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ABSTRACT

The Yavapai College Districts Board and members of Yavapai College administration and staff developed this report. It contains 12 statements that compromise the core outcomes of the Yavapai College Mission. The extent to which each college addresses these outcomes is then reflected in a series of indicators that are tied to the individual Community Benefits Statements (CBS). Some of the major CBS are student satisfaction, graduate satisfaction with preparation for transfer and preparation for career development, access to benefits of partnership, and the capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy. Some of the major findings of the study are as follows: (1) over three fourths of Yavapai College students were satisfied or very satisfied with how well they were prepared for transfer; (2) the number of occupational degrees awarded has decreased; and (3) students expressed high satisfaction with college services. The study concludes that more detailed studies centered on any of the indicators and CBS would be beneficial to aid in better understanding the college's achievement, the achievement of individual programs, and creating specific subsequent action plans. Contains numerous charts and graphs. (MZ)

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May 2003

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Introduction

The Yavapai College District Board, working with members of the Yavapai College administration and staff, developed the Community Benefits Statements (CBS). The CBS consist of 12 statements that comprise the core outcomes of the Yavapai College mission. The extent to which the College addresses these outcomes is then reflected in a series of indicators that are tied to individual CBS. The indicators are listed in the table of contents under each CBS.

Over time, the College leadership may make revisions to existing indicators or add new indicators. The May 2003 edition of the CBS report includes 70 indicators. For each indicator, narrative highlights of the results are provided with tabular and/or graphic displays of the data. Comparative data is provided as a trend, in comparison with other institutions, or in both ways. Where appropriate, the date when an update will be provided is given.

The indicators point to the College's progress toward addressing the CBS. The College leadership may develop an action plan to help move an indicator in the desired direction; target figures could be set as part of this process. The College leadership may also elect to conduct more detailed studies centered on any of the indicators and CBS. Detailed studies may be needed to better understand the College's achievement, and the achievement of its individual programs and services. Studies will help guide subsequent action plans.

The data for indicators were gathered from a wide range of sources. The following departments/programs provided data in this effort.

Institutional Planning and Research	Nursing	Paralegal
Emergency Medical Services Program	Office of Instruction	Athletics
Registration	Marketing	ABE/GED and PEAK
Facilities	Student Services	General Education
Small Business Development Center	Information Technology Services	Library
Technology	Leadership Center	Educational Talent Search
Tech-Prep Consortium	School to Work	Science/Math Division
Youth Count	Veteran's Upward Bound	Purchasing
Campus Safety	Financial Services	Gunsmithing Department
Distributed Learning	Community Events	Mathematics Department
Visual and Performing Arts Department	Residence Halls	
Admissions and Registration	Purchasing and Contract Services	

Additional sources of data included college surveys, the administrative management information system, numerous external sources, and others. Following is a list of sources for this edition of the CBS.

Community Benefits Statement Sources

<u>Source</u>	<u>Update Schedule</u>
1 ASSIST data warehouse	Annual
2 Graduate Exit	Annual
3 Graduate Follow-up Survey	Annual
4 Departmental Records	Annual
5 Yavapai College Information System (AMIS)	Annual
6 External sources (e.g., Arizona Department of Economic Security)	No regular update schedule available
7 Current Student Study	Conducted periodically, beginning spring 2000
8 Non-returning Student Study	Conducted every three years, beginning fall 2000
9 General Employer Studies	Scheduled as needed
10 High School Studies	Scheduled as needed
11 Citizen Studies	Scheduled as needed
12 Curriculum Area Needs Study	Scheduled as needed
13 Service to Community Study	Part of program review process
14 Partnership Study	Conducted every two years, beginning 2002-03
15 Program Review Executive Summaries and Updates	Annual, programs are reviewed on a five year cycle
16 Long-term Graduate Follow-up Study	Annual, beginning 2003
17 Enrollment Studies	Annual
18 Departmental Satisfaction Studies	Scheduled as needed
19 Degrees Awarded Study	Annual, beginning summer 2002
20 Ad hoc Studies	Scheduled as needed

Highlights of Results

CBS 1. High quality, convenient and cost-effective learning opportunities

1. **Student satisfaction with instruction and overall**—The level of satisfaction with instruction and with the college overall has been measured for several different student groups, including current students, former students, and graduated students. Levels of student's satisfaction are strong for all groups of students, and the findings have been strong across several years of studies. In a survey of over 1,200 students conducted in-class in 2000, 83% of students rated the quality of instruction as good or very good with 84% rating the college overall as good or very good. In a survey of over 400 students conducted by telephone in 2002, 90% of students rated the quality of instruction as good or very good with 89% rating the college overall as good or very good. In the earlier study, 97% would recommend the college to family or friends and in the recent study, 100% would recommend the college (CBSI.A.1, A.2).

Surveys of college graduates have been conducted every year since 1998–99. Graduate satisfaction with the quality of instruction has been strong; the level of satisfaction has increased each year. The proportion of graduates who were satisfied or very satisfied with the quality of instruction was 82% in 1998–99, 85% in 1999–00, and 87% in 2000–01. The proportion of graduates that would recommend the college to family and friends was also strong—99% in 1998–99, 98% in 1999–00, and 98% in 2000–01 (CBSI.A.6, A.7).

2. **Graduate satisfaction with preparation for transfer**—Most Yavapai College transfers attend the three Arizona State Universities with the largest numbers going to Northern Arizona University. Transfers include Yavapai College graduates and students who transfer prior to receiving an AA degree. In 2001–02 there were 302 attending Arizona state university with 60% attending NAU, 25% attending Arizona State University, and 14% attending the University of Arizona (CBSI.A.8).

Each year from the graduate follow-up survey, the percentage of Yavapai College graduates who had transfer as their goal that actually transfer is determined. For the most part, graduates with a goal to transfer, do indeed transfer. Since 1998–99 the proportion that transferred ranged from a high of 83% and 84% in 1998–99 and 2000–01 to a low of 69% in 1999–00. These graduates are asked how well Yavapai College prepared them for transfer. Over three fourths of graduates who transfer were satisfied or very satisfied with the preparation they received for transfer while attending the college. This proportion has shown an increase over the last three years—74% in 1998–99, 77% in 1999–00, and 80% in 2000–01 (CBSI.A.9, A.10).

Transfer graduates indicate the number of courses that were not accepted at the transfer institution. Over the last three graduate studies, about one-third of the graduates reported that all of their courses transferred, and from about 40% to 50% report all but one course transferred. Some students report difficulty in course transfer. The survey does not provide further information to determine the nature of the courses that did not transfer or the process used by Yavapai College students in transferring. To shed more light on this issue, it would be necessary to conduct a follow-up study of transferability. One approach would be to work with NAU (the largest Yavapai College transfer institution) to examine student transcripts, noting what courses did or did not transfer. The data in the CBS suggests a concern here, but further information is needed to better define this concern or determine if this is a concern at all (CBSI.A.11).

3. **Graduate satisfaction with preparation for career development**—Each year the percentage of Yavapai College career graduates who go into the workforce are asked to report the extent to which their job is related to their college program. In 1998–99, 89% of graduates who were working full-time reported that their jobs were somewhat or directly related to their college program—86% in 1999–00, and 91% in 2000–01 (CBS1.A.12). These graduates are asked how well Yavapai College prepared them for a career. The proportion of career graduates who are satisfied or very satisfied with their preparation for career development ranged from 58% in 1998–99 to 73% in 1999–00 to 67% in 2000–01. The degree of satisfaction in preparation for career graduates is lower than the degree of satisfaction expressed by transfer graduates; however, the survey does not provide additional information to determine the nature of dissatisfaction. A follow-up study could be conducted to better define levels of career preparation satisfaction (CBS1.A.13).

Some career graduates must pass a licensure examination before practicing in their chosen field. Pass rates for Yavapai College students tend to be high. The most recent pass rates for Yavapai College students taking the exam for registered nurses is 98%; typically pass rates for college nursing graduates fall between 85% to 95%. In 2002, Yavapai College nurses ranked the highest of all nursing programs in the state. The most recent pass rates for the emergency medical services exam was 90% (CBS1.A.14).

In 2001, 309 non-returning students who completed six or more career course hours reported that 91% had partially or completely reached their educational goal; 77% of these students are planning to or are considering returning to the college for further study (CBS1.A.16). Nearly one-half of these same students report one or more of several enhancements to their career development as a result of their attendance at the college, and a similar finding was reported in a 2003 study of all non-returning students (CBS1.A.18).

4. **College accessibility**—Over the last four fiscal years, the college has consistently served nine percent of the adult population (15 years of age and older) of Yavapai County in credit and non-credit course work. The college serves about 16% of citizens aged 15–25, 10% aged 25–54, and 6% aged 55 and over (CBS1.B.1). Eight percent of Yavapai County residents aged 15 years and older are served in credit classes. This compares to 3% served by the entire nation for residents aged 18 years or older.

In 2001–02, the college offered 3,840 credit courses with about one-half of all courses offered at the Prescott campus. Over the last four years the Sedona Center has grown from an offering of 64 courses in 1997–98 to 172 courses in 2001–02, an increase of 169%. Over the same time period, courses offered in sites other than centers or campuses increased from 168 to 658, an increase of 292% (CBS1.B.2).

CBS 2. Access to learner-centered education and training with a wide-array of life-long learning options

5. In 2001–02, Yavapai College offered 14 different methods of delivery for courses. Delivery methods included traditional lectures, Internet, interactive video, private music, and more. By far, the most popular delivery offered was the traditional lecture (91%) followed by Internet courses (1.8%), private music (1.7%), and interactive video (1.6%). The proportion of courses offered by traditional lecture has remained about the same over the last five years. Courses offered via the Internet have grown from 12 in 1997–98 to 68 in 2001–02, a 467% increase (CBS2.A.1).

The college initiated four certificate programs in 2002–03. These were Equine Management, Turfgrass Management, Cisco Networking Technician, and Fire Officer Technical Certificate (CBS2.A.2).

199 outside groups including non-profit, for profit, local and out-of-market groups used college facilities on the Prescott Campus in 2002. This was the highest figure in the last six years. The previous high was 169 (CBS2.B.2).

CBS 3. Access to courses, programs, and services, which instill competencies that lead to employment at or above the average wage and results in a better-educated workforce

6. Occupational degrees and certificates awarded—The number of occupational degrees awarded in each of the last five years has decreased from a high of 126 in 1997–98 and 1998–99 to a low of 93 in 2001–02, a decline of 26%. The number of occupational certificates has increased over that same time period from 37 to 52, an increase of 41%. The combination of both occupational degrees and certificates has declined from a high of 163 in 1998–98 to a low of 143 in 2000–01, a 12% decline. Occupational degrees and certificates are designed to prepare graduates for high wage technical and professional jobs (CSB3.A.1).

CBS 4. Graduates who will be better prepared for citizen participation and for the workplace

7. Employer satisfaction—More than 90% of the employers of Yavapai College graduates and course completers (e.g. EMS and Fire Science) rated their employee's overall job preparation received at the college as good or very good. Most would be willing to hire another course completer or graduate. (CBS4.B.2).

CBS 5. Enhanced capacity to attract and retain businesses

8. Business enhancement—From 1997 through 2002, the Professional Development Center assisted 293 new business start-ups that resulted in 1,006 new employees. In 2002, Small Business Development Center (SBDC) counseled 408 and trained 398 business people in Yavapai County. Yavapai College Workforce/Economic Development trained 719 people (CBS5.A.1, B.1).

CBS 6. Businesses with the capacity to generate sustainable economic growth and create living wage jobs

9. Economic impact—Students enjoy an attractive 25% annual return on their investment of time and money. For every \$1 the student invests in YC, he or she will receive a cumulative \$4.35 in higher future earnings over the next 30 years (CBS6.B.1).

CBS 7. The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy

10. Library resources—In the most recent report, 10,841 community members used college libraries. The library's circulation makes it the largest research collection in Yavapai County with a circulation total of 84,879—an increase of 20% over the previous year. The use of library provided electronic resources (Internet-based projects, CD-ROM, and Law program products) totaled 62,563, an increase of 88% over previous years (CBS7.A.2).

CBS 8. Educated and informed community leaders who possess the vision and knowledge to build healthier communities

11. Community leadership—The Leadership Center sponsored 29 projects to educate and inform community leaders. There were 3,313 participants (CBS8.A.1).

CBS 9. Access to a wide-array of cultural opportunities

12. Cultural access— In total, 47,450 individuals attended cultural events at Yavapai College in 2002. Of these numbers, 27,610 attended events at the Performance Hall. In 2001/2002, Yavapai College offered 88 international/multicultural studies courses, which had an enrollment of 1,089 (CBS9.A.1, A.2).

CBS 10. Access to benefits of partnerships created with various private and public entities

13. Partnerships—Forty-nine partnerships that share resources and expertise are detailed in the report, including formal intergovernmental agreements and less formal arrangements (CBS10.A.1).

CBS 11. Learning environments which optimize physical safety and supportive learning conditions

14. Developmental education—Over the past five academic years, the majority of students seeking remediation did so in mathematics only. For 2001–02, 12% of college students enrolled in at least one remedial course, a decline from 16% in 1997–98. In June 1999, placement testing was no longer mandated. The overall percentage of students taking remedial courses declined by four percent between 1997–98 and 2001–02 (CBS11.A.1). The most recent passing rates for developmental courses were 63% in English classes and 54% in Mathematics classes. Over the last several years, the proportion of students passing in English and Math has ranged within six percentage points (CBS1.A.3).

15. Student satisfaction with college services—In a study conducted in 2002, 81% of the 294 respondents rated support services as good or very good. Student satisfaction with individual support services were measured in several different studies, including the current student survey in 2001, exiting surveys in 2000–01 and 2001-02, and in various studies as part of program review over the last three years. Individual departmental ratings vary from a low of 33% good or very good to a high of 97% good or very good. There are too many departmental results

to provide in this highlight (CBS11.A.2).

CBS 12. Programs and services, which demonstrate accountability with respect to quality, productivity, and the changing needs of the community

16. Program Review— There have been 19 instructional and service area reviews since the pilot year in 1998–99. Fourteen of these were instructional and five were reviews of service areas. A new summary table for program review included in this CBS report details the status of the 137 recommendations made in the 19 reviews. Follow-up reports are required for three years after a review. It is important to note that some recommendations, especially ones requesting new staff, require additional resources that are not always available. With the exception of recent reviews, almost all recommendations that can be addressed by the department without additional resources have been completed. Many recommendations that do require additional resources have also been addressed.

Another nine reviews pending from last year are slated for completion this summer. Five reviews started this year are well underway; within the next two years, all instructional and service areas will have been reviewed.

The IR office will revise the program review models this summer. Particular attention will be given to developing a separate model for instructional support programs and further integrating outcome assessment with program review. The IR office will be developing a matrix of research support activities to provide information to instructional and service reviews in the years between reviews. In this way programs will start their reviews with trend information for key elements (CBS12.A.3).

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CBS1.A.1 Satisfaction of current students with quality of instruction, and Yavapai College overall
 CBS1 *High quality, convenient and cost-effective learning opportunities*
 Metric A.1 *High quality*

More than 1,200 current students indicated student satisfaction with the quality of education and with Yavapai College overall to be strong. Over 80 percent of the students responded with either good or very good responses to these questions. Only two percent of the students were dissatisfied with these areas.

In fall 2002, current students were polled via telephone to determine satisfaction with instruction. Nine out of ten indicated that the quality of instruction and their overall satisfaction with Yavapai College was good or very good.

Current Student Satisfaction with Instruction and Yavapai College

Current Student Survey – (Conducted Spring 2000 in class)

	N=	Very Poor	Poor	Fair	Good	Very Good	% Good/ Very Good
Student satisfaction with the quality of instruction	1,168	1%	1%	15%	44%	39%	83%
Student satisfaction with Yavapai College overall	1,208	—	1%	15%	57%	27%	84%

Student Satisfaction Survey – (Conducted fall 2002 via telephone)

	N=	Very Poor	Poor	Fair	Good	Very Good	% Good/ Very Good
Student satisfaction with the quality of instruction	408	.5%	1%	8%	30%	60%	90%
Student satisfaction with Yavapai College overall	400	1%	2%	7%	42%	47%	89%

Source: Current Student Survey, spring 2000 and Student Satisfaction Survey, fall 2002

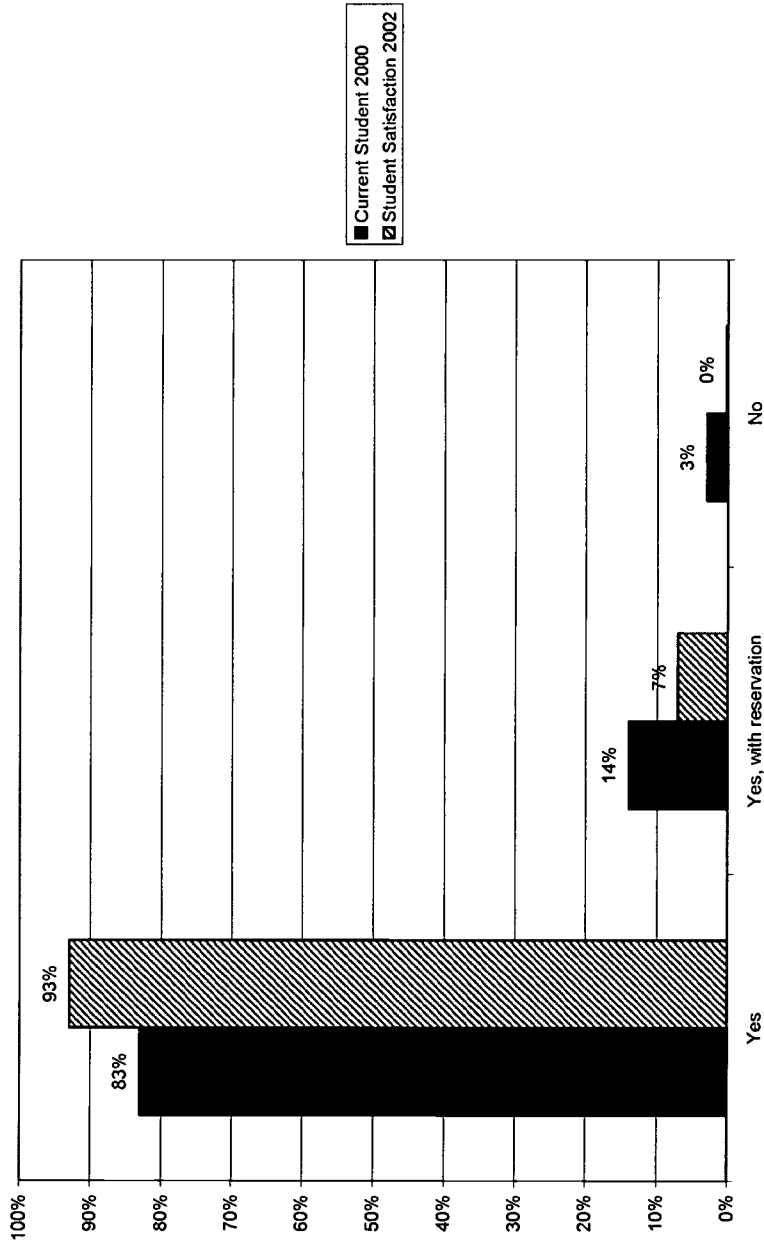
CBS1.A.2 Percentage of current students who would recommend Yavapai College

CBS1 *High quality, convenient and cost-effective learning opportunities*

Metric A.2 *High quality*

Of more than 1,200 current students surveyed in spring 2000, 97 percent recommended Yavapai College to family or friends—83% without reservations. A second survey was conducted to 408 current students in December 2002 via telephone. All students surveyed recommended the college, 93% without reservations.

Students Recommend Yavapai College



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Source: Current Student Survey, (conducted in class) Spring 2000
Student Satisfaction Survey (conducted via telephone) Fall 2002

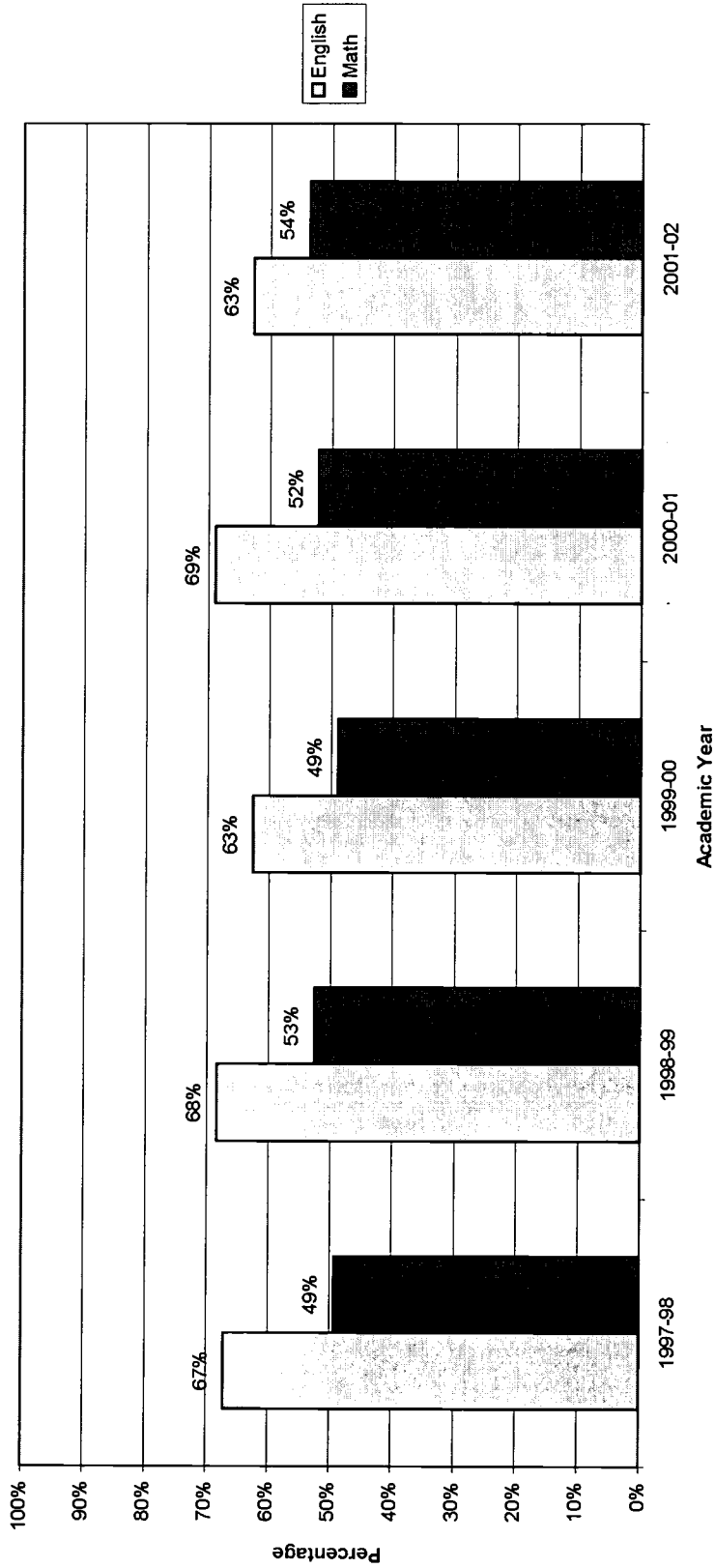
CBS1.A.2 (05/03)

CBS1.A.3 Successful completer rate for developmental courses in English and Math
CBS1 High quality, convenient and cost-effective learning opportunities
Metric A.3 High quality

The following is repeated from the last report. Data will be updated in November 2003.

Pass rates for developmental English courses ranged from 63 percent to 69 percent from academic year 1997-98 to 2001-02. The pass rate for developmental Math courses ranged from 49 percent to 54 percent. The developmental English pass rate decreased six percent from last year. The 2001-02 developmental Math pass rate (54%) represents the largest number of successful completers over the past five years, and marks the second consecutive year that the majority of students successfully completed a developmental math course.

Successful Completer Rates for Developmental Courses in English and Math



Passing Rates for Developmental Courses in English and Math

Year	English		Total	Math		Total
	Failed	Passed		Failed	Passed	
1997-98	261 32.9%	533 67.1%	794	971 50.7%	946 49.3%	1917
1998-99	236 31.6%	511 68.4%	747	940 47.4%	1044 52.6%	1984
1999-00	242 37.3%	407 62.7%	649	973 51.0%	934 49.0%	1907
2000-01	231 31.1%	511 68.9%	742	811 47.8%	886 52.2%	1697
2001-02	277 37.2%	468 62.8%	745	884 46.3%	1026 53.7%	1910

Remedial Courses:

English: ENG021, 022, 023, 024, 025, 026, 027, 029, 030, 031, 035, 036, 037, 038,

ENG040, 060, 070, 071, 072, 073, 074, 075, 100

Math: MAT032, 082, 092, 122, MTH030, 032, 037, 130

Passed equals A, B, C, S, or V

Failed equal D, F, U, or W

Source: Institutional Research Data Warehouse; sec_final; academic year: fall, spring, summer.

CBS1.A.4 Number of graduates by type of degree, certificate, or diploma
 CBS1 *High quality, convenient and cost-effective learning opportunities*
 Metric A.4 *High quality*

The following is repeated from the previous report. Data will be updated in November 2003.

During the past five years, Yavapai College has awarded 1,341 degrees/certificates. In 2001-02 the majority (48%) of awards were academic transfer degrees, while occupational degrees and certificates accounted for 33 percent and 19 percent respectively.

Awards conferred in 2001-02 represent an increase of three percent (9) over the previous year.

Number of Awards by Type of Degree/Certificate

Number of Awards	1997-98	1998-99	1999-00	2000-01	2001-02
Academic Degrees	122 43%	116 42%	116 50%	126 47%	133 48%
Occupational Degrees	126 44%	126 45%	95 41%	100 37%	93 33%
Occupational Certificates	37 13%	35 13%	21 9%	43 16%	52 19%
Total Awards	285	277	232	269	278

Source: Institutional Research Data Warehouse; trans_basics; academic year: fall, spring, summer.

CBS1.A.4 (5/03)

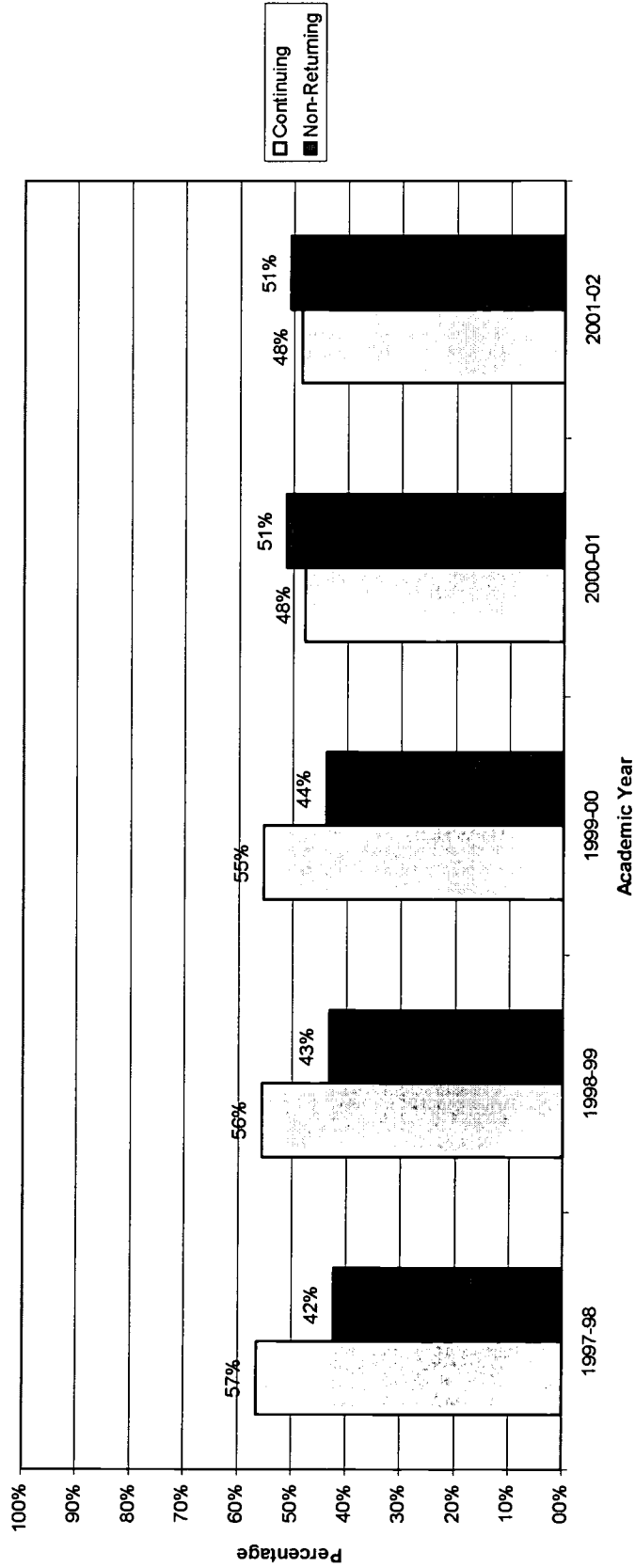
CBS1.A.5 Number of students returning from previous semester
High quality, convenient and cost-effective learning opportunities
 Metric A.5 *High quality*

The following is repeated from the previous report. Data will be updated in November 2003.

Students come to Yavapai College from many different backgrounds and with varying intentions. The determination of retention is a complex matter.

Overall, the proportion of students who returned in the spring after attending in the fall ranges from 48 percent to 57 percent from academic year 1997-98 through 2001-02. Retention proportions for recent years are somewhat lower than for previous years; however, the proportion of full-time students is also lower and full-time students have higher retention rates (see graph on following page). Looking at proportions only can be misleading. For example, continuing students increased from 3,790 to 3,965 between 1999-00 and 2001-02; however, their proportion dropped from 55 percent to 48 percent. The dramatic proportion change is due to the addition of for-credit elder hostel enrollment beginning in fall 2000, which significantly increased the number of non-returning students.

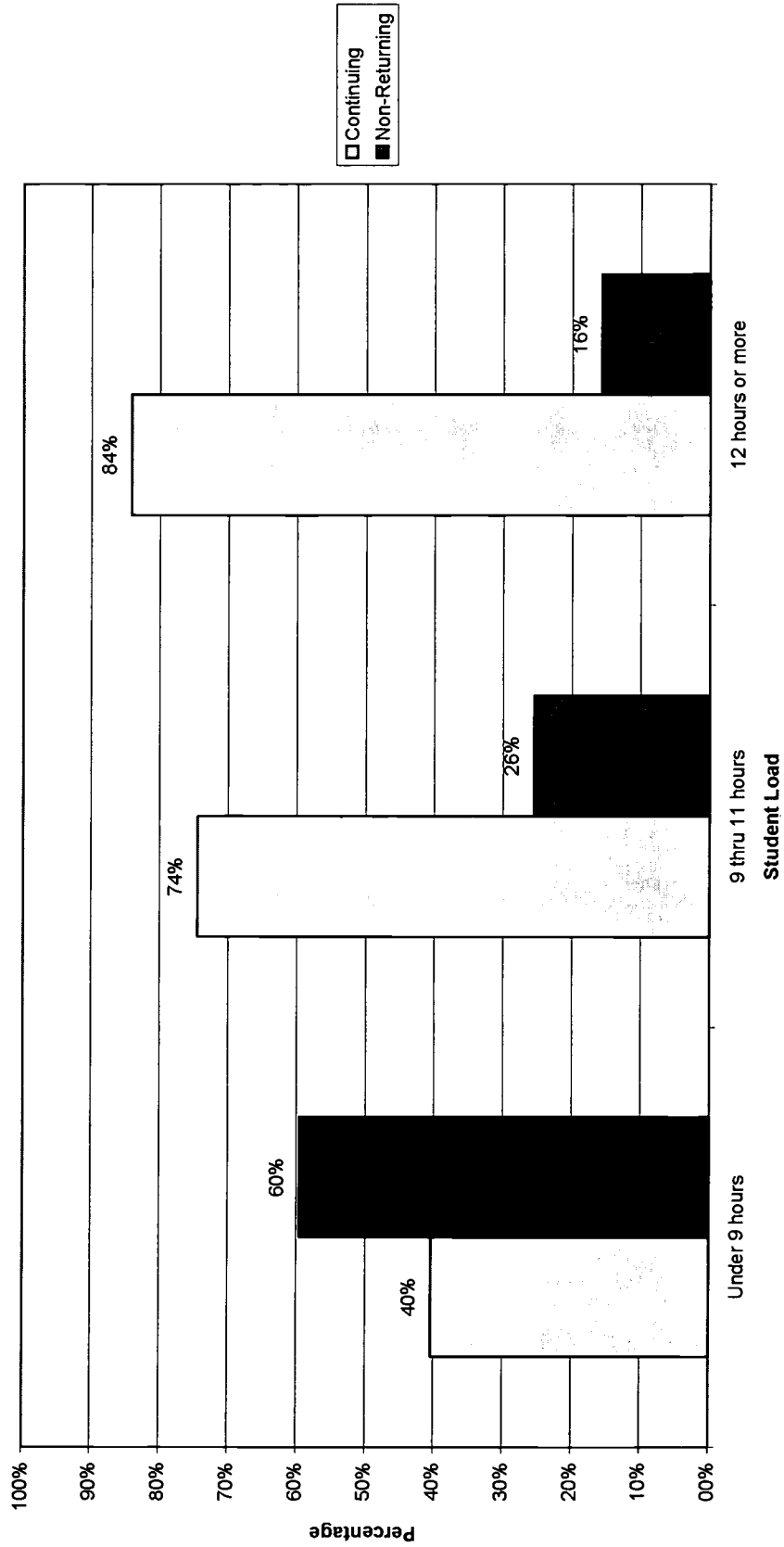
Students Who Attended in Fall but do not Return in Spring



Students who take three or more classes in a term tend to be more degree oriented than are students who take less than three courses. It follows that students taking fewer hours would also show lower retention rates and vice versa.

In academic year 2001-02, 40 percent of students taking fewer than nine hours continued while retention rates for students taking 9 to 12 and 12 or more hours were 74 percent and 84 percent, respectively.

Continuing Students from Fall to Spring by Credit Load



Students Who Attend in Fall but did not Return in Spring

Year	Continuing Students	Non-Returning	Police Graduates	Degree/Certif Graduates	Returning Graduates	Total Students*
1997-98	3642 56.6%	2726 42.3%	32 0.5%	60 0.9%	20 0.3%	6440
1998-99	3714 55.6%	2883 43.2%	47 0.7%	62 0.9%	28 0.4%	6678
1999-00	3790 55.5%	3002 43.9%	27 0.4%	19 0.3%	5 0.1%	6833
2000-01	3804 47.9%	4075 51.3%	30 0.4%	56 0.7%	19 0.2%	7946
2001-02	3965 48.5%	4138 50.6%	31 0.4%	62 0.8%	18 0.2%	8178

Continuing Students are those returning in Spring, including Fall Graduates

Non-returning are those not enrolled in Spring, excluding Fall Graduates

Graduates include only those Graduating in Fall Term

*Includes duplicates

CBS1.A.6 Graduate satisfaction with quality of instruction/curriculum program
 CBS1 *High quality, convenient and cost-effective learning opportunities*
 Metric A.6 *High quality*

The following is repeated from the last report. Data will be updated in November 2003.

Yavapai College graduates and completers indicated a high level of satisfaction with the quality of instruction and the curriculum in their respective programs. Over eight in ten were satisfied or very satisfied.

Graduate Satisfaction with Quality of Instruction/Curriculum Program

Program	Very Unsatisfied	Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overall Satisfaction *
Yavapai College Graduates 2000/2001 (N=104)			13%	46%	41%	87%
Yavapai College Graduates 1999/2000 (N=65)		1%	14%	37%	48%	85%
Yavapai College Graduates 1998/1999 (N=119)		3%	15%	43%	39%	82%
Nursing Assistant Completers (N = 38)	5%		3%		92%	92%
Emergency Medical Services Completers (N = 74)	4%		3%	40%	53%	93%

Source: Graduate Follow-up Study, Nursing Assistant and Emergency Medical Services Completer Surveys
 *Overall satisfaction includes satisfied/very satisfied responses.

CBS1.A.6 (5/03)

CBS1.A.7 Percentage of graduates who would recommend Yavapai College
High quality, convenient and cost-effective learning opportunities
 Metric A.7 *High quality*

The following is repeated from the last report. Data will be updated in November 2003.

From 98 percent to 100 percent of graduates or completers would recommend Yavapai College to others. Over 8 in 10 would recommend the college without reservation.

Graduates Recommend Yavapai College

Program	No	Yes with some Reservation	Yes without Reservation
Yavapai College Graduates 2000/2001 (N=104)	2%	12%	86%
Yavapai College Graduates 1999/2000 (N=61)	2%	16%	82%
Yavapai College Graduates 1998/1999 (N=111)	1%	17%	82%
Nursing Assistant Completers (N = 38)		16%	84%
Emergency Medical Services Completers (N = 74)		9%	91%

Source: Graduate Follow-up Surveys, Nursing Assistant and Emergency Medical Services Completer Surveys

CBS1.A.7 (5/03)

CBS1.A.8 GPA of Yavapai College transfer graduates at 4-year colleges
 CBS1 High quality, convenient and cost-effective learning opportunities
 Metric A.8 High quality

The following is repeated from the last report. Data will be updated in November 2003.

Findings from the survey of Yavapai College graduates from fall 1999 through spring 2001 include:

- More than one-half of the Yavapai College transfer graduates attend one of the three Arizona Universities: Arizona State University, Northern Arizona University, or University of Arizona.
- Northern Arizona University is the transfer college of choice capturing 38.5 percent of Yavapai College 2000/2001 transfer graduates.
- More than one-fifth of Yavapai College graduates with a transfer goal continue at Yavapai College (23.1 percent) after graduation.
- Graduates have attended other schools including: Old Dominion University, Concordia University, OR, Prescott College, Northland Pioneer College, AZ, Long Technical College, AZ, Pacific Lutheran University, WA.

**Transfer Graduates
 Schools Attended Since Graduation**

<i>What schools have you attended since graduating?</i>	1998/1999 N=35	1999/2000 N=19	2000/2001 N=42
Arizona State University	9.5%	10.0%	9.6%
Northern Arizona University	42.9%	40.0%	38.5%
University of Arizona	7.1%	15.0%	5.8%
Yavapai College	21.4%	10.0%	23.2%
Others	19.0%	25.0%	23.1%



- Yavapai College transfer graduates self-reported grades indicated that the majority (82.4 percent) earned mostly As and Bs at transfer school.

Grades Earned Since Transferring

<i>What grades have you earned since transferring?</i>	1998/1999 N=32	1999/2000 N=19	2000/2001 N=34
Mostly A and B	84.3%	94.7%	82.4%
Mostly B and C	3.1%	---	17.6%
Mostly C and D	6.2%	---	---
Mostly D and F	0%	---	---
Mostly incompletes or withdrawals	6.2%	5.3%	---

Source: Yavapai College, Graduate Follow up Survey, Spring 2000, Spring 2001, Spring 2002

GPA of Yavapai College students that transfer to the three Arizona 4-year colleges

Former Yavapai College students who graduated from Arizona's three public universities finished their degree with an average GPA of 3.10 or higher. Northern Arizona University had the largest number of former Yavapai College students with 160 in 2000-01 and 182 in 2001-02.

Academic Year	Arizona State University		Northern Arizona University		University of Arizona	
	Graduates	GPA	Graduates	GPA	Graduates	GPA
2000-01	53	3.28	160	3.34	59	3.16
2001-02	77	3.16	182	3.43	43	3.38

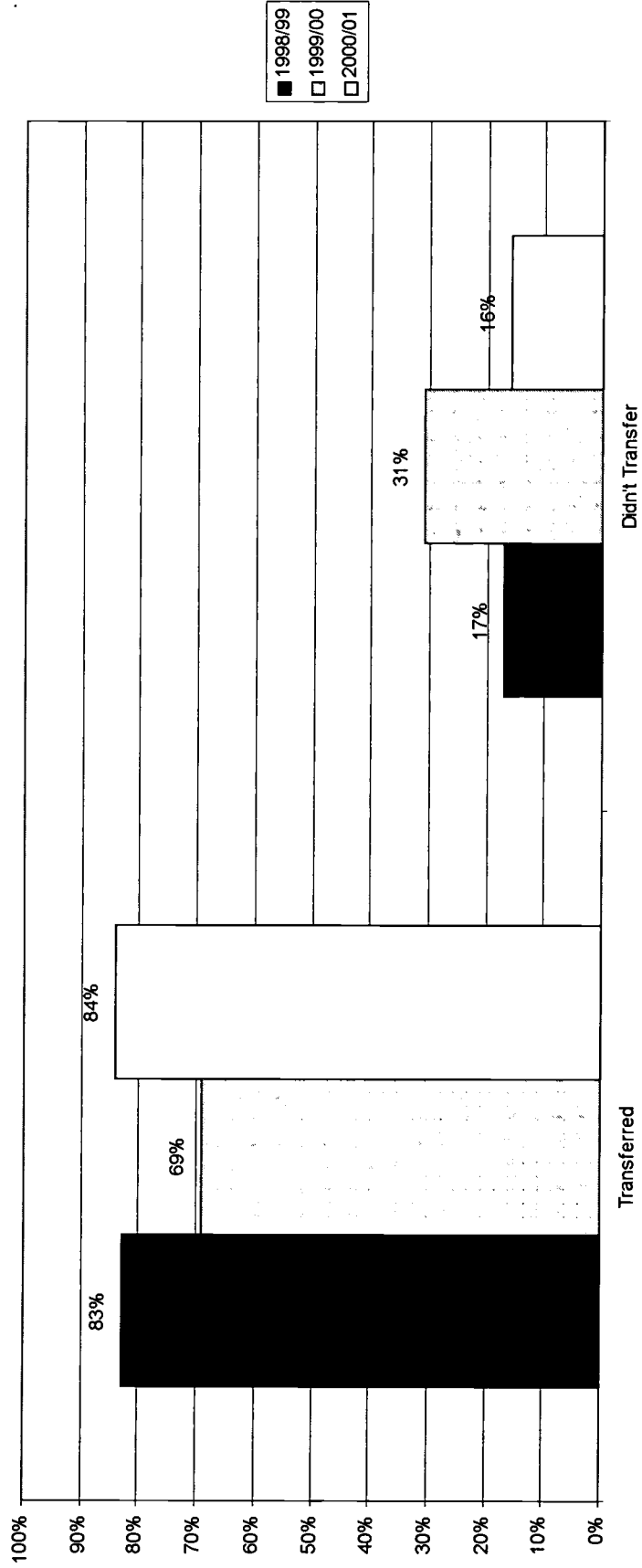
Source: ASSIST Data warehouse

CBS1.A.9 Percentage of graduates with transfer goal who transferred
High quality, convenient and cost-effective learning opportunities
 Metric A.9 *High quality*

The following is repeated from the last report. Data will be updated in November 2003.

More than eight out of ten 2000/2001 graduates, who indicated their primary educational goal as transfer to a four-year college, transferred to another school. This is an increase from the previous year's graduates where over 69 percent of the graduates with the transfer goal actually transferred.

