APPENDIX

ARIZONA WESTERN COLLEGE

2009 **NCA Self Study**

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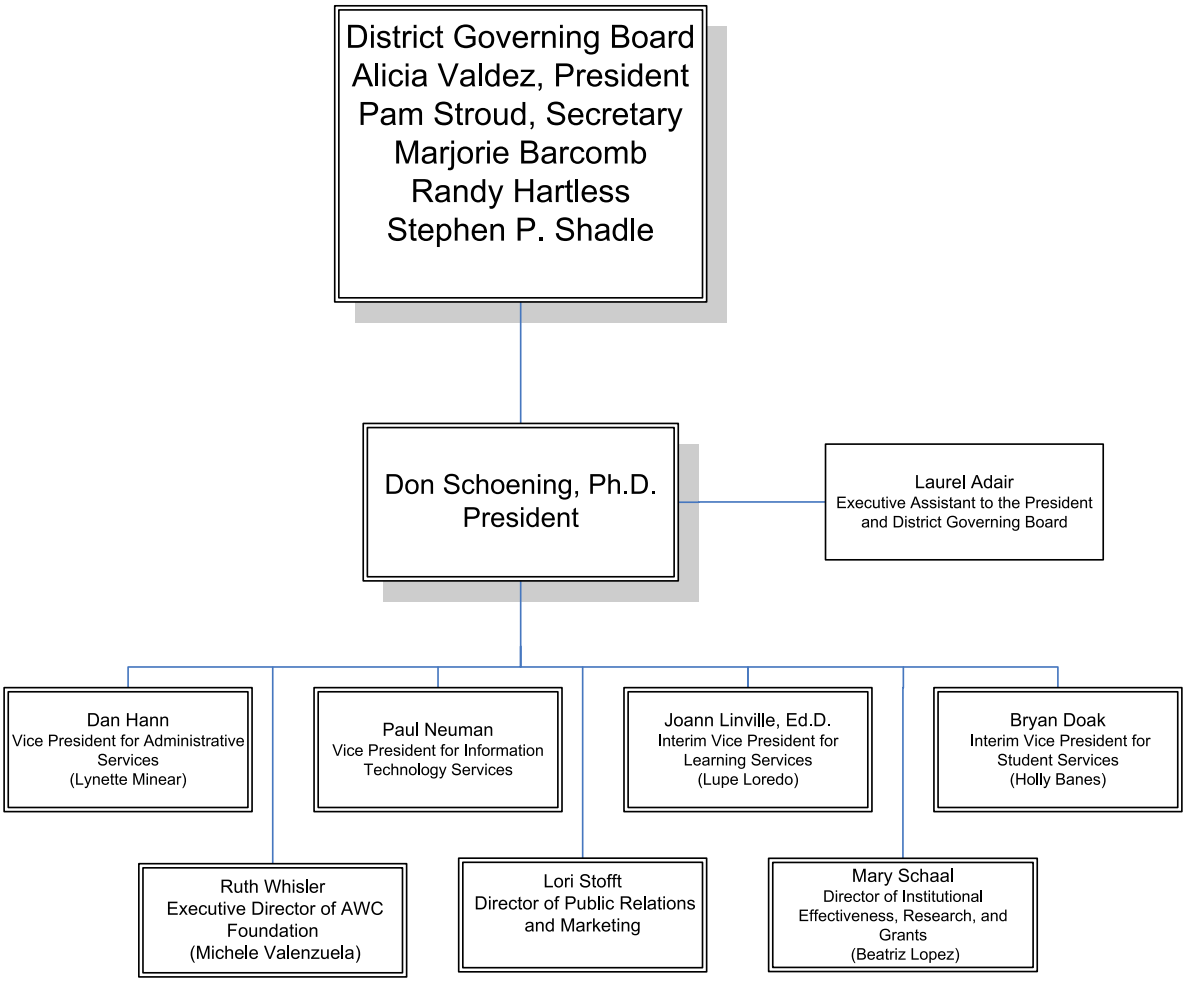
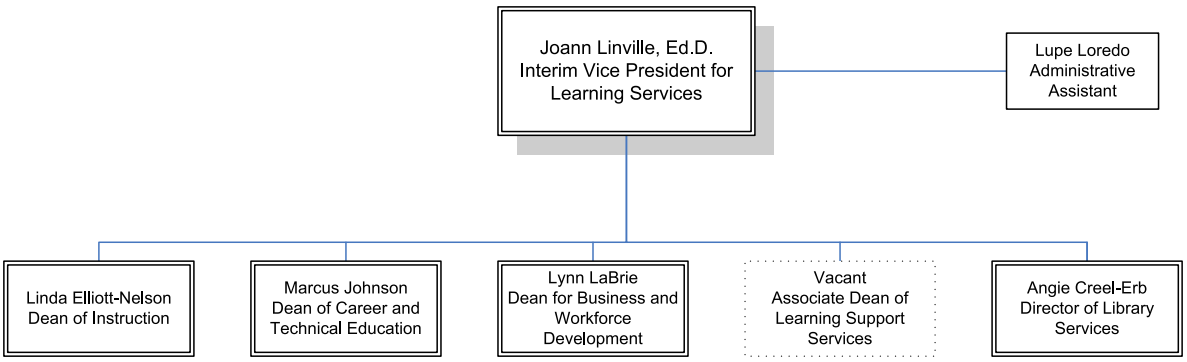
Appendix

Arizona Western College Organizational Charts (1/21/09)

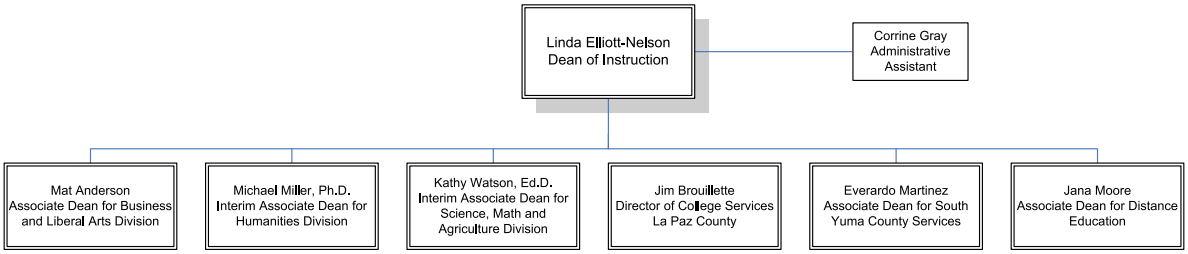
District Governing Board and Executive Council



