = 50% by 2025

30% to 49% by 2025

< = 29% by 2025

First-Year Full-Time Retention Rate

> = 55th Percentile

50th to 54th Percentile

< 50th Percentile

First-Year Part-Time Retention Rate

> = 51th Percentile

46th to 50th Percentile

< 45th Percentile

Three-Year Graduation Rate

> = 60th Percentile

50th to 59th Percentile

< 50th Percentile

Minority Three-Year Graduation Rate

> = 60th Percentile

50th to 59th Percentile

< 50th Percentile

NEED MORE INFORMATION?

Visit yc.edu/strategicplanning or contact Tom Hughes at 928.776.2205 or tom.hughes@yc.edu



1100 East Sheldon Street , Prescott, Arizona
86301 (928) 445.7300 | www.yc.edu