Percentage of Graduates with Transfer Goal Who Transferred



Source: Graduate Follow-up Survey, spring 2000, spring 2001, spring 2002

CBS1.A.9 (5/03)

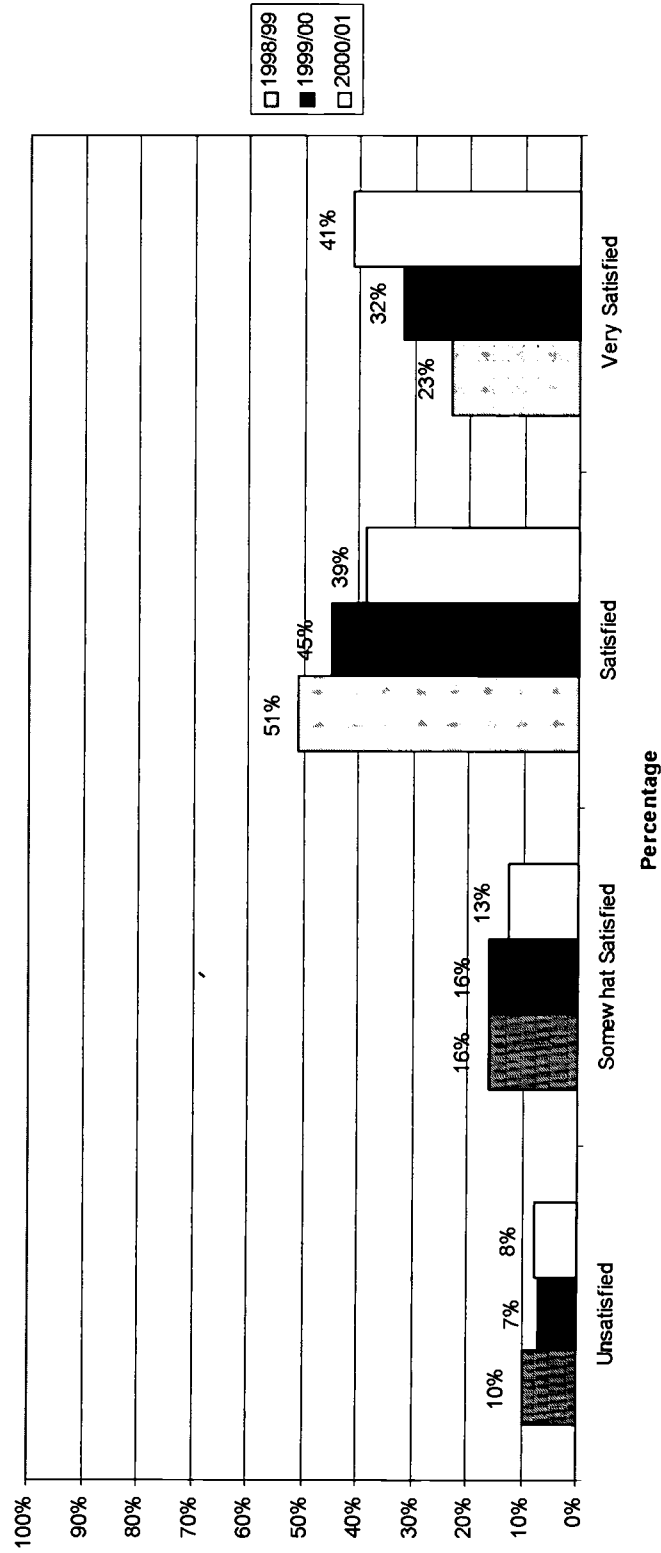
CBS1.A.10 Graduate satisfaction with Yavapai College preparation for transfer
High quality, convenient and cost-effective learning opportunities
 Metric A.10 *High quality*

The following is repeated from this last report. Data will be updated in November 2003.

Graduate satisfaction with Yavapai College preparation for transfer increased in 2000/2001 from the previous year. More students moved to very satisfied from satisfied and unsatisfied.

Overall, 80 percent of the graduates were either satisfied or very satisfied with Yavapai College preparation for transfer. Eight percent were unsatisfied in 2000/2001.

Graduate Satisfaction with YC Preparation for Transfer



Source: Graduate Follow-up Surveys, conducted spring 2000, spring 2001 and spring 2003
CBS1.A.10 (05/03)



CBS1.A.11 Number of courses not accepted at transfer school

CBS1 *High quality, convenient and cost-effective learning opportunities*

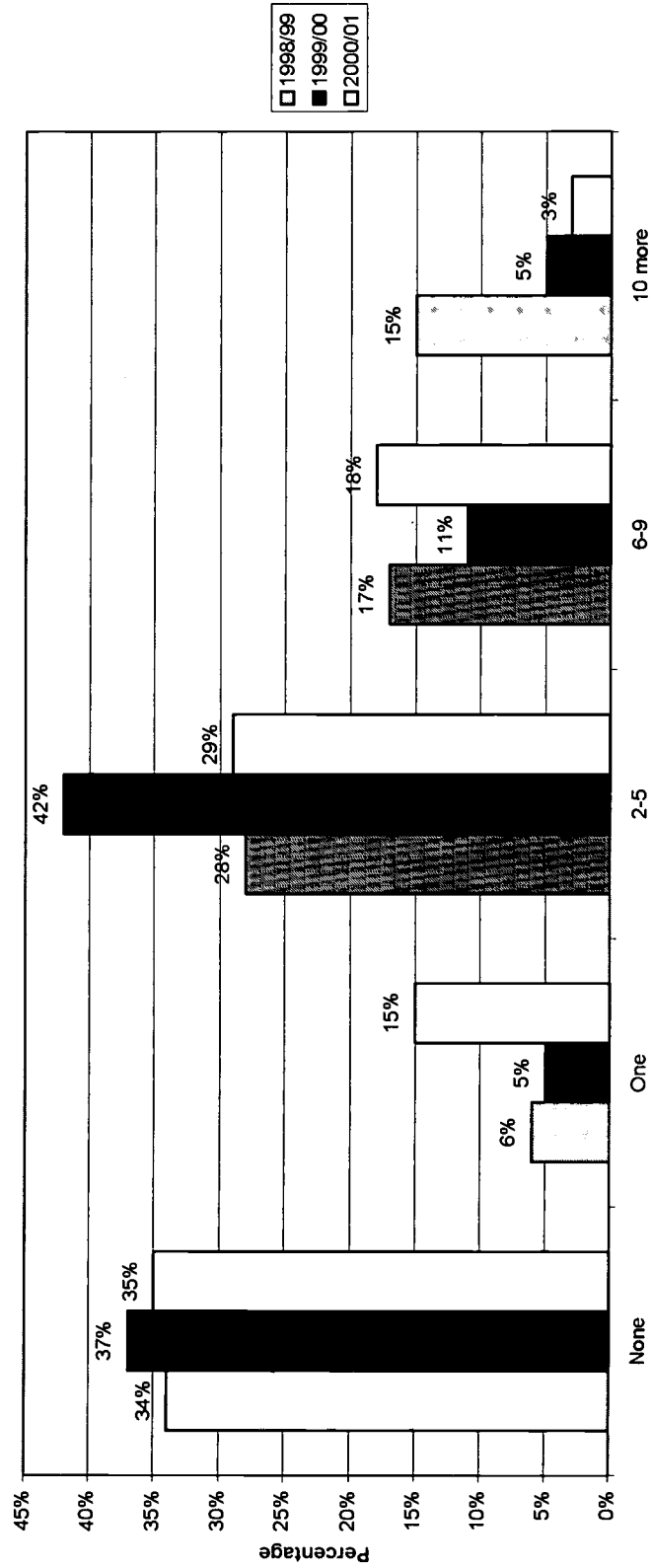
Metric A.11 *High quality*

The following is repeated from the last report. Data will be updated in November 2003.

More than one-third of 2000/2001 transfer students were able to transfer all Yavapai College courses to their transfer school. Fifteen percent had one course not accepted. Three percent were not able to transfer 10 or more courses.

Through the Arizona General Education Curriculum (AGEC), an articulation agreement that facilitates the transfer of lower division general education courses, the number of Yavapai College courses accepted by other Arizona colleges and universities should increase.

Number of Courses Not Accepted At Transfer School
(For students Who Attempted to Transfer Credits)



CBS1.A.11 (5/03)

Number of Courses Taken at Yavapai College Not Accepted at Transfer School

	1998/1999 (N=66)	1999/2000 (N=20)	2000/2001 (N=41)
None, all courses transferred	27%	35%	29%
One course	4%	5%	12%
2-5 courses	23%	40%	25%
6-9 courses	14%	10%	15%
10 or more courses	12%	5%	2%
Didn't try to transfer courses	20%	5%	17%

Source: Graduate Follow-up Survey, spring 2000, spring 2001, spring 2002

CBS1.A.12 Percentage of career graduates in jobs directly or somewhat related to Yavapai College program
 CBS1 *High quality, convenient and cost-effective learning opportunities*
 Metric A.12 *High quality*

The following is repeated from the last report. Data will be updated in November 2003.

Graduates find jobs related to their college program with 91 percent of Yavapai College Career graduates working in jobs related to their program. Nearly two-thirds of nursing assistant completers are working in jobs related to their program.

Career Graduates Working in Jobs Related to YC Program

Program	Not at all Related	Somewhat Related	Directly Related
Yavapai College Career Graduates 2000/01 (N=34)	9%	21%	70%
Yavapai College Career Graduates 1999/00 (N=22)	14%	23%	63%
Yavapai College Career Graduates 1998/99 (N=52)	11%	25%	64%
Nursing Assistant Completers (N = 38)	35%	17%	48%

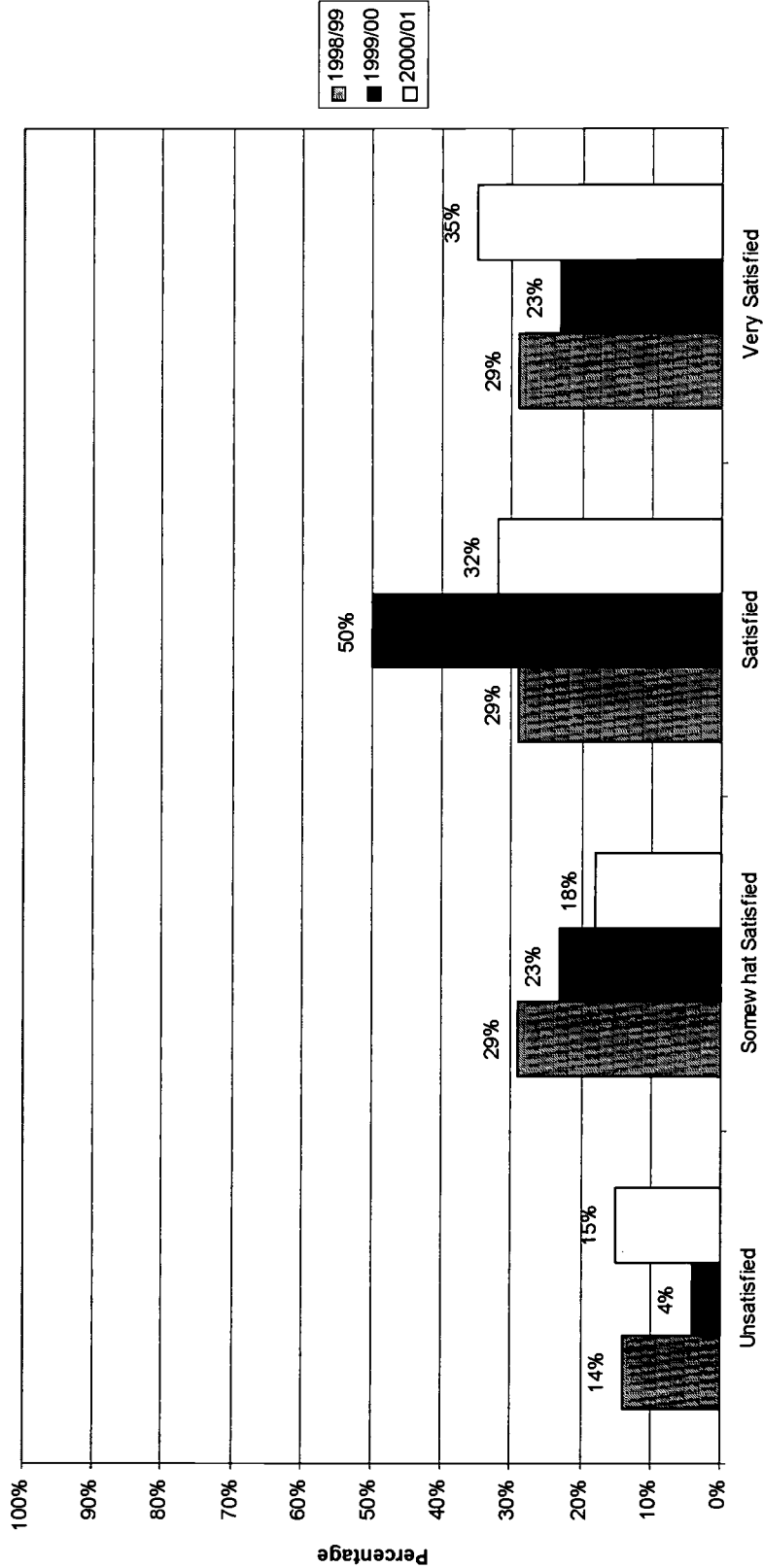
Source: Graduate Follow-up Survey, Nursing Assistant Completer Survey

CBS1.A.13 Graduate satisfaction with preparation for job
High quality, convenient and cost-effective learning opportunities
 Metric A.13 *High quality*

The following is repeated from the last report. Data will be updated in November 2003.

Two-thirds of the 2000/01 career graduates were satisfied with the preparation they received at Yavapai College for their job. Fifteen percent of the career graduates were unsatisfied with their YC preparation for job.

Career Graduates Satisfied with Preparation for Job



Graduate Satisfaction with Preparation for Job

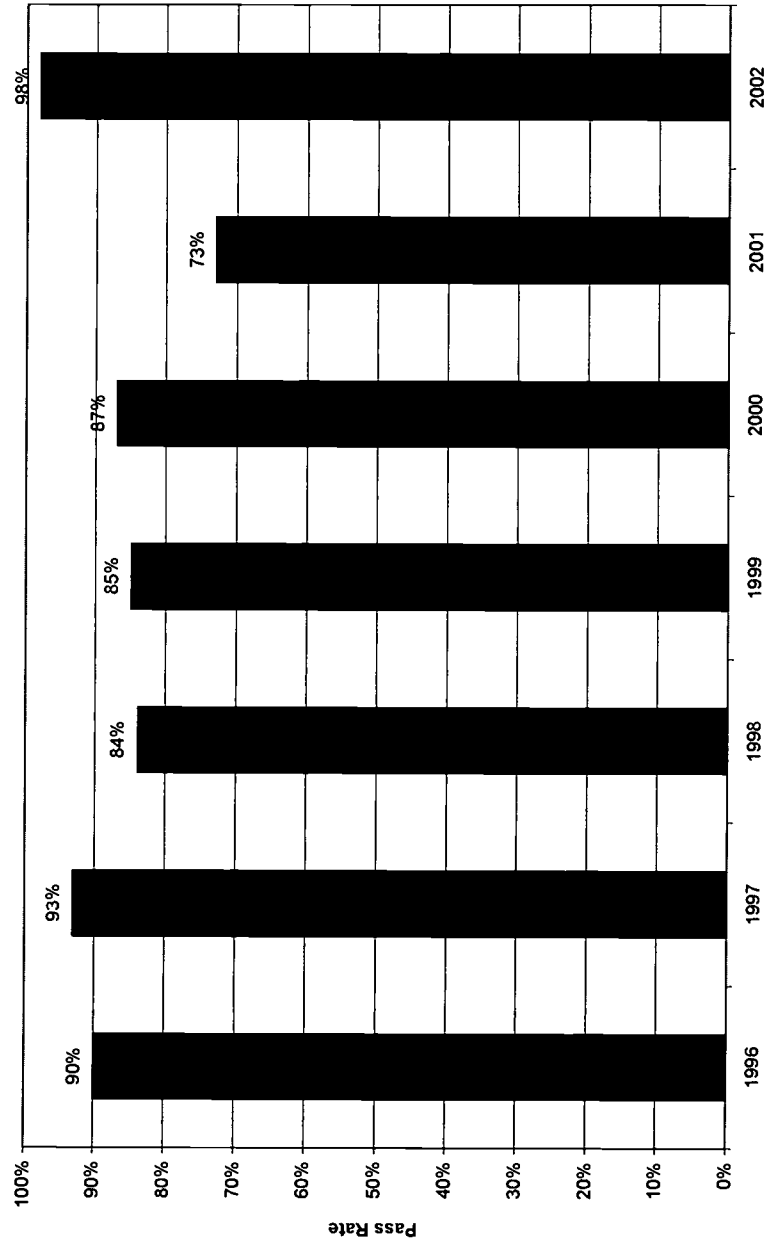
Program	Very Unsatisfied	Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overall Satisfaction *
Yavapai College Career Graduates 2000/01 (N=34)	9%	6%	18%	32%	35%	67%
Yavapai College Career Graduates 1999/00 (N=22)	---	4%	23%	50%	23%	73%
Yavapai College Career Graduates 1998/99 (N=52)	8%	6%	29%	29%	29%	58%
Nursing Assistant Completers (N = 38)	6%	3%	11%		80%	80%
Emergency Medical Services Completer (N = 74)	4%	1%	10%	49%	36%	85%

Source: Graduate Follow-up Surveys, Nursing Assistant and Emergency Medical Services Completer Surveys
 *Overall satisfaction includes satisfied/very satisfied responses.

CBS1.A.14 Number of career students certified through outside agencies
High quality, convenient and cost-effective learning opportunities
Metric A.14 *High quality*

The Nursing graduates are accredited through the Arizona State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC). Upon graduation, students are eligible to make application to take the National Council Licensure Examination for Registered Nurses. Listed below are the results of the National Licensure Examination for Registered Nurses for the past seven years. In 2002, Yavapai College nursing students ranked the highest in the state of all nursing programs (98% pass rate).

Results of the National Council Licensure Examination for Registered Nurses



CBS1.A.14 (05/03)

Results of the National Council Licensure Examination for Registered Nurses

Year	Number Students Tested	Pass Rate
1996	53	90%
1997	50	93%
1998	52	84%
1999	44	85%
2000	45	87%
2001	41	73%
2002	46	98%

For the year 2002, the national pass rate was 86.6% and the state pass rate was 85.7%. Yavapai College nursing students exceeded both the national and state averages with a 98% pass rate.

Source: Arizona State Board of Nursing

Nursing Assistants are certified through state examination (CNA). Nursing Assistants Course Completers from fall 1998 through fall 1999 were surveyed. Listed below are the results of those who took the state CNA exam.

Nursing Assistant Course Completers – Results of CNA Exam 2000 FA – 2003 SP
N = 281

Took CNA Exam	43%
Pass Rate	77%

Source: Departmental Records

CBS1.A.14 (05/03)

Emergency Medical Services completers are certified via state examinations. The following provides the results from a survey of completers from fall 1998 through fall 1999.

Emergency Medical Services – Results of State Certification Exams
N = 74

Took State Approved EMT Exam (N = 74)	70%
Pass Rate	90%
Results Unknown	4%
Took State 1-EMT Certificate Test (N = 2)	4%
Pass Rate	100%
Took State CEP (Paramedic) Test (N = 2)	4%
Pass Rate	50%

Source: Program Review, Emergency Medical Services Completer Survey

CBS1.A.15 Number of curriculum programs with outside accreditation
CBS1 *High quality, convenient and cost-effective learning opportunities*
Metric A.15 *High quality*

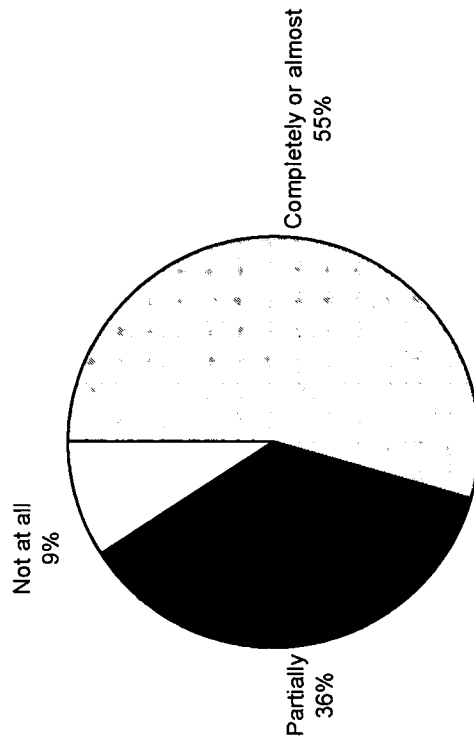
The Nursing program has been a part of Yavapai College since its inception in 1969. From 1969 through 1979, the Nursing program was accredited by the Arizona State Board of Nursing. Beginning in 1980, the Nursing program also became accredited by the National League of Nursing. The Associate Degree Nursing program is designed to prepare qualified students for beginning employment as staff nurses giving direct care to clients. Upon graduation, students are eligible to make application to take the National Council Licensure Examination for Registered Nurses.

The Paralegal program at Yavapai College is accredited by the American Bar Association. The Paralegal Studies program is designed to prepare students for positions as paralegals in the legal and business fields.

CBS1.A.16 Percentage of non-returning students who reach educational goal; plan to return
 CBS1 *High quality, convenient and cost-effective learning opportunities*
 Metric A.16 *High quality*

The non-returning/former student survey was conducted in spring 2001 with 309 students responding. By definition, a former student is a non-graduate in a career area with six or more earned credit hours who attended Yavapai College in fall 1999, but did not return in spring, summer or fall 2000. More than half of the former students (55 percent) indicated that their educational goal was “completely or almost reached” and 36 percent “partially reached.” Nine percent indicated that their educational goal was “not at all” reached.

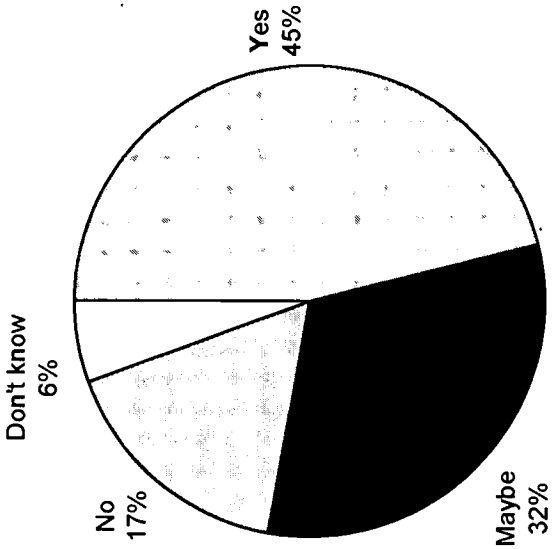
Percentage of Non-Returning Students Who Reach Educational Goal



CBS1.A.16 (05/03)

Nearly half (45 percent) of the former students plan to return to Yavapai College; another 32 percent answered "maybe."

**Non-Returning Students
Plan to Return to YC**

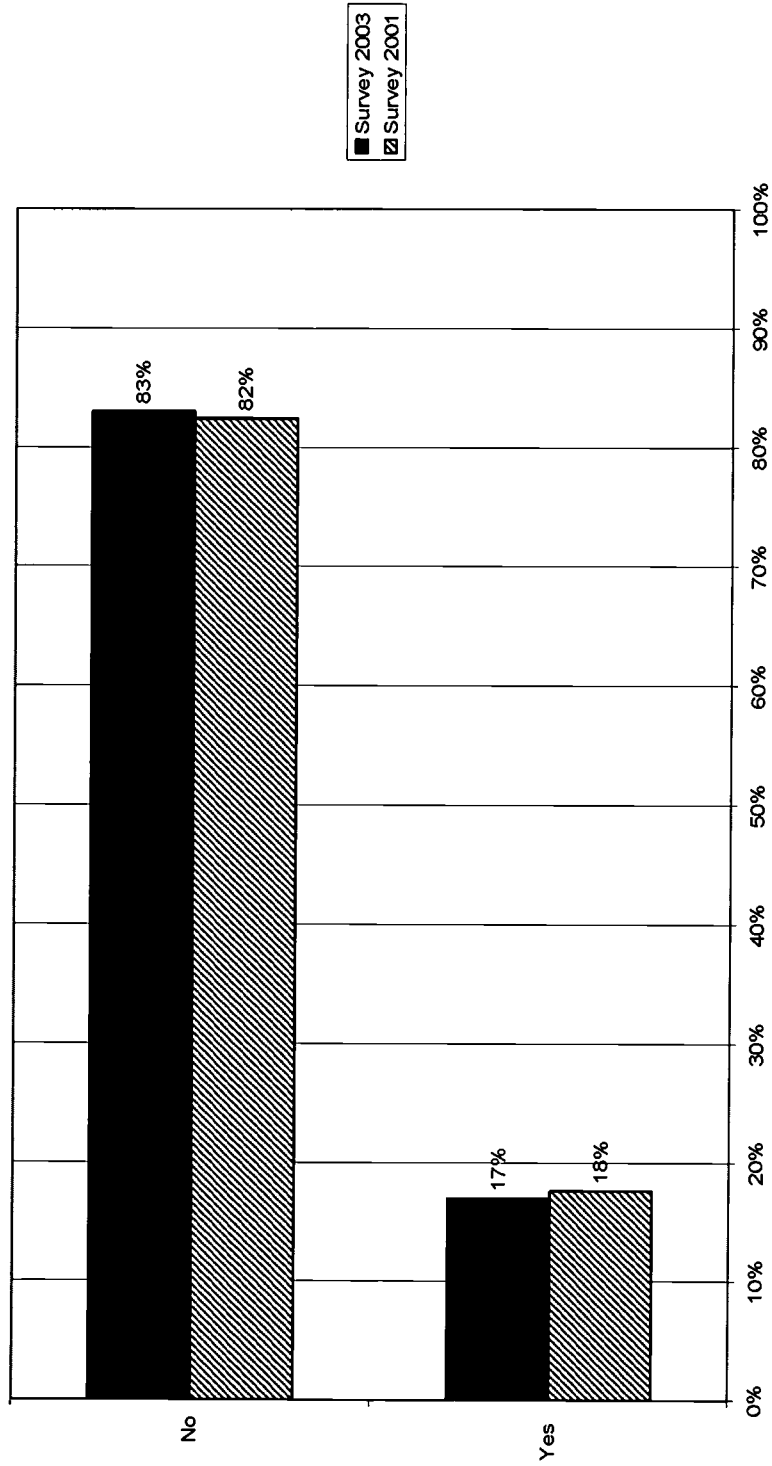


CBS1.A.17 Percentage of non-returning students who transferred
High quality, convenient and cost-effective learning opportunities
Metric A.17 High quality

Eighteen percent of the non-returning students have attended another school since leaving Yavapai College. Of those attending school since leaving Yavapai College, more than three-fourths have attended "other schools," 12 percent attended Arizona State University, 18 percent attended Northern Arizona University.

A recent study conducted by Sandra Golden and Associates in spring 2003 confirms the results from the previous study. Seventeen percent of the non-returning students attended another school since leaving Yavapai College.

**Non-Returning Students
 Attended Another School Since Leaving YC**

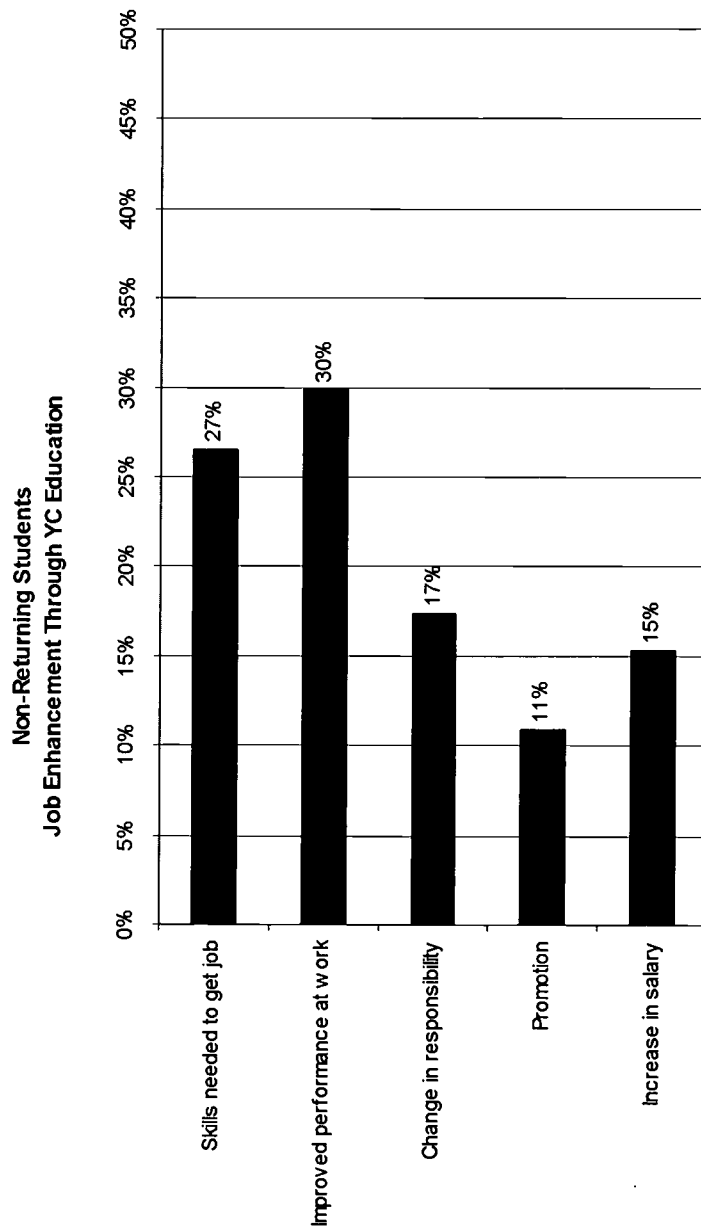


CBS1.A.18 Percentage of non-returning students who report job enhancement through Yavapai College education
High quality, convenient and cost-effective learning opportunities
 Metric A.18 *High quality*

In spring 2001, Yavapai College conducted a study to measure outcomes and achievements of former students who attended Yavapai College, but did not continue to receive a degree or certificate. Students measured completed six or more cumulative hours with an emphasis in vocational career areas.

Nearly one-half of Yavapai College former students (49.1 percent) report their YC education resulted in one or more of the following:

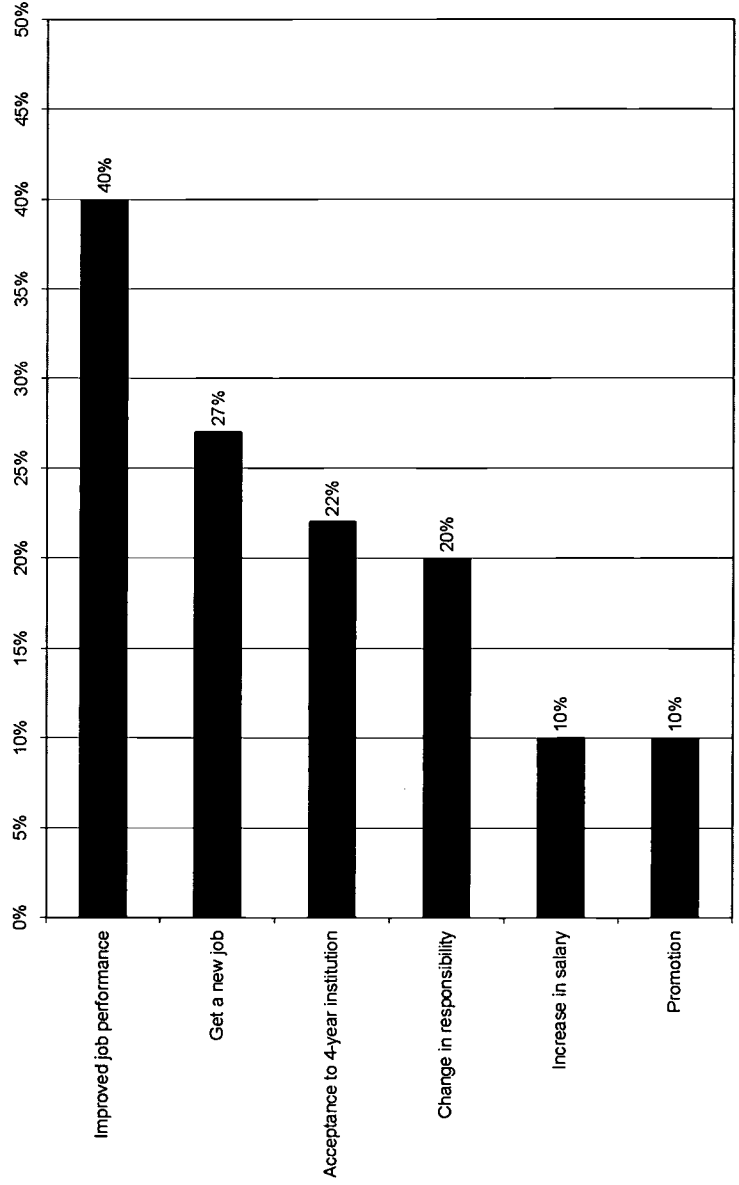
- Skills needed to get a job
- Improved performance at work
- Change in responsibility
- Promotion
- Increase in salary



In spring 2003, Sandra Golden and Associates conducted a retention study for Yavapai College polling Yavapai College former students from the past three years. Students reported the following achievements from attending Yavapai College.

- Improved performance in current job
- Get a new job
- Acceptance to 4-year institution
- Change in responsibility at current job
- An increase in salary
- Promotion from current employer

Job Enhancement Through YC Education



CBS1.B.1 Percentage of Yavapai County adult population enrolled in credit classes
High quality, convenient and cost-effective learning opportunities
 Metric B.1 Convenient

The following is repeated from the previous report. Data will be updated in November 2003.

From fiscal year 1997-98 to 2001-02, nine percent of adults in Yavapai County enrolled in credit (8%) or non-credit (1%) courses every year. Younger students (15-24) attended at a higher rate than the proportion in the overall population; senior students attended proportionally less and students 25 to 54 attend at about the same proportion as the adult population.

Yavapai County Adult Population Enrolled by Age Group in Credit and Non-Credit Classes

AGE GROUP	FY 1997-98		FY 1998-99		FY 1999-00		FY 2000-01		FY 2001-02	
	COUNTY	PERCENT SERVED	COUNTY	PERCENT SERVED	COUNTY	PERCENT SERVED	COUNTY	PERCENT SERVED	COUNTY	PERCENT SERVED
14 and under	98 1%		64 1%		250 2%		354 3%		368 3%	
15-24	15293 13%	17%	15931 13%	16%	16525 13%	16%	17156 13%	16%	17701 13%	2859 23%
25-54	48564 41%	10%	49822 41%	10%	51106 40%	11%	52458 40%	11%	53306 40%	5467 45%
55 and over	54729 46%	5%	56725 46%	5%	58746 46%	6%	60667 47%	6%	63167 47%	3568 29%
Unknown	50 < 1%		18 < 1%		29 < 1%		25 < 1%		9 < 1%	
Total	118586	9%	122478	9%	126377	9%	130281	9%	134174	12271 9%

Source: Institutional Research Data Warehouse ; Arizona Department of Economic Security, Population Statistics Unit

Yavapai County Adult Population Enrolled by Age Group in Credit Classes

AGE GROUP	FY 1997-98			FY 1998-99			FY 1999-00			FY 2000-01			FY 2001-02		
	COUNTY	COLLEGE	PERCENT SERVED	COUNTY	COLLEGE	PERCENT SERVED	COUNTY	COLLEGE	PERCENT SERVED	COUNTY	COLLEGE	PERCENT SERVED	COUNTY	COLLEGE	PERCENT SERVED
14 and under	43	< 1%		36	< 1%		35	< 1%		58	< 1%		89	< 1%	
15-24	15293 13%	2473 27%	16%	15931 13%	2545 27%	16%	16525 13%	2561 26%	15%	17156 13%	2609 26%	15%	17701 13%	2770 27%	16%
25-54	48564 41%	4395 48%	9%	49822 41%	4464 47%	9%	51106 40%	4584 47%	9%	52458 40%	4818 48%	9%	53306 40%	4806 46%	9%
55 and over	54729 46%	2123 23%	4%	56725 46%	2459 26%	4%	58746 46%	2598 27%	4%	60667 47%	2546 25%	4%	63167 47%	2683 26%	4%
Unknown	32	< 1%		11	< 1%		22	< 1%		18	< 1%		8	< 1%	
Total	118586	9066	8%	122478	9515	8%	126377	9800	8%	130281	10049	8%	134174	10356	8%

Source: Institutional Research Data Warehouse ; Arizona Department of Economic Security, Population Statistics Unit



Yavapai County Adult Population Enrolled by Age Group in Non-Credit Classes

AGE GROUP	FY 1997-98		FY 1998-99		FY 1999-00		FY 2000-01		FY 2001-02	
	COUNTY	COLLEGE PERCENT SERVED	COUNTY	COLLEGE PERCENT SERVED	COUNTY	COLLEGE PERCENT SERVED	COUNTY	COLLEGE PERCENT SERVED	COUNTY	COLLEGE PERCENT SERVED
14 and under	55 4%	< 1%	28 3%	< 1%	215 10%	< 1%	296 13%	< 1%	279 15%	< 1%
15-24	15293 13%	86 6%	15931 13%	50 5%	16525 13%	83 4%	17156 13%	131 6%	17701 13%	89 5%
25-54	48564 41%	551 39%	49822 41%	425 44%	51106 40%	865 40%	52458 40%	902 39%	53306 40%	661 35%
55 and over	54729 46%	692 49%	56725 46%	467 48%	58746 46%	969 45%	60667 47%	1001 43%	63167 47%	885 46%
Unknown		18 1%		7 < 1%		7 < 1%		7 < 1%		1 < 1%
Total	118586	1402	122478	977	126377	2139	130281	2337	134174	1915
		1%		< 1%		2%		2%		1%

Source: Institutional Research Data Warehouse ; Arizona Department of Economic Security, Population Statistics Unit

CBS1.B.2 Yavapai college courses offered by location

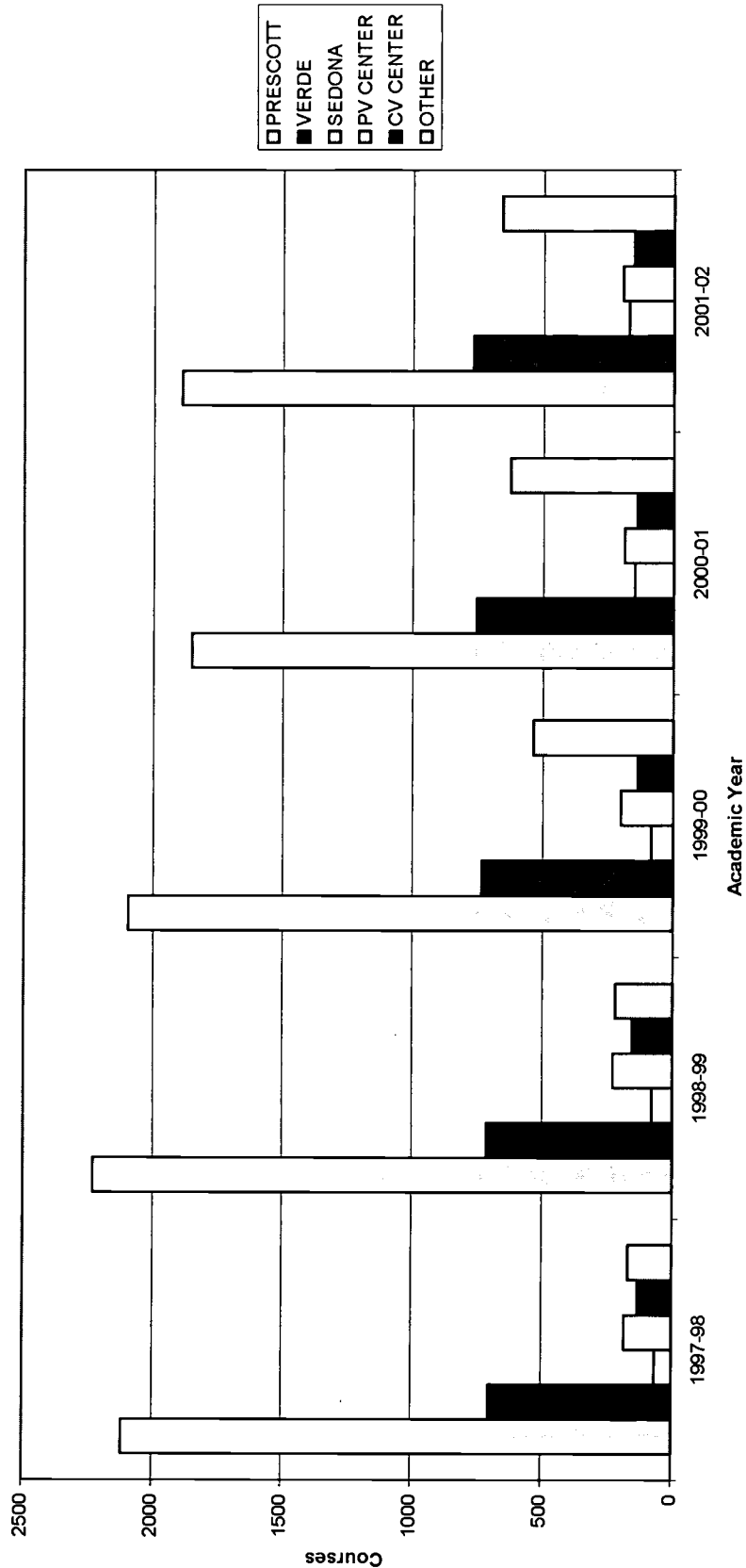
High quality, convenient and cost-effective learning opportunities

Metric B.2 Convenient – availability of class sites

The following is repeated from the previous report. Data will be updated in November 2003.

Yavapai College offers convenient class sites not only on its two main campuses in Prescott and Clarkdale, but throughout Yavapai County. Communities such as Seligman, Mayer, Congress, and Black Canyon City represent just a sampling of the 77 sites that have hosted Yavapai College courses in the past five years. For the academic year 2001-02, Yavapai College course offerings increased three percent over the previous academic year. A record number of courses were offered in Verde and Sedona.

Yavapai College Courses Offered by Location



List of Yavapai County campuses or centers where courses are offered

Courses offered by Campus or Center Designation/Annual Percent Change	1997-98	1998-99	1999-00	2000-01	2001-02
PRESCOTT	2117	2228 5.2%	2095 -6.0%	1852 -11.6%	1890 2.1%
VERDE	702	713 1.6%	735 3.1%	756 2.9%	770 1.9%
SEDONA	64	79 23.4%	84 6.3%	149 77.4%	172 15.4%
PV CENTER	183	228 24.6%	199 -12.7%	189 -5.0%	196 3.7%
CV CENTER	131	153 16.8%	135 -11.8%	140 3.7%	154 10.0%
OTHER	168	219 30.4%	537 145.2%	625 16.4%	658 5.3%
TOTAL	3365	3620 7.6%	3785 4.6%	3711 -2.0%	3840 3.5%

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring, summer

List of Yavapai County locations where courses are offered†

List of Yavapai County locations where courses are offered	1997-98	1998-99	1999-00	2000-01	2001-02
ANTELOPE H-GOLF CRS	2	2	2	1	3
ASH FORK	14	23	18	18	22
BAGDAD	13	13	15	22	25
BLACK CANYON CITY	15	20	20	21	21
CAMP VERDE	11	14	5	6	11
CHINO AGRIBUSINESS CENTER	0	0	0	14	28
CHINO VALLEY CENTER	131	153	135	126	126
CONGRESS	15	22	18	21	21
CORDES JUNCTION	10	7	9	6	10
CROWN KING	11	15	16	13	19
DEWEY	9	7	12	9	13
ELDER HOSTEL LOCATIONS	0	0	150	201	226
EMBRY RIDDLE UNIV	8	8	8	10	8
FLAGSTAFF	0	0	1	1	1
FREDONIA	0	0	0	5	2
GUNSITE ACADEMY	0	0	0	0	5
HUMBOLT	10	7	12	9	14
KIRKLAND	10	7	9	6	10
LK MONTE-RIM-MCGUIRE	1	1	4	2	7
MAYER	15	27	24	18	28
MINGUS UNION HS	35	44	43	45	41
OTHER CAMP VERDE	4	0	19	37	27
OTHER CLARKDALE	0	0	1	0	1
OTHER COTTONWOOD	15	13	18	28	27
OTHER SEDONA	58	74	75	48	35
PRESCOTT CAMPUS	2104	2212	2084	1841	1879
PRESCOTT COMMUNITY LOCATIONS	21	19	175	224	188
PRESCOTT HIGH SCHOOL	0	4	1	0	0
PRESCOTT POLICE DEPT	1	0	0	0	0
PRESCOTT VALLEY CENTER	183	228	199	189	196
SEDONA ARTS CENTER	6	1	0	0	0
SEDONA CTR FOR ART & TECH	0	0	0	96	132
SEDONA SCHOOL	0	4	9	5	5
SELIGMAN	12	21	30	26	19
SKULL VALLEY	0	9	6	6	8
TERRITORIAL COURTHOUSE	2	2	0	0	0
VERDE CAMPUS	636	641	645	638	656
WILHOIT	0	7	6	6	7
YARNELL	13	15	16	13	19
Total Number of Courses Taught	3365	3620	3785	3711	3840
Total number of Locations: 39					

†The number of classes represents all course offerings as recorded in sec_basics 10/01/02, including open entry/open exit and short courses Excludes cancelled courses

*ELDER HOSTEL: Includes activities at multiple sites, both inside & outside Yavapai County.