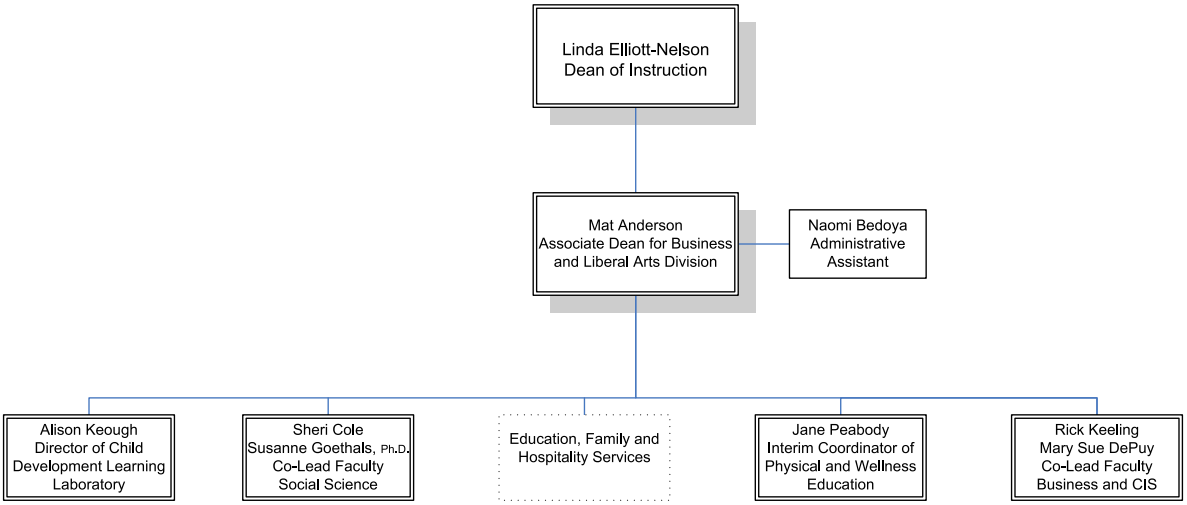
Learning Services



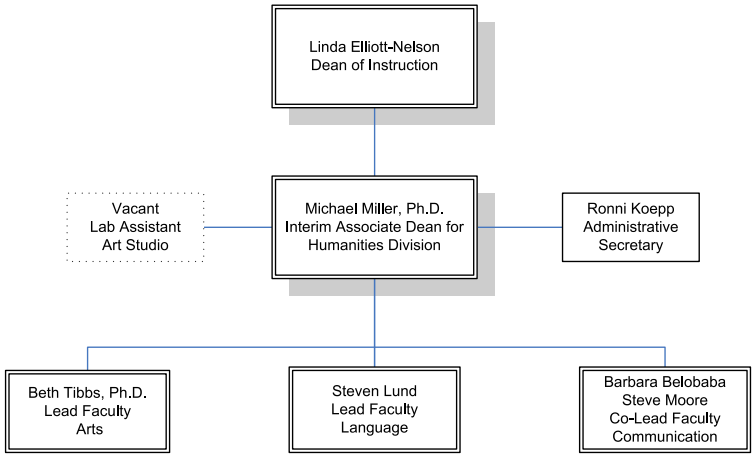
Dean of Instruction



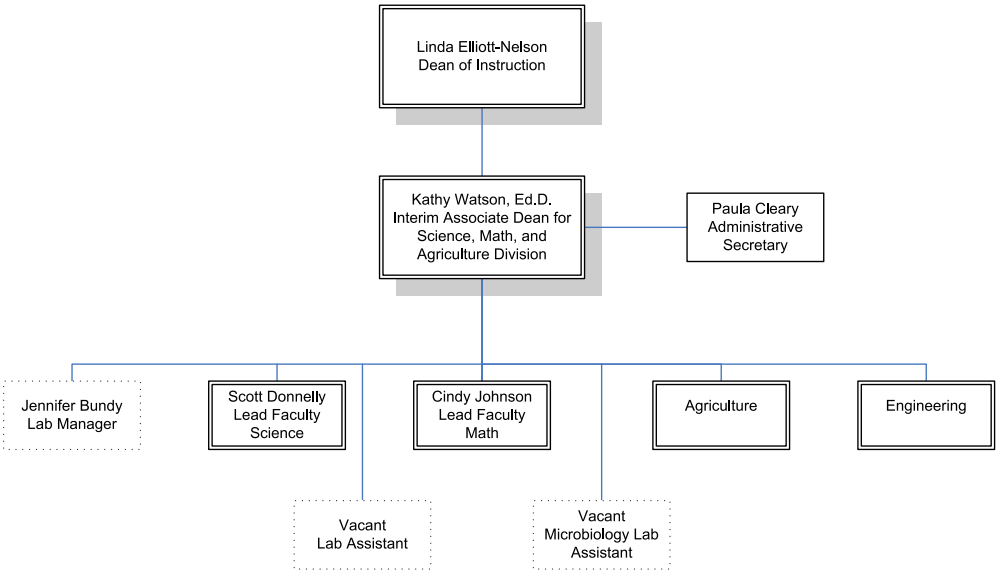
Business and Liberal Arts Division



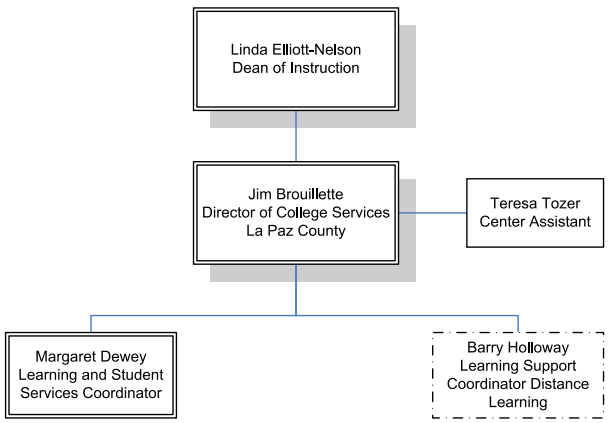
Humanities Division



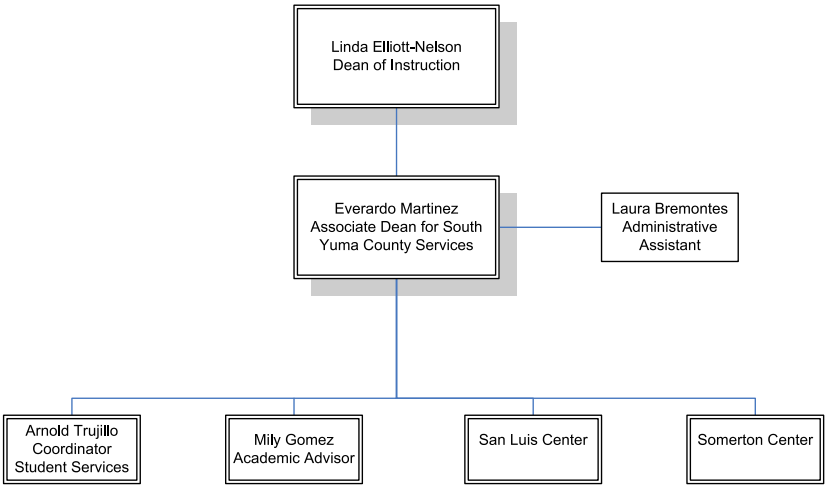
Science, Math and Agriculture Division



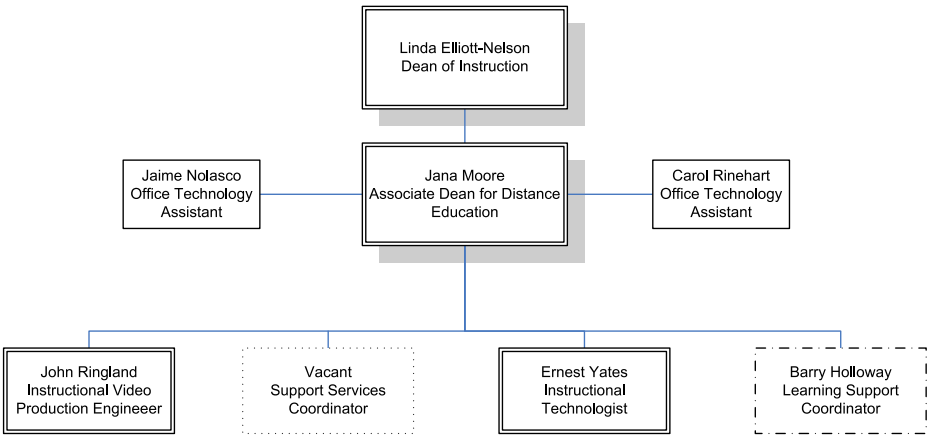
College Services—La Paz County



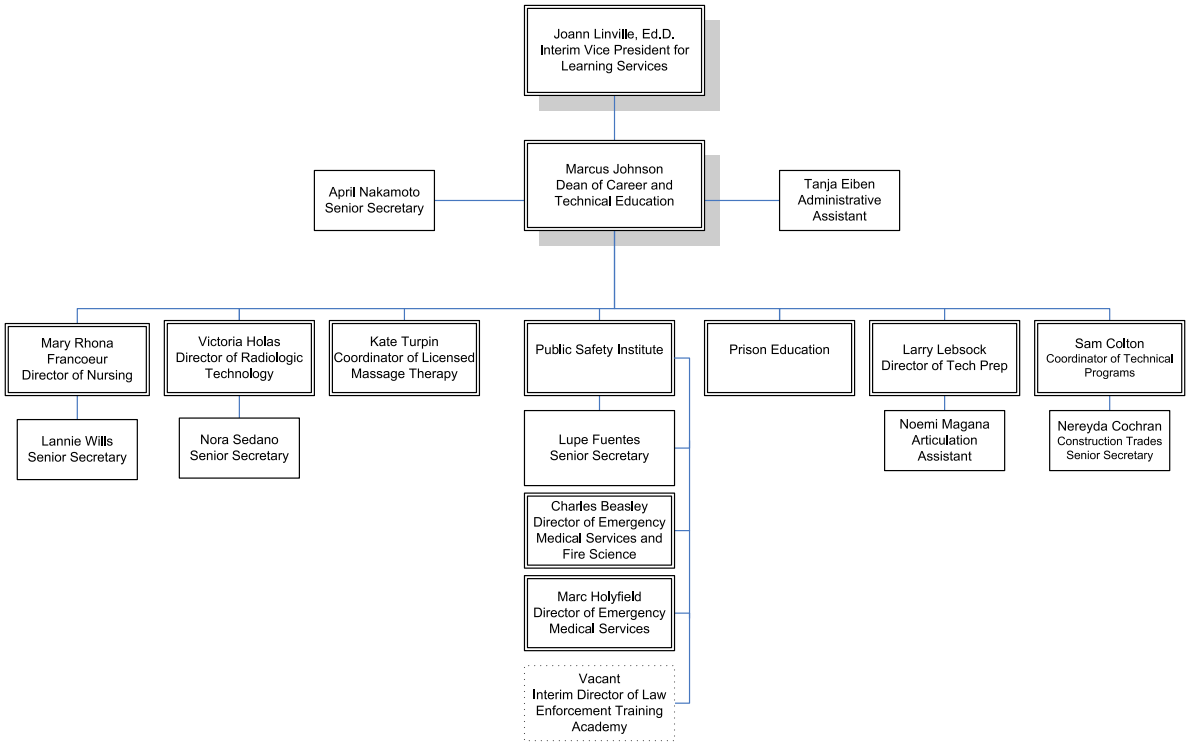
South Yuma County Services



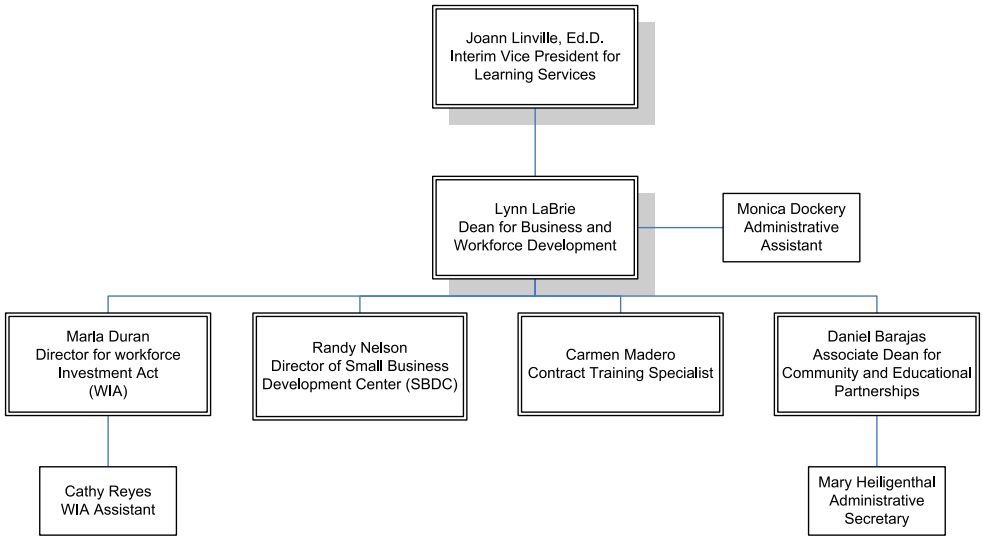
Distance Education



Career and Technical Education

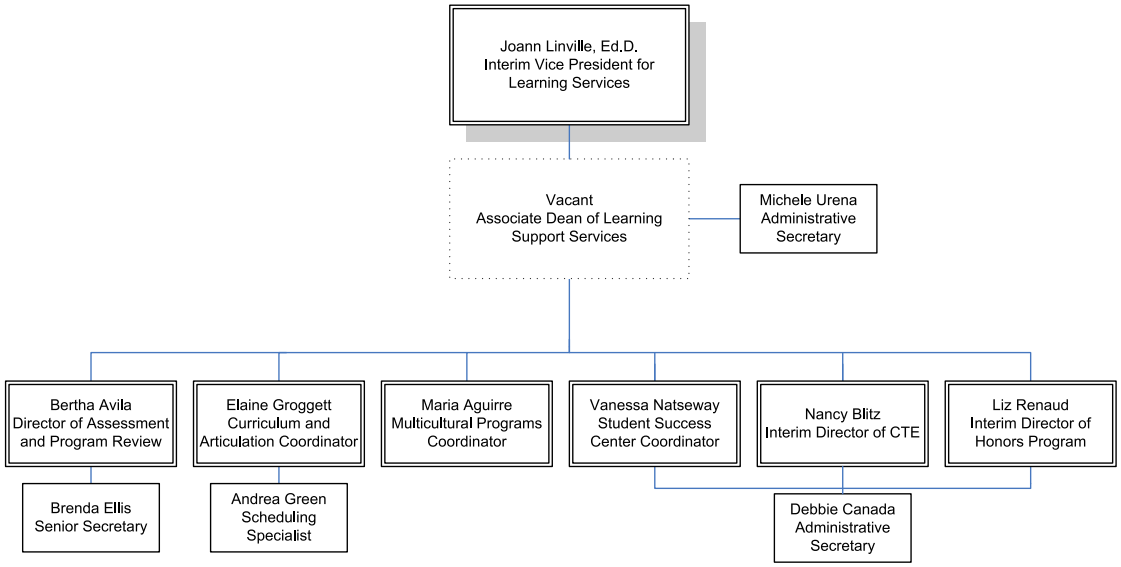


Business and Workforce Development

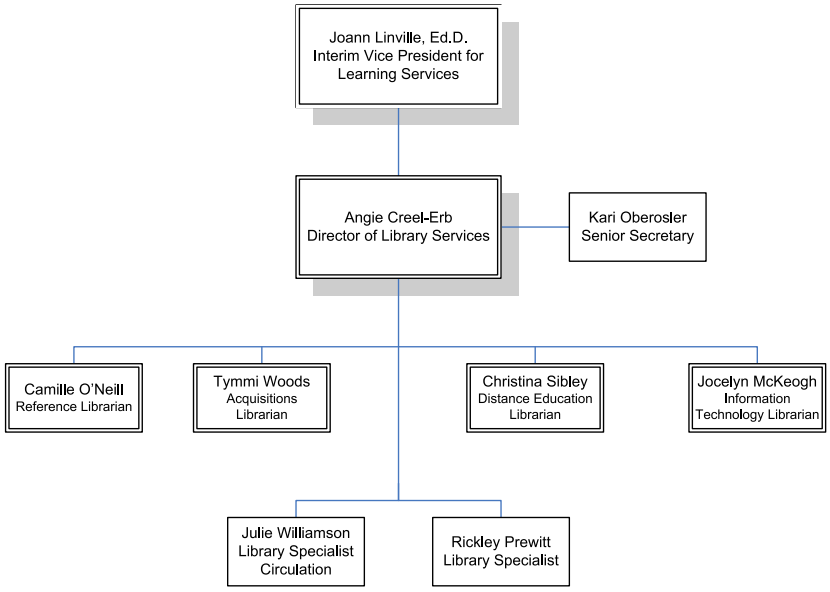


Appendix

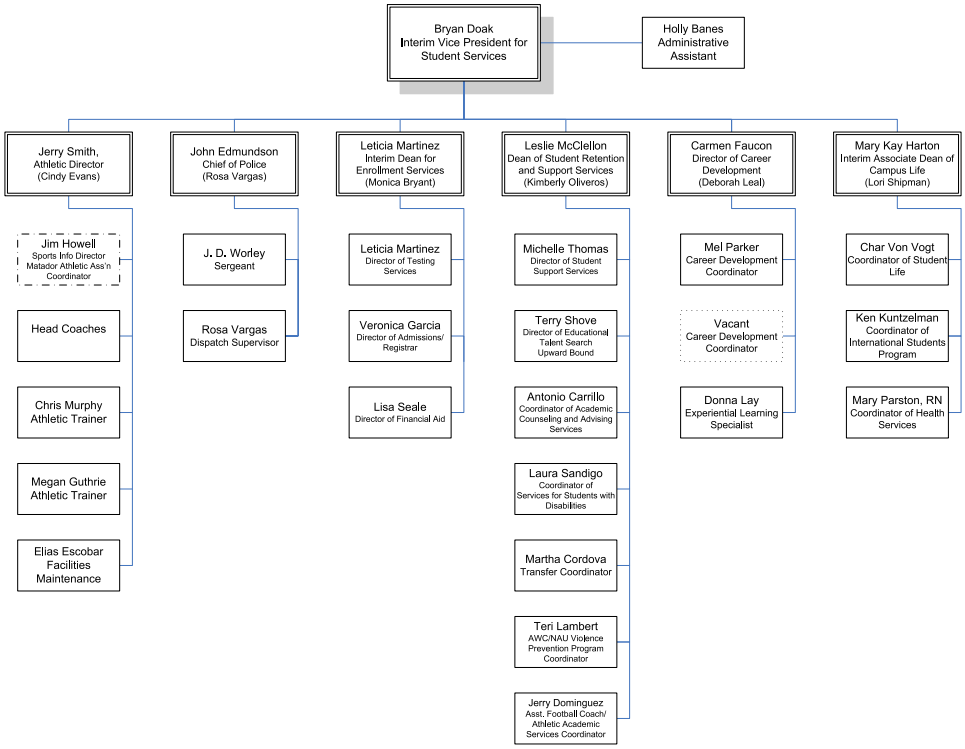
Learning Support Services



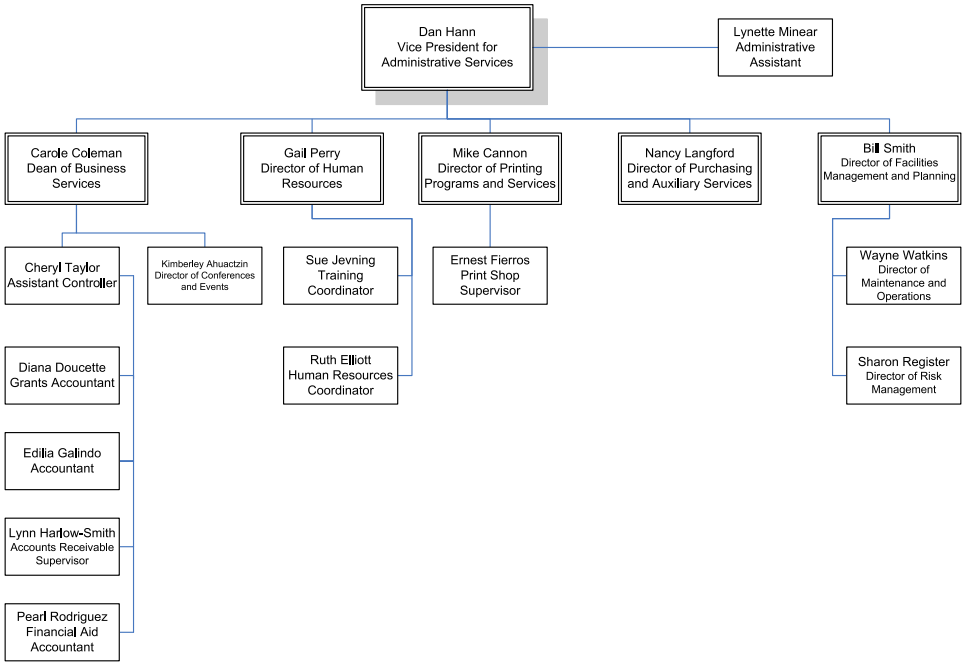
Library Services



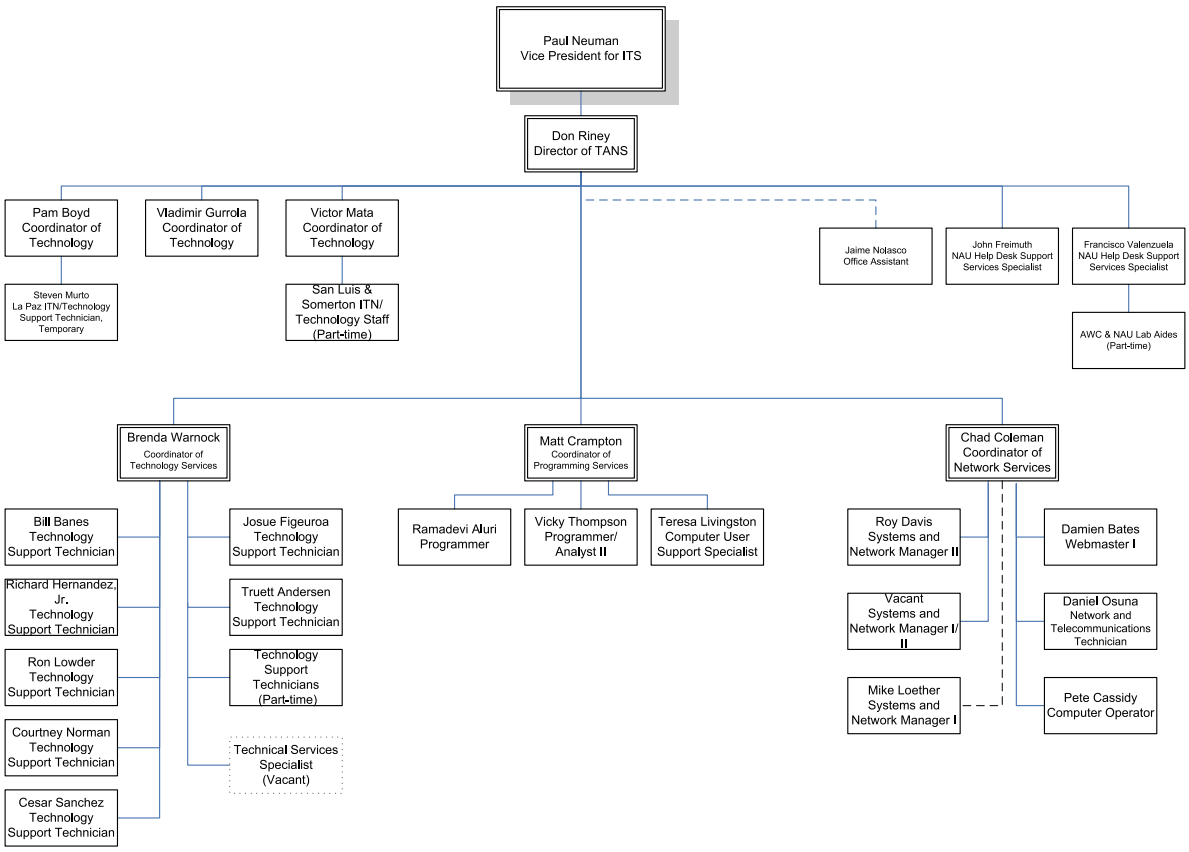
Student Services



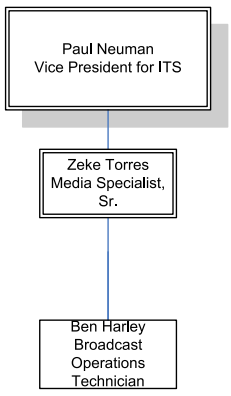
Administrative Services



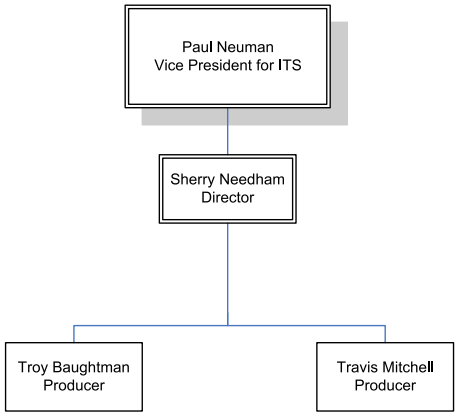
Technology and Network Services



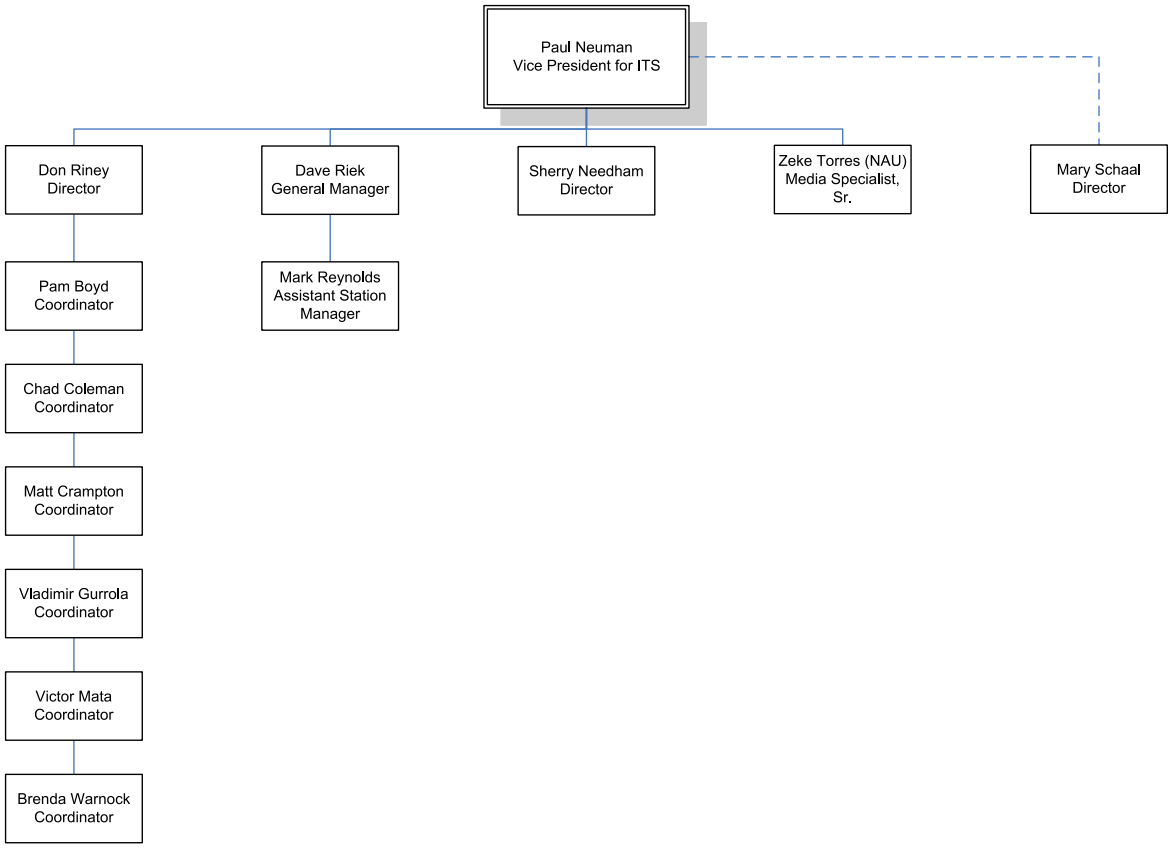
Interactive Television Network



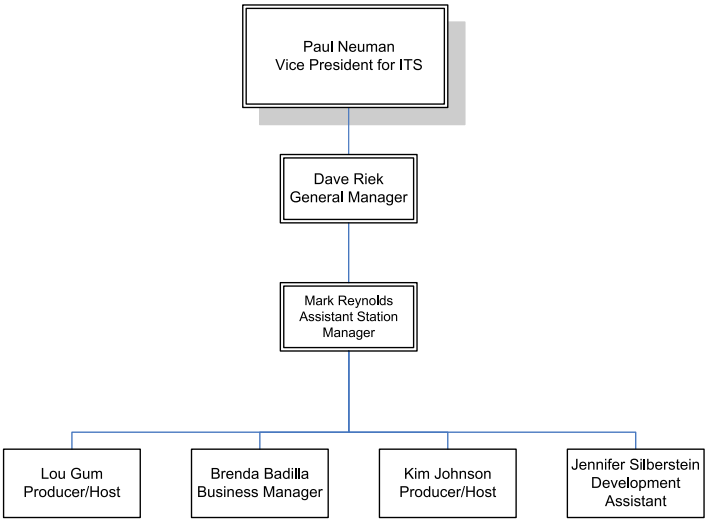
Television Services



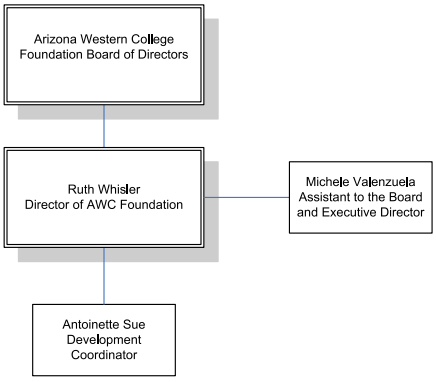
Information Technology Services



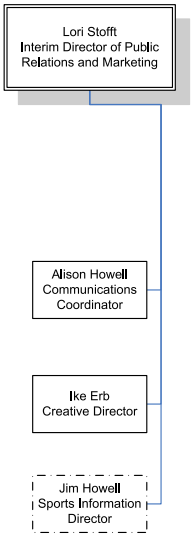
KAWC AM/FM



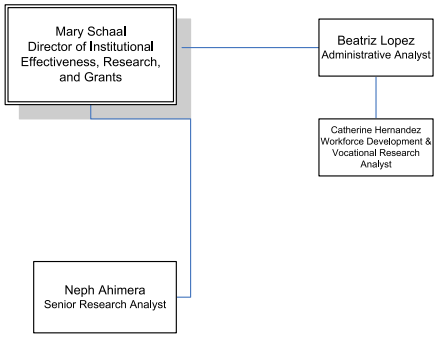
Arizona Western College Foundation



Public Relations and Marketing



Institutional Effectiveness Research and Grants



Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels

Class Level	Fall 2007	Fall 2006
Freshmen	4247	3997
Sophomore	2706	2582
Total	6953	6579

B. Undergraduate Students by Degree Seeking and Non-Degree Seeking Status

(by gender and race/ethnicity per IPEDS categories)

Total Undergraduate Students

	Fall 2007			Fall 2006		
Race/Ethnicity	Men	Women	Total	Men	Women	Total
Total Undergraduate Students	2762	4191	6953	2574	4005	6579

Degree Seeking Undergraduate Students

	Fall 2007			Fall 2006		