CBS1.B.3 Programs offered outside the two main campuses
CBS1 *High quality, convenient and cost-effective learning opportunities*
Metric B.3 *Convenient*

The following is repeated from the last report. Data will be updated in November 2003.

Over the past two years, a few of Yavapai College's programs were planned to move to new locations, with specialized space and equipment to best train students. The Agribusiness program has relocated to Chino Valley. Technology (Welding, Construction, and Computer) programs are planned to move to Chino Valley at a later date.

Chino Valley has begun to benefit from new construction of the agribusiness program, which includes a 7,200 sq ft greenhouse, with three primary production bays teaching hydroponic vegetable production, bedding plant and ornamental production, and fish production. Students have produced tomatoes, bell peppers, strawberries, and lettuce hydroponically, and have also grown poinsettias and numerous bedding plants during the 2001-2002 academic year. Wetlands for water clean up and re-use have been completed, and a 207 yard par-three golf hole is nearing the irrigation stage. Over 10,000 trout have been hatched in 2002, and many other species including Bream and Largemouth bass are being raised in the facility. All of the first phase systems are designed to teach multiple use concepts for water.

Phase II construction will include an 16,000 sq ft center on the agribusiness site which will house a mechanical shop, high-end science lab, distance delivery lab, and additional classrooms and office space. Groundbreaking of the new facility is slated for May of 2002, with a completion date of early January, 2003. The construction management program will join the agribusiness program in the new Agribusiness and Science Technology Center. A third phase of construction at the Chino Valley site includes a 12,800 sq ft covered arena for the equine program, and a 50 ft round pen for equine training purposes. The arena can host the entire animal science portion of the program as well as riding and driving classes for equine students. This phase has not yet been given a definitive timeline. The intent is to also add the welding program to the center at an unspecified future date.

The Automotive program has entered into a partnership with a local dealership to include off-site training. The EMS, Fire Science, Administration of Justice studies (AJS) and Police training have moved to Prescott Valley. Plans include a new 18,000 square foot facility to house specialized programs in Prescott Valley. Specialized programs under consideration to move into the new facility include Gunsmithing and/or the expansion of the Career Skills program.

CBS1.B.3 (05/03)

CBS1.B.4 Non-credit courses offered by campus location

CBS1 *High quality, convenient and cost-effective learning opportunities*

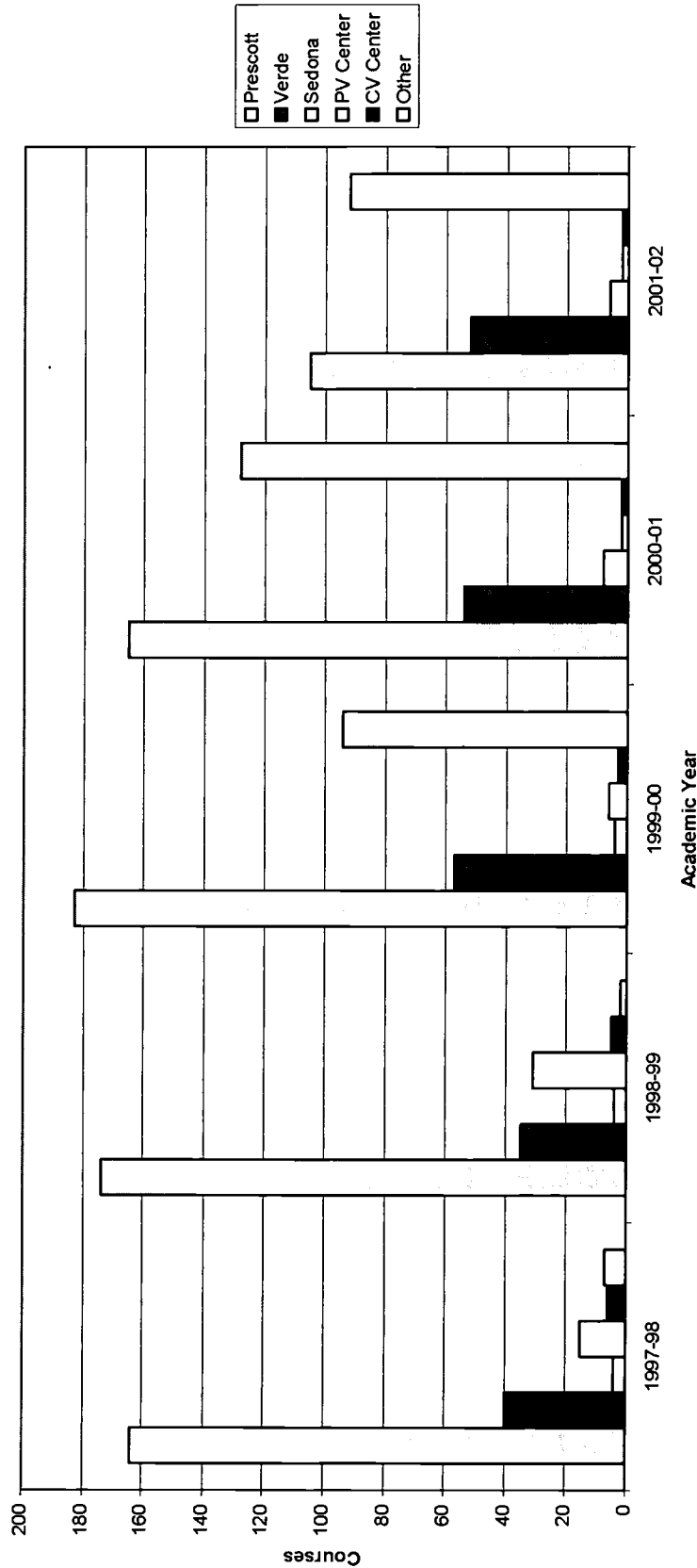
Metric B.4 *Convenient*

The following is repeated from the previous report. Data will be updated in November 2003.

The number of non-credit classes decreased 28 percent between 2000-01 and 2001-02. The number of non-credit classes in 2001-02 was the lowest offering in the past three years with decreases at all campus locations. The Prescott campus saw the largest decrease (60 courses or 36%).

The table on the following page provides course figures by campus location, semester, and academic year.

Non-Credit Courses Offered by Location



Non-credit Courses by Campus Location

Year	Prescott		Verde		Campus			Other	Total
					Sedona	PV Center	CV Center		
1997-98	Fall	44	1	4	4	2	2	0	53
	Spring	63	7	0	0	8	3	3	84
	Summer	57	32	0	0	5	1	4	99
	Total	164	40	4	4	15	6	7	236
1998-99	Fall	57	4	0	0	15	1	0	77
	Spring	64	5	0	0	11	2	0	82
	Summer	53	26	4	4	5	2	2	92
	Total	174	35	4	4	31	5	2	251
1999-00	Fall	43	8	0	0	2	0	27	80
	Spring	93	16	0	0	3	2	41	155
	Summer	47	33	4	4	1	1	26	112
	Total	183	57	4	4	6	3	94	347
2000-01	Fall	54	5	1	1	2	1	46	109
	Spring	67	14	4	4	0	1	50	136
	Summer	44	35	3	3	0	0	32	114
	Total	165	54	8	8	2	2	128	359
2001-02	Fall	42	13	1	1	1	1	39	97
	Spring	44	12	4	4	1	1	52	114
	Summer	19	27	1	1	0	0	1	48
	Total	105	52	6	6	2	2	92	259

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring, summer.

CBS1.B.5 Longitudinal comparisons to track improvement in credit enrollment
CBS1 High quality, convenient and cost-effective learning opportunities
Metric B.5 Convenient

The following is repeated from the last report. Data will be updated in November 2003.

In each of the past five fiscal years, Yavapai College has experienced an annual enrollment increase. The addition of elder hostel as credit enrollment accounts for the majority of fiscal year 2000-01 and 2001-02 enrollment increases.

As a proportion of total enrollment, full-time students and students from Arizona counties other than Yavapai declined.

Yavapai College Credit Enrollment by Demographics and Fiscal Year

Full Enrollment	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01	FY 2001-02
Full-Time	21.6%	18.2%	16.8%	14.4%	15.0%
Part-Time	78.4%	81.8%	83.2%	85.6%	85.0%
Female	62.4%	62.8%	61.5%	62.6%	62.9%
Male	37.2%	36.8%	37.5%	37.2%	36.9%
Asian/Pacific Islander	1.0%	0.8%	0.9%	0.9%	0.9%
Black	0.6%	0.7%	0.5%	0.5%	0.5%
White, Non-Hispanic	83.0%	82.8%	81.9%	70.0%	70.2%
Native American	2.4%	2.8%	2.5%	1.8%	1.7%
Hispanic	4.2%	4.3%	4.2%	4.3%	4.5%
Other/Unknown Race	8.7%	8.7%	10.0%	22.4%	22.3%
Yavapai County	87.0%	87.5%	88.0%	77.7%	76.4%
Other Arizona County	7.4%	7.0%	6.5%	5.1%	4.9%
Out-of-State	4.8%	4.8%	5.0%	16.5%	17.4%
Foreign	0.8%	0.7%	0.5%	0.7%	0.8%
Total FY Enrollment	10389	10875	12292	13838	14426
Annual Percentage Growth		4.7%	13.0%	12.6%	4.2%

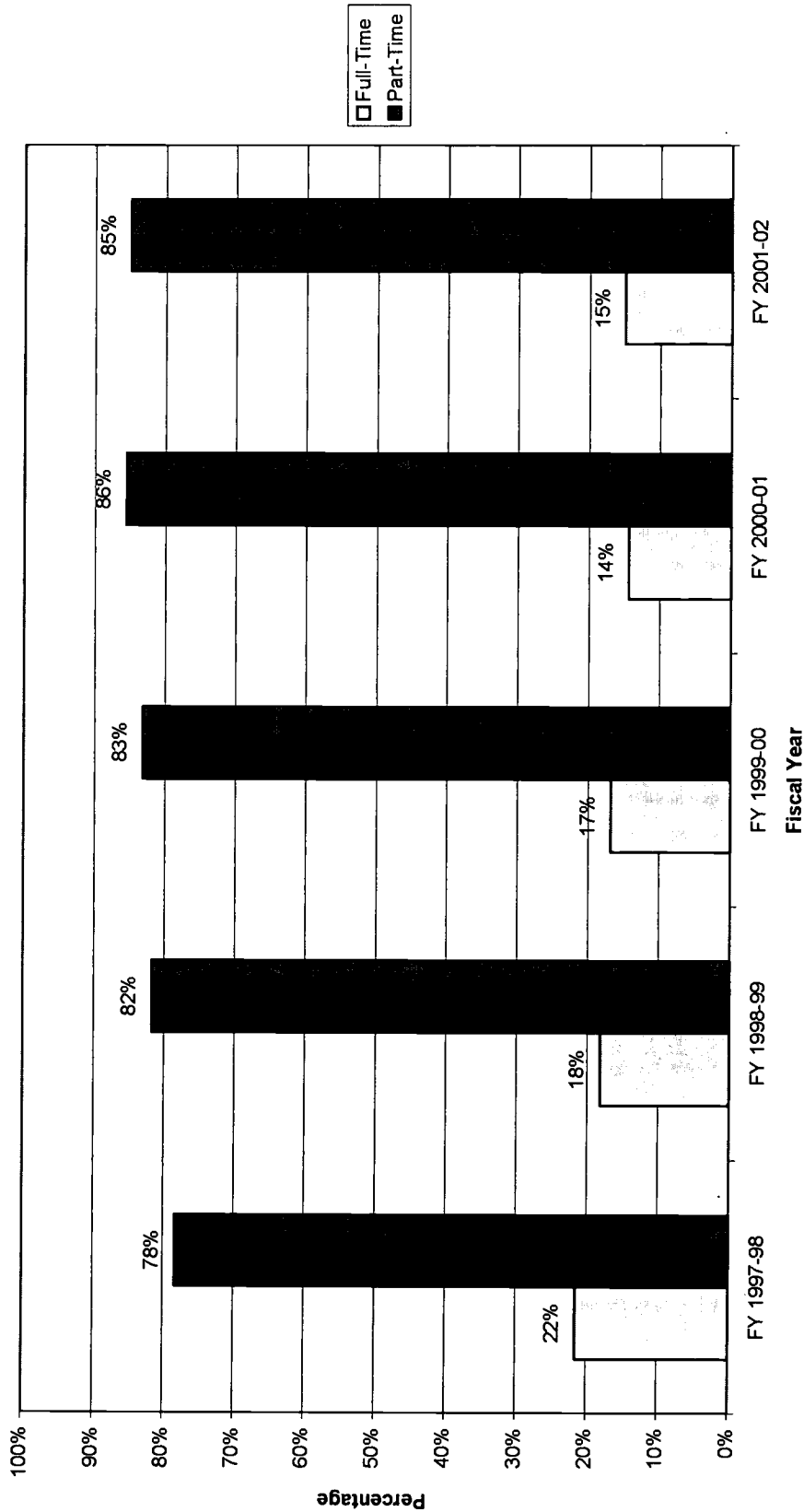
Note: Enrollment is an unduplicated count by fiscal year for credit courses; Demographics from fall terms.

Source: Institutional Research Data Warehouse; sch-cen and sch-fin; fiscal year: summer b & c, fall, spring, summer a & p.

**Elder hostel enrollment, which does not collect ethnicity, began in 2000-01

Full-time enrollment for 2001-02 was at 15 percent. This represents a slight increase (1%) over the previous fiscal year. However, when controlling for elder hostel enrollments, 2001-02 full-time enrollment increases to 17 percent. Examining the past five years, full-time enrollment is exhibiting a declining trend. It is important to monitor reductions in full-time students because of the proportional effect on FTSE. Each full-time student counts over three times as much in terms of FTSE as a part-time student.

Yavapai College Enrollment Demographics By Fiscal Year



CBS1.B.6 Number/types of services provided through athletics
CBS1 High quality, convenient and cost-effective learning opportunities
Metric B.6 Convenient

Yavapai College hosts an extensive array of college and youth athletic events and programs. In academic year 2002/2003, there were 93 college students participating in six inter-collegiate sports. Annual sport event attendees numbered 9,656. There were 3,291 youths participating in five programs.
Athletic Events
2002-2003

	Soccer	Volleyball	Baseball	Cross Country	Men's Basketball	Women's Basketball
Number members on team	22	11	26	9	13	12
Home game attendance	9 games Total: 2,485	11 games Total: 603	15 games **Total: 750	N/A	13 games Total: 3,709 *boys/girls	13 games Total: 3,709 *boys/girls
Post season game attendance	2 games Total: 703	N/A	N/A	Away	2 games Total: 1,406	Away
Tournament attendance	N/A	176	**100	N/A	488 *boys/girls	488 *boys/girls
Little Roughrider Leagues	N/A No facilities	14	N/A	N/A	45	20
Free clinics	**1,500	N/A	25	N/A	40	30
Speaking Engagements (Coaches)	9	1	2	N/A	3	N/A
Community Service (Events / # of Participants)	N/A	1 / 4	N/A	1 / 3	1 / 5	1 / 6
Summer day camps/tryout camps	N/A No facilities	22 / 34	174 / 110 Pitching & Hitting Camps 80	N/A / N/A	65 / N/A *boys/girls	65 / N/A *boys/girls
Summer overnight camps	N/A No facilities	40	92	N/A	N/A	N/A
Summer tournaments	N/A	N/A	156	N/A	960 *boys/girls	960 *boys/girls

Source: Departmental Records
 *Programs combine for these events **Estimate



CBS1.B.7 Number/types of services provided through residence halls
CBS1 High quality, convenient and cost-effective learning opportunities
Metric B.7 Convenient

Activities at the residence halls range from community service projects to programs designed to better educate the residents. The following is a sampling of some of the services provided at the residence halls.

In 2000/2001, Yavapai College health center was opened on a part-time basis in Supai Hall. This health center provides limited services to both students and employees at Yavapai College.

Hall	Event	Purpose
Supai	One-Ton Sundae	Socializing event for all students. Program was conducted at the halls by Student Activities; but with the help of the RA's.
	Dommy-Spring Show	To show students how STD's are spread and that there are consequences to every action.
	Paint-ball tournament	To encourage outside sporting events for those interested in hunting type activities.
	Easter Sunday luncheon	To invite all students to partake in a Sunday dinner. For those who were not able to be with their families.
	Pool Tournament	A chance for students to interact and have fun
	Sunday Bar-b-que	Every Sunday Supai hosts a bar-b-que for all students to relax and socialize.
	Bouldering	Hiking activity to keep students active and outside. Also teach outdoor survival skills and nature information on Prescott forests.
	Club Fair	Program promoting students' participation in various on-campus clubs. Program was conducted on campus by Student Activities with the help of RA's.
	Harkins Movie Night	
	RAAZ	RA's participated in intellectual and social programs for RAAZ at Embry Riddle to get an understanding of community living and recreational events.
	Wing Meetings	RA's conduct wing meetings in each of their respective halls for their residents for social or informational purposes.
	Save lids to save lives	Yoplait yogurt lids were collected for breast cancer research.
	3 on 3 Basketball tournament	Outdoor activity to keep students active while gym is under construction
	Valentines Dance and rose making activity	Dance and date auction for students.

Kachina	Safe Trick or Treat	Provide a safe environment for community children to trick or treat
	Sex Education Game Show	
	Writing your resume	
	Karoke Night	
	Wal-Mart Run	
	Valentine Auction	Raised funds for Big Brothers/Big Sisters
	Study breaks during finals	
	Mary Kay social/info	
	Craft Nights: make your own frames	
	Traffic safety information with Campus Safety	By Officer Cooper, Campus Safety
	Tibetan Night	
	Martin Luther King Jr. celebration	
	Tax information	
	Iraq vs. US: How it all got started	
	Fire Safety	
	Bouldering 101	
	Pie Eating contest	
	Capture the flag	
	Duct tape competition	
	Open gym (3 night/week)	
	LAN program	Shown students how to connect their computers together to play games with and against each other.
	Reading to the kids	Group of pre-schoolers got a field trip to Yavapai College and YC students read to them.

Marapai	Dive-In Movie	Program promoting the socializing between students. Program was conducted at the pool by Student Activities, but with the help of RA's.
	One-Ton Sundae	Program promoting the socializing between students. Program was conducted at the halls by Student Activities, but with the help of RA's.
	STD Awareness	
	Ask the Police – Know Your Rights	
	Halloween Haunted Hall	To provide a safe environment for trick-or-treating for the children in Prescott.
	DUI Simulation	
	Saturday Morning Cartoons	
	Talent Show	
	Time Management Program	
	Marapai Spring Welcome	
	Club Fair	
	Valentine's Bachelor/Bachelorette Auction	Program promoting students' participation in various on-campus clubs.

CBS1.B.8 Number/types of services provided through visual/performing arts
 CBS1 High quality, convenient and cost-effective learning opportunities
 Metric B.8 Convenient

Types of Services Performed by Visual & Performing Arts

<p>Department Graphic Design</p>	<ul style="list-style-type: none"> ➤ Bonny Stauffer served as judge for the Bradshaw Mountain High School annual portfolio review. ➤ Partnership with Agribusiness Technology Center to develop student generated/created advertising campaign posters.
<p>Art Department</p>	<ul style="list-style-type: none"> ➤ Roy Traver orchestrated the creation of two new photography classes. ➤ Roy Traver acquired an extensive donation of photography equipment and supplies from the United States Geological Survey of Northern Arizona. Mr. Traver supplied both campuses and distributed materials to the local high schools programs that are very much in need of support. ➤ Steve Mason, Cindy Dececco and Karen Churchill provided guest lectures to the ALA Carte series. ➤ Brett Blevins and Steve Mason art contributors to the Off the Wall fundraisers. ➤ Laura Bloomenstein participates in the artists in residence for the Arizona Commission for the Arts. ➤ Steve Mason on the steering committee for the Tri-City Mayors Breakfast for the Arts. ➤ Karen Churchill acted as docent for the FRIENDS field trip to the El Greco to Picasso Show at the PMA.
<p>Art Gallery</p>	<ul style="list-style-type: none"> ➤ Eight art shows in 2002-2003; two were student shows. Art Gallery is open to students and the public year round.
<p>Music</p>	<ul style="list-style-type: none"> ➤ Sponsored music workshops and festivals for area high school students. ➤ Provided choral and instrumental concerts to the public throughout the year. ➤ Provide music for college activities. ➤ Act as resource and library for local music teachers. ➤ Dr. Breiling acts as adjudicator for solo and ensemble music festivals. ➤ Dr. Breiling conducted 100 member honors band at Eastern Arizona College. ➤ Dr. Fisher provides community choir for Messiah performance. ➤ Dr. Fisher provides special performances of the Angelorium choir for community events and the college graduation ceremony.

CBS1.B.9 Average wait for service and average number of phone calls made
CBS1 High quality, convenient and cost-effective learning opportunities
Metric B.9 Convenient

The following is repeated from the previous report. Data will be updated in November 2003.

In 2001 registration became available via walk-in or phone-in at all College sites, i.e., Prescott Valley, Chino Valley, Verde Valley and Sedona. Registration via the internet also has increased.

Average wait for in-person service

For two days each in May, August, and January, in-person customers may wait as long as four to five minutes for service. Typically throughout the year, in-person customers get immediate service; there is no wait.

Average wait for phone-in service

During May, August, December, and January, phone-in customers may wait as long as 20 minutes to reach an attendant. Outside of those "crunch" times, phone-in customers wait an average of two to three minutes.

Percentage of in-person and phone registrations

About seven in ten students register in-person district-wide. The proportion of in-person registration by campus or site location also is 70-75 percent. Students also have the option of registering through the Internet. Internet transactions have accounted only for approximately two percent of total district-wide registration activity, but increases are expected due to marketing focus and functionality improvements.

Average number of phone calls received

The best estimate of in-person and phone-in registrations can be extrapolated from the table below. From May '01 through Sept '01 there were 13,921 registrations—10,654 registrations in-person, 2,880 registrations by phone, and 387 via the internet.

Fall 2001 Monthly Registrations By Site and Type

	May '01	June '01	July '01	Aug '01	Sept '01	Total	Share
Prescott In Person	808	474	1,034	3,577	1,395	7,288	
Prescott Phone In	283	79	221	1,117	300	2,000	
Prescott Total	1,091	553	1,255	4,694	1,695	9,288	66.7%
Verde In Person	249	111	266	1,268	309	2,203	
Verde Phone In	59	56	115	499	127	856	
Verde Total	308	167	381	1,767	436	3,059	22.0%
Sedona Total	51	26	46	248	67	438	3.1%
PV In Person	25	18	27	253	92	415	
PV Phone In	0	0	0	0	0	0	
PV Total	25	18	27	253	92	415	3.0%
Chino In Person	17	13	41	180	59	310	
Chino Phone In	2	1	1	11	9	24	
Chino Total	19	14	42	191	68	334	2.4%
On Line	40	16	55	227	49	387	2.8%
District In Person	1,150	642	1,414	5,526	1,922	10,654	
District Phone In	344	136	337	1,627	436	2,880	
District Total	1,534	794	1,806	7,380	2,407	13,921	100.0%

Source: Departmental records

CBS1.B.10 Hours of access and payment options for registration/tuition
CBS1 High quality, convenient and cost-effective learning opportunities
Metric B.10 Convenient

The following is repeated from the previous report. Data will be updated in November 2003.

Hours of Access

Students can register for courses online through the Internet 24 hours a day, 7 days a week. Early in-person registration for certificate-seeking and degree-seeking students, including transfer majors, is available at all College campuses and centers.

Fall 2001 registration schedule

Times	Days	Dates
8:00 a.m. - 6:00 p.m.	Monday	April 30
8:00 a.m. - 4:30 p.m.	Tuesday-Wednesday	May 1,2
Regular registration - open to all students:		
8:00 a.m. - 4:30 p.m.	Thursday	May 3
8:00 a.m. - 4:00 p.m.	Friday	May 4
8:30 a.m. - 6:00 p.m.	Monday	May 7 - August 13
8:30 a.m. - 4:30 p.m.	Tuesday - Thursday	May 8 - August 16
8:30 a.m. - 4:00 p.m.	Friday	May 11 - August 17
8:30 a.m. - 7:00 p.m.	Monday - Thursday	August 20 - 30
8:30 a.m. - 4:00 p.m.	Fridays	August 24, 31
8:00 a.m. - 12:00 p.m.	Saturday	August 25
Standard office hours:		
8:30 a.m. - 6:00 p.m.	Monday	
8:30 a.m. - 4:30 p.m.	Tuesday - Thursday	
8:30 a.m. - 4:00 p.m.	Friday	

Payment Options for registration/tuition:

Online and phone-in: Credit Card only

In-person: Cash, Check, Credit Card, or Financial Aid arranged beforehand

CBS1.B.11 Participation and evaluation data to identify trends in participation, attendance and demand

CBS11 *High quality, convenient and cost-effective learning opportunities*

Metric B.11 *High quality*

Student Retention Survey (Conducted by Sandra Golden & Associates):

In spring 2003, Yavapai College hired Sandra Golden & Associates to design, conduct and analyze a retention study. Listed below are highlights from that study.

1. Many people who leave two-year colleges are not retention problems. In this survey over 62% of the respondents were at the college to take classes—not to get a degree or certificate. Furthermore, 21% said that they had achieved their college goals completely and another 27% nearly achieved their college goals.
2. When the respondents dropped out of Yavapai College, the vast majority either went to work—or continued to work full or part-time.
3. 44% of the respondents indicated that “money or financial concerns” were important or very important to them as a reason for not returning to college.
4. The most important services ranked by respondents were: financial aid, counseling/advising, schedule books mailed to the home, career guidance and pre-testing for program placement.
5. When asked in an unaided question what the biggest obstacle to returning, respondents mentioned “too busy/not enough time” (34%) as the biggest obstacle followed by “finances/affordability/cost” (17%). Respondents indicated that course offerings and scheduling were important factors that would make it easier to return.
6. 36% of the respondents indicated that there was little or no likelihood that they would be interested in taking classes in the next year or two, but 45% said that they would be likely or very likely to take classes in that time period.
7. Over two-thirds of the respondents (69%) had not declared a major.
8. Part-time students were somewhat more interested in a certificate than a degree than were full-time students (17% compared to 8%).
9. The highest level of goal achievement came from those respondents who were taking courses for personal interest, taking courses to improve their current occupation or taking courses to transfer.
10. The largest segment of full-time students was the youngest segment (57%), and it decreased with age, while the percentage of part-time students increased with age.
11. The youngest segment was the only one with a significant percentage who dropped out to continue at a 4-year institution, the 25-35 segment had more personal problems to deal with, and the 50-64 segment had too many other things to do and not enough time.

CBS1.B.11 (05/03)

Former Student Summary Highlights:

In spring 2001, Yavapai College conducted a survey to former students to identify why students leave, to determine education since leaving Yavapai College, to report employment status and to give overall program satisfaction. By definition, a former student is a non-graduate in a career area with six or more earned credit hours who attended Yavapai College in fall 1999, but did not return in spring, summer or fall 2000.

1. Two-thirds of the students attended Yavapai College to “take courses only” and one-third attended to “earn a degree or certificate”
2. Relative to goal:
 - 39 percent attended for job related reasons (acquire skills to get first job/improve job skills/prepare for different job)
 - 14 percent attended for preparation for transfer to a four-year college.
 - 91 percent completely or almost completely reached their education goal.
 - 38 percent attended for personal reasons (personal interest/enrichment/improve basic skills)
3. More than two-thirds of the former students indicated that there were not academic or personal reasons for their decision to leave Yavapai College. More than three-fourths indicated that there was nothing that the college could have done to help them to stay. Forty-six percent of the former students definitely plan to return to Yavapai College with another 32 percent “maybe” planning to return.

Other Studies: Stamats Communications

In 1998-99, Yavapai College commissioned Stamats Communications Inc. to conduct consumer research in the college's market. The research objectives included:

1. Understand the needs of key publics as they relate to Yavapai College, its programs, services, delivery methods, and scheduling. The key publics were identified as: a) area adults, b) traditional age prospective students, c) non-returning students, and d) area business/industry representatives
2. Determine the image of Yavapai College held by key publics
3. Determine target audience need and support for growth in programs and facilities
4. Determine current trends that may threaten existing programs to include the identification of Yavapai's competitors

A) Area Adults

1. Nearly three-fourths of the area adults are not particularly interested in attending college for any reason, 25 percent say they are or might be. Those most interested have varying levels of educational preparation.
 - 22 percent high school diploma or GED
 - 34 percent some college, no degree

CBS1.B.11 (05/03)

- 20 percent master's degree (likely interested in coursework/enrichment)
2. Area adults are interested primarily in two basic features about attending college—do you have the program I'm interested in and for how much?
 - New occupation
 - Career redirection
 - Word processing
 - Internet skills
 - Career advancement
 - Obtain degree
 - Certification
 - Improve job skills
 - Personal satisfaction
 3. Of those interested in continuing their education, the following reasons were given:
 - Computer
 - Art
 - Education
 - Business
 - Nursing
 - Music
 - Undecided
 4. The top 7 programs or classes indicated:
 - Computer
 - Art
 - Education
 - Business
 - Nursing
 - Music
 - Undecided
 5. The desired day and time of day reported by area adults:
 - Weeknights – most non-retired area adults would probably take courses on week nights versus almost any other time
 - Most want to attend class about three hours a week
 - Over 60 percent prefer a semester-long course as opposed to any other option
 6. Competitive positioning
 - Overall, Embry-Riddle is viewed as the best of the four institutions presented, particularly with regard to overall quality and academics. Even though the university is relatively expensive, adults view it as a good value (based on its quality and academics)
 - Yavapai College is the leader for its location and holds its own for overall quality, value, and academics
 - Northern Arizona University is viewed similarly to Yavapai on these qualities as well

CBS1.B.11 (05/03)

- Prescott College is not as well regarded as the other institutions on any of the qualities

B. Traditional-Age Prospective Students

1. The vast majority of these young adults are planning to attend a public, rather than private, college or university
2. The largest proportion (47 percent) of these young adults are unsure about what the educational focus of the institution they will attend should/will be
3. Three in four of these prospective students plan to attend college on a full-time basis
4. A striking proportion of these young adults plan to commute to college rather than live on campus—nearly 60 percent overall. Commuting times do not extend much beyond 30 minutes
5. Fully 62 percent of all students already have a first-choice college or university in mind. Yavapai County students are less sure of their first-choice institution than the other students
6. Influencers in the college choice process:
 - Parents – over 70 percent of the prospects are most likely to turn to their parents for guidance and support
 - No one – nearly 12 percent indicated that no one will help them in this process
 - Guidance counselors – 15 percent of the prospects look to their high school guidance counselors for guidance and support
 - High school teachers – 12 percent look to their high school teachers for advice on selecting a college
 - Other relative – 6 percent seek advice from other relatives

C. Nonreturning Students

1. The typical nonreturning Yavapai College student is a middle age white female, with some education seeking specialized coursework rather than a specific program. Median age – 48 years
2. 71 percent indicated that they accomplished their goal
3. More than half of nonreturning students are planning to return to Yavapai College in the future. The remaining half will likely not be returning—most have achieved their goal and see no immediate need to return
4. Yavapai College has little opportunity to encourage students to stay—over 77 percent report that any response or preventative measure on the part of the college would have had no impact on their decision to leave

D. Business/Industry Representatives

1. Greatest interest from this group is in three program offerings:
 - Computer training (not word processing)
 - Internet/Web training
 - Weekend college – managers are more interested in weekend options than are their employees

CBS1.B.11 (05/03)

2. College/university awareness:
 - 86 percent spontaneously mention Yavapai College
 - 66 percent mention Northern Arizona University
 - 10 percent mention Embry-Riddle
3. Just 29 percent of these respondents have hired grads as employees. Those who have feel good about the new hire's preparation. Reasons for not hiring a Yavapai College grad—more than half say no one has applied

Source: Highlights of the Results of the 1999 Comprehensive Market Research Project, Stamats Communications, Inc.
Former Student Survey, Spring 2001

CBS1.B.12 Identify demand for new services

CBS1 *High quality, convenient and cost-effective learning opportunities*
 Metric B.12 *Convenient*

No changes were reported at the time of publication of this report. The following is provided from the previous report.

Yavapai College initiated six certificate programs and four degree programs in academic year 1999-00. Before development, college administrators, faculty, and community members identified the need for the programs. The following provides a short description of selected programs that address specific community needs.

Identify demand for new services

New Program	Campuses Offered	Background Information
Computer Maintenance and Repair Technician Certificate	Verde Valley Campus	Based on the 1998-1999 Occupational Outlook Handbook, produced by the Bureau of Labor Statistics, "computer support specialists" are part of a broad category of computer science occupations considered to be the fastest growing occupation group over the period 1996-2006. This category includes workers with a variety of titles who are responsible for troubleshooting PC problems and providing technical support. At the local level, seven businesses were surveyed, with the average starting salary for an entry-level position as a "PC Repair Technician" in the \$8-\$10 hourly range. Individuals with experience in this field can anticipate a \$12-\$15 hourly wage. Another area of employment that the certificate recipients may pursue is "Computer Consulting." Two out of every three computing adjunct faculty at Yavapai College, Verde Campus supplement their incomes by working in this area. Average rates are \$25-\$35 per hour.
Agriculture Technology Management Degree	Chino Valley Regional Technology Skills Center	The Board of Governors held Strategic Dialogues in Chino Valley in 1998 and 1999. Government, business, industry and community leaders met to discuss community needs with the Board at two sessions. During the third session, leaders reviewed the proposed Master Plan and for Yavapai College and the specific plans for Chino Valley/Paulden area. The Agribusiness Technology Program was specifically identified and discussed as a community need. The agriculture industry is responsible for 20 percent of the nation's economy, both directly and indirectly. Data collected by Yavapai College's Office of Institutional Research office indicate that 29 percent of all people employed in Yavapai County are employed either directly or indirectly in the agriculture industry. Areas of employment by cluster include grocery, landscaping, ranches, wholesale and retail nurseries, florists, banks, golf courses, realtors, Game and Fish, horse industry, agriculture sales and service, education, water resources, farming, and communications.



New Program	Campuses Offered	Background Information
Digital Media Arts Degree	Sedona Center for Arts and Technology	<p>There is an established market for educational opportunities in digital technology in the Verde Valley and surrounding areas. In 1997, Yavapai College began offering digital media courses at the Sedona Center. However, offerings and delivery formats have been limited due to lack of adequate facilities. Frequently, digital media and other computer courses fill quickly and students must be wait-listed. Enrollment data show that increases in the number of courses offered at the present Sedona location have resulted in increases in class sizes, overall, at that site. Students who complete the Digital Film Making program will likely find themselves directing, producing, and distributing their own works, thus increasing their opportunities for a dependable income. Alternative employment options in the industry include: camera operators, digital (sound) editors, computer (visual) animator, special (visual) effects, cinematography, screen/scriptwriter, film director, and film producer.</p>
Early Childhood Education	Verde Valley Campus, some courses at Prescott Campus	<p>In 1997, NACOG requested that Yavapai College provide the mandatory Childhood Development Associate (CDA) training for its Head Start employees. In 1998, Yavapai College approved funding to hire and Early Childhood Education instructor in response to this need. Recently, the National Head Start and Early Start programs increased the education requirements for program employees. The mandate states that at least 50% of Head Start employees must hold a minimum of an associate's degree by the year 2003. Northern Arizona has augmented this requirement to include all of its employees. As a result, there is a growing demand for Certificate and Associate Degree programs in Early Childhood Education. The proposed curriculum is designed to fulfill the ECE needs of our communities.</p>

Source: Bureau of Labor Statistics, Program/Curriculum Studies, Departmental Records

CBS1.B.13 General Education Diploma, Adult Basic Education, and PEAK enrollment and completers
CBS1 High quality, convenient and cost effective learning opportunities
Metric B.13 Convenient

Yavapai College offers a variety of educational services to non-traditional adult and adolescence learners. The adult basic education (ABE) program provides basic skill and General Education Diploma (GED) preparation courses. The ABE program also offers English for Speakers of Other Languages (ESOL) courses. Beginning in fiscal year 2000-01 only students who completed 12 or more program hours are included in enrollment figures. Enrollment for fiscal year 2001-02 was 332 ABE and 187 ESOL students. In 2001-02, 73 ABE students received their GED.

Providing Educational Alternatives and Knowledge (PEAK) is an alternative high school setting available for Prescott Unified School District (PUSD) students. Students do not graduate from PEAK, but instead complete credits that are applied towards graduation from their local high school. Enrollment for fiscal year 2001-02 was 79, and projected enrollment for 2002-03 is 115.

Adult Basic Education Enrollment

Fiscal Year	ABE/GED Enrollment	Received GED	ESOL Enrollment	Total Enrollment
1997-98	740	65	170	910
1998-99	738	81	227	965
1999-00	621	81	234	855
2000-01*	394	58	177	571
2001-02*	332	73	187	519

*Beginning in fiscal year 2000-01 only students completing 12 or more hours were counted as enrolled. Additionally, GED graduates must have completed at least 12 hours and graduated in the year they attended.

Source: ABE/GED/ESOL Departmental Records

PEAK Enrollment

Academic Year	Enrollment
1998-99	131
1999-00	129
2000-01 ¹	113
2001-02 ²	79
2002-03 ³	115

¹2000-01 was the last year Chino Valley participated. ²2001-02 includes Prescott Unified School District only.

³2002-03 projected enrollment through June 2003 for Prescott Unified School District only.

Source: Providing Educational Alternatives and Knowledge (PEAK)

CBS1.B.13 (05/03)

CBS1.C.1 Cost per FTSE district-wide
High quality, convenient and cost-effective learning opportunities
 Metric C.1 *Cost-effective*

At \$7,892, Yavapai College's operating cost per FTSE is the highest among community colleges in the state. The lowest operating cost per FTSE is \$4,860 at Pima; the state average cost is \$5,415. Yavapai College's operating cost per FTSE has been well above the state average for each of the comparison years.

2001/2002 General Fund Operating Cost per FTSE				
District	Total Basic FTSE	Operating Expenditures	General Fund Expenditures	Operating Cost Per FTSE
Cochise	3,597	\$20,639,916		\$5,738
Coconino	1,564	9,021,312		5,768
Graham	3,357	16,776,569		4,997
Maricopa	59,779	321,547,754		5,379
Mohave	2,257	14,586,672		6,463
Navajo	2,574	14,289,688		5,552
Pima	19,026	92,463,675		4,860
Pinal	3,424	21,485,863		6,275
Yavapai	3,110	24,545,590		7,892
Yuma-La Paz	3,883	20,043,096		5,162
State Totals	102,571	\$555,400,135		\$5,415

Source: Annual Report to the Governor and Legislature FY 2001-2002, State Board of Directors for Community Colleges of Arizona



Eight Year Comparison Yavapai College – Operating Cost Per FTSE			
Year	Yavapai College Total Basic FTSE	Yavapai College Operating Cost per FTSE	AZ State Average Operating Cost per FTSE
1994/95	2,490	\$6,670	\$4,482
1995/96	2,718	6,206	4,680
1996/97	2,608	6,511	4,860
1997/98	2,763	6,935	4,900
1998/99	2,800	6,932	5,018
1999/00	2,885	7,154	5,260
2000/01	2,936	7,727	5,393
2001/02	3,110	\$7,892	\$5,415

Source: Statistical Supplement to the Annual Report to the Governor, 1994 – 2001; Annual Report to the Governor and Legislature FY 2001-2002, State Board of Directors for Community Colleges of Arizona

CBS1.C.2 Cost comparisons of Yavapai College tuition to other Arizona colleges and universities

CBS1 *High quality, convenient and cost-effective learning opportunities*

Metric C2 *Cost-effective*

Yavapai College offers affordable learning opportunities. Yavapai Colleges' 2003/2004 tuition was \$38 per credit hour compared to \$146 per credit hour at Arizona's state universities, \$466 at Prescott College, \$250 at North Central University, and \$690 at Embry-Riddle Aeronautical University (Non-flight courses).

Community College tuition rates in Arizona range from a high of \$46 per credit hour at a Maricopa Community Colleges to a low of \$29 at Mohave Community College.

Cost Comparisons of Yavapai College Tuition to other Arizona Colleges

2003/2004 Undergraduate/Lower Division Tuition	Tuition / Credit Hour
Yavapai College ¹	\$38
Arizona Western Community College ¹	\$34
Central Arizona Community College ¹	\$37
Cochise Community College ¹	\$33
Cocoonino Community College ¹	\$37
Eastern Arizona Community College ¹	\$36
Maricopa Community Colleges ¹	\$46
Mohave Community College ¹	\$29
Northland Pioneer Community College ¹	\$30
Pima Community College ¹	\$42
State Universities: ASU, UofA and NAU (Undergraduate) ¹	\$146
Grand Canyon University ²	\$458
North Central University (Undergraduate) ²	\$250
University of Phoenix (Undergraduate) ²	\$422
Prescott College ²	\$466
Embry-Riddle Aeronautical University (Non-flight courses) ²	\$690
Old Dominion University (Undergraduate - upper division only) ¹	\$150

¹Tuition rates are for Arizona residents, and are based on 12 credit hours.

²Tuition rates are based on yearly tuition figures divided by 30 annual credit hours.

Source: Figures provided by colleges/universities admission offices or college web pages.

CBS1.C.3 Number of credit classes cancelled by campus location
CBS1 High quality, convenient and cost-effective learning opportunities
Metric C.3 Cost-effective

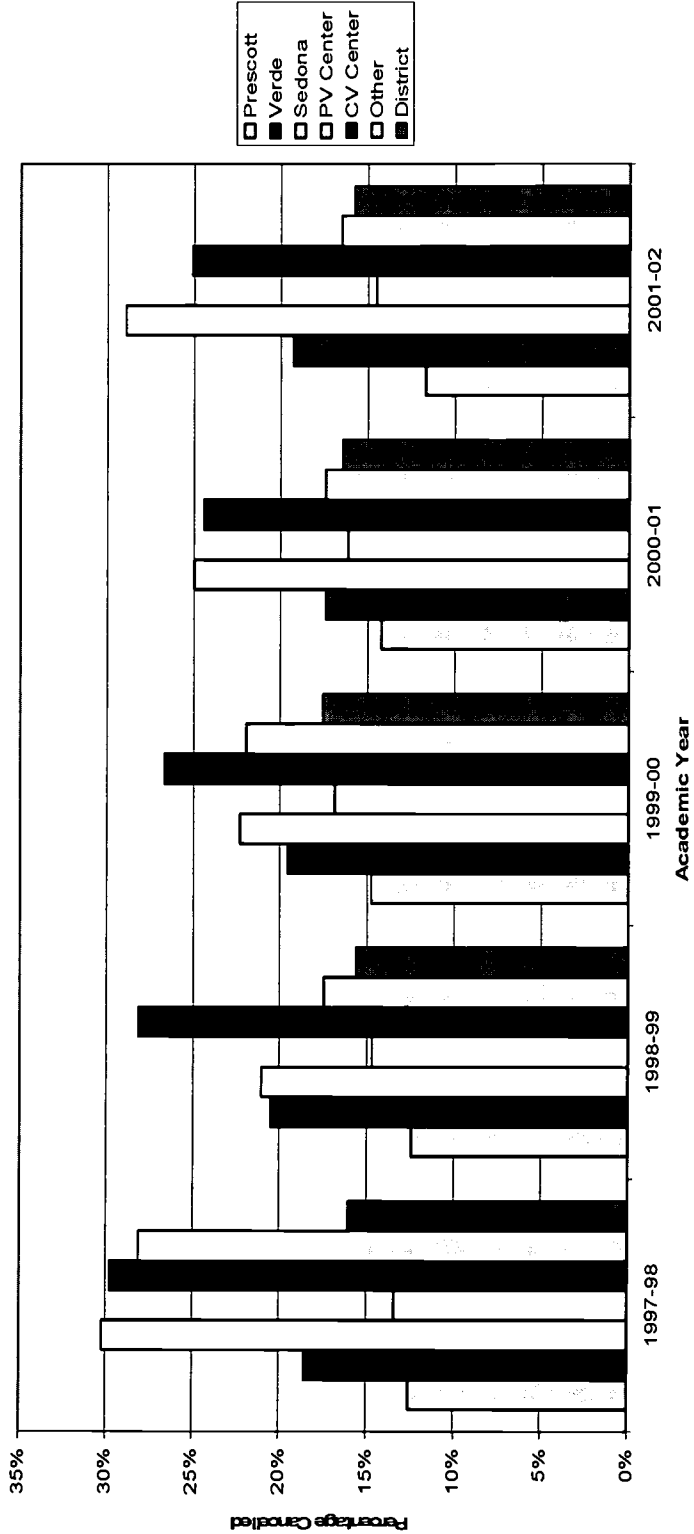
The following is repeated from the last report. Data will be updated in November 2003.