Race/Ethnicity	Men	Women	Total	Men	Women	Total
Nonresident alien	283	479	762	298	450	748
Black, non-Hispanic	100	78	178	94	72	166
American Indian/Alaska Native	44	61	105	31	59	90
Asian/Pacific Islander	61	63	124	59	68	127
Hispanic	1296	2033	3329	1102	1853	2955
White, non-Hispanic	590	828	1418	555	789	1344
Race/ethnicity unknown	46	94	140	49	69	118
Total Degree Seeking	2420	3636	6056	2188	3360	5548

Non-Degree Seeking Undergraduate Students

Race/Ethnicity	Fall 2007			Fall 2006		
	Men	Women	Total	Men	Women	Total
Nonresident alien	14	16	30	18	25	43
Black, non-Hispanic	9	3	12	6	9	15
American Indian/Alaska Native	11	15	26	5	27	32
Asian/Pacific Islander	7	17	24	7	14	21
Hispanic	113	210	323	145	222	367
White, non-Hispanic	170	281	451	190	319	509
Race/ethnicity unknown	18	13	31	15	29	44
Total Non-Degree Seeking	342	555	897	386	645	1031

C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (by gender and race/ethnicity per IPEDS categories)

Not Applicable Arizona Western College does not have any Graduate/Professional students.

D. Age Range of Undergraduate Students (24 and under; 25 and older)

Age Range	Fall 2007	Fall 2006
24 and under	4428	4076
25 and older	2518	2503
Age unknown/unreported	7	0
Total	6953	6579

E. Number of Students by Residency Status of Credit-seeking Students who Come to a Campus or Site for Instruction

Residency Status	Fall 2007	Fall 2006
In-state residents	5307	4929
Out of state residents	854	859
Non-U.S. residents	792	791
Total	6953	6579

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations

Categories of Entering Students	Fall 2007			Spring 2006		
	Applications	Acceptances	Matriculations	Applications	Acceptances	Matriculations
Freshman	3357	3357	1572	3439	3439	1458
Undergraduate Transfer	110	110	96	104	104	88
Graduate/Professional	0	0	0	0	0	0
Total	3467	3467	1668	3543	3543	1546

B. Standardized Tests, as a condition of admission

Not Applicable Arizona Western College does not require standardized tests as a condition of admission, as it is an open-admissions institution.

3. Financial Assistance for Students

A. Percent of Undergraduate Students who Applied for Financial Assistance

Student Type	Fall 2007	Fall 2006
Undergraduate	62%	70%

B. Number and Percentage (of total enrollment) of Undergraduate Students who Received Financial Assistance

Student Type	Fall 2007		Fall 2006	
	Number Receiving Aid	%	Number Receiving Aid	%
Undergraduate	3399	44%	2843	39%

Percent of Total Undergraduate Students who Received Financial Assistance by Type of Assistance Received

Type of Assistance Received	Fall 2007	Fall 2006
Loans	867	931
Work-Study	214	394
Scholarships/Grants	5552	4619
Academic Based Merit Based Scholarships	963	1032

C. Tuition Discount Rate (TDR), based on formula cited below, for the Undergraduate Student Population.

TDR total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

I Institutional Financial Aid Dollars Awarded for Tuition

P Payments of Tuition Expected of Students and their External Aid

TDR = I/(I+P) as a percentage

Tuition Discount Rate	FY 2007
Undergraduate	50%
Graduate	NA

4. Student Retention and Program Productivity

A. Percentage of First-time, Full-time Undergraduate Students Returning for Study (aggregate and by race/ethnicity per IPEDS categories)

Race/Ethnicity	Fall 2006 Retained Through Fall 2007			Fall 2005 Retained Through Fall 2006		
	NE*	NR*	%	NE*	NR*	%
Aggregate	809	449	56%	602	327	54%
Nonresident Alien	133	88	66%	68	38	56%
Black, non-Hispanic	60	21	35%	44	18	41%
American Indian/Alaska Native	13	4	31%	16	6	38%
Asian/Pacific Islander	32	18	56%	39	20	51%
Hispanic	383	232	61%	277	162	59%
White, non-Hispanic	166	77	46%	133	71	53%
Race/Ethnicity unknown	22	9	41%	25	12	48%

*NE—Number Entering NR—Number Returning

B. Number of Students who Earned Graduate or Professional Degrees during the Past Year (by race/ethnicity per IPEDS categories)

Not Applicable Arizona Western College does not award graduate or professional degrees.

C. Number of Graduates by College/Program in Keeping with the Following Classification of Instructional Programs (CIP) codes

CIP Codes	2007-2008
Agriculture/Natural Resources (1, 3)	2
Architecture/Engineering/Engineering Technology (4, 14, 15)	29
Biological & Physical Science (26, 40, 41)	10
Business (52)	55
Communications/Communication Technology/Fine Arts (9, 10, 50)	9
Education/Library Science (13, 21, 25)	98
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	479
Health (51)	187
Law (22)	0
Mathematics/Computer Science (11, 27)	21
Military Technology/Protective Services (29, 43)	43
Personal Services/Consumer Services/Fitness (12, 19, 31)	17
Psychology/Social Sciences & Services (42, 44, 45)	19
Trades/Production/Transportation Health (46, 47, 48, 49)	22

D. Pass Rates of Undergraduate Students Sitting for Licensure Examinations (by discipline and by name of test)

Program	Test	Pass Rate	
		2007-2008	2006-2007
Emergency Medical Services: Paramedic	NREMT Advanced Level Written and Practical Exam	92%	100%
Emergency Medical Technician: Basic	NREMT Written and Practical Exam	100%	90%
Fire Academy	Arizona State Fire Marshall's Office Firefighter 1 and 2 Certification Exam	98%	100%
Law Enforcement Training Academy	AZPOST	90%	100%
Nursing (The Healing Community Curriculum)	NCLEX-RN	89%	95%
Nursing Assistant	Theory Component of Certified Nursing Assistant (CNA) Exam	98%	89%
Nursing Assistant	Practical Skills Components of Certified Nursing Assistant (CNA) Exam	91%	95%
Nursing Practical	NCLEX-PN	60%	95%
Radiologic Technology	American Registry of Radiologic Technologies (ARRT) Exam	NA*	96%
Radiologic Technology	MRTBE Limited Technologist Exam	100%	100%
*Data not currently available			

5. Faculty Demography

A. Full-time and Part-time Faculty Headcount by Highest Degree Earned

	Fall 2007		Fall 2006	
Degree Level	Full-time	Part-time	Full-time	Part-time
Doctorate	16	NA	18	NA
First Professional	0	NA	0	NA
Master's	82	NA	83	NA
Bachelor's	11	NA	13	NA
Associate's	0	NA	0	NA
None	3	NA	0	NA
Total	112	263	114	235

B. Full-time and Part-time Faculty Headcount by Race/Ethnicity (per IPEDS categories), Gender, and Rank

Race/Ethnicity

	Fall 2007		Fall 2006	
Race/Ethnicity	Full-time	Part-time	Full-time	Part-time
Nonresident Alien	2	0	0	0
Black, non-Hispanic	4	4	3	2
American Indian/Alaska Native	0	1	0	1
Asian/Pacific Islander	3	4	2	2
Hispanic	11	65	12	46
White, non-Hispanic	91	171	96	184
Race/Ethnicity unknown	1	9	1	0

Gender

	Fall 2007		Fall 2006	
Gender	Full-time	Part-time	Full-time	Part-time
Male	61	133	63	129
Female	51	121	51	106

Rank

	Fall 2007		Fall 2006	
Rank	Full-time	Part-time	Full-time	Part-time
Lecturer	0	0	0	0
Instructor	0	0	0	0
Assistant Professor	0	0	0	0
Associate Professor	0	0	0	0
Professor	112	263	114	235

C. Faculty Headcount by Classification of Instructional Program (CIP)

CIP Codes	Fall 2007	Fall 2006
Agriculture/Natural Resources (1, 3)	9	4
Architecture/Engineering/Engineering Technology (4, 14, 15)	13	9
Biological & Physical Science (26, 40, 41)	20	23
Business (52)	19	17
Communications/Communication Technology/Fine Arts (9, 10, 50)	39	39
Education/Library Science (13, 21, 25)	37	32
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	103	106
Health (51)	23	20
Law (22)	4	0
Mathematics/Computer Science (11, 27)	60	61
Military Technology/Protective Services (29, 43)	10	8
Personal Services/Consumer Services/Fitness (12, 19, 31)	56	69
Psychology/Social Sciences & Services (42, 44, 45)	37	34
Trades/Production/Transportation Health (46, 47, 48, 49)	23	18

6. Availability of Instructional Resources and Information Technology

A. Technology Resources Dedicated to Supporting Student Learning including Monitoring of Usage

Information Technology Services

"Information Technology Services is dedicated to providing innovative, customer-driven technology solutions in response to the diverse needs of the Arizona Western College community and its partners"

- **Television Services** AWC provides TV classes and programs on AWC cable channel 74. This is a joint project with NAU-Yuma, the Yuma Educational Consortium, and Time-Warner Cable. AWC programming includes telecourses offered by AWC faculty, courses from other educational institutions, PBS shows, productions and cablecasts of educationally related subjects, cultural events, and AWC sports. AWC Television Services has both studio and ENG facilities available for productions.
- **KAWC AM/FM** Broadcasts National Public Radio news and a variety of programs by producers from around the world and right here in Yuma. KAWC also offers broadcasting students a hands-on learning experience in radio operations, program hosting and audio production.
- **Interactive Television Network** Provides technology to link a class in Yuma with a class on another AWC campus. This allows students to participate in more programs across the district.
- **Technology Services** Provides technology checkout services and equipment repair for the district. The department also features a call-in Helpdesk for computer users that are having problems with hardware and software.
- **Academic Complex Computer Lab** Provides computer and Internet access to AWC and NAU students and, on a space-available basis, to the general public. The lab is staffed with aides to assist users with their software needs.
- **Network Services** Supports district-wide computing applications on a converged network consisting of voice, video, and data systems. Network Services maintains the AWC email system, Collegue, Blackboard, IP Telephony, CCTV, Wireless Technology, the AWC website and other Web based applications.