Credit class cancellations totaled 670 (16%) in academic year 2001-02 and 661 (16%) in academic year 2000-01, respectively. Total class cancellations dropped in subsequent years from a high of 732 (18%) in 1999-00, due primarily from reductions in the Prescott; however, all locations have reduced or had little change in canceled courses over the past five years.

On an annual basis, the Prescott Campus tends to cancel proportionally less, (12% to 15%) than the Verde Campus (17% to 21%). Among the centers, Prescott Valley (13% to 17%) cancels proportionally less than Sedona (21% to 30%), Chino Valley (24% to 30%) and Other locations (17% to 28%).

Class cancellations by semester and campus for the comparison years are provided in the tables on the following pages.

Proportion of Class Cancellations by Campus



Number of Credit Classes Cancelled by Campus

	Campus											
	Prescott				Verde				Sedona			
	Active	Canc	% Canc		Active	Canc	% Canc		Active	Canc	% Canc	
Fall	833	112	12%		291	60	17%		24	17	41%	
Spring	926	107	10%		314	62	16%		35	9	20%	
Summer	194	62	24%		57	29	34%		1	0	0%	
Total 1997-98	1953	281	13%		662	151	19%		60	26	30%	
Fall	890	133	13%		297	82	22%		31	10	24%	
Spring	965	131	12%		325	70	18%		37	10	21%	
Summer	199	28	12%		56	23	29%		7	0	0%	
Total 1998-99	2054	292	12%		678	175	21%		75	20	21%	
Fall	849	160	16%		289	71	20%		31	9	22%	
Spring	884	126	12%		319	80	20%		39	11	22%	
Summer	179	46	20%		70	14	17%		10	3	23%	
Total 1999-00	1912	332	15%		678	165	20%		80	23	22%	
Fall	739	131	15%		291	61	17%		60	34	36%	
Spring	767	107	12%		329	55	14%		63	12	16%	
Summer	181	42	19%		82	32	28%		18	1	5%	
Total 2000-01	1687	280	14%		702	148	17%		141	47	25%	
Fall	760	90	11%		309	64	17%		80	25	24%	
Spring	827	113	12%		323	66	17%		72	36	33%	
Summer	199	34	15%		79	40	34%		15	7	32%	
Total 2001-02	1786	237	12%		711	170	19%		167	68	29%	

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring summer.

Continued on next page.

	Campus											
	PV Center			CV Center			Other					
	Active	Canc	% Canc	Active	Canc	% Canc	Active	Canc	% Canc			
Fall	52	11	17%	42	20	32%	71	29	29%			
Spring	70	9	11%	53	16	23%	64	20	24%			
Summer	46	6	12%	30	17	36%	26	14	35%			
Total 1997-98	168	26	13%	125	53	30%	161	63	28%			
Fall	74	19	20%	52	30	37%	97	25	20%			
Spring	74	11	13%	58	17	23%	120	20	14%			
Summer	49	4	8%	38	11	22%	0	1	100%			
Total 1998-99	197	34	15%	148	58	28%	217	46	17%			
Fall	76	14	16%	51	19	27%	145	28	16%			
Spring	78	14	15%	46	21	31%	259	88	25%			
Summer	38	11	22%	35	8	19%	40	9	18%			
Total 1999-00	192	39	17%	132	48	27%	444	125	22%			
Fall	69	15	18%	48	26	35%	199	50	20%			
Spring	85	15	15%	54	14	21%	252	48	16%			
Summer	33	6	15%	37	5	12%	46	7	13%			
Total 2000-01	187	36	16%	139	45	24%	497	105	17%			
Fall	77	9	10%	64	15	19%	191	64	25%			
Spring	91	20	18%	66	27	29%	340	46	12%			
Summer	26	4	13%	22	9	29%	29	1	3%			
Total 2001-02	194	33	15%	152	51	25%	560	111	17%			

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring summer.

Continued on next page.

	Total		
	Active	Canc	% Canc
Fall	1313	249	16%
Spring	1462	223	13%
Summer	354	128	27%
Total 1997-98	3129	600	16%
Fall	1441	299	17%
Spring	1579	259	14%
Summer	349	67	16%
Total 1998-99	3369	625	16%
Fall	1441	301	17%
Spring	1625	340	17%
Summer	372	91	20%
Total 1999-00	3438	732	18%
Fall	1406	317	18%
Spring	1550	251	14%
Summer	397	93	19%
Total 2000-01	3353	661	16%
Fall	1481	267	15%
Spring	1719	308	15%
Summer	370	95	20%
Total 2001-02	3570	670	16%

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring summer.

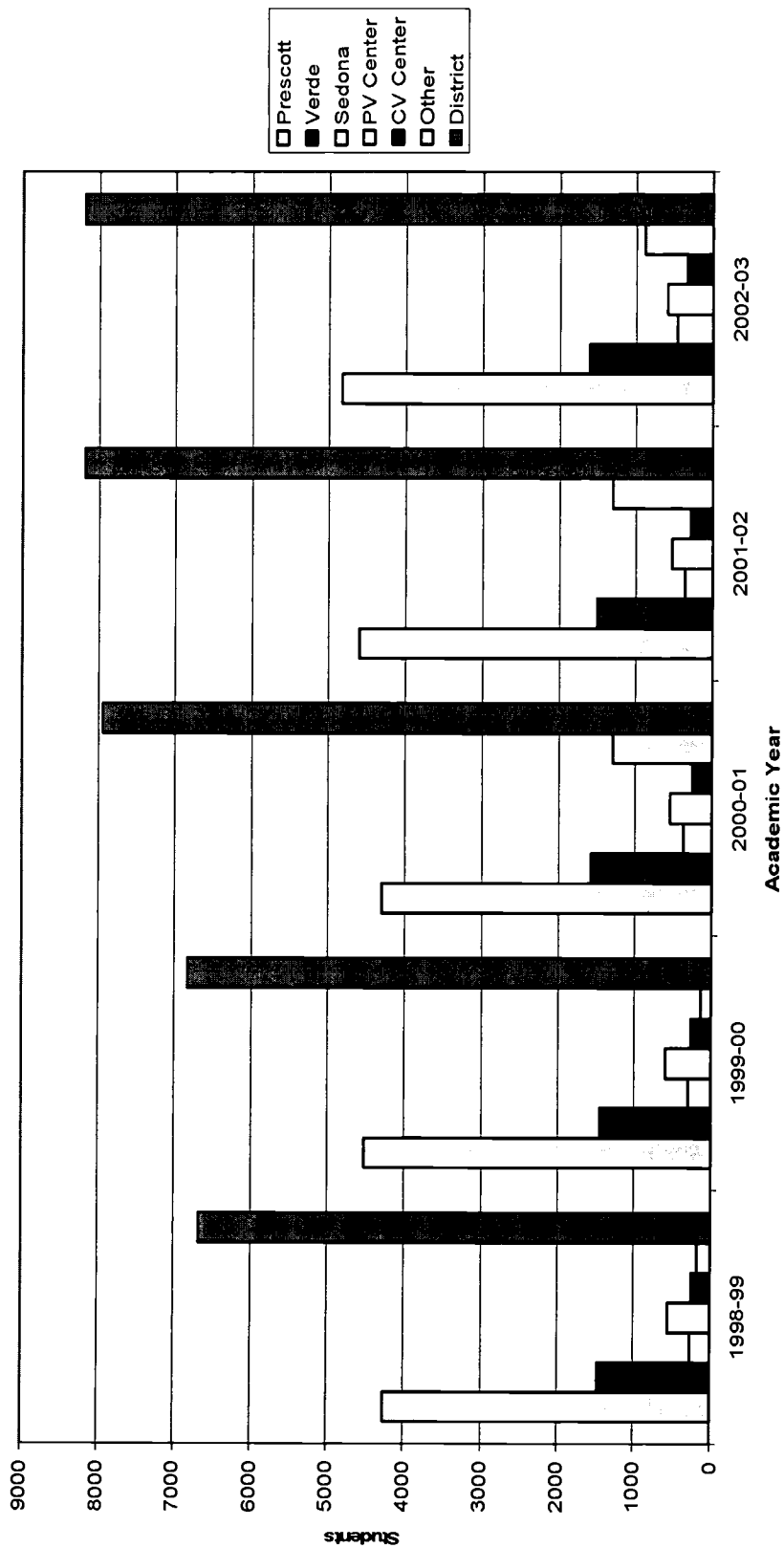
CBS1.C.4 Enrollment by campus site

High quality, convenient and cost-effective learning opportunities

Cost-effective

In the past five years, Yavapai College has experienced steady growth. From fall of 1998 to fall 2002, district-wide enrollment has increased 23% from 6,678 to 8,191. The large jump in enrollment between fall 1999 and fall 2000 is due primarily to elder hostel enrollment changing from non-credit to credit. All campus locations have shown enrollment growth trends over the past five years.

Fall Enrollment by Campus Location



CBS1.C.4 (05/03)

Yavapai College Fall Enrollment by Campus 1998-2002†

Student Counts by Campus or Center Designation/Annual Percent Change	1998-99	1999-00	2000-01	2001-02	2002-03
Prescott	4269	4525 6.0%	4301 -5.0%	4610 7.2%	4834 4.9%
Verde	1474	1451 -1.6%	1580 8.9%	1507 -4.6%	1608 6.7%
Sedona	270	301 11.5%	375 24.6%	361 -3.7%	466 29.1%
PV Center	557	599 7.5%	550 -8.2%	533 -3.1%	593 11.3%
CV Center	253	267 5.5%	258 -3.4%	290 12.4%	343 18.3%
Other	180	137 -23.9%	1291 842.3%	1302 0.9%	890 -31.6%
District	6678	6833 2.3%	7946 16.3%	8178 2.9%	8191 0.2%

†Enrollment as of Census day (45th day of instruction), includes short and open entry/open exit courses.

Source: Institutional Research Data Warehouse; sch-cen; fall.

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CBS 2. Access to learner-centered education and training with a wide-array of life-long learning options

A. Learner-centered Education and Training

1. Course by delivery type
2. New program development
3. Number of degree and transfer-applicable courses available in alternative formats

B. Wide-array of Lifelong Learning Options

1. List of programs offered
2. Use of college facilities by outside groups

CBS2.A.1 Yavapai College courses by delivery type

CBS2 *Access to learner-centered education and training with a wide-array of life-long learning options*
Metric A.1 *Learner-centered education and training*

The following is repeated from the previous report. Data will be updated in November 2003.

In 2001-02, Yavapai College offered 14 different delivery methods for various courses. Delivery methods include traditional lecture, interactive video between the Prescott and Verde campuses, Internet courses, and more. The most popular delivery type offered is traditional lecture followed by interactive video and Internet courses.

Data table is presented on the following page.

CBS2.A.1 (5/03)

Yavapai College Courses Offered by Delivery Type

Classes by Delivery type/Annual Percent Change	1997-98	1998-99	1999-00	2000-01	2001-02
TRADITIONAL LECTURE	2949	3201 8.5%	3443 7.6%	3399 -1.3%	3499 2.9%
CABLE TV	13	23 76.9%	0	2	0
DIRECTED STUDY	18	32 77.8%	14 -56.3%	30 114.3%	33 10.0%
INTERNSHIP/SERVICE LEARNING	63	51 -19.0%	30 -41.2%	26 -13.3%	35 34.6%
INDEPENDENT STUDY CLASS	97	93 -4.1%	76 -18.3%	48 -36.8%	36 -25.0%
CORRESPONDENCE	0	6	4 -33.3%	7 75.0%	8 14.3%
OPEN-ENTRY/CLOSED-EXIT	0	0	0	3	4 33.3%
OPEN-ENTRY/OPEN-EXIT	28	31 10.7%	19 -38.7%	18 -5.3%	18 0.0%
PRIVATE MUSIC	112	87 -22.3%	93 6.9%	79 -15.1%	64 -19.0%
SPECIAL DELIVERY TYPE	1	0	0	0	1
TELECOURSE	11	7 -36.4%	11 57.1%	7 -36.4%	10 42.9%
INTERACTIVE VIDEO	60	58 -3.3%	55 -5.2%	51 -7.3%	60 17.6%
INTERNET	12	31 158.3%	41 32.3%	37 -9.8%	68 83.8%
AZ LEARNING SYSTEMS	1	0	0	4	5 25.0%
TOTAL	3365	3620 7.6%	3786 4.6%	3711 -2.0%	3841 3.5%

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring, summer.

CBS2.A.2 New program development

CBS2 *Access to learner-centered education and training with a wide-array of life-long learning options*
Metric A.2 *Learner-centered education and training*

Yavapai College initiated four certificate programs in academic year 2002-2003.

New Programs Developed for Academic Year 2002-2003

Certificate Programs

Agriculture Technology – Equine Management
Agriculture Technology – Turfgrass Management
Cisco Networking Technician
Fire Science – Fire Officer Technical Certificate

Degree Programs

Associate of Arts Degree in Elementary Education

Source: Departmental Records

CBS2.A.2 (05/03)

- CBS2.A.3** **Number of degree and transfer-applicable courses available in alternative formats**
CBS2 *Access to learner-centered education and training with a wide-array of life-long learning options*
Metric A.3 *Learner-centered education and training*

Yavapai College offers five associate degrees and basic and advanced certificates in 37 areas of study.

The public community colleges and universities in Arizona have agreed on a common structure for a general education core curriculum. This common agreement is known as the Arizona General Education Core Curriculum (AGEC). Completing the AGEC will fulfill lower-division general education requirements for any of the state's public universities. At Yavapai College, the AGEC is embedded in the Associate of Arts, Associate of Business and the Associate of Science degrees.

Yavapai College Degrees/Certificates

- Associate of Arts
- Associate of Arts in Elementary Education
- Associate of Business
- Associate of Science
- Associate of Applied Science
- Associate of General Studies
- Basic Certificate
- Advanced Certificate
- Technical Certificate
- Arizona General Education Core Curriculum

CBS2.B.1 List of programs offered

CBS2 *Access to learner-centered education and training with a wide-array of life-long learning options*
 Metric B.1 *Wide-array of life-long learning options*

In 2002/2003, Yavapai College offered 70 certificate, degree, and transfer options to students in 49 different programs of study. In addition to traditional curriculum, the college offers many learning options to fit the lifestyles/circumstances of its students. Alternative learning options include: credit for prior learning, internships/service learning, non-credit courses, college for kids, high school partnerships (dual enrollment), internet courses, open entry/open exit courses, telecourses, senior programs (retirement college, Yavapai Learning Institute, Elderhostel/Edventures), and high school equivalency program (G.E.D.testing).

For information on new programs developed for 2002/2003, see CBS2.A.3

Programs of Study

Area of Study	Certificate	AAS Degree*	Transfer**
Accounting	▪	▪	▪
Administration of Justice		▪	▪
Agriculture		▪	▪
Anthropology			▪
Architectural Graphics	▪	▪	
Art			▪
Astronomy			▪
Automotive Technology	▪	▪	
Biology/Zoology			▪
Business (<i>admin., mgmt., finance, Marketing</i>)	▪	▪	▪
Chemistry			▪
Communications/Speech			▪
Computing & Information Systems	▪	▪	▪
Construction Management	▪	▪	▪
Digital Filmmaking	▪		
Digital Media Arts		▪	
Digital Video	▪		
Education			▪
Emergency Medical Services	▪		
Engineering			▪
Early Childhood Education	▪	▪	
English			▪

CBS2.B.1 (05/03)

Programs of Study (continued)

Area of Study	Certificate	AAS Degree*	Transfer**
Environmental Studies			▪
Fire Science	▪	▪	
Geography			▪
Geology/Earth Science			▪
Graphic Design	▪	▪	
Gunsmithing	▪	▪	
History			▪
Humanities			▪
Internet Publishing	▪		
Languages (<i>Spanish, French, German, Italian, Latin, Russian, Hebrew</i>)			▪
Mathematics			▪
Medical Transcription	▪		
Music			▪
Nursing		▪	▪
Office Administration (<i>med.asst., legal asst., word proc.</i>)	▪	▪	
Paralegal	▪	▪	
Philosophy			▪
Physical Education/Recreation			▪
Physics			▪
Police Certification/Law Enforcement	▪		
Political Science			▪
Pre-Professional (<i>health fields, law, architecture</i>)			▪
Psychology			▪
Residential Building Technology	▪	▪	▪
Sociology			▪
Theater/Dance			▪
Welding	▪		

* Associate of Applied Science Degree

** Transfer students will select an Associate of Arts, Associate of Science, Associate of Business, or Associate of General Studies degree plan as appropriate to the area of study.

Most Yavapai College courses can be taken for personal enrichment.

CBS2.B.2 Use of college facilities by outside groups

CBS2 *Access to learner-centered education and training with a wide-array of life-long learning options*
Metric B.2 *Wide-array of lifelong learning options*

A number of outside groups including non-profit, for profit, local and out-of-market groups, uses Yavapai College facilities. Non-profit groups are charged room rental fees of \$10.00/hour while For-profit groups are charged \$20.00/hr. Additional costs are charged for manpower to setup activities, for usage of DBLC facilities or usage of computer labs.

Yavapai College Facilities Usage

	Year	Non-Profit Groups	For Profit Groups	YC Clubs/Programs	Total Groups
Prescott Campus	1997	43	39	36	118
	1998	42	47	63	152
	1999	44	52	65	161
	2000	83	42	44	169
	2001	16	43	56	115
	2002	75	26	98	199
Verde Valley Campus	1997	N/A	N/A	N/A	43
	1998	N/A	N/A	N/A	51
	1999	N/A	N/A	N/A	34
	2000	N/A	N/A	N/A	53
	2001	12	1	23	36
	2002	10	4	31	45

Source: Department Records

Non-Profit Groups:

Prescott Campus:

Religious Organizations, Music Lessons/Recitals, Music Scholarship Competitions, State Judicial Hearings, Hobby Clubs, Computer Clubs, Sports Clubs, Homeowners' Associations, Prescott Frontier Days Committee Mtgs, Prescott Downtown Association, State Weavers Club, State Woodturners Club.

Verde Valley Campus:

NAU (year round)
Mentors of Challenged Adults (1)
Grand Canyon University (1)
ODU University (2)
Head Start (3)
Veterans Upward Bound (year round)
United Way Board Meeting (various)
US Army Recruiting (2)
Clean Elect Candidate Forum (1)
AARP 55+ Driving Class (1)

For Profit Groups/Conferences:

Prescott Campus:

Contractors' Assessment Institute, Cell Phone Venders, Habitat for Humanity

Summer Conferences included:

Y.C. Baseball Camp (2 weeks)
Y.C. Soccer Camp (2 Weeks)
Y.C. Basketball Camp (5 weeks)
Y.C. Volleyball (1 wk)
Advance Accident Reconstruction (6 wks)
Arizona Detention Association (6 wks)
Arizona Sports Camp (4-5 weeks)
Antique Show (2 Day)
AZ. Senior Expo (2 days)

AZ Youth Leadership (1 week)
 Critical Accident Investigation
 Desert Vista Marching Band Camp (1 week)
 Fellowship of Christians Cheerleaders (1 week)
 Foothills Marching Band Camp (1 week)
 Hassayampa Writing Institute
 Mountain Top Quilt Show (2 days)
 Nike Golf Camp (1 week)
 Prescott Home Show (2 days)
 Talent Search Program (1 week)
 Team of Champions (1 week)
 YCSO Explorer's Post
 Youth for Understanding
 UCA Cheerleading Camp
 Yavapai Classic Cruisers Car Show

Verde Valley Campus

Pairs Program (1)
 Town of Clarkdale (1)
 Yavapai Superior Court Parenting Classes (10)
 Southwest Regional Council of Carpenters (1)

Yavapai College Clubs/Senior Programs/Partnerships:

Prescott Campus:

Examples of Clubs, Programs and partnerships are:

21 Y.C. Clubs and 4 Interest Groups that meet as frequently as once per week to once per month.
 Yavapai Learning Institute: 12 week sessions per semester/7 classrooms
 Elderhostel: 2-6 classrooms during summer sessions
 Summer Srs: 4-6 classrooms during summer sessions
 PDC: 6-12 1-day seminars throughout the year
 Career Fair (1 day a year)
 Club Fair (1 day a year)

CBS2.B.2 (05/02)

Prescott Campus Clean-up Day (2 days a year)
NAU Classes 2 - 6 classrooms during Fall/Spring Quarters
Nursing Clinicals
ACCPRC Summer Retreat (2 days a year)
SBDC State Directors Meeting (1 week a year)
Art A La Cart (1 day a month/Sept thru May)
Transfer Student Workshops
College Goal Sunday (Financial Workshop 1 day a year)
State Compensation Fund Safety Seminars (3-4 times a year)
Women's History Celebration (1 day a year)
Creative Writing Institute (1 week each summer)
State-wide Teachers' Conference (1 day a year)
A.S.E. Testing (4 days a year)
Institute for Applied Gerontology
Youth Step Programs
A.A. and N.A. Meetings
Foundation Board and Foundation Education Meetings
Job Development Consortium Meetings
Old Dominion University
Yavapai Superior Court (Divorce Classes)
Americorp.
AZ. Designer Craftsman Studio Tours
Sr. Health Fair
AZ Employee Benefits program
Epilepsy Foundation
Veterans' Upward Bound Program

Verde Valley Campus:

Teen Maze (3)
Management Team Mtg (4)
Yavapai Community Foundation Mtg (various)
NCA Meetings (numerous)
GED Testing (year round)

CBS2.B.2 (05/02)

GED Classes (year round)
Student Leadership (1)
Staff Support Meetings (3)
Cultural Diversity Day (1)
AAWCC Meetings (7)
NARSC Meeting (1)
Adjunct Faculty Association (4)
Early Childhood Ed w/DES Modules (year round)
Racquetball Tournament (2)
Faculty Senate Meetings V-Tel (4)
VFNC Meetings (11)
Coffee House (16)
Student Art Show (1)
Verde Valley Sedona Transition Team Mtg (7)
Campus Fellowship (12)
Phi Theta Kappa Meeting (7)
Clay Club Meeting (1)
Community Lecture Series (6)
Student Art Sale (1)
Clubs Executive Board Meetings (8)
Youth Step Program (summer)
IAG Meeting (various)
Native American Student Assoc (1)
Ecology Club Meeting (2)
Alcoholics Anonymous (ongoing)
Instructional Support Council Meetings (7)
Computer Club Meetings (6)

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CBS 3. Access to courses, programs, and services, which instill competencies that lead to employment at or above the average wage and result in a better-educated work force

A. Workforce with Competencies for Above Wage Employment

1. Number of completers in high wage technical and professional areas
2. Number of students who attained their educational goals

CBS3.A.1 Number of completers in high wage technical and professional areas

Access to courses, programs, and services that instill competencies that lead to employment at or above the average wage and result in a better educated work force

Metric A.1 *Workforce with competencies for above wage employment*

The following is repeated from the previous report. Data will be updated in November 2003.

During the past five years, Yavapai College has awarded 1,341 degrees/certificates. In 2001-02 the majority (52%) of degrees/certificates were in above average wage technical and professional occupational areas, the remaining 48 percent of awards were academic transfer degrees.

According to the United States Census Bureau, women with some college earned on average 21 percent more than women with only a high school diploma. Similarly, males with some college earned 19 percent more than their high school diploma only counterparts.

Median hourly wages for selected academic program related jobs are provided on the following page.

Number of Awards by Type of Degree/Certificate

Number of Awards	1997-98	1998-99	1999-00	2000-01	2001-02
Academic Degrees	122 43%	116 42%	116 50%	126 47%	133 48%
Occupational Degrees	126 44%	126 45%	95 41%	100 37%	93 33%
Occupational Certificates	37 13%	35 13%	21 9%	43 16%	52 19%
Total Awards	285	277	232	269	278

Source: Institutional Research Data Warehouse; trans_basics; academic year: fall, spring, summer.

Selected Completers in High Wage Technical and Professional Areas 1997-98 through 2001-02

Area of Study	Graduates	Job Title	Median Wage†	Job Title	Median Wage†
Paralegal	46	Paralegal	\$17.34	NA	NA
Nursing	228	Nurse	\$20.26	NA	NA
Fire Science	26	Fire Fighters	\$15.33	Fire Fighting Supervisor	\$24.94
Computing and Information Systems	71	Programmer Entry	\$14.64	Systems Analyst	\$24.45
Automotive	22	Automotive Mechanic	\$13.43	NA	NA

Source: Arizona Department of Economic Security, Employer Wage Survey – March 26, 2001

CBS3.A.2 Number of students who attained their educational goals

CBS3 Access to courses, programs, and services, which instill competencies that lead to employment at or above the average wage and result in a better-educated work force

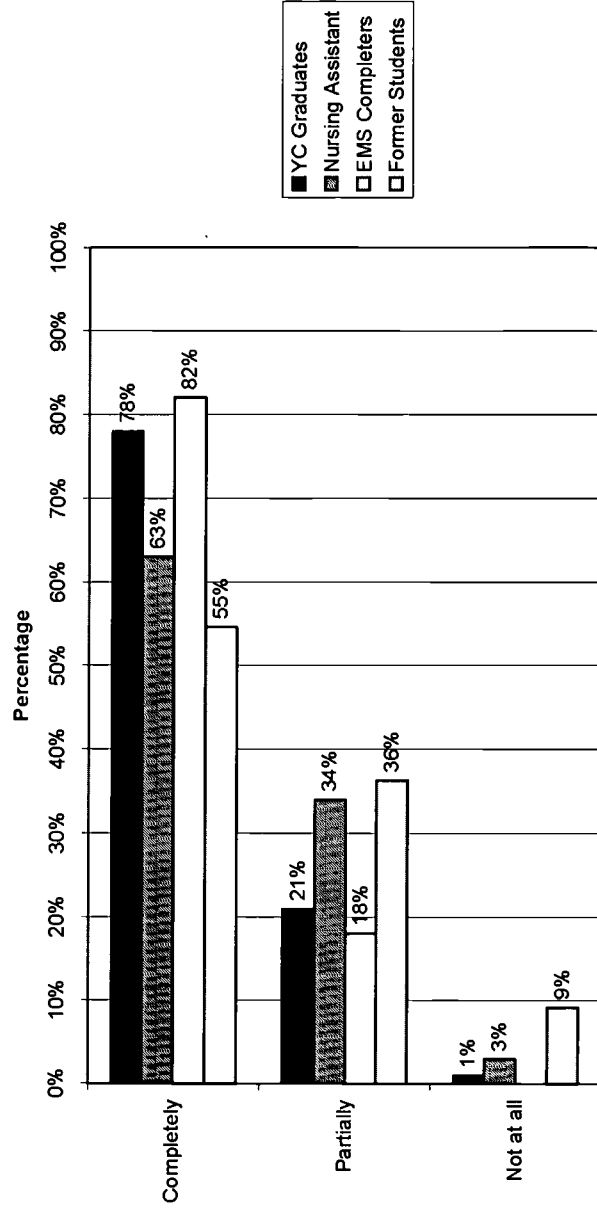
Metric A.2 Workforce with competencies for above wage employment

The following is repeated from the previous report. Data will be updated in November 2003.

One hundred percent of Nursing graduates, Nursing Assistant and Emergency Medical Services completers either partially or completely attained their educational goal; more than 95 percent of graduates either partially or completely attained their educational goal. From 63 percent to 86 percent of completers and graduates completely attained their educational goals. Fifty-five percent of Yavapai College former students completely attained their educational goals.

More than 9 out of 10 former students completely or partially reached their education goals.

Graduates, Completers, Former Students Who Attained Their Educational Goals



Students Who Attained their Educational Goals

Program	Not at All	Partially Attained	Completely Attained
Yavapai College Graduates (98-99) (N=115)	1%	21%	78%
Yavapai College Graduates (99-00) (N=63)	5%	10%	85%
Yavapai College Nursing Graduates (99-00) (N=13)			100%
Nursing Assistant Completers (N = 38)	3%	34%	63%
Emergency Medical Services Completers (N = 74)		18%	82%
Former Students (N = 306)	9%	36%	55%

Source: Yavapai College Graduate Follow-up Survey, Nursing Assistant and Emergency Medical Services Completer Surveys, Former Student Survey

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CBS 4. Graduates who will be better prepared for citizen participation and for the workplace, as articulated in the Qualities of an Educated Person

- A. Graduates Prepared for Citizen Participation**
 - 1. Number of students involved in civic and community service
- B. Graduates Prepared for the Workplace**
 - 1. Number of graduates who received promotions or stayed in their jobs
 - 2. Employer survey results
 - 3. Student experience portfolio

CBS4.A.1 Number of students involved in civic and community service efforts

Graduates who will be better prepared for citizen participation and for the workplace, as articulated in the Qualities of an Educated Person

Metric A.1 Graduates prepared for citizen participation

Yavapai College students are involved in a number of community service projects. The following provides a partial list of their 2002/2003 activities.

Yavapai College Student Organization	Partners	Community Service Activity
Sponsored by or Coordinated through the Student Activities Office	Sky View School, KTVK TV - Channel 3 in Phoenix, Y.C.'s Phi Theta Kappa, Prescott Police and Fire Depts. Yavapai College Marketing Dept.	<p>September 11th Ribbon Project – August. Marketing Department purchased over 700 yards of red, white and blue ribbon and star pins which the students of Sky View School assembled with assistance from Prescott Police and Fire Depts. and members of P.T.K. KTVK TV filmed it and aired it over 4 times.</p>
	American Legion Post #6, U.S. Dept. of Defense, Luke Air Force Base, 61 st Fighter Squadron, Sky View School, Prescott Police and Fire Dept., Y.C. Sheriff's Office, Sheriff's Mobile Command Crew, Central Yavapai Fire Dist., Yavapai Prescott Indian Tribe, Prescott Transit Authority, KPPV 106.7 FM, Prescott Valley Florist, AZ Dept. of Transportation, VA Medical Center, Chino Valley Unified School District, Shuttle U, Globe Theatre, Youth Volunteer Services of Yavapai, Local Military Recruitment Offices, Mr. Jim Burns, Ms. C.J. Barnett, Mr. Steve Annibale,	<p>September 11th Memorial Ceremony approximately 1500 attended from campus, Sky View School and community members</p>

CBS4.A.1 (05/03)

Yavapai College Marketing, Yavapai College Campus Safety Officers and Volunteers, Yavapai College Campus Life	Native American Club	Native American Day – provided Native American entertainment and Native American Club sponsored Fry Bread sale
League of Women Voters		Voter Registration Day – conducted in September making voter registration easy and very accessible for students, faculty and staff. Over 60 people registered.
Prescott College, U.S. Navy Special Programs office		“Men of Honor” the story of Carl Brashear, 1 st Black Navy Deep Sea diver, 1 st Black to achieve Master Chief Petty Officer status, 1 st man to be reinstated to service after an amputation. Movie was shown and next night Carl Brashear spoke to over 180 people. Open to community.
Embry Riddle A. University		Veterans Day Celebration – November. Conducted in the Food Court and Game Room area – open to everyone.
Bahai Club, Diversity Alliance of Yavapai		MLK Day – January. Open to everyone, held in Performance Hall
MLK Day – January. Open to everyone, held in Performance Hall		National Salute to Hospitalized Veterans – February. Went to VA Medical Center to assist with their appreciation program for resident Veterans.
Resident Hall Assistants		Valentine’s Bachelor/Bachelorette Dance and Auction – February. 3 RA’s conducted auction during Valentine’s Dance with proceeds benefiting Yavapai Big Brothers/Big Sisters and N.O.A.H. (Needy, orphaned, abused and helpless animals).
Harkins Movie Tickets		Discount Movie Tickets - Assisted in and coordinate sale of discounted movie tickets to students, faculty and staff.

Yavapai College Student Organization	Partners	Community Service Activity
Student Government Association	Y.C. Student Support Services and Verde Student Activities Office	"Swing" – April. Co-sponsored day trip to see Broadway show Swing at Gammage at significantly reduced rates. Open to community.
Student Nurses Association	AAA Taxi	Sponsored Call A Ride and Live providing free, safe taxi rides for Resident Hall students.
	United Blood Services	Community Blood Drives conducted in October 2002 43 pints of blood donated; March 2003 60 pints of blood donated.
		National Bone Marrow Program Drive March – Nursing students conducted sign ups, with one nursing student appearing on the Tonya Mock Show to talk about student participation in this drive. 135 new potential donors were signed up to become bone marrow donors.
	Prescott Valley Head Start	Participated in Dress A Child – November Nursing students participated by entering student information provided by school nurses into program database, assisted with organizing donated clothes for shoppers and purchased clothes for 80 children from the Prescott Valley Head Start Program.
Paralegal Association of Yavapai	Yavapai Food Bank	Thanksgiving Food Drive – November. Collected non perishable food and donated it to Yavapai Food Bank.
	Salvation Army Food Bank	Holiday Food Drive – December Participated in Food Drive with donation made to Salvation Army.
	Salvation Army Angel Tree	Christmas Angels Program – Money this club earned working the concession stand was spent to purchase items for 10 needy children.

Yavapai College Student Organization	Partners	Community Service Activity
		Establishment of Paralegal Scholarship Fund with \$600 scholarships available to assist students in the Paralegal program.
	Community Legal Services, Kathy McCormic from ADR and 4 attorneys	Divorce Clinics conducted in March in Prescott and June in Verde of 2003. 22 students from Paralegal program along with community service partnerships assist 29 clients seeking divorce information.
	Phi Theta Kappa	Advanced Directives Seminar for Seniors – May. In’s and out’s, how’s and why’s of Advanced Directives – open to seniors in our community.
Environmental Club	Chartwells	Working to bring more earth-friendly utensils and eating ware to our cafeteria
	Havasupai Reservation in the Grand Canyon	Trail and CampGround Cleanup – Club members hiked to Havasupai Reservation in the Grand Canyon picking up trash on the trail and in the campground.
	Student Activities Office	David Rovics Concert – February. Environmental and political entertainer with admission by donation – beneficiary was Prescott Union for Peace and Justice. Open to the community with about 100 attendees.
		Community Potluck – October This club hosted a potluck dinner and presented the film “Baraka - journey of rediscovery that plunges into nature, into history, into the human spirit, and finally into the realm of the infinite.”
Phi Beta Lambda		VA Hospital Visit – January 2 students and their advisor visited the residents at the VA Hospital



Yavapai College Student Organization	Partners	Community Service Activity
	Michael Bacigalupi	Priorities of Financial Planning - March seminar open to everyone.
	Prescott Samaritan Village	Scrabble Day - April Through the Recreation Therapy department club members will participate in playing Scrabble with residents.
	City of Prescott Valley	Prescott Valley Clean Up Day - May Participate in city wide clean up day
Phi Theta Kappa	American Cancer Society Action Network	An ongoing project in which P.T.K chapter members join the Network to communicate with legislators about cancer related issues via phone calls, letter and email.
	Skyview School, Y.C. Student Activities Office	September 11 th Ribbon Project - August. P.T.K. chapter members participated with Sky View School children to assemble ribbons that were handed out with event programs. Lesson learned was patriotism, patience and meaning of volunteering.
	American Cancer Society	Skin Cancer Prevention Project - Sept. Work shop open to everyone on how to prevent Skin Cancer
	County Health Dept.	Great American Smoke-Out - November Representatives from County Health Dept. and American Lung Association provided information and workshop on how to stop smoking. Open to everyone.
	VA Medical Center and Y.C. Student Activities Office	Participated in National Salute to Hospitalized Veterans - February
Native American Club	Big Brothers/Sisters	Club members participated in Bowl for Kids in March - raised \$150.00 for this organization

Yavapai College Student Organization Campus Crusade for Christ	Partners	Community Service Activity
		Move in Assistance – August Club members assisted resident hall students move in to res. Halls and provided bottled water.
	Residence Hall Student Assoc.	Block Party – September Event for all resident hall students to mingle, dance and get to know each other.
	MCK Woodworking, Inc.	Helen Cotter Golf Tournament and Benefit – October Club members assisted with project mailing by folding brochures, stuffing envelopes and putting up flyers. Proceeds benefited community member Helen Cotter who is battling cancer.
	KGCB 90.0 Radio, Voice of the Martyrs	For the Love of Islam Seminar – February. Over 1000 members of the community attended this seminar to gain a better understanding of the differences in beliefs between Muslims and Christianity
International Club		Pot Luck & Foreign Film “Himalaya” September
	Resident Hall Assistant	Buddhist Monk speaker – October Attended performance SAMITE in Performance Hall – September
	ERAU	World Hunger Banquet – October International Festival - February

Source: Departmental Records

CBS4.A.1 (05/03)

CBS4.B.1 Number of graduates who received promotions or stayed in their jobs
CBS4 *Graduates who will be better prepared for citizen participation and for the workplace, as articulated in the Qualities of an Educated Person*
Metric B.1 *Graduates prepared for the workplace*

Metric information to be gathered from Long-term Graduate Follow-up Study. Scheduled for academic year 2003-04.

CBS4.B.2 Employer survey results

CBS4 Graduates who will be better prepared for citizen participation and for the workplace, as articulated in the Qualities of an Educated Person

Metric B.2 Graduates prepared for the workplace

The following is repeated from the previous report. Data will be updated in November 2003.

More than 90 percent of the employers of Yavapai College graduates and course completers indicate satisfaction with their employee's overall job preparation. More than two-thirds of the employers are willing to hire another paralegal graduate, 100 percent of the nursing assistant employers indicated they would hire another course completer and 92 percent of the EMS employers would hire another Yavapai College EMS completer.

All of the employers surveyed for the Fire Science and Automotive programs indicated they would hire another Yavapai College program completer.

Employers of Graduates and Course Completers Satisfaction with Overall Job Preparation

Employers of:	Very poor	Poor	Fair	Good	Very good
Nursing Assistant Completer (N = 12)			8%	59%	33%
Paralegal Graduate (N = 3)				33%	67%
Emergency Medical Services Completer (N=13)	--	--	15%	54%	31%
Fire Science Course Completer (N=7)			14%	57%	29%
Automotive Program Course Completer (N=4)			50%	25%	25%

Percentage of Employers of Graduates Willing to Hire Another Graduate or Course Completer

Employers of:	Not sure	No	Yes, with reservation	Yes, definitely
Nursing Assistant Completer (N = 12)				100%
Paralegal Graduate (N = 3)	33%		33%	33%
Emergency Medical Services Completer (N=12)	8%	--	17%	75%
Fire Science Course Completer (N=7)			14%	86%
Automotive Program Course Completer (N=4)			75%	25%

Source: Paralegal Graduate Survey, Nursing Assistant Completer Survey, EMS Completer Survey

CBS4.B.3 Student experience portfolio

CBS4 *Graduates who will be better prepared for citizen participation and for the workplace, as articulated in the Qualities of an Educated Person*

Metric B.3 *Graduates prepared for the workplace*

The Capstone Portfolio course, LSC200, now has 10 instructors familiar with the materials and the course is offered in a variety of formats to accommodate students: pre-session and summer classes and online sections besides the regular semester classes. Students are encouraged, but not required, to complete electronic portfolios to allow for easy archiving but also to showcase a greater variety of their skills, including the technology skills adaptable to the workplace. Students also have the option of creating a portfolio organized around a Resume as the start of an employability portfolio. Exhibits showing preparation for the workplace have included accounting spreadsheets, business plans, power point presentations, computer graphics and software applications, and reflective writing that highlights workplace appropriate outcomes such as self-directive, critical, and reflective thinking as well as collaboration in teams and synthesis/transfer of skills from one area of their life to another (academic, workplace, community, etc.).

Institutional Assessment of a sampling of portfolios from 2000-fall 2002 was completed in spring 2003. Results of the assessment have documented and analyzed in a report from the General Education and Outcomes Assessment Coordinators. The report will be presented to the various academic divisions and published on the College website.

Source: Departmental Records

CBS4.B.3 (05/03)

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CBS 5. Enhanced capacity to attract and retain businesses

- A. Enhanced Capacity to Attract Businesses**
 - 1. Number of new businesses and new employees
- B. Enhanced Capacity to Retain Businesses**
 - 1. Number of employees counseled or trained

CBS5.A.1 Number of new businesses and new employees
 CBS 5 *Enhanced capacity to attract and retain businesses*
 Metric A.1 *Capacity to retain businesses*

From 1997 through 2002, the Small Business Development Center assisted 293 new business start-ups that resulted in 1,006 new employees.

New Business and Employees in Yavapai County Assisted by Professional Development Center

	1997	1998	1999	2000	2001	2002	1997-2002
New businesses	37	41	49	47	58	61	293
New employees	123	219	289	115	123	137	1,006

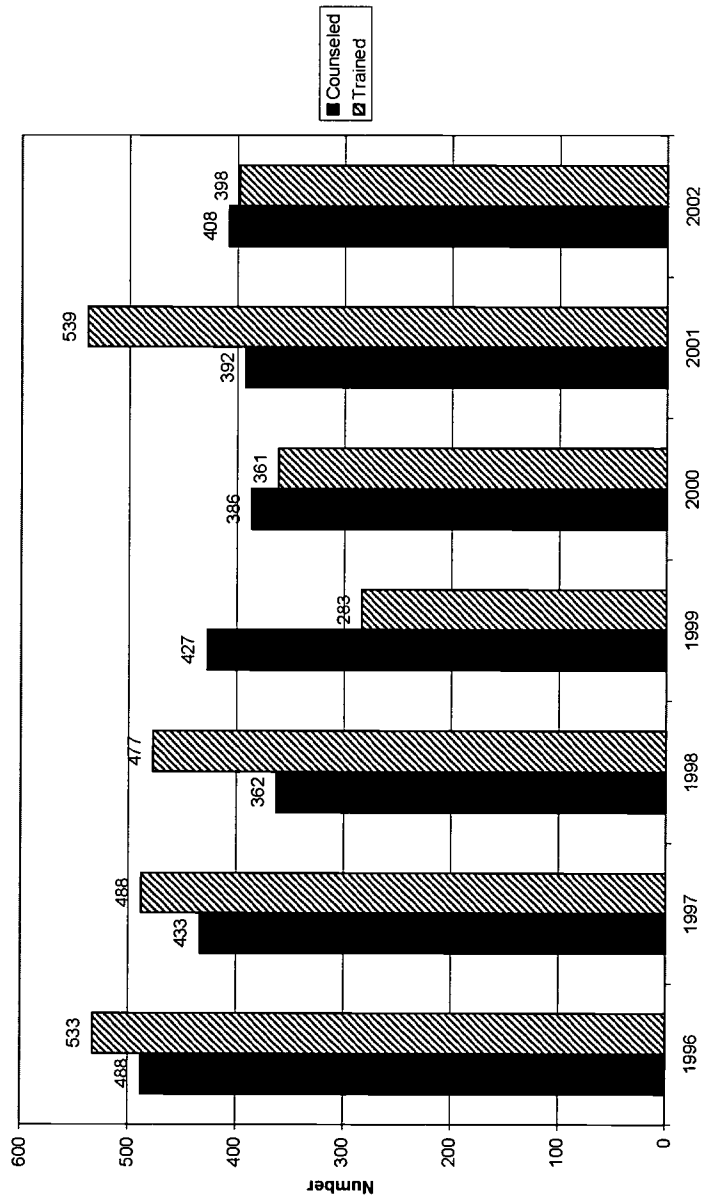
Source: Departmental Records

CBS5.A.1 (05/03)

CBS5.B.1 Number of employees counseled or trained
Enhanced capacity to attract and retain businesses
Metric B.1 Capacity to retain businesses

In 2002, the Small Business Development Center counseled 408 individuals and trained 398.

**Yavapai County Businesses Assisted by
 Yavapai College Small Business Development Center**



SBDC Counseling – 2002
 Total Cases 408

SBDC Training - 2002
 # Trained 398

CBS5.B.1 (05/03)

CaPE Training Figures – 2002

In 2002, the Community and Professional Education (CaPE) was integrated into the Office of Workforce and Economic Development. Listed below are the training figures for the year 2002.

Custom Training – Performed on-site at a business and agency for their employees only.

Number of Courses	47
Number of Attendees	434
Total Course Contact Hours	353

Computer Short Classes – Held in Elks Computer Lab until May 2002. Open to public, but often attended by business employees. No longer held since Yavapai College vacated the Elks building

Number of Courses	26
Number of Attendees	117
Total Course Contact Hours	112

Public Workshops/Courses – Advertised and open to the public. Primarily workshops put on by the Institute for Applied Gerontology and AMA – American Management Association Courses

Number of Courses	6
Number of Attendees	168
Total Course Contact Hours	80

Special Groups – This is primarily the Japanese Exchange Group that comes most summers. Although their stay is several weeks, they complete a one-credit course. Did not come in summer 2002 due to health of the leader.

Number of Courses	0
Number of Attendees	0
Total Course Contact Hours	0

Source: Departmental Records

CBS5.B.1 (05/03)

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CBS 6. *Businesses with the capacity to generate sustainable economic growth and create living wage jobs*

A. Capacity to Generate Sustainable Economic Growth

1. Businesses assisted with sales and finance

B. Capacity to Generate Sustainable Economic Growth

1. Economic impact and return on public investment

CBS6.A.1 Businesses assisted with sales and finance

Business with the capacity to generate sustainable economic growth and create living wage jobs

Metric B.1 *Capacity to Create Living Wage Jobs*

Updated data for this metric is unavailable at this time. The following is repeated from the previous report.

From 1997 through 2000, 28 businesses were assisted with financing totaling \$14 million dollars.

The Yavapai College PDC or the State does not track the revenue generated by growth, average employees, etc. Procedures to gauge the growth of some of these items have been recently instituted; however, results are not available at this time.

Business Assisted with Sales and Finance

	1997	1998	1999	2000	Total 1997-2000
Bank Loans	\$2.8m	\$3.1m	\$4.6m	\$3.5m	\$14.0m
Clients Assisted with Financing	5	6	9	8	28

Source: Departmental Records

CBS6.A.1 (05/03)

CBS6.B.1 Economic impact of college on Yavapai County

Business with the capacity to generate sustainable economic growth and create living wage jobs

Metric B.1 *Economic impact and return on public investment*

Yavapai College provides major economic benefits to the local economy. Some of these benefits are significant but difficult to measure directly. For example, it is nearly impossible to place a dollar value on the economic benefit derived from having a trained and educated workforce available for local businesses. Nonetheless, many of the economic benefits provided by Yavapai College to the local community are tangible, and their value is possible to estimate. The college provides jobs; its employees and students consume goods and services, own property, and invest in the community. Dollars are circulated throughout the local economy through college purchases of goods and services, salary payments, and capital construction. These dollars in turn stimulate the local economy leading to new jobs and additional spending.

State of Arizona Study

In academic year 2001–02, Yavapai College participated in a statewide economic impact study for the community college system. The same firm that conducted the association of college trustees study conducted this study. Reports were provided for each community college and statewide.

- Taxpayers see a return on investments in the Yavapai County Community College District of >100% and recover all investments in less than 1 year.
- Yavapai College pays \$20.3 million in direct faculty and staff wages and salaries, and explains an additional \$62.3 million in wages and salaries off campus.
- Students enjoy an attractive 25% annual return on their investment of time and money—for every \$1 the student invests in YC, he or she will receive a cumulative \$4.35 in higher future earning over the next 30 years.
- The State of Arizona benefits from improved health and reduced welfare, unemployment, and crime, saving the public some \$2.1 million per year.

CBS6.B.1 (05/03)

Previous Studies

Association of College Trustees Study

In 1999-00 in conjunction with the Association of College Trustees, Yavapai College participated in an economic impact study that included the measurement of social benefits. Social benefits include such factors as reduced crime, improved health, lower welfare and unemployment. This model computed a tax investment return range of 11:1 to 29:1 ratio.

Yavapai College Study

In 1998-99, the tax investment in Yavapai College was \$19 million, including county property taxes and state tax support. This investment returned \$175 million to the local economy. For every tax dollar invested, nine dollars were directly returned to the Yavapai County economy. This includes:

- College expenditures in Yavapai County
- Money college employees spend in Yavapai County
- Student and related visitor/Elderhostel expenditure in Yavapai County
- Additional business revenues generated by these expenditures
- Tuition savings over state universities
- Increased earning of students and graduates

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CBS 7. The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy

A. Capacity to access information

1. Number of computer labs and utilization rate
2. Number of library users from the community, number participating in Internet training
3. Number of agencies assisted by Information and Technology Services inside and outside Yavapai College
4. List of all divisions and depts. in-house with programming expertise and skills
5. Number of full and part-time faculty involved professionally in community

B. Capacity to access expertise

1. Number of information technology courses offered through various divisions
2. Number participated in extension mobile lab

CBS7.A.1 Number of computer labs and utilization rate

CBS7 *The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy*

Metric A.1 *Capacity to access information*

The following is repeated from the previous report. Data will be updated in November 2003.

Yavapai College offers students access to 728 computers available in 47 locations throughout the district – a 7.5 percent increase over the previous year.

There are 408 computers at the Prescott campus, 252 at the Verde Valley campus, and 68 at other college locations. All computers are configured to allow Internet and email access.

Yavapai College Computer Labs 2001/2002

Campus Location	Lab Name	Number of Computers
Prescott	Academic Systems Classroom/Lab	21
	Art/Music Lab	16
	Automotive Lab	9
	Anatomy/Physiology Lab	2
	Botany Lab	2
	Chemistry Lab	3
	Business/Computer Science Classroom (13-101)	20
	Business/Computer Science Classroom (CSA175)	12
	Business/Computer Science Classroom (CSA150)	40
	Business/Computer Science Lab	48
	Cisco Classroom and Lab	30
	English Classroom Lab	21
	Financial Aid/Student Services	5
	Foreign Language Classroom	4
	Foreign Language Lab	3
	Gunsmithing	4
	Learning Center	36
	Library	28
	Housing Applications – On-line	1
	Math/Science Classroom	25
	Mayer Access Center	2
Nursing Lab	8	
Peak	12	

CBS7.A.1 (05/03)

Yavapai College Computer Labs 2001/2002 Continued

Campus Location	Lab Name	Number of Computers
	Residence Hall Lab	9
	Student Clubs	10
	Student Job Search	1
	Technology Lab	16
	Testing Center	9
	Veterans Upward Bound	10
	Weaving	1
	Prescott Total	408
Verde	Academic Systems Classroom	13
	Biology Lab	2
	Business/Computer Science Classroom I	16
	Business/Computer Science Classroom II	16
	Business/Computer Science Lab	55
	English Classroom/Lab	22
	Financial Aid/Student Services	1
	Learning Center	23
	Library	17
	Nursing Lab	6
	Camp Verde Lab	20
	Skills Center – Medical Transcription Lab	5
	Sedona Center Arts/Technology	50
	Sedona Cisco Classroom and Lab	6
	Verde Total	252
Other	Mobile Lab	15
	Prescott Valley	18
	Chino Valley	18
	Professional Development Center	17
	Other Total	68
Yavapai College District Total		728

Source: Departmental Records

CBS7.A.1 (05/03)

CBS7.A.2 Number of library users from the community, number participating in Internet training

CBS7 *The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy*

Metric A.2 *Capacity to access information*

The following is repeated from the previous report. Data will be updated in November 2003.

The following tables detail Yavapai College's library resources, and the growth in the use of library services. The library's circulation makes it the largest research collection in Yavapai County with an academic year 2000-01 circulation total of 84,879—an increase of 20 percent from 1997-98. The average daily patronage of Yavapai College libraries is 1,098.

In addition to Yavapai Colleges' libraries, students and faculty have research avenues that reach literally world wide through use of the Internet. The use of library provided electronic resources (Internet-based products, CD-ROM, and Law program products) totaled 62,563, an increase of 88 percent over the previous years.

Yavapai College libraries are open to the public. In academic year 2000-01, 10,841 community members used College libraries.

District Circulation Figures

Circulation	1997-1998	1998-99	1999-00	2000-01
Prescott	56,912	66,412	63,959	60,840
Verde	14,114	15,142	19,742	24,039
Total	71,026	81,554	83,701	84,879

Source: Departmental Records

CBS7.A.2 (05/03)

Circulation by Patron Category

	1998-99			1999-00			2000-01		
	Prescott	Verde	Total	Prescott	Verde	Total	Prescott	Verde	Total
Students (YC)	16,488	2,816	2,816	16,806	4,926	21,732	13,982	4,641	18,623
Students (others)	1,535	0	0	1,161	0	1,161	943	---	943
Faculty	5,756	1,192	1,192	5,175	2,345	7,529	5,795	3,739	9,534
Non-teaching staff	3,297	2,841	2,841	3,220	2,595	5,815	2,734	3,010	5,744
Departments	199	0	0	38	0	38	19	---	19
Community	10,597	2,179	2,179	9,880	3,239	13,119	8,062	2,779	10,841
Other ILL [†]	1,339	1,587	1,587	1,184	1,737	2,921	1,247	1,793	3,040
Inter-library loan (ILL) [§]	16,114	4,294	4,294	14,844	4,632	19,476	15,452	4,319	19,771
Other	11,087	233	233	11,651	259	11,910	12,499	206	12,705
Total	66,412	15,142	15,142	63,959	19,742	83,701	60,840	24,039	84,879

[§]Inter-library loan within the Yavapai library consortium

[†]Inter library loan outside of the Yavapai library consortium

Source: Departmental Records

Library Content Statistics

	Total 1997-98	Total 1998-99	Total 1999-00	Total 2000-01
Prescott and Verde collections				
Books (volumes)	88,189	92,555	92,693	96,796
Documents vols.	70,051	70,087	71,670	68,570
Periodical subs.	1,107	1,109	1,118	1,118
Audio Visual titles	5,858	5,634	6,796	7,032
Item in Dynix	94,216	99,024	106,266	96,796

Source: Departmental Records

Average Daily Gate Count

	1997-98	1998-99	1999-00	2000-01
Prescott	1,091	1,274	897	866
Verde	235	259	246	232
Total	1,326	1,533	1,143	1,098

In-house Electronic Resources

	1998-99	1999-00	2000-01
Internet-based	26,393	28,045	62,563
CD-ROM	3,658	4,543	832
Law Program	1,105	679	209
Lab applications			71,803
Total	31,156	33,267	135,407

Source: Departmental Records

*Prescott location also includes Community campus figures

CBS7.A.3 **Number of agencies assisted by Information and Technology Services inside and outside Yavapai College**
CBS7 *The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy*

Metric A.3 *Capacity to access information*

The following is repeated from the previous report. Data will be updated in November 2003.

Yavapai College's Information and Technology Services (ITS) provides hardware, software, and programming support within the college to all departments. Additionally, ITS assists some local school districts (see highlights listed below).

- Chino Valley and Skull Valley School Districts
 - A. Functions as the Internet Service Provider (ISP)
 - B. Provides technical and installation/troubleshooting assistance
- Prescott Unified School District
- A. Works with the Prescott Unified School District (PUSD) Information and Technology department to potentially provide technical training to volunteers to help with computer support at the PUSD schools
- Sylvan Prometric Testing Center
- A. Yavapai College has been accepted as a Sylvan Prometric Testing Center. Yavapai College may now offer testing and assessment services for professional licensure and certification in over 80 subject areas - including testing for Microsoft Certification. In the past, one would have to travel to Phoenix to take a certification exam

Source: Departmental Records

CBS7.A.3 (05/03)

CBS7.A.4 List of all divisions and depts. in-house with programming expertise and skills
CBS7 *The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy*
Metric A.4 *Capacity to access information*

Survey of in-house programming expertise and skills to be determined at a later date.

CBS7.A.5 **Number of full and part-time faculty involved professionally in community**
CBS7 *The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy*
Metric A.5 *Capacity to access information*

Results of the survey conducted by The Leadership Center on the college community volunteer efforts will be provided at a later date.

- CBS7.B.1** Number of information technology courses offered through various divisions
 CBS7 *The capacity to access information, expertise, technology assistance, and resources needed to be competitive in a global economy*
- Metric B.1 *Capacity to access information*

All of Yavapai College's information and technology courses are located in the Business division. During the past five years, over 100 unique computer courses have been developed and offered.

Selected Information and Technology Courses

Basic Courses

Basic Computer Literacy
 Getting to Know your Personal Computer
 Meet the Macintosh
 Meet the Macintosh Using ClarisWorks
 Windows Tips and Tricks

Hardware Related Courses

Computer Upgrading Maintenance
 PC Installation
 PC Troubleshooting and Repair
 PC Architecture
 Upgrade your Personal Computer

Software Usage Courses

Advanced Microsoft Word
 Microsoft Excel Fundamentals
 Microsoft Works I
 Powerpoint for Windows
 Access for Windows

Programming Courses

Principles of Programming
 Programming in Basic
 Programming in Visual Basic
 Programming in C++

Internet Related Courses

Creating Web Pages
 3-D Web Design
 Surfing the Internet
 Java Programming

CISCO Academy

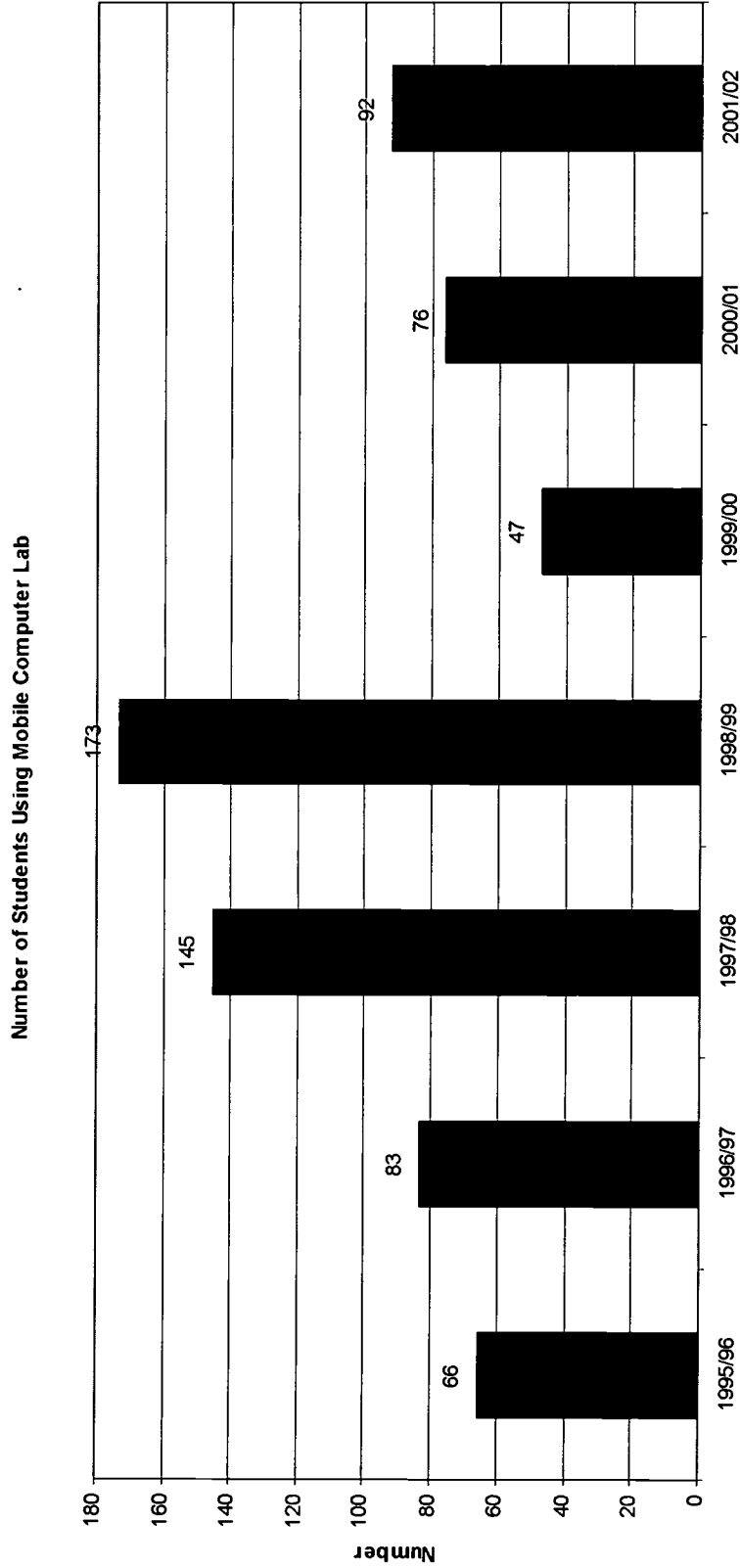
Network Fundamentals
 Network Routers
 Wide Area Networks (WAN)

CBS7.B.1 (05/03)

CBS7.B.2 Number participated in extension mobile lab
Enhanced capacity to attract and retain businesses
 Metric B.2 *Capacity to access expertise*

The following is repeated from the previous report. Data will be updated in November 2003.

The use of the extension mobile lab has increased steadily in Yavapai County from 1995 – 1999. While there was a significant drop in academic year 1999-00 and 2000-01, usage has been increased for academic year 2001-02 with 16 additional students (21 percent) over the previous year. Drop in usage for the past three years may be attributed to market saturation. Only 10 classes offered to date in 2001/02 have made the final roster.



Note: Numbers include Custom Training and Career Skills.

CBS7.B.2 (05/03)

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CBS 8. Educated and informed community leaders who possess the vision and knowledge to build healthier communities

A. Informed Community

1. Number of participants in community seminars and forums; accomplishments and impact
2. Achievements of graduates, long-term

CBS8.A.1 Number of participants in community seminars and forums; accomplishments and impact
 CBS8 Educated and informed community leaders who possess the vision and knowledge to build healthier communities
 Metric A.1 Educated and informed community leaders

Yavapai College offers a wide variety of leadership training and assistance to Yavapai County residents. With this training and assistance, Yavapai County will have citizens who possess the vision and knowledge to build healthier communities.

Availability of Leadership Training and Assistance Supported by the Leadership Center

Project Title	The Coming of Age Moderator Training	Participants
Service Area	Predominately statewide but includes 9 from Yavapai County	
Purpose	1 day conference training self-selected citizens the skills to moderate public forums on the opportunities and challenges of an aging population	43
Project Title	The Coming of Age ChoiceWork Dialogue	
Service Area	Tri-City Area	
Purpose	To gather input from citizens on how to prepare Arizona communities for the opportunities and challenges presented by an aging population	40
Project Title	Governor's Education Summit: K-12 Classroom Spending	
Service Area	Rural Northern Arizona	
Purpose	To gather input from educators on how to get more money back into the classrooms and out of administration and operating costs. YC provided facilitators for breakout sessions	200+
Project Title	Governor's Annual Forest Health and Safety Conference	
Service Area	Rural Northern Arizona	
Purpose	To gather input from citizens, elected and appointed officials, and forestry experts on how to care for Northern Arizona Forests. YC provided facilitators for breakout sessions	400+
Project Title	Tree City, U.S.A	
Service Area	Prescott Area	
Purpose	Convene community partners to develop plan to become a tree city U.S.A member allowing the City of Prescott more grant opportunities to protect the forest and urban trees	12
Project Title	Save Young's Farm	
Service Area	Yavapai County	
Purpose	To convene community leaders to save Young's farm from development through conservation easements, grants, conservation farming, etc.	30

CBS8.A.1 (05/03)

Project Title	Achievement Gap	
Service Area	National Project impacting Yavapai County	
Purpose	To design a discussion guide on the issue of the achievement gap to be used in community forums by citizens.	20
Project Title	Career Skills Graduating class in Black Canyon City	
Service Area	Black Canyon City	
Purpose	Presentation on leadership... "Just do it!"	12
Project Title	Civic Engagement in Service Learning Curriculum	
Service Area	Arizona	
Purpose	Teaching civic participation practices to teachers to use in their classrooms to inspire students to be involved in their communities	100+
Project Title	Partners for Active Leadership	
Service Area	Tri-City Area	28
Purpose	Training seminar on Community Leadership	
Project Title	Gubernatorial Forum (Primary) at YC Performance Hall – August 6, 2002	
Service Area	West Yavapai County	200
Purpose	Gubernatorial Candidates Forum	
Project Title	Legislative Forum (Primary) at YC Performance Hall – August 8, 2002	
Service Area	West Yavapai County	120
Purpose	State Legislative District #1 Candidates Forum	
Project Title	U.S. Congressional Forum (Primary) at YC Performance Hall – August 12, 2002	
Service Area	West Yavapai County	120
Purpose	Congressional District #1 Candidates Forum	
Project Title	Clean Elections Forum Legislative Forum (Primary) in Sedona – August 13, 2002	
Service Area	Sedona and East Yavapai County	45
Purpose	State Legislative District #1 Candidates Forum	
Project Title	Gubernatorial & Legislative Forum (General) – September 18, 2002	
Service Area	West Yavapai County	200
Purpose	Gubernatorial Candidates & State Legislative District #1 Forum	
Project Title	Ballot Propositions Forum (General) in Clarkdale – October 2, 2002	
Service Area	East Yavapai County	25
Purpose	Information Forum on Ballot Measures	
Project Title	Clean Elections Forum Legislative Forum (General) in Clarkdale – October 10, 2002	
Service Area	East Yavapai County	25
Purpose	State Legislative District #1 Candidates Forum	

CBS8.A.1 (05/03)

Project Title	Ballot Propositions Forum (General) in Prescott – October 24, 2002	25
Service Area	West Yavapai County	
Purpose	Information Forum on Ballot Measures	
Project Title	Bureau of Land Management Public Meeting (2 session)	200
Service Area	West Yavapai County	
Purpose	Citizen participation for Agua Fria National Monument & Bradshaw-Harquahala Land Management plans	
Project Title	Affordable Housing	30
Service Area	West Yavapai County	
Purpose	Strategic planning for two affordable housing commissions Board of Directors	
Project Title	City of Prescott General Plan	800
Service Area	City of Prescott	
Purpose	Invited 800 Prescott Residents to attend open houses for draft City of Prescott General plan	
Project Title	Big Brothers Big Sisters Board of Directors Retreat	18
Service Area	Sedona and East Yavapai County	
Purpose	Design and deliver strategic planning session for Verde Valley Big Brothers Big Sisters Board of Directors	
Project Title	Tri-City Partnership (For Children with Special Health care needs)	35
Service Area	West Yavapai County	
Purpose	Design and deliver strategic planning session for the members	
Project Title	Prescott Valley Chamber of Commerce Non-Profit Organizations	70
Service Area	Prescott Valley and Tri-City Area	
Purpose	Two-hour training on reinvigorating board members of Non-Profit Boards	
Project Title	File of Life	20
Service Area	Granite Shadows Neighborhood Association, Prescott	
Purpose	Emergency Medical Intervention for housebound	
Project Title	Flight Safety Survey	74
Service Area	Yavapai College Students from Yavapai County	
Purpose	Survey by ERAU Graduate student on Airline Safety Procedures & Exit Row Training	
Project Title	AmeriCorp Partners and Members Leadership Training	26
Service Area	Yavapai County	
Purpose	Leadership training for Partners and Member of the AmeriCorp partnership	

CBS8.A.1 (05/03)

Project Title	Bagdad Core Community Monthly Meetings	20
Service Area	Bagdad, AZ	
Purpose	To improve the quality of life in Bagdad by partnering with local community organizations, local government and private industry to address problems and to implement economic development projects.	
Project Title	Burying the Utility Lines Mountain Club Park	369
Service Area	Prescott Area	
Purpose	Project design to teach collaboration, conflict management, community building and resource development and environmental protection to the residents of Mountain Club and several community partners	

CBS8.A.1 (05/03)

CBS8.A.2 Achievements of graduates, long-term
CBS8 *Educated and informed community leaders who possess the vision and knowledge to build healthier communities*
Metric A.2 *Informed community leaders*

Achievements of Yavapai College graduates will be collected at a future date in the long-term graduate follow-up study.

CBS8.A.2 (05/03)

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CBS 9. Access to a wide-array of cultural opportunities

A. Access to a Wide-array of Cultural Opportunities.

1. Number of programs and events offered at the Performance Hall and people attending
2. Numbers participating in culturally diverse classes and programs

CBS9.A.1 Number of programs and events offered at the Performance Hall and people attending

CBS9 *Access to a wide-array of cultural opportunities*

Metric A.1 *Access to a wide-array of cultural opportunities*

Yavapai College's Performance Hall is a cornerstone for cultural events in Prescott and Yavapai County. In total, an estimated 47,450 individuals attended cultural events at Yavapai College. In 2002 alone, over 27,610 people attended events at the Yavapai College Performance Hall. Another estimated 19,840 individuals participated in Yavapai College supported cultural and community events.

In a recent survey conducted on Performance Hall usage in Yavapai County, over 39 percent of the respondents district wide reported attending concerts in the performance hall. Attendance/involvement increases to more than 61 percent in the Prescott region.

2002 Yavapai College Supported Cultural and Community Events	Participants
Art Gallery and Sculpture Garden Exhibitions	
Prescott Symphony	
International Students campus and community activities	
Music Department's community brown bag lunch concerts	
Martin Luther King Jr.'s birthday activities	
Music Department Concerts	
Facilities Rentals	
Phoenix Symphony	
Subtotal	19,840
2002 on Campus Events	
Performance Hall events attendance	27,610
Children's Artist in Residence programs (see below)	N/A
Total Attendance – all events	47,450

CBS9.A.1 (05/03)

**Yavapai College/City of Prescott/Acker Trust/Pam & Bob Haber
Artist in Residence Program**

Each year Yavapai College presents a varied schedule of artists in residence program for the youth of Yavapai County. Music, dance and theater are featured in special daytime performances during the school year. This program serves students from public, private, charter and home schools. They also serve YEI, the Arizona Pioneers Home, VA Center, Margaret T. Morris Center, Prescott Adult Day Care, Y.E.S. the ARC, special needs students and Sterling Ranch. Most of the performances are at Yavapai College Performance Hall (YCPH). Prescott schools served this year include: Abia Judd, Christian Academy, Granite Mountain Middle, Hall Home School, Headstart, Heritage Christian Educators; Lincoln, Miller Valley, Mountain Oak Charter, New Adventures Pre-school, Prescott Mile High Middle, PUSD Home Bound, Primavera, Sacred Heart, Skyview Charter, Taylor Hicks, and Washington. Other Yavapai County schools include: Chino Valley High Life Skills Club, Cottonwood Elementary, Coyote Springs Elementary, Franklin Phonetic Primary, Heritage Middle, Mayer High, Parkview Middle, and Paulden Elementary.

The cost for performances at YCPH is \$1 per student, teachers, aides, and parents. Or, if the artist visits their respective schools, the cost is \$200 per performance.

Sources: Departmental Records
Master Plan Survey, November 1999

CBS9.A.1 (05/03)

CBS9.A.2 Numbers participating in culturally diverse classes and programs
CBS9 Access to a wide-array of cultural opportunities
Metric A.2 Cultural diversity

The following is repeated from the previous report. Data will be updated in November 2003.

Cultural diversity is a necessity in today's global economy. Yavapai College offers students multiple opportunities to study and learn about an array of diverse cultures. Last year, Yavapai College offered 88 international/multicultural studies courses, which had an enrollment of 1,089.

Yavapai College International and Multicultural Studies Offerings and Enrollment

Courses and Enrollment	1997-98	1998-99	1999-00	2000-01	2001-02
Number of Courses	82	86	83	74	88
Enrollment	1256	1252	1179	1035	1089

Source: Institutional Research Data Warehouse; sec_basics; academic year: fall, spring, summer

International and Multicultural Studies Courses Offered at Yavapai College

AHS150 Chi Kung	GEO102 World Geography - East	LSC101L Connections: Women Issues/Options
AHS 151 Chi Kung II	GEO104 The International Experience	LSC101O Connections: Culture & Human Values
ANT102 Intro. To Cultural Anthropology	GEO105 Intro. To Cultural Geography	LSC/HIS201 Western Civilization I
ANT211 Women in Cross-Cultural Perspective	GEO201 Global Issues	LSC/HIS202 Western Civilization II
ART100 Art Appreciation	HIS230 Islamic Civilization	LSC/HIS203 Western Civilization III
ART200 Art History I	HIS241 Traditional Asian Civilization	LSC251 Cultural Diversity
ART201 Art History II	HIS242 Modern Asian Civilization	MUS240 Music Appreciation
ENG217 Major Issues in World Literature	HIS281 Latin American Civilization	PHE132 Tai Chi Chih
ENG235 Travel Literature	HUM241 Humanities in the Western World I	PHI201 Comparative Religions
ENG239L Images S.W. Chicano Literature	HUM242 Humanities in the Western World II	PHI240 Philosophy East and West
GE0101 World Geography - West	LSC101A Connections: A Sense of Place	PHI245 Introduction to Eastern Philosophy

Source: Yavapai College General Catalog

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CBS 10. Access to benefits of partnerships created with various private and public entities

A. Access to Benefits of Partnerships

1. Partnerships with private and public entities

CBS10.A.1 Partnerships created with private and public entities
CBS10 Partnerships with private and public entities
Metric A.1 List of partnerships created

Intergovernmental Agreement Partners	
Partnership	NACOG/WDC and AWEI
Purpose	To provide workshops to Temporary Assistance for Needy Families (TANF) and Food Stamp Workshop participants utilizing the Department's specified curriculum
Partners	Yavapai College, Northern AZ Council of Governments – Economic Workforce Development Center, AZ Women's Education & Employment
Partnership	Educational Talent Search
Purpose	To help students develop better academic skills and career awareness, increase competencies, completion & graduation rates in grades 6 – 12, help students become better prepared for postsecondary education & help gain greater parental participation in the social, emotional and academic growth of their children
Partners	Yavapai College, Bagdad USD, Camp Verde USD, Chino Valley USD, Excell Education Centers, Inc., Humboldt USD, Mayer USD, Prescott USD
Partnership	Tech-Prep Consortium and Tech-Prep Articulation Agreement
Purpose	To provide articulation of vocational/technological instruction for students during high school and their first two years of college
Partners	Yavapai College Departments: Business & Computer Science, Construction & Building Trades, Automotive, Welding, Manufacturing, Agriculture, Early Childhood Education; Ash Fork JUSD, Bagdad USD, Camp Verde USD, Excell Education Centers, Inc., Humboldt USD, Mayer USD, Mingus Springs Charter School, Mingus UHSD, Prescott USD, Sedona-Oak Creek JUSD, Seligman USD
Partnership	Yavapai County Alternative Education Program
Purpose	To provide an alternative method of academic instruction for students who have dropped out of school, who are at-risk of dropping out of school, and/or who have the academic ability but are not achieving at their competency level
Partners	Yavapai College, Prescott USD
Partnership	Educational Services – Coconino Community College District
Purpose	A basis for a cooperative endeavor in the Sedona community between Coconino Community College and Yavapai College.
Partners	Yavapai College, Coconino Community College

	Joint Use Agreement – City of Prescott
Partnership Purpose	Cooperative venture to share public facilities (Roughrider baseball field, Roughrider Tennis Courts, Ken Lindley Field, Walraven Gym, Roughrider softball field, Yavapai Performance Center and Yavapai College dorms)
Partners	Yavapai College, City of Prescott, Parks & Recreation Department
Partnership Purpose	Yavapai County Leadership Collaborative To provide Yavapai County citizens with opportunities to develop their knowledge, skills and abilities in community leadership capacity, to demonstrate the importance of community leadership development in fostering effective, inclusive communities, to provide citizens, the private sector and the public sector with a framework in which they may participate in the process of a self-directed government, cultivate entrepreneurship in the local non-profit sector to empower community development
Partners	Yavapai College, Embry-Riddle Aeronautical University, Prescott College, Tri-City Town Hall, APS, 2020 Forum, Partners for Active Leadership (PAL), Youth Count, University of Arizona Cooperative Extension and several community leaders
Partnership Purpose	ODU Teletechnet To provide access to higher education through distance learning opportunities for students of Yavapai County who are unable to move their locality
Partners	Yavapai College, Old Dominion University
Partnership Purpose	Arizona State Governor’s Office A common desire to provide Yavapai County communities with increased access to state resources and to serve the need to provide and expand state services to communities in Yavapai County
Partners	The Leadership Center at Yavapai College, AZ State Governor’s Office, Northern Arizona Office Governor’s Office
Partnership Purpose	AmeriCorp Partnership To build civic infrastructure by recruiting volunteers for vital community organizations and the college and by promoting a culture of volunteerism in Yavapai County and with the employees of Yavapai College
Partners	The Leadership Center at Yavapai College, Youth Count, United Way, Stepping Stones, YMCA, Big Brothers Big Sisters, Boy’s and Girls Club of Central Yavapai, Yavapai Tobacco-Free Partnership, CASA (PUSD’s after school program)



Partnership	Arizona Civic Leadership Initiative
Purpose	To convene citizens, community leaders, elected and appointed officials to familiarize them with community needs and issues and how Arizona Community Colleges can assist them in addressing those needs and issues. To broaden and deepen the relationship between Arizona Community Colleges and the communities they serve, to expand community ownership of Arizona Community Colleges and to enable people in the community to see the relevance of their community colleges.
Partners	The Leadership Center at Yavapai College, Cochise Community College, Coconino Community College, Central Arizona Community College, Eastern Arizona Community College, Mohave Community College, Maricopa Community College, Northland Pioneer Community College, Pima Community College, Yuma Community College
Partnership	ACCESS Center
Purpose	To define the provision of services, facilities use, access to services and facilities; and define mutually exclusive responsibilities in providing a jointly-developed ACCESS Center in Mayer Public Library
Partners	Yavapai College, Yavapai County Library District, Mayer Public Library Board
Partnership	POST Articulation
Purpose	Provides 15 semester hours of credit to students who have graduated from Arizona Peace Office Training (POST) certified police academies. The course competencies of the Arizona POST academy curriculum are embedded in the Administration of Justice and Police Certification curriculum at Yavapai College
Partners	Yavapai College, Arizona POST
Partnership	Allied Health Professions Partnership
Purpose	Offers provisions for Central Arizona College to offer on-line programs of study in Allied Health Professions (AHP) within Yavapai College District boundaries
Partners	Yavapai College, Central Arizona College
Partnership	Facilities Use Agreement
Purpose	Provides Yavapai College use of the Verde Rural Fire Station facilities for college classes
Partners	Yavapai College, Verde Rural Fire Department
Partnership	Facilities Use Agreement (Prescott Campus)
Purpose	Develop agreement for Pest Control Testing
Partners	Yavapai College, Metro Institute for Pest Control Testing

Partnership	Facilities Use Agreement
Purpose	Allow Yavapai College extension classes to be held at Antelope Hills Golf Course
Partners	Yavapai College, City of Prescott
Partnership	Facilities Use Agreement (Chino Valley)
Purpose	Use of space at Territorial Elementary school
Partners	Yavapai College, Chino Valley School District
Partnership	IGA Service Agreement (Chino Valley Internet)
Purpose	Internet service agreement
Partners	Yavapai College, Chino Valley School District
Partnership	Northern Arizona University
Purpose	To define the provision of services, facilities use, access to services and facilities, and to define mutually exclusive responsibilities in providing jointly developed program initiatives
Partners	Yavapai College, Northern Arizona University
Partnership	Yavapai County Community Oriented Policing Services (COPS)
Purpose	To work as partners with parents, educators, and community members in the identification and implementation of effective strategies for prevention and/or reduction of school-related violence
Partners	Yavapai College District, Yavapai College Campus Safety, Camp Verde Marshall's Office, Chino Valley Police Department, City of Cottonwood Police Department, Prescott Police Department, Prescott Valley Police Department, Sedona Police Department, Yavapai County Sheriff's Office
Partnership	YCCE Discovery Series
Purpose	To present the arts to the underserved populations of Yavapai County in order to educate and develop audiences of the future
Partners	Yavapai College Community Events, school PTA's Arizona Commission on the Arts, Western States Arts Foundation, City of Prescott/Acker Trust, Performing Arts Charitable Endowment, Veteran's Administration

Partnership	Youth Count
Purpose	Communities creating non-traditional solutions to the unique challenges facing our youth today
Partners	Yavapai College School-to-Work, Town of Chino Valley, City of Prescott, Town of Prescott Valley, Yavapai County, Yavapai- Prescott Indian Tribe. Private funders: Margaret T. Morris Foundation and Yavapai County Community Foundation (Advise funds). Participating Organizations: Children's Council, Yavapai Count Health Dept., YMCA, Big Brothers Big Sisters, Parents Anonymous, Juvenile Court Center, Rehabilitation Services Administration, school districts
Other Partnerships	
Partnership	Nursing Placement Partnership
Purpose	Provide clinical placement for nursing and nursing assistant students
Partners	Yavapai College Nursing Department, American Lutheran Preschool, AZ Pioneer Home, Chino Valley Head Start, Cottonwood and Yavapai College Head Start, Granite Mt. Home Health – Prescott & Verde, The Guidance Center – Flagstaff, Prescott Head Start, Hospice Family Care, Robert H. Jochim, Ltd., Kachina Point Care Center, Maricopa Health System, J. Dan Morris, MD, Northern Arizona Healthcare, Prescott Free Clinic, Prescott Outpatient Surgical Center, Prescott Samaritan Village, Prescott YMCA, Primavera School, Renal West, Rio Verde Health Care Center, Rummel Eye Care, Verde Valley Medical Center, Veterans Affairs Medical Center, West Yavapai Guidance Clinic – Hillside Center, Barry Wade, MD, A Woman's Place, Yavapai County Health Department, Yavapai County Jail, Yavapai Regional Medical Center
Partnership	Yavapai Library Network
Purpose	Resource sharing using a common automated library system that provides patrons with access to materials from all the member libraries (currently over 600,000 items) in the Yavapai Library Network
Partners	Yavapai College Library, Arizona Archaeological Society – Yavapai Chapter, Ash Fork Public Library, Bagdad Public Library, Black Canyon City Community Library, Bradshaw Mountain High School, Camp Verde Community Library, Chino Valley High School, Chino Valley Public Library, Clark Memorial Library (Clarkdale), Congress Public Library, Cordes Lakes Library, Cottonwood Public Library, Crown King Public Library, Del Rio Elementary School, Embury Riddle Aeronautical University, Heritage Middle School (Chino Valley), Jerome Public Library, Mayer Public Library, Prescott College, Prescott High School, Prescott Public Library, Prescott Valley Public Library, Sedona Public Library, Seligman Public Library, Sharlot Hall Museum, Smoki Museum Library, Wilhoit Library, Yarnell Public Library, Yavapai County Library District
Partnership	Yavapai College Library/Arizona Archaeological Society – Yavapai Chapter
Purpose	To assist the Arizona Archaeological Society in original cataloging (creating a bibliographic record from the item at hand) and retrospective conversion of materials (converting paper catalog cards to an electronic format for the purpose of multiple access points using computers)
Partners	Yavapai College Library, Arizona Archaeological Society – Yavapai Chapter

Partnership	Veteran's Upward Bound
Purpose	Serves any qualified veteran who desires to obtain a GED or take college prep courses absolutely free. As part of TRIO, Veteran's Upward Bound, a federally funded program, offers courses in English, Math, Computers, Language, Social Studies and Lab Science
Partners	Yavapai College, Veterans Administration
Partnership	Walnut Creek Center for Education and Research
Purpose	Offers innovative, field-based experiences in environmental education, appreciation and research
Partners	Yavapai College Science/Math Division, Northern Arizona University, Prescott College, Sharlot Hall Museum, United States Forest Service
Partnership	North Central Arizona Mathematics and Science Consortium (NCAMSC)
Purpose	Regional training center for mathematics, science and technology
Partners	Yavapai College Science/Math Division, 17 school districts, 2 charter schools, 5 higher education organizations, 2 community agencies and 5 private schools spread over most of central and northern Arizona
Partnership	YouthSAFE
Purpose	School/law partnership funded by U.S. Department of Justice to reduce violence in middle schools.
Partners	Yavapai College School to Work, Youth Count, Granite Mountain Middle School (Prescott), Camp Verde Middle School, West Sedona Middle School, Heritage Middle School (Chino Valley) and law enforcement entities in each jurisdiction including the County Sheriff's Department, Prescott Police Department, Prescott Valley Police Department, Chino Valley Police Department, Sedona Police Department, and U.S. Marshall's office
Partnership	Bagdad Core Meeting
Purpose	To improve the quality of life in the unincorporated area of Bagdad by implementing community building activities
Partners	Yavapai College, Leadership center, Insignia, Yavapai County Sheriff's Office, Phelps Dodge Bagdad Inc., Bagdad Unified School District, Bagdad business & religious communities and several citizen leaders of Bagdad
Partnership	Community Leadership Collaboration
Purpose	An aggressive far-reaching multi-organizational effort to identify service gaps, prioritize objectives in leadership education and share resources available to create sustainable leadership education in Yavapai County
Partners	Yavapai College, Leadership Center, Embry-Riddle Aeronautical University, Partners for Active Leadership (PAL), Prescott College, Tri-City Town Hall, Youth Count and 2020

Partnership	Arizona Civic Leadership Initiative
Purpose	To convene citizens, community leaders, elected and appointed officials to familiarize them with community needs and issues and how Arizona Community Colleges can assist them in addressing those needs and issues. To broaden and deepen the relationship between Arizona Community Colleges and the communities they serve, to expand community ownership of Arizona Community Colleges and to enable people in the community to see the relevance of their community colleges.
Partners	The Leadership Center at Yavapai College, Cochise Community College, Coconino Community College, Central Arizona Community College, Eastern Arizona Community College, Mohave Community College, Maricopa Community College, Northland Pioneer Community College, Pima Community College, Yuma Community College
Partnership	Coming of Age Forums
Purpose	To convene citizens, community leaders, elected and appointed officials to help familiarize them with the challenges and opportunities of Arizona's aging population and to create community change by involving them in change efforts to make Arizona communities more elder friendly.
Partners	The Leadership Center at Yavapai College, Cochise Community College, Coconino Community College, Central Arizona Community College, Eastern Arizona Community College, Gila Community College, Mohave Community College, Maricopa Community College, Northland Pioneer Community College, Pima Community College, Yuma Community College Arizona Department of Health Services, the Arizona Department for Economic Security, The Governor's Advisory Council on Aging, Pima Health System and Services, The Alzheimer's Association, the Foundation for Senior Living, The Arizona Office of the AARP, the Arizona Health Care Association and the Arizona Senior Center Association
Partnership	The Achievement Gap
Purpose	To create a discussion guide for community forums on The Achievement Gap and to convene forums on the achievement gap in Yavapai County
Partners	The Leadership Center at Yavapai College, The Kettering Foundation, University of Illinois Cooperative Extension, College of DuPage, Naperville School District #203 in Naperville Illinois, Office of the Deputy Chief of Education, Community High School District #99 in Downers Grove Illinois, Center for Civic Participation at Maricopa Community College District, Montgomery College, Gulf Coast Community College in Panama City Florida, Kent State University, Illinois Board of Higher Education
Partnership	National Issues Forums
Purpose	National Issues Forums (NIF) is a nonpartisan, nationwide network of locally sponsored for the consideration of public policy issues. They are rotted in the notion that citizens need to come together to deliberate, find common ground and act publicly to address complex community problems that cannot be solved by government intervention.
Partners	The Leadership Center at Yavapai College, The Kettering Foundation

Partnership Purpose	Tree City U.S.A. A partnership to help the City of Prescott become a Tree City USA, sponsored by The National Arbor Day Foundation in cooperation with the USDA Forest Service and the National Association of State Foresters, provides direction, technical assistance, public attention, and national recognition for urban and community forestry programs.
Partners	The Leadership Center at Yavapai College, APS, City of Prescott, Cooperative Extension – U of A, Prescott College, Prescott Fire Department, The Prescott Area Wildland/Urban Interface & Individual Prescott residents
Partnership Purpose	Candidates & Ballot Measures Forums in Yavapai County A partnership with several community organizations to convene 8 candidate and ballot measures forums throughout Yavapai County. (The only partner who participated in every forum is the Leadership Center at Yavapai College.)
Partners	The Leadership Center at Yavapai College, YC Small Business Development Center, The Daily Courier, Prescott Chamber of Commerce, The Prescott Valley Chamber of Commerce, The Central Yavapai League of Women Voters, The League of Women Voters of Sedona-Verde Valley Chapter, The American Association of University Women, The League of Women Voters Of Arizona, The Citizen's Clean Elections Commission, Arizona Community College Association, Center for Civic Participation at Maricopa Community Colleges
Partnership Purpose	Agua Fria National Monument and Bradshaw-Harguhala Land Management Plan - BLM A partnership to help convene citizens in Yavapai County to give input on the BLM's 10 year Land Management Plan for the Agua Fria National Monument and Bradshaw-Harguhala
Partners	The Leadership Center at Yavapai College, BLM and Sharlot Hall Museum
Partnership Purpose	Tri-City Partnership Tri-City Partnership is parents partnering with professionals to improve the lives of children, adults and families with disabilities or special healthcare needs. Including but not limited to: Physical, Mental, Emotional, Behavioral, Learning, Developmental, Cognitive, Medical
Partners	The Leadership Center at Yavapai College, DDD, Yavapai County Health Department, Creative Networks, Easter Seals, DePue & Associates, Horses with Heart, Civitan, Governor's Office for Children with Special Health care Needs, Humboldt Unified School District, HCEI Speech Therapy, Prescott Valley Parks & Recreation, AIRE, Prescott Parks & Recreation, Chino Valley School District, Four County Conference on Developmental Disabilities, AZEIP, Prescott Unified School District, ARC of AZ, Prescott Pediatric Occupational Therapy, PINS, Sander Physical Therapy, Raising Special Kids, High Country Early Intervention

Partnership	Mountain Club Park
Purpose	To bury the utility lines in Mountain Club Park thereby saving the 200 year old Ponderosa Pines in accordance with "building healthier communities by encouraging people to participate in government and design their own future with sustainable economic development and stewardship of resources."
Partners	The Leadership Center at Yavapai County, Yavapai College, APS, QWEST, Cable One, Yavapai County, City of Prescott & the residents of the Mountain Club
Partnership	Yavapai College Partnership Program
Purpose	To provide custom, on-site educational opportunities for managers and staff of the Verde Valley's Large employers
Partners	Yavapai College, L'Auberge de Sedona, Arroyo Roble Resort, Los Abridados Resort and Spa, Town of Jerome, Hilton Sedona Resort, Poco Diablo Resort, Best Western Inn of Sedona, Town of Camp Verde, City of Cottonwood, Town of Clarkdale, Sedona Fire District, City of Sedona
Partnership	Arizona Small Business Development Center Network
Purpose	To simplify the process by which the participating institutions agree to comply with the requirements set forth by the U.S. Small Business Administration by incorporating these assurances and certifications into a single agreement.
Partners	Yavapai College, Maricopa Community College District, U.S. Small Business Administration (SBA)
Partnership	Arizona Learning Systems
Purpose	Statewide plan to interconnecting and consolidating community college, university and K-12 telecommunications systems and tying individual community college districts' electronic delivery systems together
Partners	Yavapai College, Maricopa County Community College district
Partnership	Yavapai County One-Stop Delivery System
Purpose	To build a workforce development system and eliminate unwarranted duplication of services that will substantially improve the employment skills of the customer which will benefit employers and the economic development of the Local Workforce Investment Area
Partners	Yavapai College, Yavapai County Workforce Investment Board
Partnership	Zaki Gordon Institute for Independent Filmmaking
Purpose	The Zaki Gordon Institute is a private foundation with ties to film industry. Zaki Gordon provides lecturers and shares in the cost of the program. Students learn to produce all-digital independent films with classroom learning in area such as scriptwriting and editing, hands-on-instruction with digital video equipment
Partners	Yavapai College, Zaki Gordon Institute

Partnership	Northern Arizona Regional Skills Center/Early Child Care Training
Purpose	State grant to provide training services in Yavapai, Navajo, Apache, Coconino, and Mohave counties
Partners	Yavapai College, ADoE and Northern Arizona tribes and child care facilities
Partnership	Hassayampa Institute
Purpose	Summer writers program
Partners	Yavapai College, City of Prescott, Sharlot Hall Museum, Prescott College, Arizona Humanities Council
Partnership	Gerontology
Purpose	Provide training resources to local service providers, and document a model community that will be the demographic norm of the entire country in 25 years
Partners	Yavapai College, State DoC agency on Aging, local long-term care facilities, University of Arizona, Arizona State University

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CBS 11. Learning environments which optimize physical safety and supportive learning conditions

A. Supportive Learning Conditions

1. Number of students enrolled in remedial and developmental courses and programs
2. Number of students satisfied with Yavapai College services and the learning environment

B. Physical Safety

1. Data on campus crime
2. Safe workplace statistics
3. Facilities upgrade

CBS11.A.1 Number of students enrolled in remedial and developmental courses and programs
CBS11 Learning environments that optimize physical safety and supportive learning conditions
Metric A.1 Supportive learning conditions

The following is repeated from the last report. Data will be updated in November 2003.