Information Technology Resource	Usage Monitoring Method
Technology Enhanced Classrooms • 101 technology equipped classrooms	Room scheduling logs
Computer Lab Classrooms • **AC 146** 24 computers • **AC 159** 32 computers • **BA 101** 24 computers • **BA 118** 20 computers • **BA 119** 24 computers • **BA 205** 20 computers • **CH 107** 24 computers • **EC 114** 15 computers • **EC 158** 20 computers • **HS 101** 5 computers • **ITN Wireless Lab** 24 computers • **La Paz Wireless Lab** 16 computers • **LR 048** 11 computers • **LR 053** 24 computers • **LR 101** 23 computers • **LR116** 16 computers • **MU 103** 20 computers • **San Luis Wireless Lab** 16 computers • **SL 051** 24 computers • **SL 052** 24 computers • **SLLC 110** 24 computers • **SLLC 112** 24 computers • **SOMCL** 24 computers • **T4 114D** 27 computers	Room scheduling logs
Open Computer Labs & Student Use Computers • **Academic Complex Computer Lab** 133 computers • **Academic Library** 24 computers • **Agriculture Lab** 5 computers • **Honors Center** 4 computers • **La Paz Open Access Lab** 6 computers • **La Paz Web Lab** 13 computers • **Science Learning Lab** 5 computers • **Student Success Center** 24 computers • **Assistive Technology Lab** 3 computers • **Wellton Open Access Lab** 4 computers • **Writing Center** 6 computers	Sign-In logs or usage logs
Residential Network (ResNet) • 2 network ports per room • 383 total network ports between 3 residence halls	Setup work order logs Network traffic monitoring
Campus WiFi (ongoing initiative) • Open wireless network located in Academic Library and LR building lobby • Additional areas to be added over time with goal of covering most buildings on campus as well as some outdoor common areas	Random checks
Student Email Accounts • 19,870 student email accounts • Email available via web interface	Account records Email statistics
Student Network File and Web Space • Students are provided with network file and web space	Server logs

Information Technology Resource	Usage Monitoring Method
Online Schedule of Classes • Schedule of Classes available on AWC website 24x7, updated every 15 minutes	Website analytics
Online Self-service System (WebAdvisor) • Students may access WebAdvisor site for registration, billing, course schedules, transcript requests, etc.	Website analytics
AWC Website • Website redesigned in 2006 with considerable input from student users to create student friendly site	Website analytics Focus groups

Academic Library

"To act in support of the educational missions of its parent institutions, Arizona Western College and Northern Arizona University-Yuma."

As an integral element of its academic and general communities, the Library strives to:

- Support the teaching, research and service goals of its educational community
- Provide timely access to relevant library materials, and other information resources, to meet the needs of its users, from wherever they may be obtained
- Enhance the information literacy skills of its users, by striving to provide high-quality instruction in the selection, evaluation and use of information resources
- Expand resources by participating in professional and educational networks and partnerships
- Provide a high level of service to faculty and students on the Yuma campus, as well as to students and faculty in distance education programs
- Provide a well-qualified and trained staff to serve its patrons' needs
- Support lifelong learning, by providing access to its services and collections, to residents of Yuma and La Paz counties
- Serve the information needs of the citizens of the Seventh United States Congressional District, by fulfilling its duties as a selective Federal Government Depository Library

The library accomplishes its mission by providing the following services and support:

- **Student-use Computers** 27 public computers with access to the Internet, including online resources (see below), online catalog, and Microsoft Office. We also have 22 laptops available for use in library instruction sessions.
- **Reference Services** Librarians are available all open hours of the library, sixty-eight hours per week, via face to face reference help, instant messaging, email (Ask-A-Librarian), and phone.
- **Automated Services** An integrated library system (SIRSI) is provided for automated searching of library materials in all formats, circulation, cataloging, and record management.
- **Interlibrary Loan** Through affiliation with OCLC, we provide our students access to materials to nearly all other lending libraries by providing borrowing privileges. NAU, ASU, and U of A all work in a consortium to provide timely and extensive materials through their loan programs. Through our affiliation with NAU-Yuma, we are privileged borrowers and can utilize the "rush" status orders if necessary.
- **Online Resources** Subscriptions to over 60 online databases, which include millions of full text articles, and electronic journal aggregator that allows us to see which databases have which journals, and access to over 40,000 electronic books which are all available on the Library's website at *www.azwestern.edu/library*

- **Off-site Access** Off-campus access 24/7 to most of the Library's online resources (databases, IM, e-books) through the EZProxy system that authenticates users.
- **Academic Library Website** The Library's comprehensively developed website provides a variety of resources, support and services. These include: tutorials, Ask A Librarian email services, instant messaging, "How Do I" instructional resource, services for off-campus users, access to all electronic resources, tips for faculty, library news, government information and much more.
- **Service to Distance Learner** "How Do I" instructional page designed to guide off-campus users in all aspects of the library and research, remote access to all online resources, one-on-one support through the Distance Education librarian webpage and through contact through Blackboard, online library card applications, and online requesting of materials (articles, books, and media) delivered via courier to off-campus sites or directly to the student's home.
- **Statistics** The Library collects statistical usage data on most of the above services and offerings on a monthly basis. These statistics are included in the Library's monthly reports.
- **Resource Center** This collection supports the campus programs or Education, School Counseling and Social Work. The Resource Center is located in the Academic Library. The collection consists of PK–12 books and classroom support materials. These include children's books, manipulatives, kits, media, idea books, big books and curriculum guides. There is also a Caregiver Zone sponsored by WACOG (Western Arizona Council of Governments) collection consisting of materials for check out.
- **Southwest Border Collection** The Southwest Border Collection provides the local community, as well as the community at large, with a compilation of academic and cultural materials, and other information resources, that are intricately intertwined with the border experience. This collection is designed to support the curriculum and to assist students, researchers, and those wishing to explore the history, literature, art, scientific, and social issues related to the Southwest border region.
- **Special Collection Books** Print materials that are old, rare, of historical or regional value.

Aspects of the Library Unique to AWC/NAU-Yuma Partnership:

- All professional librarians collect for both institutions in their subject areas creating a more robust collection appealing to a broader audience.
- Combined resources and community outreach initiatives draw the public to our joint campus. They are able to utilize the resources and may be motivated to take courses.
- Students, community patrons and faculty members can borrow materials through interlibrary loan. Academic Library orders are treated with "rush priority" status by NAU, ASU and U of A (through NAU's affiliation).
- AWC and NAU integrate staffing and physical space to maximize resources.
- Our location is convenient for Yuma residents, who can access research materials on the joint campus
- The librarians travel and correspond with the public library staff from Parker, San Luis, Somerton, Wellton, to assess the needs of NAU and AWC students.
- Working with a diverse group of students from freshman to the doctoral level develops our staff's capability to meet the needs of our library patrons.
- Each student has access to professional librarians for personalized research consultations and general library needs. The Cline Library also offers their help from subject specialist teams.
- Students and faculty have access to approximately 700 databases and web resources provided by both AWC and NAU.

7. Financial Data

A. Actual Unrestricted Revenues

	FY 2007-2008	FY 2006-2007
Tuition and Fees	$3,911,191	$3,497,568
State/Local Appropriations	$7,095,100	$6,935,300
Denominational Income	$0	$0
Investment and Annuity Income	$2,377,235	$3,473,288
Contributions	$0	$0
Auxiliary	$1,630,859	$1,472,014
Other	$41,404,373	$38,376,830
Total	$56,418,758	$53,755,000

B. Actual Unrestricted Expenses

	FY 2007-2008	FY 2006-2007
Instructional/Departmental/Library	$20,083,714	$19,374,391
Student Services	$4,682,463	$4,284,740
Operation and Maintenance of Plant	$3,935,016	$3,892,680
Administration	$6,185,020	$5,460,018
Fundraising	$0	$0
Auxiliary	$2,992,062	$2,406,601
Other	$12,921,339	$11,651,892
Total	$50,799,614	$47,070,322

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

2007-2008

ARIZONA WESTERN COLLEGE

FACT BOOK

The Office of Institutional Effectiveness, Research, and Grants
Mary Schaal, Director
Neph Ahimera, Senior Research Analyst
Catherine Hernandez, Workforce Development and Vocational Research Analyst
Betty Lopez, Administrative Analyst

FACT BOOK 2007-2008

Publication Date: January 7, 2009

Any questions concerning material contained in this book should be directed to:

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URL: www.azwestern.edu/Office_of_the_President/Institutional_Research/

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GENERAL INFORMATION

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DISTRICT GOVERNING BOARD

Mr. Stephen Shadle	President
Ms. Alicia Valdez	Secretary
Dr. Marjorie Barcomb	Member
Mr. Harry Mackay	Member
Ms. Pamela Stroud	Member

COLLEGE OFFICERS

Dr. Don Schoening	President
Mr. Dan Hann	Vice President for Administrative Services
Mr. Paul Neuman	Vice President for Information Technology Services
Dr. Joann Linville	Interim Vice President for Learning Services
Mr. Bryan Doak	Interim Vice President for Student Services