Over the past five academic years, the majority of students seeking remediation did so in mathematics only. For the academic year 2001-02, 12 percent of Yavapai College's students enrolled in at least one remedial course, a decline from 16 percent in 1997-98.

In June 1999, placement testing was no longer mandated. The overall percentage of students taking remedial courses declined by four percent between 1997-98 and 2001-02.

Number of Students Enrolled in Remedial Courses†

Academic Year / Row Percent	Remedial English Only	Remedial Math Only	Remedial English and Math	Remedial Total	Percent of Total Student Population Enrolled in a Remedial Course
1997-98	235 14%	1068 65%	350 21%	1653	16%
1998-99	208 12%	1149 67%	350 21%	1707	16%
1999-00	201 12%	1146 70%	292 18%	1639	13%
2000-01	278 17%	1021 64%	297 19%	1596	12%
2001-02	247 14%	1190 67%	339 19%	1776	12%

†Unduplicated headcount by academic year and final day

Remedial Courses:

English: ENG021, 022, 023, 024, 025, 026, 027, 029, 030, 031, 035, 036, 037, 038, 040, 060, 070, 071, 072, 073, 074, 075, 100
 Math: MAT032, 082, 092, 122, MTH030, 032, 037, 130

Source: Institutional Research Data Warehouse

CBS11.A.1 (5/03)

CBS11.A.2 Number of students satisfied with Yavapai College services and the learning environment
CBS11 *Learning environments which optimize physical safety and supportive learning conditions*
Metric A.2 *Learning environments*

Many surveys have been conducted at Yavapai College to measure the level of satisfaction with college programs and services. The following provides data from the Student Satisfaction, Current Student, Exiting Student, and Learning Center surveys conducted in the last three years.

STUDENT SURVEYS

Student Satisfaction Survey
Conducted fall 2002 (via telephone)

Current Student Survey
Conducted spring 2000 (in class)

Program Service Area Review Survey – Learning Center
Conducted spring 2002

Student Satisfaction Survey: As part of the college's ongoing assessment of student opinions and needs and to provide data for future marketing efforts, a telephone survey was conducted to current Yavapai College students in December 2002. The objective of the study was to provide a complete, accurate and unbiased measure of satisfaction in:

- Instruction
- Facilities
- Support service
- College overall

The questionnaire and telephone list were developed by Yavapai College Institutional Research Department with input from the college's marketing department. Survey results were linked to the college's database for student demographic information. Yavapai College Institutional Research Department analyzed the data and wrote the study. The survey was administered by The Call Center Inc, an independent telemarketing firm, who provided the raw data to the college.

CBS11.A.2 (5/03)

Current Student Survey: The Yavapai College Current Student Survey was distributed in spring 2000 to students currently enrolled in classes from more than 287 sections selected randomly. The IR department received 1,250 completed surveys representing 15.6 percent of district enrollment for spring 2000. Additionally, students who utilize the learning center were surveyed this past year as part of their program service area review.

Highlights of Student Surveys

- From the Student Satisfaction Survey, the area with the highest degree of satisfaction was quality of instruction.
- Yavapai College overall ratings (88.8%) and support services (81.3%) were also strong among students polled.
- From the Current Student Survey, satisfaction with programs and services were rated the highest with the in-person registration (82 percent), phone-in registration (77 percent) and business office (76 percent)
- Parking was the lowest with 38 percent satisfaction
- More than 8 out of 10 current students were satisfied with the quality of instruction and with Yavapai College overall
- From the program service area review, Learning Center students reported the highest level of satisfaction with 94 percent “satisfied/very satisfied.”

Survey Trends -Satisfaction with the Quality of Instruction

Over 90% of the students polled in the Student Satisfaction survey rated the quality of instruction as good/very good and is on par with the Exiting Student survey results. The results are higher than the Current Student survey.

Trends - Student Satisfaction with Quality of Instruction

	N=	Percent*
Student Satisfaction Survey (conducted December 2002)	408	90.2
Current Student Survey (conducted in class spring 2000)	1,168	83.0
Exiting Student Survey (conducted fall 2001/spring 2002)	96	92.7
Exiting Student Survey (conducted fall 2000/spring 2001)	131	90.1

**Percent rated good/very good.*



Survey Trends - Satisfaction with Yavapai College Overall

Close to 90% of the students polled in the Student Satisfaction survey rated Yavapai College overall as good/very good. These responses parallel the level of satisfaction from the Current Student, Exiting Student and Graduate Follow-up surveys.

Trends - Student Satisfaction with Yavapai College Overall

	N=	Percent*
Student Satisfaction Survey (conducted December 2002)	408	88.8
Current Student Survey (conducted in class spring 2000)	1,208	84.0
Exiting Student Survey (conducted fall 2001/spring 2002)	97	88.6
Exiting Student Survey (conducted fall 2000/spring 2001)	133	92.5
Graduate Follow-up Survey (conducted spring 2002)	104	91.9
Graduate Follow-up Survey (conducted spring 2001)	59	91.5
Graduate Follow-up Survey (conducted spring 2000)	117	86.4

*Percent rated good/very good.

Survey Trends - Would Recommend Yavapai College to Family and Friends

All but one of the students polled in the Student Satisfaction survey would recommend the college to family and friends. Similarly, in other studies conducted by the college, nearly all of the students would recommend Yavapai College to family and friends (Table 9). Those that would not recommend the college number three percent or less.

Trends - Would Recommend Yavapai College to Family and Friends

	N=	% Yes	% Yes with reservation	% No
Student Satisfaction Survey (conducted December 2002)	408	92.9	6.9	.2
Current Student Survey (conducted in class spring 2000)	1,144	83.0	14.0	3.0
Exiting Student Survey (fall 2001/spring 2002)	95	91.6	8.4	0
Exiting Student Survey (fall 2000/spring 2001)	131	90.8	8.4	.8
Graduate Follow-up Survey (conducted spring 2002)	104	86.4	11.7	1.9
Graduate Follow-up Survey (conducted spring 2001)	61	82.0	16.4	1.6
Graduate Follow-up Survey (conducted spring 2000)	111	81.8	17.3	.9

Current Student Survey	N=	Poor/Very poor	Fair	Good	Very good	Good/ Very Good
Student satisfaction with quality of instruction	1,168	2%	15%	44%	39%	83%
Student satisfaction with Yavapai College overall	1,208	1%	15%	57%	27%	84%
Student Satisfaction with Support Services (Listed below)						
Bookstore	1097	20%	26%	39%	15%	54%
Business Office	998	3%	21%	54%	22%	76%
Cafeteria/Snack Bar	847	19%	29%	39%	13%	52%
Campus Security	868	8%	21%	51%	20%	71%
Class Schedule	1009	7%	24%	50%	19%	69%
Mail Center	461	5%	23%	50%	22%	72%
Parking	1017	32%	30%	28%	10%	38%
Academic Advising	826	10%	25%	41%	24%	65%
Career Guidance	689	14%	29%	36%	21%	57%
Judicial Coordinator	344	10%	33%	43%	14%	57%
Personal Counseling	520	12%	27%	39%	22%	61%
Placement Testing	746	9%	35%	47%	9%	56%
Students Ombudsman	354	10%	37%	44%	9%	53%
Financial Aid – Application Processing	642	8%	26%	46%	20%	66%
Financial Aid – Advising	613	15%	27%	39%	19%	58%
Financial Aid – Employment Referrals	409	12%	33%	36%	19%	55%
Financial Aid – Veterans Benefits	203	11%	28%	43%	18%	61%
Campus Life – Clubs & Organizations	416	13%	36%	40%	11%	51%
Campus Life – Student Activities	420	18%	34%	36%	12%	48%
Campus Life – Student Housing	258	22%	30%	37%	11%	48%
Learning Center – Tutoring	569	7%	21%	43%	29%	72%
Learning Center – Individualized Classes	513	5%	22%	49%	24%	73%
Learning Center – Out-of-class testing	522	10%	20%	47%	23%	70%

CBS11.A.2 (5/03)

Registration – In-Person	1048	4%	14%	46%	36%	82%				
Registration – Phone-In	651	8%	15%	35%	42%	77%				
Registration – On-line	376	12%	19%	39%	30%	69%				

Program Service Area Review Survey		Unsatisfied/ Very Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	<i>Satisfied/ Very Satisfied</i>
Learning Center	201	1%	5%	32%	62%	94%

EXITING STUDENT SURVEY
 Conducted Fall 2000 and Spring 2001

As students prepare for graduation, they must request a record review with the registrar to verify that all requirements have been met. At that time, students are given the Exiting Student Survey to solicit feedback on their Yavapai College education. The following summarizes the results from the graduates in December 2000 and May 2001.

Highlights

- The business office was given the most favorable satisfaction ratings of either “good” or “very good” among general services (92 percent) by exiting students.
- Parking was rated the lowest among general services with 35 percent student satisfaction.

Ranked Ratings of General Services (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/ Very Good
Business Office	132	1%	7%	53%	39%	92%
Campus Security	108	---	18%	45%	37%	82%
Mail Center	55	4%	14%	51%	31%	82%
Class Schedule	132	2%	17%	47%	34%	81%
Bookstore	133	12%	29%	34%	25%	59%
Cafeteria/Snack Bar	121	13%	37%	38%	12%	50%
Parking	129	37%	28%	25%	10%	35%

*Responses of “not applicable” are not included.

Highlights

- More than 7 out of 10 exiting students considered all of Campus Life services as either “good or “very good.”

Ranked Ratings of Campus Life (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/ Very Good
Student Housing	30	---	17%	53%	30%	83%
Clubs and Organizations	65	5%	18%	48%	29%	77%
Student Activities	66	6%	23%	50%	21%	71%

*Responses of “not applicable” are not included.

Highlights

- Counseling services were considered either “good” or “very good” by more than 70 percent of the exiting students. The students’ ombudsman service received this rating by nine out of ten respondents.

Ranked Ratings of Counseling (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/ Very Good
Students’ Ombudsman	24	4%	4%	46%	46%	92%
Academic Advising	132	2%	9%	31%	58%	89%
Judicial Coordinator	24	---	12%	42%	46%	88%
Personal Counseling	65	3%	11%	28%	58%	86%
Placement Testing	72	4%	15%	59%	22%	81%
Career Guidance	100	6%	17%	30%	47%	77%

*Responses of “not applicable” are not included.

Highlights

- Among financial aid services, application processing, veterans' benefits and financial aid advising received satisfaction ratings of "good" or "very good" by over 80 percent of exiting students.

Ranked Ratings of Financial Aid (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/ Very Good
Application Processing	94	1%	13%	42%	44%	86%
Veterans Benefits	11	---	18%	27%	55%	82%
Financial Aid Advising	86	6%	13%	35%	46%	81%
Employment Referrals	36	8%	19%	20%	53%	73%

*Responses of "not applicable" are not included.

Highlights

- Eight out of 10 exiting students considered the Learning Center services as "good" or "very good."
- Tutoring received the highest rating among learning center services with over 90 percent.

Ranked Ratings of Learning Center (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/ Very Good
Tutoring	75	3%	7%	29%	61%	90%
Individualized Classes	53	2%	13%	38%	47%	85%
Out-of-Class Testing	79	1%	19%	36%	44%	80%

*Responses of "not applicable" are not included.

Highlights

- Nine out of ten exiting students considered in-person registration “good” or “very good.”

Ranked Ratings of Registration (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/Very Good
In-Person	128	2%	6%	31%	61%	92%
Phone-in	54	2%	9%	28%	61%	89%
On-line	28	---	14%	36%	50%	86%

*Responses of “not applicable” are not included.

Highlights

- Among academic services, library facilities, quality of instruction and distributed learning support service received the highest ratings by 9 out of 10 exiting students.
- Classrooms were rated the lowest among academic services – (72 percent satisfaction).

Ranked Ratings of Academic Services (Percent Good/Very Good)*

	N=	Poor/Very Poor	Fair	Good	Very Good	Good/Very Good
Library facilities	127	---	9%	47%	44%	91%
Quality of instruction	131	1%	9%	49%	41%	90%
Distributed learning support service	65	3%	8%	45%	44%	89%
Quality of assistance in the library	128	---	11%	37%	52%	89%
Computer access	128	2%	9%	36%	53%	89%
Information technology (ITS) help desk	82	1%	11%	43%	45%	88%
Helpfulness of instructional support staff	121	---	16%	48%	36%	84%
Availability of instructors	132	3%	14%	47%	36%	83%
Helpfulness of instructional administrators (e.g., division/ department assistants or heads	103	3%	15%	49%	33%	82%
Labs/shops	122	3%	17%	56%	24%	80%
Class offerings	130	2%	20%	53%	25%	78%
Classrooms	132	2%	26%	50%	22%	72%

*Responses of “not applicable” are not included.

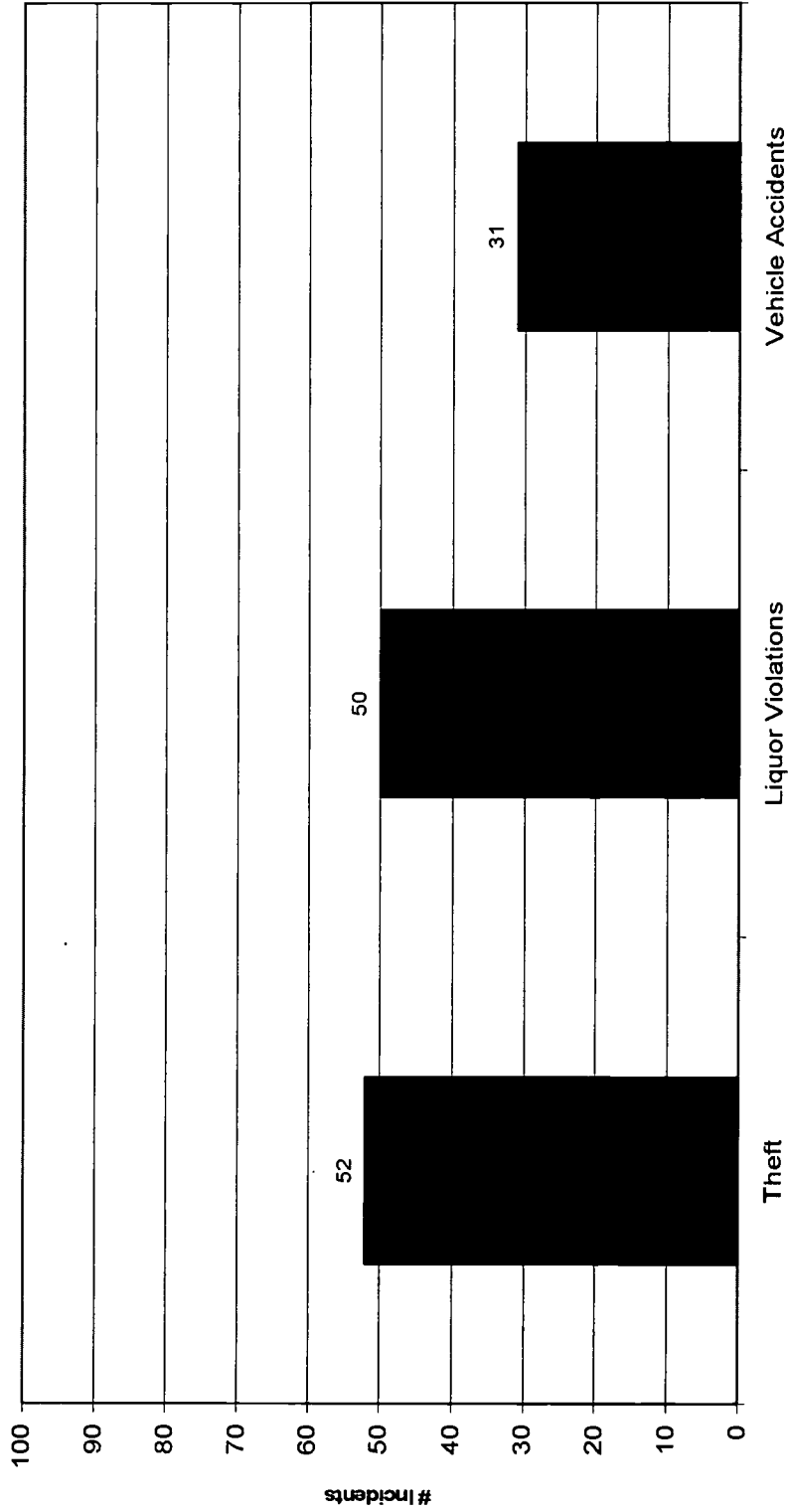
CBS11.A.2 (5/03)

CBS11.B.1 Data on campus crime

- CBS11 *Learning environments which optimize physical safety and supportive learning conditions*
- Metric B.1 *Environments which optimize physical safety*

The top three crimes on campus are theft, liquor violations and vehicle accidents. This replicates data from 2001 with a slight increase in incidents. District crime data is provided in the table on the following page.

**Top Three Crimes
Yavapai College 2002**



Yavapai College Campus Crime – District Totals

Crime	2002	2001	2000	1999
Murder	0	0	0	0
Forcible Rape	0	0	0	1
Robbery	0	0	0	0
Aggravated Assault	1	0	0	0
Burglary	20	8	8	7
Theft	52	50	53	37
Auto Theft	3	2	1	0
Arson	1	0	0	0
Other YCPD Statistics				
Simple assault	2	2	2	2
Criminal Damage	29	15	17	19
Domestic Violence	0	0	0	1
Bomb Threat	1	0	0	0
Drug Violations	13	11	13	11
DUI	1	0	0	0
Harassment	14	14	20	14
Hate Crimes	0	0	0	0
Liquor Violations	50	39	29	36
Sex Offenses	1	1	3	1
Weapons Violations	2	3	2	4
Vehicle Accidents	31	26	17	26
Trespass	17	16	12	7
Disorderly Conduct	5	6	16	11
Explosive Devices	0	0	0	1
Forgery/Fraud	0	2	2	3
Other*	128	79	17	157

Totals by campus will be provided in the November 2003 report.

Other includes: Agency assists, recovered vehicles, abandoned vehicles, minor in possession of tobacco, fire alarms, college violations, warrant arrests, suspicious circumstances, suicidal persons, R.A.J., etc.

CBS11.B.2 Safe workplace statistics

- CBS11 *Learning environments which optimize physical safety and supportive learning conditions*
- Metric B.2 *Environments which optimize physical safety*

In the year 2002, there were 50 accidents reported district wide. Previously, only the Prescott and Verde Valley accidents were reported.

Yavapai College Accident Summary

	1998	1999	2000	2001	2002
Total Recorded Accidents	50	81	31	34	50
Prescott	47	76	N/A	32	45
Verde	3	5	N/A	2	2
Sedona					1
Chino Valley					1
Prescott Valley					1
Accidents by Status:					
Employees	25	44	28	27	31
Students	21	31	3	6	15
Visitors	4	6	0	1	4
Total	50	81	31	34	50
Types of Accidents:					
Slips/trips/falls	18	20	9	14	19
Lifting	4	7	2	4	4
Cuts/scrapes/bruises	20	12	9	5	6
Pinch/puncture	0	6	2	1	0
Twists/sprains					3
Struck by object					10
Repetitive motion	0	5	4	2	1
Electric shock	1	1	0	0	0
Bites/insects	3	0	0	0	0
Miscellaneous	4	30	5	8	7
Total	50	81	31	34	50

CBS11.B.2 (05/03)

Workers Compensation Claims

F/Y	# of Claims	\$ Amount of Claims
1997/98	19	\$37,168
1998/99	22	\$26,916
1999/00 (6 mos.)	11	\$4,289
2000 (no major claims)	N/A	N/A
2001	9	\$33,642
2002	N/A	N/A

Source: Departmental Records

CBS11.B.3 Facilities upgrades

CBS 11 *Learning environments that optimize physical safety and supportive learning conditions*
Metric B.3 *Physical safety*

The following is repeated from the previous report. Data will be updated in November 2003.

Over the last five years, Yavapai College has taken great strides to meet American Disabilities Act (ADA) standards. The following reflects a portion of the projects that have been completed to date.

During the past year, electrically opened doors were installed on the Prescott Campus (buildings 1 and 6) and to the entrance of the Chino Valley Center. Four handicapped parking spaces were added on the Prescott Campus, and a wheelchair accessible ramp was added to the Sedona Conference Center building. Yavapai College's phone system was enhanced to trace emergency 911 phone calls. Past upgrades include: three wheelchair lifts installed to accommodate disabled access from ground level to library level. Braille signage has been completed on the Prescott and Chino campuses. Performance Hall renovations include the addition of 22 wheelchair accessible locations, ADA signage throughout, two dual level drinking fountains, illuminated steps in aisles, East and West lobbies retrofitted with railings and proper slopes, restrooms modified for accessibility, shower stalls modified, and elevator emergency communications system installed. Other ADA related projects on campuses include three Telecommunication Device for the Deaf (TDD) machines for access to the telephone system, a wheel chair accessible ramp to building 13, a wheelchair lift equipped van, approximately 600 high contrast signs with Braille, and automatic doors installed in the Library, Distance Broadcast, Learning Center, and buildings one, four and 15.

Environments Optimizing Physical Safety

Facilities upgraded to ensure safety
Electrically opened doors installed on the Prescott Campus (building 1 and 6) and the entrance to the Chino Valley Center
Handicapped parking spaces added to the Prescott Campus and wheelchair ramp installed at the Sedona Center
Installed three wheelchair lifts to accommodate disabled access from ground level to library level
Emergency -- blue light phones installed throughout the Prescott campus
Improve lighting installed around parking lots and buildings
Progress made in meeting ADA concerns
Improved landscaping throughout the campuses

CBS11.B.3 (5/03)

Emergency Response Plan
YC instituted emergency response phone system to track source of 911 calls
YC instituted comprehensive Emergency Plan - The plan is coordinated with all other Yavapai County Agencies
YC adopted Hazardous Event Communication plan

Source: Departmental Records

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CBS 12. Programs and services, which demonstrate accountability with respect to quality, productivity, and the changing needs of the community

- A. Accountability to Community**
 - 1. Ratio of credits taught by part- or full-time faculty
 - 2. Results of assessment of internal services
 - 3. Changes made through Program Review
 - 4. Results of stewardship, money saved and/or cost avoidance

CBS12.A.1 Ratio of courses taught by full- and part-time faculty

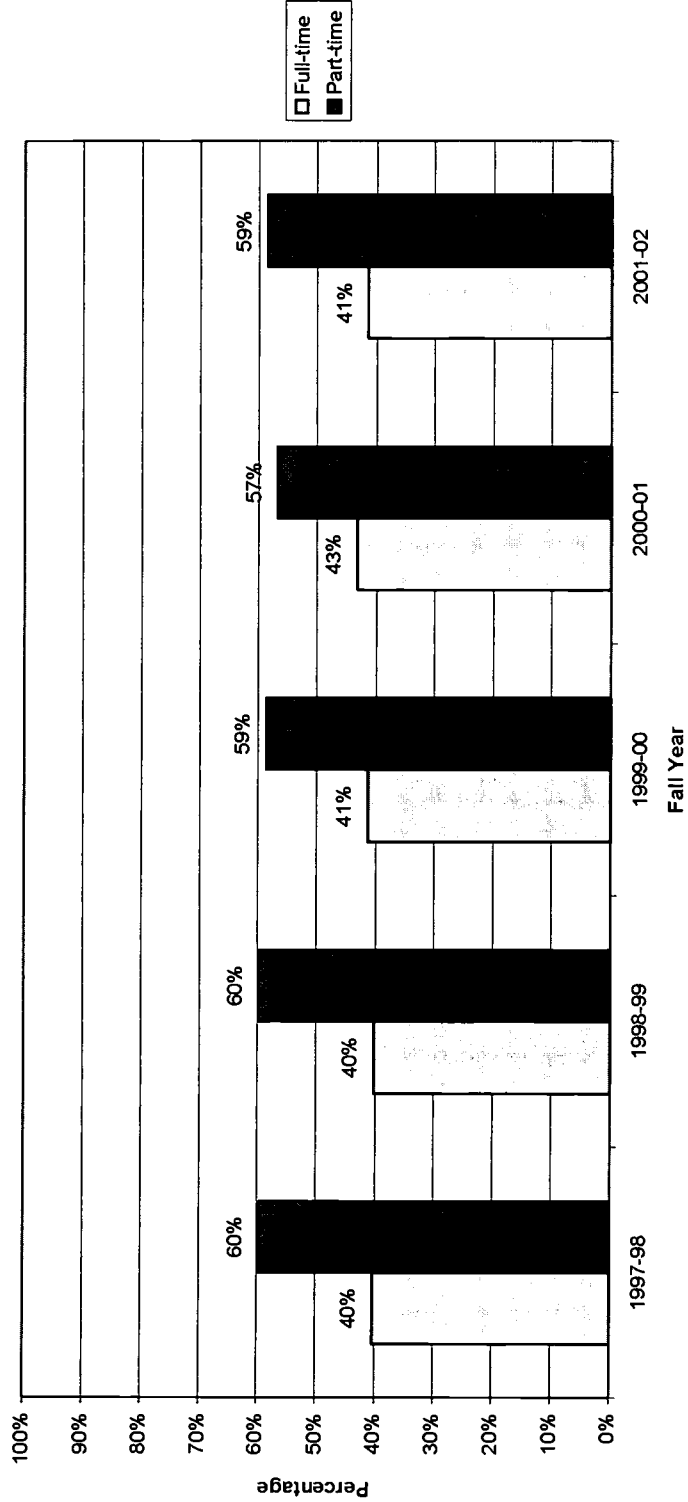
Programs and services, which demonstrate accountability with, respect to quality, productivity, and the changing needs of the community

Metric A.1 Accountability

The following is repeated from the previous report. Data will be updated in November 2003.

In community colleges, full-time faculty typically teach 50 percent or fewer of credit classes. However, full-time faculty teach the majority of general education courses, which typically have the largest enrollments. In the past five years, courses taught by full-time faculty accounted for about 40 to 43 percent of full-time student equivalent (FTSE). The proportion of classes taught by full-time faculty was 33 percent in 1997-98 and 28 percent in 2001-02. In 2001-02, Yavapai College employed 92 full-time and 364 part-time instructors.

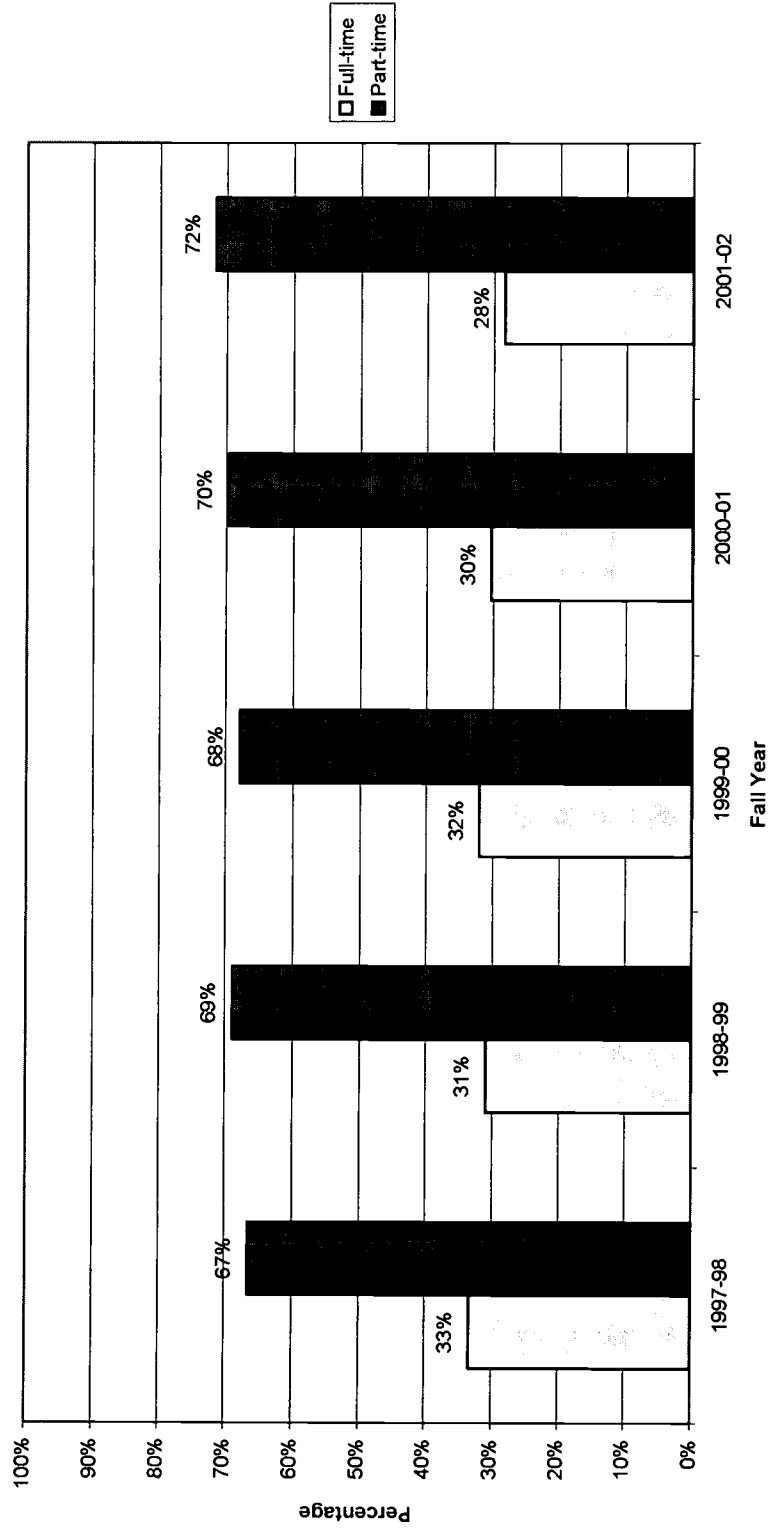
FTSE Generated by Full-Time/Part-Time Instructors.



Source: Institutional Research Data Warehouse; sec_basics, sec_instructor, ins_basics; fall.

Note: Instructors listed as staff are excluded from the analysis. Also, team-taught courses with a mix of full- and part-time instructors were categorized proportionally based on the employment type of the instructors.

Classes Taught by Full-Time/Part-Time Instructors.



FTSE Generated by Full-time/Part-time Instructors

Fall Semester	Classes with Full-time Instructors	Classes with Part-time Instructors	Total FTSE Generated
1997-98	1049 40.3%	1554 59.7%	2603
1998-99	961 40.3%	1426 59.7%	2387
1999-00	995 41.4%	1412 58.6%	2407
2000-01	1050 43.1%	1384 56.9%	2435
2001-02	1067 41.4%	1510 58.6%	2577

Courses Taught by Full-time/Part-time Instructors

Fall Semester	Classes with Full-time Instructors	Classes with Part-time Instructors	Total Number of Classes
1997-98	414 33.4%	823 66.6%	1237
1998-99	423 31.0%	940 69.0%	1363
1999-00	423 32.0%	900 68.0%	1323
2000-01	415 30.3%	954 69.7%	1369
2001-02	408 28.4%	1030 71.6%	1438

Source: Institutional Research Data Warehouse; sec_basics, sec_instructor, ins_basics; fall.

Note: Instructors listed as staff are excluded from the analysis. Also, team-taught courses with a mix of full- and part-time instructors were categorized proportionally based on the employment type of the instructors.

CBS12.A.2 Results of assessment of internal services

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity, and the changing needs of the community*

Metric A.2 *Programs and services*

Results from assessment surveys of internal customers are reported below. Satisfaction is high among Yavapai College internal customers. Printing services was the highest rated service area with 100 percent satisfaction. More than 9 out of 10 internal customers ranked the business office, mail center, switchboard and courier as “good/very good.”

Service Area	N=	Very unsatisfied	Unsatisfied	Somewhat Satisfied	Satisfied	Very satisfied	Overall satisfaction *
Business Office	217	2.8	.5%	2.3%	36.9%	57.6%	94.5%
Purchasing	54	---	9.3%	18.5%	44.4%	27.8%	72.2%
Shipping & Receiving	44	---	6.8%	20.5%	45.5%	27.3%	72.8%
Printing Services	72	---	---	---	29.2%	70.8%	100.0%
Mail Center	65	---	1.5%	7.7%	35.4%	55.4%	90.8%
Switchboard	71	---	1.4%	2.8%	23.9%	71.8%	95.7%
Courier	31	---	---	6.5%	38.7%	54.8%	93.5%

*Overall satisfaction includes “satisfied and very satisfied” responses.

CBS12.A.2 (5/03)

Program Review Three Year Follow-up May 2003

Key

Year = Year review completed

I = Recommendation response in-progress

No. Finish = Number of recommendations responded

No. Recom. = Number of recommendations made in review

P = Recommendation response pending

Pct. Finish = Percent of recommendations responded (excludes dropped)

C = Recommendation response completed or on-going

D = Recommendation dropped

Program	Year	No. Recom.	C	I	P	D	No. Finish	Pct. Finish
Admissions and Registration	1998-99	8	7	0	0	1	7	100.0
Gunsmithing	1998-99	7	7	0	0	0	7	100.0
Mathematics	1998-99	7	5	1	1	0	5	71.4
	3							
Emergency Medical Services	1999-00	7	7	0	0	0	7	100.0
Nursing Assistant	1999-00	6	4	1	1	0	4	66.6
Social Science	1999-00	8	5	1	2	0	5	62.5
Music	1999-00	6	5	0	1	0	5	83.3
	4							
Accounting	2000-01	5	4	1	0	0	4	80.0
Automotive	2000-01	10	4	5	0	1	4	44.4
Construction	2000-01	11	2	3	3	3	2	25.0
English	2000-01	18	12	6	0	0	12	66.6
Fire Science	2000-01	6	6	0	0	0	6	100.0
	5							

CBS12A.3 (05-03)

Graphic Design	2001-02	8	2	5	1	0.	2	25.0
	1							
Auxiliary Services	2002-03	6	2	2	2	0	2	33.3
Business Services	2002-03	6	5	0	1	0	5	83.3
Modern Languages	2002-03	5	0	3	2	0	0	0.0
Purchasing and Contracting	2002-03	5	3	2	0	0	3	60.0
Speech Communications	2002-03	5	0	4	1	0	0	0.0
Student Employment	2002-03	3	0	3	0	0	0	0.0
	6							

**Instructional and Service Program Review
Update May 2003**

**Reviews to be
completed this
academic year**

Instructional
Business Administration
Physical Sciences
Police, NARTA, Administration of Justice
Curriculum
Honors

Service
Distributed Learning
Learning Center
Innovation College
Campus Life
Testing Center
Financial Aid
Campus Safety
Information Technology Services

Reviews 2003-4

Instructional
Physical Education/Recreation
Computer Systems
Liberal Studies Core
Life Management Skills
Life Sciences
Athletic Programs

Service
Human Resources
Instructional Administration
Institutional Research
Senior Programs

Reviews 2004-5

Instructional

Welding

Agribusiness Technology

Digital Media

Independent Filmmaking

Early Childhood

Allied Health Nutrition

Service

Workforce Development and Community Programs

Facilities

President's Office

Marketing

CBS12.A.3 Changes made through Program Review

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community*
Metric A.3 *Programs and services*

**ACCOUNTING PROGRAM
2002-2003**

Recommendations/Follow-up

See below. There has been no significant change since the reporting of last year. All of the follow-up is listed.

Curriculum Changes - Associate of Applied Science Degree in Accounting

- All of the curriculum changes that were suggested by the committee have been implemented.

Curriculum Changes - Accounting Clerk Certificate Program

- All of the curriculum changes that were suggested by the committee have been implemented.

Curriculum Changes - Accounting Assistant Certificate Program

- All of the curriculum changes that were suggested by the committee have been implemented.

Technology

- The technology enhancements asked for are being considered in the Master Plan. We are working with ITS to develop an overall plan, but for the immediate future, ITS has committed to provide internet connections in all needed classrooms and provide laptops and data projectors for use as needed.

Program Support

CBS12.A.3 (05/03)

- We have provided software as needed to all adjunct instructors to allow them to prepare for classes from home. The separate Advisory Council has not been formed, but discussions have occurred to identify possible participants. We have contacted the Marketing Department and have been told that requests for brochures are being considered as part of a larger marketing approach.

CBS12.A.3 Changes made through Program Review

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community*
Metric A.3 *Programs and services*

**ACCOUNTING PROGRAM
2001-2002**

Recommendations/Follow-up

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Curriculum Changes - Accounting Clerk Certificate Program

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CBS12.A.3 (05/02)

ADMISSIONS & REGISTRATION 2002-2003

Recommendations/Follow-up

Improve District-wide Coordination- Complete

- District-wide meetings of Admissions and Registration were organized. The meetings provided the opportunity to exchange information, a platform for answering questions and addressing concerns, the assurance that all registration sites are following the same policies, and the assurance of records integrity.
- On April 22, on the Prescott Campus, the supervisor of registration and records and the registrar met with representatives from Prescott, Prescott Valley, Chino Valley, Sedona and the Verde Valley sites. Both the registrar and supervisor have made repeated trips to the various college sites to provide updates and training. The registrar will spend the first day of Summer & Fall registration at the Verde campus.
- Under consideration for purposes of improving knowledge, communication, relationships, and consistency are staff exchanges between campuses and centers.

Increase Customer Choice- Complete

- In an effort to provide customers with more choices in how, when, and where they transact business with the College, several actions were taken.
- Continued efforts to publicize and market electronic student services. Upgraded functionality based on feedback. Capability to drop courses began in May 2002.

Expand Service Hours - Complete

- To better accommodate prospective and current students, who work from 8 a.m. to 5 p.m., an effort was made to secure additional funding in order to open offices earlier in the morning and extend hours at the end of the day. Additional funding was not made available. Staff realignment resulted in expanded hours till 6 p.m. one day per week, plus additional hours and Saturdays during peak periods.

Admissions and Registration Involvement in Staff Development Days - Complete

- Although Admissions & Registration staff are unable to participate fully in Staff Development Days during August and June due to the concurrent heavy registration period, supervisors have participated partially and provided information to staff.

CBS12.A.3 (05/03)

Admissions and Registration Space - Complete

- As a part of the Integrated Master Plan, space for the Admissions and Registration functions on the Prescott and Verde Valley campuses will be designed to provide maximum service for customers.
- The Assistant Dean of Student Services is heading up a team to design an integrated student service unit physically located in the renovated lower level of Building One and staffed by a cross-functional team at a central, prominent command center.

Reduce Wait Time - Complete

- To cut down the wait time for customers utilizing phone-in registration, the potential of fully automating the system and also adding more phone lines were explored. However, there were no funds available to automate telephone registration. Restructuring staff schedules and cross-training are being investigated as methods of increasing response time.

Electronic Kiosks - Dropped

Pilot Cross-Functional Generalist Position - Complete

- Funding has been requested to develop cross-functional generalist position.

ADMISSIONS & REGISTRATION 2001–2002

Recommendations/Follow-up

Improve District-wide Coordination

- District-wide meetings of Admissions and Registration were organized. The meetings provided the opportunity to exchange information, a platform for answering questions and addressing concerns, the assurance that all registration sites are following the same policies, and the assurance of records integrity.
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- Continued efforts to publicize and market electronic student services. Upgraded functionality based on feedback. Capability to drop courses due for release in May 2002.

Expand Service Hours

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Pilot Cross-Functional Generalist Position

- Funding has been requested to develop cross-functional generalist position.

CBS12.A.3 Changes made through Program Review

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community*
Metric A.3 *Programs and services*

**ADMISSIONS & REGISTRATION
2000–2001**

Recommendations/Follow-up

Improve District-wide Coordination

- District-wide meetings of Admissions and Registration were organized. The meetings provided the opportunity to exchange information, a platform for answering questions and addressing concerns, the assurance that all registration sites are following the same policies, and the assurance of records integrity.
- On April 13, on the Prescott Campus, the registrar met with representatives from Prescott, Prescott Valley, Chino Valley, and the Elks Building. Staff from the Verde was not able to attend. A day earlier, on April 12, the registrar visited the Sedona Center and met with personnel there. The next scheduled meeting of District Registration staff will be held in Sedona during the last week of June.

Increase Customer Choice

- In an effort to provide customers with more choices in how, when, and where they transact business with the College, several actions were taken.
- Submitted a request for resources to purchase a Touch-Tone Telephone Registration system; request rejected.
- Electronic student service options expanded for Spring 2001 Registration. Personal Identification Numbers (PINs) were issued to all students with e-mail addresses on file.
- Greater marketing efforts are needed to promote awareness and use of Web self-service.

Expand Service Hours

- To better accommodate prospective and current students, who work from 8 a.m. to 5 p.m., an effort was made to secure additional funding in order to open offices earlier in the morning and extend hours at the end of the day. Additional funding was not made available.

CBS12.A.3 (05/01)

Admissions and Registration Involvement in Staff Development Days

- Alternative plans were developed to assure involvement of Admissions and Registration staff during staff development days to keep them in the “information loop.” Discussions are underway by the Executive Leadership Team.
- Student Services personnel will continue to be unavailable to attend Staff Development Days in August and January.

Admissions and Registration Space

- As a part of the Integrated Master Plan, space for the Admissions and Registration functions on the Prescott and Verde Valley campuses will be designed to provide maximum service for customers.
- The Director of Financial Aid is heading up a team to design an integrated student service unit physically located in the renovated lower level of Building One and staffed by a cross-functional team at a central, prominent command center. All Student Service staff will have cross-functionality as one of their performance goals for 2000/2001.

Reduce Wait Time

- To cut down the wait time for customers utilizing phone-in registration, the potential of fully automating the system and also adding more phone lines were explored. However, there were no funds available to automate telephone registration. Extra phone lines cannot physically be added; maximum capacity has been reached.

Electronic Kiosks

- Plans will be designed and budget requests made for the installation of electronic kiosks, which can be accessed at any time by students desiring information on class schedules, unofficial transcripts, financial aid, and other information. As part of our redesign of the lower level of Building One into an integrated student service unit, there will be a self-service area located to the right as students enter, with multiple PCs (a.k.a. kiosks) that they can access to self-serve.

Pilot Cross-Functional Generalist Position

- Cross-functional Generalist position created by Michael Dougherty was a great success and more such positions are in the pipeline.

CBS12.A.3 (05/01)

Avoiding Part-time Staff Turnover ("Churn")

- In order to avoid the continuing problems of heavy turnover of part-time staff, the Director of Financial Aid has submitted to Human Resource the specifications for the new position of Student Accounts Cashier / Student Services Tech. Funding for the Student Accounts Cashier / Student Services Tech approved and now operational.

Admissions & Registration 1999–00

Recommendations/Follow-up

Improve District-wide Coordination

- District-wide meetings of Admissions and Registration staff on a regular basis in order to exchange information, provide a platform for answering questions and addressing concerns, ensure that all registration sites are following the same policies and procedures, and ensure records integrity were planned.
- However, turbulence in staffing and training at all registration sites frustrated efforts to schedule regular meetings. For example, a meeting was scheduled on April 25 and then cancelled because no one except staff from the Prescott Campus was available to attend.

Increase Customer Choice

- In an effort to provide customers with more choices in how, when, and where they transact business with the College, several actions were taken.
- Plans are in place for touch-tone registration as a part of the PeopleSoft software package. However, implementation of PeopleSoft Student Administration is years away and there is no budget for Touch-Tone
- Online registration for continuing students was successfully implemented during the Fall 1999, and the system was expanded to other students during the Spring 2000. For Spring 2000, online registration was extended to new and returning students and online application for admission was added in Spring 2000. In Fall 2000, personal identification numbers (PINs, a.k.a. Passwords) will be issued to students. Once they are in place, more electronic self-service options will follow.

Expand Service Hours

- To better accommodate prospective and current students, who work from 8 a.m. to 5 p.m., an effort was made to secure additional funding in order to open offices earlier in the morning and extend hours at the end of the day. Additional funding was not made available.

Admissions and Registration Involvement in Staff Development Days

- Alternative plans were developed to assure involvement of Admissions and Registration staff during staff development days to keep them in the “information loop.” Discussions are underway by the Executive Leadership Team.

Remove Outdate Terminals

- Terminals at registration sites have been removed and replaced by PCs with the following exceptions: two terminals each in Chino Valley and Prescott Valley. ITS will replace the remaining terminals as soon as PC’s are available from elsewhere for re-allocation.

Admissions and Registration Space

- As a part of the Integrated Master Plan, space for the Admissions and Registration functions on the Prescott and Verde Valley campuses will be designed to provide maximum service for customers.
- The Director of Financial Aid is heading up a team to design an integrated student service unit physically located in the renovated lower level of Building One and staffed by a cross-functional team at a central, prominent command center. All Student Service staff will have cross-functionality as one of their performance goals for 2000/2001.

Reduce Wait Time

- To cut down the wait time for customers utilizing phone-in registration, the potential of fully automating the system and also adding more phone lines were explored. However, There were no funds available to automate telephone registration. Extra phone lines cannot physically be added; maximum capacity has been reached.

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- Plans will be designed and budget requests made for the installation of electronic kiosks, which can be accessed at any time by students desiring information on class schedules, unofficial transcripts, financial aid, and other information. As part of our redesign of the lower level of Building One into an integrated student service unit, there will be a self-service area located to the right as students enter, with multiple PCs (a.k.a. kiosks) that they can access to self-serve.

Pilot Cross-Functional Generalist Position

- A pilot project was in place for Fall 1999, utilizing a full-time, cross-functional generalist to assist students in advising, financial aid, and registration.

Avoiding Turnover

In order to avoid the continuing problems of heavy turnover of part-time staff, the Director of Financial Aid has submitted to Human Resource the specifications for the new position of Student Accounts Cashier / Student Services Tech. Funding is pending.

**Mathematics Review Follow-up
2002-03**

Recommendation	Status	Activities
Course Outline Review/Instructional Delivery Format	Complete	<ul style="list-style-type: none"> • Recommendation addressed, detailed in the last update.
Review Computer-Aided Instructional and Developmental Correspondence Systems	Complete	<ul style="list-style-type: none"> • Academic Systems was discontinued after the Spring 2002 semester after most of the user licenses had been used and before we needed to purchase more of them. It was discontinued because it was determined that retention was not significantly increased in sections using the software and the number of enrollees failed to increase after several semesters. • In the fall of 2002, the developmental correspondence offerings were reviewed and it was decided that we would discontinue offering the courses. The courses were reviewed to determine if they were reaching the students they had been designed to reach. It was determined that the courses were not reaching the intended students and that the courses had become hard to manage for the adjunct faculty member that had been teaching them.
Policy for Graphing Calculator-Based Classes	Complete	<ul style="list-style-type: none"> • In the Spring 2002 semester, the department began requiring graphing calculators in math classes starting with Intermediate Algebra (MAT 122) instead of College Algebra (MAT 152), as had been the policy previously. Using department supply funds and free offers from manufacturers, the department has obtained enough graphing calculator overhead units so that instructors teaching classes requiring the calculator can have their own unit for the semester.

Alternative Use of Instructional Space for Lab-Based Courses	Complete	More creative scheduling has temporarily reduced some of the space issues caused by the conversion in summer of 2000 of one of the department's heavily used classrooms to a Macintosh laboratory. Obviously, the implementation of the master plan will have long-term impacts on our space needs and utilization. Discussions taking place within the division and with the Prescott campus academic leadership (Prescott campus charette on April 28 th) on need for and nature of space.
Progress from Developmental to College-Level Courses	Pending	No formal action, beyond the initial program review, has been taken to examine the degree that students progress from developmental to college-level courses. The Department needs to examine more fully the degree that students progress from developmental to college-level courses.
Curriculum Standards Outside the Traditional Campuses	Incomplete	<ul style="list-style-type: none"> • The creation of the review-recommended community-campus mathematics faculty to help insure district-wide curriculum and quality standards was again proposed as an item for this year's budget. And again, this position did not survive the budget-building process. It was not proposed for next years budget because no new faculty positions were under consideration. • As part of the Math/Science Division outcomes assessment plan, the Math Department will begin using a common final district-wide in the Fall 2003. This common final will be given in MAT 082 (Fundamentals of Math), MAT 092 (Beginning Algebra) and MAT 122 (Intermediate Algebra) and is intended to insure that curriculum standards are being met in math class's district-wide.
Data Systems for Program Review	Complete	Recommendations addressed, detailed in the update.

**MATHEMATICS PROGRAM
2001-2002**

Recommendations/Follow-up

- No update provided.

CBS12.A.3 Changes made through Program Review

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community*
Metric A.3 *Programs and services*

**MATHEMATICS PROGRAM
2000-2001**

Recommendations/Follow-up

Course Outline Review/Instructional Delivery Format

- Recommendation addressed, detailed in the last update.

Review Computer-Aided Instructional and Developmental Correspondence Systems

- Academic Systems instructional materials were made available online in the spring of 2001, although portions of the class remain site-bound for retention reasons. The numbers of enrollees in the Academic System courses remains low, although student satisfaction is generally good. The department is considering other computer aided/online instructional packages as we are going to need to soon purchase additional user licenses from Academic Systems.
- There has been no recent attempt to obtain information on Community Campus correspondence offerings.

Policy for Graphing Calculator-Based Classes

- The department supply budget was increased from \$2000 to \$3000 for 2001-2002 (50% increase). We also obtained five additional graphing calculator projection systems (added to the four we had at the beginning of the year) through a combination of purchase and free offers from manufacturers.

Alternative Use of Instructional Space for Lab-Based Courses

- More creative scheduling has temporarily reduced some of the space issues caused by the conversion in summer of 2000 of one of the department's heavily used classrooms to a Macintosh laboratory. Obviously, the implementation of the master plan will have long-term impacts on our space needs and utilization. Discussions taking place within the division and with the Prescott campus academic leadership (Prescott campus charette on April 28th) on need for and nature of space.

CBS12.A.3 (05/01)

Progress from Developmental to College-Level Courses

- No formal action, beyond the initial program review, has been taken to examine the degree that students progress from developmental to college-level courses. The Department needs to examine more fully the degree that students progress from developmental to college-level courses.

Curriculum Standards Outside the Traditional Campuses

- The creation of the review-recommended community-campus mathematics faculty to help insure district-wide curriculum and quality standards was again proposed as an item for next year's budget. And again, this position did not survive the budget-building process.

Data Systems for Program Review

- Recommendations addressed, detailed in the update.

**Mathematics
1999-00**

(Update expected in Fall 2000-01)

**Automotive Review Follow-up
2002-03**

Recommendation	Status	Activities
Establish an agreement to utilize service bays at Lamb Chevrolet for instructional purposes	C	Unknown.
Complete the outcomes assessment plan for the automotive program	I	In process for last two years. Status incomplete.
Require degree seeking automotive students to participate in internships during various phases of their training	I	Completed. Students informed.
Arrange internships in accordance with a student's specialization interest.	I	Pilot program summer 02. Told not to implement during Christmas 02.
Incorporate the use of computers for instructional diagnostic and repair simulations	P	We have fixed real cars for the last 15 years using latest hand held diagnostic scanners. We do not work on simulations.
Increase the number of students who complete degrees or certificates.	I	Course size now limited to 6 - 8 students per administrative directive.
Pursue NAREF reaccreditation after move to Lamb Chevrolet	I	NATEF to return in Fall 03 for update visit. New curriculum unclear at this time.
Evaluate alternative delivery of curriculum	C	Several alternative delivery methods developed.
Conduct a needs analysis for a collision repair program	P	Need still exists. Previous input from community not used.

C = completed P = Pending I = In progress D = Dropped ? = Not sure

AUTOMOTIVE PROGRAM 2001-2002

Recommendations/Follow-up

The program should be continued, but upgraded, in order to keep pace with the rapidly changing and sophisticated technology in the industry.

- The program is slated for continuation.

Establish an agreement to utilize service bays at Lamb Chevrolet for instructional purposes.

- An agreement with Lamb Chevrolet was signed by the Yavapai College Governing Board on January 8, 2002.
- The present space allocation is not sufficient for current courses - evidenced by the necessity of doubling up classes in the shop area.
- The present space has prohibited the program from growing - evidenced by capacity enrollment and FTSE for the past five years. Partnering with Lamb Chevrolet will provide Yavapai College with eight bays and will allow for all eight automotive core instructional areas to be offered each semester. This will also open the door for continuous, short-term instructional modules to be interspersed with internships.
- In addition to space considerations, much of the Yavapai College automotive equipment is outdated. Collaborating with Lamb Chevrolet will alleviate some of these problems through innovative scheduling of students and equipment usage.
- Students will benefit from observing, first-hand, the day-to-day operations of a professional, automotive service establishment.
- The opportunity to learn automotive skills in a brand new, modern, automotive repair facility, utilizing the latest equipment and gadgetry, will undoubtedly attract new students.

Complete the Outcomes Assessment Plan for the Automotive Program.

- Ongoing.

Require degree seeking automotive students to participate in internships during various phases of their training.

- Pilot program begins Summer 2002. Internships available to non-degree seeking students as well.
- Arrange internships in accordance with a student's specialization interest. That is, a student wishing to specialize in Fords would intern with the Ford dealer. Those students wishing to be "generalists" or who are undecided, could intern with an independent repair facility.

CBS12.A.3 (05/02)

- Pilot program begins Summer 2002.

Incorporate the use of computers for instructional diagnostic and repair simulations.

- No progress.

Increase the number of students who complete degrees or certificates.

- While no increase has occurred, this is part of the objective of the new delivery schedule which begins in Fall 2002.

Pursue NATEF reaccreditation after move to Lamb Chevrolet.

- NATEF reaccreditation application has already been submitted.

Evaluate alternative delivery of curriculum: for example, eight weeks of class - eight weeks of internship.

- The new schedule for the delivery of the automotive classes incorporates the eight week format.

Conduct a needs analysis for a "collision repair" program.

- No progress.

Reorganize the Automotive Advisory Committee to align with and better support the recommendation in this document.

- The terms of the existing Automotive Advisory Committee have concluded. New membership recruitment is underway, however, the final committee has not been formed.

CONSTRUCTION PROGRAM 2002-2003

Recommendations/Follow-up

The program is serving the college and the community needs and should be continued.

- Right now the construction department is in a state of flux. Building 10, its current home, is slated for demolition and new facilities will not be ready until spring of next year. Most of the recommendations cannot be easily implemented until permanent facilities have been secured.
- The program is slated for continuation.

Enrollment has grown and consideration should be given to hiring one full-time faculty member to teach, and help manage the Architectural Graphics program. This person would also assist in overseeing the construction technology computer lab and possibly teach some of the computer based construction management courses. Note: NCA recommends a full-time faculty member for each degree offered. (Dropped)

- The Construction Program will be moving to Chino Valley. Therefore, a recommendation was made to John Morgan (who will serve as Associate Dean for the department) for the position referenced above.

The program needs a full-time counselor that is not only familiar with all of the technology degree programs, but is also capable of recruiting and marketing for the technology programs. (Revised and Completed)

- This need has been met by counseling coming to the center twice a year for a two-day period. .

To meet trends in the global construction marketplace, suggested curricula is as follows: Redevelopment of the CADD program. Restructure classes to meet current needs, i.e., beginning and advanced architecture (ArichiCAD) and civil (AutoCAD). (Pending in consideration of program mix at skills center)

- Still under review. At the end of the spring semester, we have an architectural graphics instructor who is leaving. We know we are moving and there is enough uncertainty that we are waiting before we make any curriculum changes.
- This recommendation is now pending in consideration of final decision concerning the mix of programs at the new skills center.

CBS12.A.3 (05/03)

Offer a community class or weekend seminar in home repair and remodeling.
(Pending)

- Once we're in the Chino Valley facility, we fully expect to offer these types of courses.

Offer various home performance workshops - designed to educate consumers, builders, sub-contractors, designers and architects, building inspectors, and others in the construction industry to design and build houses that are energy and resource efficient, healthy, safe, comfortable, durable, and environmentally friendly.
(In-process)

- This is already happening to a small degree at our job site with visitations, open houses, etc. In addition, the head of our department, Tony Grahame, has been interviewed by local TV stations about how to build healthy houses. Nonetheless, a greater effort is planned for this type of activity once we are relocated to C. V.

Integrate applied communication skills, math and problem solving skills, with vocational/technical interests into core education requirements.
(In-process)

- Some progress has been made with the communication department. In addition, a technical math class was attempted. However, we have a long way to go to achieve the goal stated above.

With the growing Hispanic workforce, add a class in Spanish for construction supervisors.
(Pending)

- No progress.

Create a resource library for both students and the community at the new Agribusiness and Science Technology Center in Chino Valley.
(Complete)

- There is currently a library space dedicated for this purpose in the new center and the construction department already has a start on resource materials.

Purchase a new bobcat for construction technology class.
(Dropped due to cost)

- No progress.

Purchase a new non-ammonia blue print machine for architectural graphics classes.
CBS12.A.3 (05/03)

(Dropped due to cost)

- This will be part of our capital equipment request for FY 2002-03.

**Monitor the transition and impact on students in regards to the move to the new Chino Valley Technology facility.
(In-process)**

- This will occur then the move is made.

CONSTRUCTION PROGRAM 2001-2002

Recommendations/Follow-up

The program is serving the college and the community needs and should be continued.

- Right now the construction department is in a state of flux. Building 10, its current home, is slated for demolition and new facilities will not be ready until spring of next year. Most of the recommendations cannot be easily implemented until permanent facilities have been secured.
- The program is slated for continuation.

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The program needs a full-time counselor that is not only familiar with all of the technology degree programs, but is also capable of recruiting and marketing for the technology programs.

- Again, with the program moving to C. V., it is hoped this position can be secured for that location.

To meet trends in the global construction marketplace, suggested curricula is as follows: **Redevelopment of the CADD program. Restructure classes to meet current needs, i.e., beginning and advanced architecture (ArichiCAD) and civil (AutoCAD).**

- Still under review. At the end of the spring semester, we have an architectural graphics instructor who is leaving. We know we are moving and there is enough uncertainty that we are waiting before we make any curriculum changes.

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- Once we're in the Chino Valley facility, we fully expect to offer these types of courses.

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CBS12.A.3 (05/02)

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- No progress.

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Purchase a new bobcat for construction technology class.

- No progress.

Purchase a new non-ammonia blue print machine for architectural graphics classes.

- This will be part of our capital equipment request for FY 2002-03.

Monitor the transition and impact on students in regards to the move to the new Chino Valley Technology facility.

- This will occur then the move is made.

CBS12.A.3 (05/02)

EMERGENCY MEDICAL SERVICES PROGRAM 2002-2003

Recommendations

- The program is serving the college and community needs and should be continued. Complete
- Maintain the current management and placement of the program in the college structure. Complete
- The full-time faculty and offices have moved to the new Prescott Valley facility. Complete
- Support program staff in acquiring new facilities for classes. Complete
- Develop ways to enhance written and computational skills in the curriculum or through referrals to other course work. Complete
- Secure additional qualified faculty. Complete
- Courses re-written and presented in Spanish. Complete

Follow-up Activities:

- Courses have been re-written and presented in Spanish. These classes are made available to groups in the community who use the Spanish language in delivering services or who only speak Spanish. The courses were re-written by EMS staff in collaboration with a Spanish speaking EMS provider.
- The full time staff has moved to the new P. V. facility.
- Collaboration between program faculty and college testing and placement personnel has been initiated to insure that students who are unsuccessful in gaining admittance to EMS classes due to lack of basic reading and computational skills are encouraged to enroll in remedial classes where improvement may occur.
- Since the program review was started, a minor concern has grown into a major one. Enrollment in the courses and the number of courses offered has continued to increase while certified adjunct faculty has become increasingly hard to find. This condition is brought about in part by the increase in population and need for EMS personnel services in the community, but also by the quality and quantity of courses offered, thereby the increase demand for the classes. Instructors are traveling to all parts of the county to deliver classes, while students are coming from all parts of the state to take advantage of the quality programs offered by Yavapai College.

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- The National Department of Transportation and the Arizona Department of Health Services have increased their requirements for certification of students and instructors. In most cases qualified adjunct have a very limited amount of time to dedicate to the program, when you consider they already have other full time jobs.
- As mentioned in the program review, staff has continued to monitor this trend and has begun the search for another full time faculty for the program. Adding a full time faculty person, will significantly benefit the consistency of instruction in the program while allowing the program coordinator to spend the time she spent recruiting part time faculty, on other more important pursuits. Adjunct faculty pay currently allocated in the department budget will be used to offset the full time faculty salary since the full time person will be teaching the classes formerly taught by adjuncts.
- This has been accomplished by recruiting and hiring several new adjunct faculty.
- This has been accomplished through the construction of the new facility in Prescott Valley, and the building scheduled to be built next the Verde Campus in Cottonwood.

EMERGENCY MEDICAL SERVICES PROGRAM 2001-2002

Recommendations

- The program is serving the college and community needs and should be continued.
- Maintain the current management and placement of the program in the college structure.
- The full-time faculty and offices have moved to the new Prescott Valley facility.
- Support program staff in acquiring new facilities for classes.
- Develop ways to enhance written and computational skills in the curriculum or through referrals to other course work.

Follow-up Activities:

- Courses have been re-written and presented in Spanish. These classes are made available to groups in the community who use the Spanish language in delivering services or who only speak Spanish. The courses were re-written by EMS staff in collaboration with a Spanish speaking EMS provider.
- The full time staff have moved to the new P. V. facility.
- Collaboration between program faculty and college testing and placement personnel has been initiated to insure that students who are unsuccessful in gaining admittance to EMS classes due to lack of basic reading and computational skills are encouraged to enroll in remedial classes where improvement may occur.
- Since the program review was started, a minor concern has grown into a major one. Enrollment in the courses and the number of courses offered has continued to increase while certified adjunct faculty have become increasingly hard to find. This condition is brought about in part by the increase in population and need for EMS personnel services in the community, but also by the quality and quantity of courses offered, thereby the increase demand for the classes. Instructors are traveling to all parts of the county to deliver classes, while students are coming from all parts of the state to take advantage of the quality programs offered by Yavapai College.
- The National Department of Transportation and the Arizona Department of Health Services have increased their requirements for certification of students and instructors. In most cases qualified adjunct have a very limited amount of time to dedicate to the program, when you consider they already have other full time jobs.

- As mentioned in the program review, staff has continued to monitor this trend and has begun the search for another full time faculty for the program. Adding a full time faculty person, will significantly benefit the consistency of instruction in the program while allowing the program coordinator to spend the time she spent recruiting part time faculty, on other more important pursuits. Adjunct faculty pay currently allocated in the department budget will be used to offset the full time faculty salary since the full time person will be teaching the classes formerly taught by adjuncts.
- The staff undertook an unsuccessful attempt to locate and hire a qualified full-time faculty member. Several new trainable adjunct faculty were located and training is under way to ensure these individuals meet national standards for certification. Funds to cover the salary were shifted from the Public Services budget.

EMERGENCY MEDICAL SERVICES PROGRAM 2000-2001

Recommendations

- The program is serving the college and community needs and should be continued.
- Maintain the current management and placement of the program in the college structure.
- Move the full-time faculty and offices to the new Prescott Valley facility.
- Support program staff in acquiring new facilities for classes.
- Develop ways to enhance written and computational skills in the curriculum or through referrals to other course work.

Program Goals

- Provide high quality accessible training opportunities for students' expertise in the field
- Deliver learner centered education with life long learning options
- Instill competencies, which lead to certification and employment
- Encourage and prepare students to seek opportunities for advancement in the field
- Provide advanced course work and continuing education programs
- Provide outreach programs for communities in the entire county

Follow-up Activities:

- Courses have been re-written and presented in Spanish. These classes are made available to groups in the community who use the Spanish language in delivering services or who only speak Spanish. The courses were re-written by EMS staff in collaboration with a Spanish speaking EMS provider.
- Plans have been made to move the full time staff to the new P. V. facility when it opens.

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- Collaboration between program faculty and college testing and placement personnel has been initiated to insure that students who are unsuccessful in gaining admittance to EMS classes due to lack of basic reading and computational skills are encouraged to enroll remedial classes where improvement may occur.
- Since the program review was started, a minor concern has grown into a major one. Enrollment in the courses and the number of courses offered has continued to increase while certified adjunct faculty have become increasingly hard to find. This condition is brought about in part by the increase in population and need for EMS personnel services in the community, but also by the quality and quantity of courses offered, thereby the increase demand for the classes. Instructors are traveling to all parts of the county to deliver classes, while students are coming from all parts of the state to take advantage of the quality programs offered by Yavapai College.
- The National Department of Transportation and the Arizona Department of Health Services have increased their requirements for certification of students and instructors. In most cases qualified adjunct have a very limited amount of time to dedicate to the program, when you consider they already have other full time jobs.
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Fire Science Program 2002-2003

Recommendations/Follow-Up

The program is serving the college and the community needs and should be continued. (Complete)

- The program has been continued and is undergoing significant upgrades.

Maintain the current management and placement of the program in the college structure. (Complete)

- The current management structure and program placement has been maintained.

Move the faculty, staff and offices into the new Prescott Valley and Verde Valley facilities when they are completed since they have been designed to accommodate the majority of training and course work in the Fire Science program. (Complete)

- The Prescott Valley campus dedicated its new addition in Spring 2002. Its primary focus is Public Safety Education, including Fire Science, EMS, Administration of Justice, and the Police Officer Certification Academy (NARTA). The Verde Valley Center is progressing through the planning stages, with the IGA and property lease being negotiated with the City of Cottonwood. After negotiation, we will move into the design phase.

Increase the program budget by 15 percent to reflect its growth in operating expenditures and capital equipment needs, as reflected in budget planning submittals. In the past these needs have been met by transferring dollars from other programs in the Public Services department. (Complete)

- This recommendation has been satisfied in the 01/02 budget year by transferring permanent funds from another department within the Public Services Department. Proposals for 02/03 will be part of the Division's budget proposal to the President's Office.

Support program staff in planning and designing new facilities to meet the rising student enrollment and increasing program requirements. (Complete)

- The staff is receiving tremendous support in this area, starting from the President's Office and working down. Neil Goodell, Terry Walsh, Terry Bowmaster, Jim Gillespie, and the College's legal professionals have been instrumental in providing support for the various facilities projects.

Enhance written and computation skills. (Complete)

- Processes to identify and enhance written and computation skills within the curriculum are being initiated. In addition to adding prerequisites to some courses, a Nelson Denny testing process is being implemented. Students will be assessed in this method and advised or assisted as

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appropriate in ways of improving their skills. Some students will be provided with tutors and Resource Center opportunities, while others will be given the opportunity to participate in peer groups with individuals who have developed higher educational skill levels.

- This program goal was initiated in the Spring 2002 semester with the administration of the Nelson-Denny assessment exam to the students in the Firefighter Certification Academy. Three students exhibited assessments that indicated a need for assistance, and all were offered a variety of support methods through College resources. The curriculum will consistently be reviewed to evaluate areas of written and computational skills adequacy.

Fire Science Program 2001-2002

Recommendations/Follow-Up

The program is serving the college and the community needs and should be continued.

- The program has been continued and is undergoing significant upgrades.

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GUNSMITHING PROGRAM 2002-2003

Gunsmithing is a competency-based, project oriented, occupational, Associate of Applied Science Degree program. It prepares students for entry into the workforce and to develop their own business. There are only a few programs of this kind in the country.

Recommendations/Follow-Up

Reinstatement (Complete)

- As directed by the College Governing Board, the Gunsmithing Program was reinstated to begin offering classes as of the fall semester 2000. This objective was accomplished and a comprehensive process was undertaken to support it. The program is now finishing the second academic year with success in terms of meeting the goals outlined in the recommendations listed in the program review.
- In the fall semester 2001, 50 students enrolled in 341 credit hours of Gunsmithing course work. In the spring 2002 semester 55 students enrolled in 358 credit hours of Gunsmithing course work – a total of 699 credit hours of gunsmithing for the 2001-2002 academic year. This includes 25 students enrolled in the degree program, carrying a full load of Gunsmithing and other related course work. Nine of these students came from out of state to enroll. Seventeen of those students will return for the second year classes in fall, and there are already over six applications for enrollment in the first year classes starting in the fall. It is anticipated that enrollment in total will be 30 students for the fall 2002 semester.
- In addition to the success described above, the program has received certification by the National Rifle Association for the summer short-term schools. There is a plan in place to offer over fifteen one-week intensive credit and non-credit courses this summer. Classes begin in May.

Staff (Complete)

- A new full-time faculty member was hired to provide instruction, coordination and professional operation of the program. The new faculty member has extensive experience in the field and has begun to make changes with direction from the Director of the Public Services Division.
- Mr. Alan Lohr was hired in this position. He has excelled in his role as lead Gunsmithing instructor and has been heavily involved in marketing and recruiting students, hiring faculty and working with industry partners for program support. As well as coordinating the NRA summer classes and maintaining college equipment.

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- In addition to the one full-time faculty members originally hired, several more adjuncts that teach subjects such as Auto-Cad and Stock making have been added to the staff.
- When appropriate, other experts in the field are brought in as guest lecturers.

Marketing (Complete)

- With the new staff member in place, an aggressive marketing effort was implemented. This effort included creating a web page, advertising on the web on other related pages, advertising in several national publications, attending trade shows in several locations, and making telephone and written contact with individuals and corporations related to the field. This plan has been very successful
- Interest generated from the web page alone has resulted in hundreds of inquiries from as far away as Germany, Indonesia and England. Based on these responses and those that the staff receives during the various marketing activities being undertaken, there is anticipation that the program will enjoy a healthy growth rate for some time to come.

Facilities (Complete)

- A complete remodel, upgrade and enhancement of the lab and classroom was initiated. All equipment and class supplies were evaluated and upgraded or replaced as necessary. These changes have served faculty and staff well. As time goes by, close monitoring of conditions will occur and upgrades will be made.
- The instructors have stated overwhelming satisfaction with the efficiency and convenience that the new design brings to the facility. Students also state complete satisfaction with the classroom and lab settings. The classroom is now being utilized by other departments in conducting various other types of classes and activities, in addition to the Gunsmithing class activities.

Curriculum (Complete)

- A continuous review process for the entire curriculum and program is in place.
- A Saturday lab class was added to allow students to participate in more practical application activities.
- Evening and weekend classes have been scheduled.
- More of these type classes are planned for the future.

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- The degree program was restructured to offer over a period of two years.
- Current and prospective students have expressed great satisfaction with this change.
- Industry representatives have been contacted to begin the internship program; this option will be offered to second year students starting in the fall of 2001.
- The Police Armorer course has been rewritten and offered three times. It was overwhelmingly accepted and supported with attendance.
- The Arizona Peace Officers Standards and Training Board approved the course for credit for required training for Police Officers.
- The steps necessary to reinstate the NRA summer programs have been taken, including a request to be certified by the NRA.
- An advisory committee has been developed and is meeting; this committee is made up of several owners and operators of related businesses and organizations in the community.
- Several “Partnerships” have been established with members of the industry.

Budget (Complete)

- As previously reported, it is anticipated that the existing budget will be sufficient to support all these ongoing activities.

Growth (Complete)

- The Gunsmithing program is running at 100 percent capacity with the space available. The lab and classroom are scheduled for adjustment to more efficiently utilize every square foot of area.
- As requested, program expansion has been put on hold do to budget and building concerns. It may be possible to attract more students by offering a few select evening classes. Space is available at that time. However additional staff may be an issue.

CBS12.A.3 (05/03)

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- In the fall semester 2001, 50 students enrolled in 341 credit hours of Gunsmithing course work. In the spring 2002 semester 55 students enrolled in 358 credit hours of Gunsmithing course work – a total of 699 credit hours of gunsmithing for the 2001-2002 academic year. This includes 25 students enrolled in the degree program, carrying a full load of Gunsmithing and other related course work. Nine of these students came from out of state to enroll. Seventeen of those students will return for the second year classes in fall, and there are already over six applications for enrollment in the first year classes starting in the fall. It is anticipated that enrollment in total will be 30 students for the fall 2002 semester.
- In addition to the success described above, the program has received certification by the National Rifle Association for the summer short-term schools. There is a plan in place to offer over fifteen one-week intensive credit and non-credit courses this summer. Classes begin in May.

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Facilities

- A complete remodel, upgrade and enhancement of the lab and classroom was initiated. All equipment and class supplies were evaluated and upgraded or replaced as necessary. These changes have served faculty and staff well. As time goes by, close monitoring of conditions will occur and upgrades will be made.
- The instructors have stated overwhelming satisfaction with the efficiency and convenience that the new design brings to the facility. Students also state complete satisfaction with the classroom and lab settings. The classroom is now being utilized by other departments in conducting various other types of classes and activities, in addition to the Gunsmithing class activities.

Curriculum

- A continuous review process for the entire curriculum and program is in place.
- A Saturday lab class was added to allow students to participate in more practical application activities.
- Evening and weekend classes have been scheduled.
- More of these type classes are planned for the future.

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Budget

- As previously reported, it is anticipated that the existing budget will be sufficient to support all these ongoing activities.

Growth

- The Gunsmithing program is running at 100 percent capacity with the space available. The lab and classroom are scheduled for adjustment to more efficiently utilize every square foot of area.
- As requested, program expansion has been put on hold do to budget and building concerns. It may be possible to attract more students by offering a few select evening classes. Space is available at that time. However additional staff may be an issue.

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Recommendations/Follow-Up

Reinstatement

- As directed by the College Governing Board, the Gunsmithing Program was reinstated to begin offering classes as of the fall semester 2000. This objective was accomplished and a comprehensive process was undertaken to support it. The program is now finishing the first academic year with success in terms of meeting the goals outlined in the recommendations listed in the program review.
- In the fall semester 2000, 34 students enrolled in 202 credit hours of Gunsmithing course work. Twelve students enrolled in the degree program, carrying a full load of Gunsmithing and other related course work. Five of these students came from out of state to enroll. Eleven of those students will return for the second year classes in fall, and there are already over 12 applications for enrollment in the first year classes starting in the fall. It is anticipated that enrollment in total will be twenty-four student for the fall semester.
- In addition to the success described above, the program has received certification by the National Rifle Association for the summer short-term schools. There is a plan in place to offer over ten one-week intensive credit and non-credit courses this summer. Enrollment begins in May.

Staff

- A new full-time faculty member was hired to provide instruction, coordination and professional operation of the program. The new faculty member has extensive experience in the field and has begun to make changes with direction from the Director of the Public Services Division.
- Mr. Alan Lohr was hired in this position. He has excelled in his role as lead Gunsmithing instructor and has been heavily involved in marketing and recruiting students, faculty and industry partners for the program.
- In addition to the two part-time faculty members originally recruited, several more adjuncts that teach subjects such as Auto-Cad have been added to the staff.

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- When appropriate, other experts in the field are brought in as guest lecturers.

Marketing

- With the new staff member in place, an aggressive marketing effort was implemented. This effort included creating a web page, advertising on the web on other related pages, advertising in several national publications, attending trade shows in several locations, and making telephone and written contact with individuals and corporations related to the field. This plan has been very successful
- Interest generated from the web page alone has resulted in over 200 inquiries from as far away as Germany, Indonesia and England. Based on these responses and those that the staff receives during the various marketing activities being undertaken, there is anticipation that the program will enjoy a healthy growth rate for some time to come.

Facilities

- A complete remodel, upgrade and enhancement of the lab and classroom were initiated. All equipment and class supplies were evaluated and upgraded or replaced as necessary. These changes have served faculty and staff well. As time goes by, close monitoring of conditions will occur and upgrades will be made.
- The instructors have stated overwhelming satisfaction with the efficiency and convenience that the new design brings to the facility. Students also state complete satisfaction with the classroom and lab settings. The classroom is now being utilized by other departments in conducting various other types of classes and activities, in addition to the Gunsmithing class activities.

Curriculum

- A continuous review process for the entire curriculum and program is in place.
- A Saturday lab class was added to allow students to participate in more practical application activities.
- Evening and weekend classes have been scheduled.
- More of these type classes are planned for the future.
- The degree program was restructured to offer over a period of two years.
- Current and prospective students have expressed great satisfaction with this change.

CBS12.A.3 (05/01)

- Industry representatives have been contacted to begin the internship program..
- This option will be offered to second year students starting in the fall of 2001.
- The Police Armorer course has been rewritten and offered twice. It was overwhelmingly accepted and supported with attendance.
- The Arizona Peace Officers Standards and Training Board approved the course for credit for required training for Police Officers.
- The steps necessary to reinstate the NRA summer programs have been taken.
- As stated above, our request to be certified by the NRA was received.
- An advisory committee has been developed and is meeting.
- This committee is made up of several owners and operators of related businesses and organizations in the community.
- Several “Partnerships” have been established with members of the industry.

Budget

- As previously reported, it is anticipated that the existing budget will be sufficient to support all these ongoing activities.

GUNSMITHING PROGRAM 1999-00

Recommendations/Follow-up

Reinstatement

- As directed by the College Governing Board, the Gunsmithing Program was reinstated to begin offering classes as of the fall semester 2000. This objective was accomplished and a comprehensive process was undertaken to support it.

Staff

- A new full-time faculty member was hired to provide instruction, coordination and professional operation of the program. The new faculty member has extensive experience in the field and began to make changes with direction from the Director of the Public Services Division.
- In addition, two part-time faculty members were retained to support the students in the program.
- One part-time clerical person was hired in another area of Public Services Division. This provided additional time for existing staff to assist in processing applications, to complete background checks and to coordinate purchasing and marketing.

Marketing

- With the new staff member in place an aggressive marketing effort was implemented. This effort included creating a web page, advertising on the web on other related pages, advertising in several national publications, attending trade shows in several locations, and making telephone and written contact with individuals and corporations related to the field. Preliminary indications are that this plan was successful. Continuous monitoring and adjustments will occur. This effort was accomplished with input from staff and the newly formed program advisory committee, which is made up of several individuals in the community who are involved in the industry.

Facilities

- A complete remodel, upgrade and enhancement of the lab and classroom was initiated. All equipment and class supplies were evaluated and upgraded or replaced as necessary.

Curriculum

- A continuous review process for the entire curriculum and program is in place.
- Evening and weekend classes have been scheduled for fall 2000.
- The degree program was restructured to be offered over a period of two years.
- Industry representatives have been contacted to begin the internship program.
- The Police Armorer course has been rewritten and offered twice. It was overwhelmingly accepted and supported with attendance.
- The steps necessary to reinstate the NRA summer programs have been taken.
- An advisory committee has been developed and is meeting.
- Several partnerships have been established with members of the industry.

MUSIC DEPARTMENT 2002-2003

Recommendations

The Music Department has grown to a point where the institution might consider increasing its support in terms of additional faculty and staff and budget, or it should allow the department to reduce its services to students and/or the community. The Music Department attempts to respond to community requests for classes and concerts, in addition to supporting a student recruitment program for the college. The two full-time faculties and their staff are finding it increasingly difficult to respond to these growing demands. It might be time to either expand the program or consider reducing the services in some way.

Follow-up

Administrative Structure

- Eliminate the "Music Volunteer" program and the Volunteer Coordinator position.
 - Reassigned ticket sales and ushering to the Community Events Office.
 - Complete
- Eliminated the part-time "Music Department Administration Assistant" position.
 - Reassign work to the "Division Administrative Assistant" position.
 - Complete
- Retained a part-time "Music Department Secretary".
Complete

Instructional Offerings

- Retained five Choral Ensembles On-going
- Dropped two Choral Ensembles Complete
- Retained three sections of Music Appreciation
 - Added a 4th section of MUS 240 Music Appreciation in Spring semester On-going
- Retained a piggy-backed Piano Class I-IV On-going, however we have separated the enrichment/retirement and degree seeking piano students.

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- Retained an eleven concert "Concert Series" in the Performance Hall (as Class Assessment)
 - All concerts were broadcast on Channel 13 (Nominated by Channel 13 for "Outstanding Entertainment Award")
- On-going 10 concerts this year.

Public Relations

- Eliminated the "Summer Renaissance Banquet" performance (effective Summer 2002).
Complete
- "Angelorum" (the College's Public Relation's Choir) performed for:
 - Prescott Downtown Partnership, Acker Music Showcase, Yavapai Symphony Guild, Yavapai Regional Medical Center, Sister City Association, Channel 13 Christmas Program, YC Evening of Recognition, YC Verde Valley Commencement, YC Prescott Commencement
- Performed at scheduled events. Continuing.

Student Recruitment

- The Music Department provided recruitment programs at four county high schools.
 - Bradshaw Mountain High School
 - Chino Valley High School
 - Bagdad High School
 - Prescott Mile High Middle School
 - In Addition: Dr. Breiling has traveled to all high schools in the district.
- The Music Department provided scholarship flyers and information to all Arizona high schools (both Fall and Spring semesters).
On-going, complete for this academic year: continuing
- Two Open House/Scholarship programs were offered (November 17, 2001 and April 20, 2002).
On-going
- Eliminated the high school Honor Band Festival Complete

Advancement

- Advancement financed monthly advertisements featuring Music and Art Department events for the *Daily Courier*.
Dropped
- Dana Wingate, a volunteer, continued to write articles for the *Daily Courier* regarding the Choral Music concerts.
On-going

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Budget

- Institutional funds were used to finance all Music Department activities (Fund 02 accounts were not used). Complete
 - The Fund 02 accounts were frozen (pending administrative review). Complete, reviewed and used.
- Private and applied lesson fees were increased complete
- Music faculty are now paid \$30 per hour for private lesson instruction (effective Fall semester 2001).

Scholarship: All scholarship allocations from the institution have been CANCELLED. Financial Aid will honor those awards committed for the fall semester, evidently there will be no financial aid support for the spring 04 semester or the future. (This does not apply to foundation supported scholarships)

- Institutional funding for vocal music department scholarships was reduced by \$250 (from \$6250 to \$6000).
 - Sixty-four choral ensemble scholarships were issued at \$31 per student.
 - Twelve private vocal music lesson scholarships were issued at \$250 per student
 - College Foundation vocal music scholarships were offered (\$1700)
 - Sixteen choral ensemble scholarships were issued at \$31 per student
- Four private music lesson scholarships were issued at \$300 per student.

Facility

- Room list
 - Retained four rooms for music instruction (rooms 205, 206, 208, and 210)
 - Retained four practice rooms (rooms 207 A, B, C, and D)
 - Retained two faculty offices (rooms 203 and 204)
 - Retained one music office and one adjunct faculty workspace (both in room 206A)
 - Retained one percussion storage room (room 206 B)
 - Acquired lecture room 209 for Music Appreciation
 - Received extensive support from facilities management to renovate music rehearsal hall.

MUSIC DEPARTMENT 2001–2002

Recommendations

The Music Department has grown to a point where the institution might consider increasing its support in terms of additional faculty and staff and budget, or it should allow the department to reduce its services to students and/or the community. The Music Department attempts to respond to community requests for classes and concerts, in addition to supporting a student recruitment program for the college. The two full-time faculties and their staff are finding it increasingly difficult to respond to these growing demands. It might be time to either expand the program or consider reducing the services in some way.

Follow-up

Administrative Structure

- Eliminate the "Music Volunteer" program and the Volunteer Coordinator position.
 - Reassigned ticket sales and ushering to the Community Events Office.
- Eliminated the part-time "Music Department Administration Assistant" position.
 - Reassigned work to the "Division Administrative Assistant" position.
- Retained a part-time "Music Department Secretary".

Instructional Offerings

- Retained five Choral Ensembles
- Dropped two Choral Ensembles
- Retained three sections of Music Appreciation
 - Added a 4th section of MUS 240 Music Appreciation in Spring semester
- Retained a piggy-backed Piano Class I-IV
- Retained an eleven concert "Concert Series" in the Performance Hall (as Class Assessment)
 - All concerts were broadcast on Channel 13 (Nominated by Channel 13 for "Outstanding Entertainment Award")

CBS12.A.3 (05/02)

Public Relations

- Eliminated the "Summer Renaissance Banquet" performance (effective Summer 2002).
- "Angelorum" (the College's Public Relation's Choir) performed for:
 - Prescott Downtown Partnership, Acker Music Showcase, Yavapai Symphony Guild, Yavapai Regional Medical Center, Sister City Association, Channel 13 Christmas Program, YC Evening of Recognition, YC Verde Valley Commencement, YC Prescott Commencement

Student Recruitment

- The Music Department provided recruitment programs at four county high schools.
 - Bradshaw Mountain High School
 - Chino Valley High School
 - Bagdad High School
 - Prescott Mile High Middle School
- The Music Department provided scholarship flyers and information to all Arizona high schools (both Fall and Spring semesters).
- Two Open House/Scholarship programs were offered (November 17, 2001 and April 20, 2002).
- Eliminated the high school Honor Band Festival

Advancement

- Advancement financed monthly advertisements featuring Music and Art Department events for the *Daily Courier*.
- Dana Wingate, a volunteer, continued to write articles for the *Daily Courier* regarding the Choral Music concerts.

Budget

- Institutional funds were used to finance all Music Department activities (Fund 02 accounts were not used).
 - The Fund 02 accounts were frozen (pending administrative review).
- Private and applied lesson fees were increased
- Music faculty are now paid \$30 per hour for private lesson instruction (effective Fall semester 2001).

CBS12.A.3 (05/02)

Scholarship

- Institutional funding for vocal music department scholarships was reduced by \$250 (from \$6250 to \$6000).
 - Sixty-four choral ensemble scholarships were issued at \$31 per student.
 - Twelve private vocal music lesson scholarships were issued at \$250 per student
 - College Foundation vocal music scholarships were offered (\$1700)
 - Sixteen choral ensemble scholarships were issued at \$31 per student
- Four private music lesson scholarships were issued at \$300 per student.

Facility

- Room list
 - Retained four rooms for music instruction (rooms 205, 206, 208, and 210)
 - Retained four practice rooms (rooms 207 A, B, C, and D)
 - Retained two faculty offices (rooms 203 and 204)
 - Retained one music office and one adjunct faculty workspace (both in room 206A)
 - Retained one percussion storage room (room 206 B)
- A request has been submitted to complete substantial work to Building 15, room 206. No work was completed.

CBS12.A.3 Changes made through Program Review

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community*
Metric A.3 *Programs and services*

**MUSIC DEPARTMENT
2000–2001**

Recommendations

The Music Department has grown to a point where the institution might consider increasing its support in terms of additional faculty and staff and budget, or it should allow the department to reduce its services to students and/or the community. The Music Department attempts to respond to community requests for classes and concerts, in addition to supporting a student recruitment program for the college. The two full-time faculties and their staff are finding it increasingly difficult to respond to these growing demands. It might be time to either expand the program or consider reducing the services in some way.

Follow-up

- The decision was made to maintain the current level of support for the Music Department. However, several specific changes were recommended to clarify the Music Department's services:
 - Eliminate 3.0 release load for both Drs. Breiling and Fisher, which had been used for Departmental Administration.
 - Eliminate 1.5 release load for both Drs. Breiling and Fisher, which had been used for Student Advisement.
 - Add 3.0 release time to Dr. Fisher's summer schedule to compensate for the administrative responsibilities of producing the Summer Renaissance Banquet.
- The Music Department will continue to provide instructional opportunities for both enrichment students and music transfer students.
- Recruitment
 - The Music Department will continue to provide recruitment programs at the county High Schools.
 - The Music Department will continue to provide scholarship information to the county High Schools.
- Advancement
 - Advancement will finance the production of three-fold promotional materials for the Music Department.
 - A representative from the Music Faculty will meet with the director of Community Events to open discussion to incorporate the operation and promotion of the Music Department Concert Series into Community Events.

CBS12.A.3 (05/01)

- Budget
 - Funds were provided to purchase a music library storage unit.
- Scholarship
 - Institutional funding for music department scholarships was reduced by \$500 (from \$12,500 to \$12,000).
- Private and Applied lesson fees
 - Increase the student fee for private and applied music lessons to provide a \$30 per hour salary for Private Lesson instructors.

**Nursing Assistant Program Review
2002-03**

Recommendation	Status	Activities
Continue offering NSG 114	C	The course continues to offered in the summer, fall, and spring semesters on both the Prescott and Verde Valley campuses
Increase emphasis on computation skills	C	Faculty who teach NSG 114 continue to emphasize the computational skills required for a nursing assistant position, with applications such as calculating a resident's fluid intake and output.
Obtain additional space on the Verde Valley campus	C	Completed
Recommendation for a full-time instructor for nursing assistant	P	This request was made in the budget building process, but again was not approved.
Offer more sections for the VA	C	Additional sections offered.
Work with design of new building	I	Work with the design of new buildings or modification of existing buildings in the Master Plan to assure that there will be space for nursing labs and adequate classroom space.

NURSING PROGRAM 2001-2002

Recommendations/Follow-up

Continue offering the Nursing Assistant course, NSG 114

- The course continues to offered in the summer, fall, and spring semesters on both the Prescott and Verde Valley campuses

Increase emphasis on computation skills

- Faculty who teach NSG 114 continue to emphasize the computational skills required for a nursing assistant position, with applications such as calculating a resident's fluid intake and output.

Obtain additional space on the Verde Valley campus

- Completed

Recommendation for a full-time instructor for nursing assistant classes

- This request was made in the budget building process, but again was not approved.

Future Plans

- Work with the design of new buildings or modification of existing buildings in the Master Plan to assure that there will be space for nursing labs and adequate classroom space.
- Continue to advocate for an additional full time faculty member to teach nursing assistant classes and coordinate the classes between campuses and with clinical agencies.

Nursing Program

Recommendations/Follow-up

Continue offering the Nursing Assistant course, NSG 114

- The course was offered in the summer, fall, and spring semesters in 2000-2001 on both the Prescott and Verde Valley campuses. An additional section was created in Spring 2001 at the request of the Northern Arizona Veterans Affairs Health Care Center, to prepare nursing assistants for employment at that agency.
- The only resource expended this year that was increased from the usual expenditures was the salary for an additional adjunct faculty to teach the additional section of the class to meet the request of the VA Medical Center.

Increase emphasis on computation skills

- Faculty who teach NSG 114 emphasized the computational skills required for a nursing assistant position during the past year.

Obtain additional space on the Verde Valley campus

- This was done prior to the start of the fall semester. Dr. Dean authorized an extra classroom, adjacent to the nursing skills lab, to be dedicated to the Nursing Department and was used for classes this year.

Recommendation for a full-time instructor for nursing assistant classes

- This request was made in the budget building process, but was not approved.

Future Plans

- Offer more sections for the VA, if they secure the funding to pay tuition for additional employees to take NSG 114.
- Work with the design of new buildings or modification of existing buildings in the Master Plan to assure that there will be space for nursing labs and adequate classroom space.
- Continue to advocate for an additional full time faculty member to teach nursing assistant classes and coordinate the classes between campuses and with clinical agencies.

**Purchasing and Contracting Program Review Follow-up
2002-03**

Recommendation	Status	Activities
<p>There will be at least one professional purchasing staff in the office during normal business hours as much as possible to accommodate liaisons' concerns.</p>	<p>Done</p>	<p>Scheduled a staff member to be present at all times between 7 a.m. and 4:30 p.m.</p>
<p>Purchase software program to provide for a faster turnaround and proper processing of requisitions and purchase orders to provide better customer service.</p>	<p>In research</p>	<p>Looking for a desk top package to make this possible within a tight budget, after the abandonment of the Peoplesoft financial system.</p>
<p>Year-end orders cannot always be accomplished within the parameters of fiscal closure. New procedures were set up to expedite these orders. The department now educates liaisons where their orders may get bogged down. These procedures were implemented in last year's year-end and were very successful.</p>	<p>Done</p>	<p>Year - end starts in April with a meeting of the liaisons and a calendar of events for year-end closing. Last year went smoothly and efficiently with all procedures handed out in our April liaison meeting. This will be repeated annually</p>
<p>There will be two liaison meetings a year with notice given to attendees and in writing of any changes to procedures for those who are unable to attend.</p>	<p>Done</p>	<p>October 30 and April 22</p>
<p>The Purchasing Department has re-committed themselves to prompt and courteous customer service. An enhanced positive attitude will be presented to the college community as well as to the suppliers. There will be a hierarchy in purchasing for solving problems. If problem is not solved satisfactorily at the level it should be, then the director should be contacted and available for resolution. The Purchasing staff will attend seminars and/or training to improve to an acceptable level of customer service and try for an exemplary level.</p>	<p>In progress</p>	<p>One customer service class was attended and prompt return of all telephone calls, and inquiries have markedly increased customer and supplier satisfaction.</p>

PURCHASING & CONTRACTING 2001-2002

Recommendations/Follow-up

Measure Cost-Avoidance and Cost-Savings

- Cost avoidance was measured throughout the year with a total of \$45,000
- Cost avoidance in negotiations with architects and contractors with a total of \$350,000
- Cost savings was achieved throughout the year with a total of \$105,000
- Total Savings realized for the year **\$500,000**

Reduce Paperwork

- The goal is to reduce the paper work needed to process a purchase order. People Soft was tabled as a software solution so a new effort will be made to install the Legacy system Purchase Order and then a web enabled PO form to make it easy to utilize. The final results should reduce paperwork.
- The goal is to do away with the physical check request was also not realized. This is the property of the Business Office and not that of Purchasing.
- We were able to post all the training information on the Intranet this year that significantly reduced hard copies on campus.
- Increased the use of the Purchase Card by 2% over last year, thereby reducing corresponding Purchase Orders.

Accomplishments

- Redesigned all the contracts, terms and conditions and bid documents to reduce the paperwork and increase efficiency of the workflow.
- Designed a Liaison Training Power Point Presentation for future group trainings.
- Designed Request for Proposals that roll into effective Contracts for major projects in the Master Plan implementation.
- Reorganized the entire department work flow, including the filing systems both manual and computer based to find needed documentation more efficiently.
- Reorganized the various entities that report to purchasing Shipping & Receiving, printing and mail center to become crossed trained to support the department.
- Improved dramatically the relationships between the two major college contracts – bookstore (Follett) and food services (Chartwells).

Liaison Training

- Over the past year, we have held two liaison training session.
- At least 50 individual refresher classes and new liaison individual training sessions were held.

CBS12.A.3 (05/02)

Future Plans

- Create an Internet Purchasing Site where internal forms and training manual will reside as well as the ability to post bids and proposals to the outside community. Although part of this has been accomplished more needs to be done.
- Lead the efforts to put in place guidelines for copyright policies to be in compliance with the copyright laws.
- Continue to refine the purchasing policies and procedures to further improve upon the improvements made this year.
- Work with ITS to bring up the Legacy Purchasing system and a web enabled purchase order.
- Continue with managing the increased workload incurred by the Master Plan Implementation.

PURCHASING & CONTRACTING 2000-2001

Recommendations/Follow-up

Measure Cost-Avoidance and Cost-Savings

- Cost avoidance was measured throughout the year as last year with a total of \$45,500.
- Cost savings was achieved throughout the year at a total of \$44,000.
- The new purchasing director is evaluating the purchasing functions to see where more cost may be avoided and savings secured.

Reduce Paperwork

- The goal is to reduce the paper work needed to process a purchase order. People Soft will be implemented in the next two years to reduce the paper trail; design work will begin as early as this fall.
- The goal is to do away with the physical check request, People Soft will also address this problem.
- Increased the use of the Purchase Card by 49% over last year, thereby reducing corresponding Purchase Orders.

Liaison Training

- Over the past year, we have held five liaison training sessions.
- At least 40 individual refresher classes and new liaison individual training sessions were held.

Future Plans

- Create an Internet Purchasing Site where internal forms and training manual will reside as well as the ability to post bids and proposals to the outside community.
- Redesign all the contracts, terms and conditions and bid documents.

- Reorganize the Purchasing department to provide for more efficient processes.
- Reorganize the Shipping and Receiving function on campus to increase efficiency.

PURCHASING & CONTRACTING 1999-00

Recommendations/Follow-up

Measure Cost-Avoidance

- A high priority was given to setting up a method of measuring cost-avoidance (i.e., avoidance of costs one might expect to pay due to inflation).
- A program was set up July 1, 1999 to measure cost avoidance from actions like renewal of contracts. The effectiveness yardstick was either the Producer Price Index or the Consumer Price Index. Results through May 2000 are \$52,600 in avoidances. The program will continue in FY 00-01.

Reduce Paperwork

- Several meetings took place and various methods were examined in light of the latest state auditor requirements and the needs of the departmental purchasing liaisons. After considerable discussion, it was decided the best way to reduce paper work was to raise the dollar limit on departmental purchases from \$500 to \$1,000 which will start 7-1-00 and increase the use of the purchase card. The use of the purchasing card program was promoted to reduce paperwork (i.e., check writing and reconciliation). The use of purchasing cards has increased 55 percent through May 2000; 4,098 transactions were completed last fiscal year compared to 5,988 transactions this fiscal year. The meetings and programs will continue in fiscal year 00-01.

Implement Automated Purchasing System

- The increased difficulties and expense associated with implementation of the PeopleSoft payroll system has put future implementation plans for the automated purchasing system on the shelf. Implementation plans will be reviewed in the fall of 2000, following the successful implementation of the payroll system. Based on the committee's review of the payroll implementation and future plans, Purchasing & Contracting will generate new action plans concerning the automated purchasing system.

Eliminate Check Request Form

- The purchasing liaisons, staff in Business Services, and the auditors all have strongly resisted the elimination of the check request form. It appears to be meeting the needs of all parties for record keeping, and no further efforts will be made to eliminate this form as a means of paperwork reduction.

Liaison Training

- In order to avoid violations of purchasing rules and regulations, purchasing liaison training was stepped up.
- Susan Spector from the Human Resources Department started a peer training group, made up of Paula Hammer, Kirsten Adaniya, Demoree Anderson, Nancy Bennett, Benjamin Moss, Margo Roberts, Caye Patton and Julia Sowles. Some of the many achievements are recorded below. Plans are to continue these efforts in fiscal year 00-01.
 - Team conducted a needs assessment for the liaison population and prioritized training needs.
 - The team sponsored an instructor-led (Terry Bowmaster and Bob Lynch) session on the YC budgeting process as a foundational block at the January 2000 Development Day program.
 - The team developed electronic support materials, including a purchasing liaison manual—an online database, including frequently asked questions. The manual is designed to be used as a "just in time" training tool.
 - The team designed and delivered a basic purchasing process review/refresher workshop at the February 2000 Development Day program.
 - The team gave a green bar budget workshop that highlighted best practices and included instruction on the processes of reconciliation, online account access and general budget record-keeping strategies. A liaison resource list was also developed and distributed. Participants rated various aspects of the workshop as "very good" or "excellent" and emphasized the usefulness of the resource materials and the networking opportunities.
 - Future plans include continued peer training sessions and the development of an online manual.

SOCIAL SCIENCE PROGRAM 2002-2003

Recommendations/Follow-up

New psychology faculty position for Prescott campus

- No action. Pending

New psychology faculty position for Verde campus

- No action. Pending

Liberal Arts office location

- Liberal Arts office location will be taken care of as part of the Master Plan. In-progress

Course outline reviews

- An extensive review and revision of course outlines has been completed. This includes virtually all core course outlines and most elective courses. Complete.

Workshops

- Workshops for LSC team taught courses, Assessment rubrics, HUM205, and Language courses have been implemented. Complete

Funding for summer coverage of LA office.

- The extension of the Liberal Arts Administrative Assistant's contract through the summer is under consideration and will hopefully take effect on July 1 of this year. Complete

Funding for increased adjunct instruction.

- Budget increased for 2001-2002. Complete.

Increased resources for classroom projection capabilities.

- Included in the Master Plan. Complete

CBS12.A.3 (05/03)

**SOCIAL SCIENCE PROGRAM
2001-2002**

Recommendations/Follow-up

New Psychology faculty position for Prescott campus

- No action.

New Psychology faculty position for Verde campus

- No action.

Liberal Arts Office Location

- Liberal Arts office location will be taken care of as part of the Master Plan.

Course Outline Reviews

- An extensive review and revision of course outlines has been completed.

Workshops

- Workshops for LSC team taught courses, Assessment rubrics, HUM205, and Language courses have been implemented.

Funding for summer coverage of LA office.

- No action.

Funding for increased adjunct instruction.

- Budget increased for 2001-2002.

Increased resources for classroom projection capabilities.

- Included in the Master Plan.

CBS12.A.3 (05/02)

CBS12.A.3 Changes made through Program Review

CBS12 *Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community*
Metric A.3 *Programs and services*

**SOCIAL SCIENCE PROGRAM
2000-2001**

Hire an additional full-time psychology faculty to reduce the proportion of courses taught by adjunct instructors

- In February/March 2001 the Prescott Campus Executive Dean (Bob Salmon), Assistant Dean (Barbara Wing) and the Prescott Division Chairs met and discussed the hiring of new faculty. The Social Science psychology position was considered along with a number of others. When discussions were completed and recommendations made the psychology position came out lower on the priority list than positions being asked for in other areas. There was not enough money in this year's budget to meet this objective.
- No resources were expended. The objective was given a fair hearing and will be higher on the priority list next year. This objective will continue for the next budget hiring process.

Hire an additional full-time social science faculty person on the Verde campus

- This social science position was brought up during budget discussions during this school year. It lost out in the overall discussion of instructional positions.
- No resources were expended. Objective was not accomplished this year. It was given a fair hearing and will be considered next year. Dieter Bartels expressed the view that at present Paul Ewing and he (Dieter) are able to cover the social science classes on the Verde, however the need for someone with a psychology/sociology background would be very helpful. They do have the advantage of being able to draw from a good pool of adjunct faculty.

Relocate the Liberal Arts Division office to closer proximity to social science classrooms and faculty

- The College Master Plan calls for the expansion of classroom and office space on the Prescott Campus. Passage of the College Bond in November 2000 was a significant step in this direction. Design committees will be organized (April-October) to determine space needs. This objective will be promoted in those discussions.
- No resources were expended. The outlook is positive for accomplishing this objective as the Master Plan is implemented. This objective will be pursued through design committee work.

CBS12.A.3 (05/01)

Course outline updating project to bring up to date with new curriculum guidelines

- The Liberal Arts Division Chair this year asked full-time faculty in the division to update at least one course outline in their area and send through the curriculum process each semester. In the last year more than ten social science course outlines have been updated. The idea of completing this project through funding for a summer project has not been pursued to date.
- No resources were expended. This is an ongoing process. At this point a review needs to be made to determine the state of this objective— i.e. how many courses have been updated compared with the number yet needing to be. The division chair program of tackling this objective on a case-by-case basis will continue. Setting a summer project to finish the project by 2002 would be appropriate.

Scheduling of workshops for adjunct faculty

- The College assessment coordinator scheduled three adjunct faculty workshops in April 2001. Social Science faculties have been invited to participate. Adjunct faculties have been invited to attend division meetings, however since these meetings are held during the workweek and during the day most adjuncts are not able to attend.
- No resources were expended. Activities in support of this objective are a beginning. The Liberal Arts division must be more proactive in this goal area. Beginning with Fall 2001 the Liberal Arts division chair will schedule two or more special workshops with adjunct faculty to further the ends of this objective.

Funding to extend division personnel support needs over the summer

- No activities were completed in support of this objective: Future plans include reassessing this objective.

Increased funding for adjunct instruction to facilitate expansion of courses in the social science area

- Schedule building activities for Fall 2001 were completed without placement of financial limitations. The division was able to schedule the number of social science courses deemed necessary and appropriate.
- Resources used to address this objective were undetermined. At present it appears this goal is being addressed. No future actions are planned.

CBS12.A.3 (05/01)

Funding to upgrade classroom projection capabilities

- In the Fall 2000 the College provided more than \$2800 for the division to purchase a 700 LMN SVGA Polysilicon 8.6 lb Projector as well as an infrared Kodak Slide Projector remote. These items are a significant improvement in this area. It is expected that with implementation of the Master Plan that one or more classrooms available for social science use will be equipped with such projection capabilities.
- The actual cost was \$2,843.67. The outlook for the future is positive with Master plan implementation.

**Student Employment Program Review Follow-up
2002-03**

Recommendation	Status	Activities
<p>Assessment, Evaluation and Tracking</p> <p>A. Personnel</p> <p>Add one full-time position on the Verde Campus to be responsible for the duties of Student Employment Coordinator, Employment Services Coordinator, and Experiential Learning Coordinator. These positions currently exist on the Prescott campus with dedicated staff of three full-time and two part-time employees; the Verde campus has 20% of one employees' time dedicated to these services.</p> <p>This new position should have an operational budget that would include funds for the employee's salary, employee-related expenses, travel, professional memberships, and supplies.</p> <p>The new position will, for the Verde Valley area, offer orientation for new student employees, increase job development efforts--including those for Community Service Federal Work-Study placements, offer career planning and graduate placement services, and serve anticipated needs of the Northern Arizona Regional Skills Center.</p>	<p>In-progress</p>	<p>The Student Services department on the Verde Campus is undergoing some reorganizational changes which have resulted in restructuring of several positions. One of the outcomes has been reassignment of the Student Employment program to the Financial Aid/Academic Advisor (in exchange for dropping teaching load from his schedule). New responsibilities include coordination of work-study placements, on and off-campus student employment, orientation for new student employees.</p> <p>To assist in these new duties, and to address the increase in financial aid applications over the past two years, a half-time student services assistant position was reassigned to work exclusively with the Financial Aid/Academic Advisor; increased hours to three-quarter time. It is also anticipated this support position will be instrumental in addressing the influx of FAFSA applications for students in the Northern Arizona Regional Skills Center programs. Although this will not fill that need completely, it will provide the conduit for providing future services.</p> <p>One full-time counseling position has been restructured to a Career Services Coordinator – position currently posted. Will offer full service career center on the Verde when filled in May or June.</p>

<p>B. Organization</p> <p>As a first step toward providing one-stop career and job resource services for students, we recommend that the new Coordinator of Experiential and Credit for Prior Learning be located near the current location of the Student Employment Office and the Employment Services Coordinator. We do not know of any problems this would present in delivery of experiential learning or credit for prior learning services. We also recommend that as soon as practicable all the employment services staff be located in the same area as career counseling. Additionally, we suggest that the college consider reorganizing the various Prescott Campus career and job resource services to see if placing at least some of them in the same department could increase efficiency and improve teamwork.</p>	<p>In-progress</p>	<p>This item is under discussion.</p>
<p>C. Program Outcomes</p> <p>Develop an Internet-based orientation for new student employees. The orientation would include important topics like sexual harassment and drug-free policies, safety, Yavapai College Mission, and Yavapai College organizational structure that are currently offered in regular sessions in the fall on the Prescott Campus. Students would be able to complete the orientation during any time of the year, even if there are not enough new student employees to offer the training in a regular live format. Also, students attending any campus or site would be able to complete the orientation in their geographical areas.</p>	<p>In-progress</p>	<p>This has been modified to a CD format rather than an Internet-based presentation. It will be a multi-media presentation with full-motion video and audio. If it were Internet-based, only those with high-speed Internet connections would be able to access the material.</p> <p>The topics covered will still be the same as those covered in our live Orientation for New Student Employees sessions. Most of the videos, PowerPoint presentations, and narrations have been completed. The CD will be completed and ready for student use by the end of the spring 2003 semester.</p>

**Modern Languages Program Review Follow-up
2002-03**

Recommendation	Status	Activities
<p>Assessment, Evaluation and Tracking</p> <p>The demand for Spanish courses has been consistently high for the past several years (13 – 19 sections per year). However, the lack of a full-time instructor on the Verde Campus has made it difficult at times to find enough qualified instructors to fill the need in that area. Therefore, we recommend that a full-time instructor of Spanish be hired at the Verde Campus to teach the transfer courses and to oversee the program. Currently, all of the language courses at the Verde Campus are taught by adjunct instructors. This creates some concern regarding the quality and consistency of language instruction on that campus.</p> <p>The relatively low demand for language courses other than Spanish can be met with adjunct instructors. Budget for a new Spanish language position would be between \$39,000 and \$43,000 depending on the training, educational level, and experience of the new instructor.</p>	<p>Under consideration, but no decision has been made to date.</p>	<p>The current budget situation has pretty much precluded the addition of new faculty positions in the coming year. Hopefully this will be given some priority in the future.</p>
<p>We recommend that a Spanish proficiency exam be purchased, to serve as both a placement exam and a pre- and post-test for a given course. This exam would help the program get students registered for the correct language course based on their proficiency in the language and not on the number of years they have studied the language in high school, allowing for students to achieve greater success in their language courses. This exam could also serve to measure the learning outcomes for each course, i.e., an exit exam. The committee requests that the Minnesota Language Proficiency exam (see below) be purchased for Spanish and that a departmentally-</p>	<p>No action to date on purchase.</p>	<p>Language faculty have developed an in-house placement exam to be piloted next Fall.</p>

<p>generated placement exam be created in French, German, Italian, and American Sign Language.</p> <p>University of Minnesota has created a proficiency exam that will meet the needs described above, and it is being piloted in the state of Arizona (at another community college). The Modern Languages department will request that Yavapai College purchase the proficiency exam in the 2002-2003 academic year. The cost of a site license for this examination is about \$2000. This is a one-time fee. The possibility of a statewide license for this examination is currently being investigated</p>		
<p>More funds need to be allocated to languages for the upgrade of the current language classroom to take advantage of current technology. Three smart classrooms need to be allocated to languages under the new Master Plan – two on the Prescott Campus and one on the Verde Campus.</p>	<p>In progress as part of the Master Plan.</p>	<p>Additional classroom space has been recommended as part of the Prescott Campus renovation project.</p>
<p>Course outlines for the conversational-track courses in Spanish, French, German, and Italian need to be revised and submitted with major changes. This needs to be completed to enhance the degree of consistency of language instruction across the district.</p>	<p>Spanish outlines completed. Others in progress.</p>	<p>Kaarin Collentine is coordinating the revision of language outlines. This should be completed in the near future.</p>
<p>Given the broad range of courses offered across the district, and the need to maintain a high degree of continuity in language instruction, workshops for adjunct faculty need to be conducted regularly.</p>	<p>In progress.</p>	<p>Language training program completed at College of Innovation workshop. Additional workshops will be implemented next year.</p>

<p>A. Organization</p> <p>As a first step toward providing one-stop career and job resource services for students, we recommend that the new Coordinator of Experiential and Credit for Prior Learning be located near the current location of the Student Employment Office and the Employment Services Coordinator. We do not know of any problems this would present in delivery of experiential learning or credit for prior learning services. We also recommend that as soon as practicable all the employment services staff be located in the same area as career counseling. Additionally, we suggest that the college consider reorganizing the various Prescott Campus career and job resource services to see if placing at least some of them in the same department could increase efficiency and improve teamwork.</p>	<p>This recommendation on hold until Master Plan renovations are completed.</p>	
<p>B. Program Outcomes</p> <p>Develop an Internet-based orientation for new student employees. The orientation would include important topics like sexual harassment and drug-free policies, safety, Yavapai College Mission, and Yavapai College organizational structure that are currently offered in regular sessions in the fall on the Prescott Campus. Students would be able to complete the orientation during any time of the year, even if there are not enough new student employees to offer the training in a regular live format. Also, students attending any campus or site would be able to complete the orientation in their geographical areas.</p>	<p>No action to date.</p>	

**Speech Communications Program Review Follow-up
2002-03**

Recommendation	Status	Activities
<p>Effective fall 2002, all students seeking an AA, AGS or AS degree must take Speech Communication. The program is also currently pursuing a Speech requirement for applied degree programs as well. In order to insure quality course delivery district-wide to an increasing number of students, <u>it is recommended that recruitment efforts be focused on building a cadre of instructors who (a) are willing and able to teach both on the Verde and Prescott campuses—and potentially at other campus sites as well, and (b) satisfy NCA criteria.</u></p>	<p>In progress</p>	<p>Two additional adjunct faculty members have been identified, giving the department 6 Speech Communication faculty district-wide, as outlined below:</p> <ul style="list-style-type: none"> • 3 adjunct instructors (two on the Prescott campus and one on the Verde campus) • 2 full-time instructors (both located on the Prescott campus, but with one of these instructors traveling between both campuses) <p>The first additional adjunct faculty member, Tedi Patterson, was certified to teach Speech in fall '02. Certification of the other new adjunct faculty member, Denise Woolsey, is currently being sought.</p> <p>Special Note: in April '03, full-time instructor and Speech Communication Program Coordinator, Marjorie Price, was offered a one-year interim position as Director of the new YC Weekend College. Marjorie will continue teaching 2 sections of Speech per semester, with other sections being managed in an overload by Mark Woolsey. If the Weekend College program proves successful, it will then be necessary to find a full-time replacement for Marjorie, and she will serve as an adjunct instructor.</p>
<p>Because of the growth of the Speech Communication program over the past three years, funding was recently allocated for a second, full-time permanent instructor position. However, no additional funding to support growth of the program has been allocated. The growth of the Speech Communication program has negatively impacted the Communication Division budget. With the addition of Speech Communication as a degree</p>	<p>In progress</p>	<p>Discussions regarding budget and facilities for the Prescott campus have taken place with ITS, the Math division (we share their computer lab in 3-213), Master Plan discussion groups, and COM division assistant Kirsten Adanya. However, district-wide discussions regarding use of common technologies, facilities, etc. have not yet taken place. Marjorie will meet with colleague Mark Woolsey, do discuss the</p>

<p>requirement, it is recommended that a district-wide budget and facilities needs projection be conducted, including a focus on the use of new technologies in the classroom, and a good fit with the Master Plan</p>		<p>pursuit of this agenda item over summer and fall semesters, 2003.</p>
<p>As part of the research conducted in identifying what constitutes an appropriate, <i>contemporary communication curriculum</i>, new trends and job markets within the broad field of communication were identified for consideration: Conflict Management & Negotiation, Intercultural Communication, Team/Small-Group Communication, Customer Service & Retail Communication, Mass Communication (including Broadcasting, Advertising, and Multimedia Writing, Design and Technical Communication); Consulting/Corporate training, Human Communication and 3D/Virtual Reality; and Communication for the Aging/Healthcare Industry.</p> <p><u>In order to continue meeting students' transfer and career needs, it is recommended that a feasibility study be conducted to identify which additional areas of Communication may be appropriate to add to the curriculum. Further, it is recommended that the feasibility of certificate and degree programs be explored in addition to stand-alone, service courses.</u></p>	<p>In progress</p>	<p>Before any further exploration of certificate and degree courses in Communication is made, both full-time Speech faculty agree that the following three goals in designing a suitable, contemporary Communication curriculum should be met: (a) any new topics that lend themselves to undergraduate courses which would articulate with AZ universities, increasing offerings for Communication majors and students from a variety of areas, should be designed first; (b) new topics that can be folded into existing courses, or into articulation courses slated for design, will be addressed before stand-alone, specialty courses are considered; (c) any topic areas that may be more sensibly housed in another department/division, or that may have application in several departments, must be discussed with those other departments to prevent duplication of effort.</p> <p>With these goals in mind, the two instructors divided up the list of new topics to be explored, as outlined below. Progress made is indicated in parenthesis:</p> <p>Marji Price:</p> <ul style="list-style-type: none"> • Intercultural Communication (<i>Marji is exploring courses and programs created by Jamie Bennet, to see what is already covered on intercultural communication. In fall '03, Marji plans to dialogue with other departments to see how other instructors address this topic; since a new "global awareness" requirement has been added to the revised General Education curriculum</i>) • Mass Communication (<i>There are already some Mass Communication courses offered at YC, taught largely by Colette Strassburg--Director of the YC Roughwriter. To prevent duplication of plans and</i>

effort, Marji met with Colette to discuss plans regarding new Mass Communication courses. This strategy is working, illustrated by the following example: The YC Athletic Dept. asked Marji to explore the design of a course in Sports Broadcasting, using a local sports broadcaster as the instructor. Colette Strassburg already teaches a course in broadcasting. Marji met with Colette and the sportscaster, Tom Bird, to explore the development of a sports unit for the existing broadcasting class. Mr. Bird has been invited as a guest speaker to Colette's class, to work with the students and further explore whether a stand-alone course is warranted; or whether a sports unit should simply be integrated into the existing broadcast course)

- Consulting/Corporate Training (no action yet taken)
- Human Communication and 3D/Virtual Reality (no action yet taken)

Mark Woolsey:

- Conflict Management & Negotiation (Mark has designed a course titled Com. 200, "Introduction to Argumentation" for Spring 04. This course will incorporate concepts in conflict management and negotiation)
- Team/Small Group Communication (Mark's research indicates that Development of a Small Group Communication course would meet lower division requirements at all three Arizona universities. Mark will begin design of this course for '04)
- Customer Service & Retail Communication (A consumer communication course would not meet a transfer requirement, and would probably work best as a short-term or 1hr. seminar course. Follow-up is needed to explore existing courses or plans that other divisions have in this area)

<ul style="list-style-type: none"> • Communication for the Aging/Healthcare Industry (This year, Mark developed a themed section of our existing COM 100 course, designed especially for Educators. He is following up on this idea, by contacting the health dept. regarding the development of a themed COM 100 section for students in the health professions) 		
<p>The Outcomes Assessment Committee for the Communication Division, of which Marjorie is a member, is in the process of designing an assessment plan to address seven critical skill areas that overlap the disciplines of speaking, reading, and writing; with pilot exercises to assess the first three areas taking place over fall '02 and spring '03 semesters (see attached).</p> <p>It seems a logical step for assessment of courses in the Speech Communication dept., may be to first discuss learning outcomes for COM courses that meet degree requirements (COM 100, 131, and 134); and determine how course outcomes may be consistently and accurately measured across the district. Marjorie will meet with colleague Mark Woolsey, do discuss the pursuit of this agenda item over summer and fall semesters, 2003.</p>	<p>In progress</p>	
<p>Dean of Instruction Barb Wing has suggested that a division-wide task force be created; to explore how best to address this recommendation.</p>	<p>Pending</p>	<p>In addition to the degree requirement for students seeking an AA, AGS, or AS degree, it is important that the Speech Communication program provide support to occupational/technical programs as well. <u>It is recommended that the communication needs for students in degree and certificate programs for occupational areas be assessed, and a plan designed to insure that occupational students graduate with essential, employer-demanded communication skills.</u></p>

**Auxiliary Services Program Review Follow-up
2002-03**

Recommendation	Status	Activities
<p>The Auxiliary Services areas, including the Mail Center, Printing Services, Shipping/Receiving and Purchasing need to be centrally located on the main campus together as personnel is cross trained to cover all areas. If these functions are relocated to an outlying area, they will not be able to service their customers, which include students, faculty and staff, without an increase in budget, staff and equipment. Receiving needs to be in an area where the large trucks can make deliveries without blocking traffic.</p>	<p>No support as yet</p>	<p>Worked with the Master Plan project manager to secure a centrally located facility, but none has been located yet the Master plan to date.</p>
<p>These areas also require a larger work and office space when the Master Plan is complete. In this way, they will be able to complete their assigned duties without having to borrow space from other areas of the college. Areas also need to be better planned and have proper storage so that they are more appealing and accessible to customers.</p>	<p>No support as yet</p>	<p>See above</p>
<p>The implementation of uniforms for all these service areas will enhance the professionalism and the campus community will recognize the staff members as part of the service team.</p>	<p>Done</p>	<p>Many compliments have been received and the staff pride in the department has increased.</p>
<p>The Shipping/Receiving area requires a smaller vehicle (such as a golf cart) so that quick deliveries can be made for overnight packages, among other things, when the van is being used for larger deliveries. This cart will also be beneficial during construction when it is difficult to move around the main campus.</p>	<p>Done</p>	<p>Our cart is on order and should be here very soon. In the meantime we are using a loaner.</p>
<p>Part time staff and student employees require proper training</p>	<p>In process</p>	<p>A training regimen has been set up and qualified students</p>

<p>and support to complete their jobs as demonstrated in the Switchboard area.</p>		<p>hired to man the switchboard.</p>
<p>The district couriers require an updated list of all employees and their locations so that deliveries go to the correct campus/department the first time. An increase in budget so that couriers can deliver to Sedona and stop back in Prescott Valley before returning to Prescott would also be beneficial and alleviate the concerns of late deliveries.</p>	<p>In process</p>	<p>List and adequate budget will be supplied in the next fiscal year. Plans are in place to begin delivery to the Sedona campus as soon as Chartwells' supplies can be delivered by another means than the courier. The contract with Yavapai courier expires July 1, 2003.</p>

**Business Program Review Follow-up
2002-03**

Recommendation	Status	Activities
<p>Continue the in-house travel training classes, encourage/invite all District personnel to attend. Inform college community of travel expertise of departmental liaisons in addition to Business Services staff. Provide training classes on a semi-annual basis.</p>	<p>Continuing</p>	<p>Training held on October 30, 2002 – Next training will be held on April 22, 2003.</p>
<p>Continue to encourage liaisons/budget managers to submit leave summary reports to payroll in a timely manner. Provide quarterly "Duck Soups" reminding liaisons/budget managers of the necessity of submitting leave reports in a timely manner.</p>	<p>Continuing</p>	<p>"Duck Soups" are being sent quarterly</p>
<p>Research alternatives to the existing system for reporting employee leave.</p>	<p>Completed</p>	<p>Alternative system tested – not accepted</p>
<p>Meet with ITS staff this fall to develop a timetable to review problem areas identified by Business Office staff and the customer satisfaction survey in the AMIS system. A summary of material changes are as follows:</p> <ul style="list-style-type: none"> • Redesign the NF Budget report • Develop consistency in reports • Covert trial balance report, NF Budget report to "period" reporting • Implement electronic interface for the posting of purchase cards • Convert from the "cash" basis of financial reporting to the "modified accrual" basis of financial reporting • Implement encumbrance system for all purchase orders in excess of \$1,000 	<p>Pending – expect to start early summer</p>	

<p>Continue to work with Human Resources and Information Technology Services to transfer the hiring process to Human Resources as recommended by the District's independent auditors.</p>	<p>Completed</p>	<p>Transfer of hiring completed January 31, 2003</p>
<p>Implement improvements to the budget preparation system including: redesign of budget worksheets, improve readability of report, and provide annual training to budget managers/liaison at the beginning of each budget process. Improvements to the budget reports have been identified and Information Technology Services has begun the redesign work for improvements to the budget worksheets. This project will be completed prior to the start of the next budget cycle. Training will be scheduled in the late fall, each year, to budget managers and/or liaisons.</p>	<p>Report redesign completed – implemented this budget cycle</p>	<p>Training held November, 2002 for leadership group – training held in October, 2002 for new liaisons. Next training planned for November 2003.</p>

**English Program Review Follow-up
2002-03**

Recommendation	Status	Activities
Assessment, Evaluation and Tracking		
Continue to gather data regarding student satisfaction, retention and pass rates in online courses.	Ongoing	DL course evaluations forwarded to supervisor; retention and pass rate data available through IR
Work with Registration, ITS and Distributed Learning to develop a readiness assessment tool for prospective online students.	Complete	Self assessment activity available to prospective and registered online English students
Assess the effectiveness of the applied communications portion of the program by surveying certificate completers who took ENG courses and reviewing the ENG 135-136 sequence in the curriculum.	Incomplete	E-mail discussion regarding curriculum overlap between COM and Eng 135
Assess the effectiveness of English placement testing.	Ongoing	Various faculty have taken COMPASS test; faculty compared COMPASS results to student writing samples in SP 02
Provide resources to help prospective and entering students self-assess their ability.	Complete	Catalog language added regarding "preparedness recommendations"
Establish the process of tracking developmental student persistence through the composition sequence of courses.	Incomplete	
Periodically evaluate a recent semester's distribution of grades.	Complete	Grade distribution data given to full and part time faculty, discussion initiated, FA 03
Program Building		
Expand the ESL curriculum to meet the growing needs of non-native speakers in the county.	Incomplete	

<p>Develop a marketing plan to increase interest in literature, creative writing and summer school. Considering the population demographics of the college's service area (and the fact that the 35-59 and over-60 age cohorts are the fastest growing group at the college), there is potential for enrollment growth in literature and creative writing, if college resources could be employed effectively. The marketing plan should also investigate the feasibility of increasing summer offerings. Catalog language needs to be developed for 200- level literature courses which maintains the necessary information regarding prerequisites but which does not deter those who may be seeking enrichment.</p>	<p>Ongoing</p>	<p>First "Lit Go Days" event held on Prescott Campus in FA 02 with assistance from Marketing Dept; second Lit Go Days scheduled for April 03. Courses marketed at local arts venues such as Southwest Writers Series readings</p>
<p>Revise the Communications Division webpage to assist in attracting students to the program and providing them with information about classes and faculty.</p>	<p>Ongoing</p>	<p>Page updated in SP 02 to reflect current membership on division and provide updated information</p>
<p>Continue the practice initiated of assigning full-time faculty to courses in locations other than the Verde and Prescott campuses, to provide uniform service and standards throughout the district and enable students to pursue general education requirements conveniently.</p>	<p>Ongoing</p>	<p>Full time faculty assigned to Chino since FA 01; full time faculty assigned to PV in SP 03</p>
<p>Advocate for separate appropriations for EDU and COM to relieve financial pressure on the Prescott English Department budget and allow for further development of program objectives. Recommend additional appropriations for English in order to offset the trend of decreasing available funds for general expenses. Estimate of resources needed: \$65,000.</p>	<p>Incomplete</p>	
<p>Advocate for a new full-time position on the Verde campus. Position duties would involve developing on-line courses, mentoring adjunct faculty and piloting a portfolio project. Estimate of resources needed: \$55,000.</p>	<p>Incomplete</p>	

Stewardship, Leadership and Service		
Continue the steps taken to ensure the high quality of dual credit English offerings at area high schools and charter schools. All dual credit courses under Prescott campus supervision will participate in the portfolio program to ensure consistency of standards. The division assistant deans will evaluate dual credit courses each semester.	Ongoing	Current only dual credit course participating in portfolio project, instructor observed in March 03
Hold regular meetings between Prescott and Verde faculty during college staff days to facilitate collaboration on such essential duties as curriculum revision and program review.	Ongoing	Several collaborative meetings held, e.g. the outline revision workshop in February 03
Identify appropriate prerequisites in 0-level courses.	Incomplete	
Investigate the feasibility of a lab fee to offset high instructional costs in the computer classrooms.	Complete	Lab fees minimal but several thousand dollars in savings anticipated by revising lab monitor usage in FA 03
Support other programs by identifying needs and developing supportive curriculum to enhance student reading and writing skills.	Ongoing	Beyond Testing workshop held in SP 02 for instructors using writing across curriculum; faculty member identified to provide reading support as requested by instructors

CBS12.A.4 Yavapai College programs and services which demonstrate accountability with respect to quality, productivity, and the changing needs of the community
Programs and services that demonstrate accountability with respect to quality, productivity, and the changing needs of the community

Metric A.4 *Accountability*

The following represents a partial listing of programs demonstrating stewardship. This report will be updated in November 2003.

Yavapai College has a number of departments that have demonstrated productivity and stewardship resulting in significant cost avoidance.

Yavapai College Programs Demonstrating Productivity and Stewardship

<i>Departments</i>	2002/2003 Cost Avoidance
The Leadership Center (Funds generated)	
<ul style="list-style-type: none"> • Governor's Intergovernmental Agreement Contribution for Administrative Assistant \$8,000 • Americorp Grant ~ underwriting for a position to develop and implement the Office of Community Service \$25,500 • Arizona Community College Contract (Convene Forums on Aging) \$8,000 • The Kettering Foundation (Community Issues Moderator Training Contract) \$5,000 • Campus Compact \$400 • Citizen's Clean Election Commission (Contract to convene Candidate's forums) \$2000 	
Total	\$48,900

Source: Departmental Records

CBS12.A.4 (5/03)



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