MAIN CAMPUS GENERAL INFORMATION

Website: www.azwestern.edu

Phone: (928) 317-6000

Toll Free: (888) 293-0392

Address: 2020 S. Avenue 8E, Yuma, AZ 85365

Mailing Address: Box 929, Yuma, AZ 85366-0929

Accreditation: The Higher Learning Commission/North Central Association, *site visit March 2-4, 2009*

Mascot: Matadors

Colors: Cardinal/Gold

Admissions: (928) 317-6100

Athletics: (928) 344-7536

Campus Police: (928) 314-9500

Counseling and Advisement Services: (928) 344-7624

Financial Aid: (928) 344-7634

International Students: (928) 344-7699

Institutional Effectiveness, Research, and Grants: (928) 344-7620

Learning Services: (928) 344-7607

Student Support Services: (928) 344-7761

FACT BOOK 2007-2008

ACADEMIC CALENDAR

FALL 2007		SPRING 2008	
Faculty Report	Wednesday, August 15	Faculty Report	Wednesday, January 9
Resident Halls Open	Thursday, August 16 at 10:00a.m.	Resident Halls Open	Thursday, January 10 at 10:00a.m.
Classes Begin	Monday, August 20	Classes Begin	Monday, January 14
Add/Drop	Monday-Thursday, August 20-23	Add/Drop	Monday-Thursday, January 14-17
Labor Day	No Classes Monday, September 3	Martin Luther King Jr. Holiday	No Classes Monday, January 21
Veterans Day	No Classes Sunday, November 11	Faculty Professional Development Day	No Classes Monday, February 18
Last Day to Withdraw	Thursday, November 15	Spring Recess	No Classes Sunday-Saturday, March 30-April 5
Thanksgiving Holiday	No Classes Thursday-Saturday, November 22-24	Last Day to Withdraw	Thursday, April 10
Last Day of Classes	Thursday, December 6	Last Day of Classes	Thursday, May 8
Final Examination Week	Monday-Thursday, December 10-13	Final Examination Week	Monday-Thursday, May 12-15
Final Duty Day for Faculty	Thursday, December 14	Final Duty Day for Faculty	Friday, May 16
Final Grade Rosters Delinquent	Monday, December 17 at Noon	Commencement	Friday, May 16
		Final Grade Rosters Delinquent	Monday, May 19 at Noon

AWC MISSION

Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships, which enhance the lives of people of Yuma and La Paz counties.

STATEMENT OF PURPOSES

To fulfill its mission, Arizona Western College provides education for transfer, employment, and individual enrichment to its diverse and widely dispersed population through a broad range of classes, programs, and services.

2013: A VISION IN PROGRESS

The Arizona Western College Vision 2013 is a future projection of how the college will enhance the lives of people in Yuma and La Paz counties over the next five years. The vision is derived from the ideas, assessments and efforts of our creative, strong and professional educational staff and community partners. By 2013, Arizona Western College will serve 15,000 learners, representing 5,412 Full-time Student Equivalents, throughout the two-county 10,000 square mile area. Its forty-five million dollar operational budget is supported by growth within the service area as well as state and federal aid. In addition to global on-line learning Arizona Western College will offer classes in state-of-the-art facilities in Yuma, San Luis, Parker, Wellton, Quartzsite, Somerton and Salome.

FACT BOOK 2007-2008

AWC 2013 CORE VALUES – THE PRESIDENT'S PERSPECTIVE

INSTITUTIONAL VALUES

- AWC will provide high quality lifelong learning opportunities for its people.
- AWC will actively seek diverse faculty, staff, and students interested in building a lifelong learning community college.
- AWC's focus will be community centered and partnership oriented.
- AWC will be a facilitator of lifelong learning communities within our district.
- AWC will become a significant team member in economic development, cultural enhancement and societal improvement.

LEARNING-CENTERED VALUES

- AWC graduates will demonstrate competency in communication, critical thinking, quantitative analysis, and technology applications.
- AWC graduates will demonstrate expertise in their selected fields of learning.
- AWC graduates will be able to interact, communicate, and work effectively with partners, teams, and networks.
- AWC graduates will be able to participate actively in the political, ethical, and aesthetic aspects of community life.

AWC HISTORY

Arizona Western College was the first community college established under the Arizona Community College Law of 1960, sponsored by the late Senator Harold Giss of Yuma. In 1961, an overwhelming majority of the electorate of Yuma County approved the establishment of a community college district. The College became the first institution of higher education established in Arizona since 1920, when Phoenix College was founded. After considering various sites, the College acquired the use of a 640-acre site from the U.S. Bureau of Reclamation ten miles east of the city of Yuma for the new college. Construction of the original thirteen buildings was accomplished during 1961-1963 and the first class of students enrolled for the Fall Semester 1963.

The College has grown substantially since it opened. The College district encompasses 10,000 square miles, the size of the original Yuma County; however, in 1983, northern Yuma County voted to form its own county, creating La Paz County. Thus, the College district now serves two counties with a population in excess of 180,000. Because of the large district, residence halls were built to better serve the students living beyond commuting distance. More buildings were built as the need arose and capital funds were available. Today, thirty-three buildings are on the main campus with additional building owned or leased in numerous off-campus locations including the Career Center, centers in Somerton, San Luis, Parker, and a facility in Quartzsite. Additional learning sites are leased from local schools, mobile home parks, and other community agencies.

In 1988, Arizona Western College and Northern Arizona University entered into a collaborative agreement to bring comprehensive post-secondary education to southwest Arizona. Students throughout the area have benefited from the opportunity to attain associate, baccalaureate, master's degrees, and an educational doctorate at the AWC campus. The two schools share classrooms, library resources, and faculty members to provide a variety of services to students enrolled in both institutions. In 1996, Arizona Western College, the University of Arizona, and Northern Arizona University began a cooperative baccalaureate degree in Agricultural Systems Management.

AWC enrollment has grown from 930 students in the Fall Semester, 1963, to more than 11,400 unduplicated headcount a year. The College is open four days a week-Monday through Thursday. A growing number of Friday and/or weekend classes are offered to meet changing student and community needs.

Source: Arizona Western College Catalog 2007-2008.

FACT BOOK 2007-2008

ACADEMIC DEGREE PROGRAMS

Arizona Western College offers the following three types of ***degree*** programs:

TRANSFER Associate in Arts (A.A.), Associate in Business (A.Bus.), Associate in Science (A.S.)	**OCCUPATIONAL** Associate in Applied Science (A.A.S.)	**GENERAL STUDIES** Associate in General Studies (A.G.S.)
Administration of Justice Studies (A.A.)	Administration of Justice Studies	Agriculture Sciences
Agriculture (A.A.)	Advanced Water Treatment	Business
Art Graphics (A.A.)	Agriculture Business Management	Communications
Art: Studio Art (A.A.)	Air Conditioning and Refrigeration	Fine Arts
Biology (A.S.)	Architectural Technology	Honors
Business (A.Bus.)	Automotive Technology	Mathematics
Chemistry (A.S.)	Broadcasting	Modern Languages
Education-Elementary (A.A.)	Business, General	Physical Education, Recreation and Sport
Education-Elementary (A.A.) **Early Childhood Education Emphasis**	Casino Management	Science
Education-Secondary (A.A.)	Computer Graphics	Social Science
Engineering (A.S.)	Computer Information Systems	Technology
English (A.A.)	Construction Trades Management	
Environmental Sciences (A.S.) **Applied Geology Emphasis** **Biology Emphasis**	Early Childhood Education	
Family and Consumer Sciences (A.A.)	Emergency Medical Services-Paramedic	
General Studies (A.A., or A.S.)	Fire Science	
Geology (A.S.)	Industrial Graphics-Drafting/CAD	
History (A.A.)	Industrial Technology	
Hotel/Restaurant Management (A.A.)	Industrial Water Treatment	
Mathematics (A.A.)	Marketing and Management	
Media Arts (A.A.)	Massage Therapy	
Music (A.A.)	Media Arts	
Philosophy (A.A.)	Microcomputer Business Applications	
Physics (A.S.)	Nursing-The Healing Community	
Political Science (A.A.)	Office Administration	
Psychology/Sociology (A.A.)	Paralegal Studies	
Spanish (A.A.)	Plant Science e	
Theatre (A.A.)	Radiologic Technology	
	Television Production	
	Vegetable Production Technology	
	Welding	

FACT BOOK 2007-2008

ACADEMIC CERTIFICATE PROGRAMS

Arizona Western College offers the following two types of ***certificate*** programs:

OCCUPATIONAL
Advanced Water Treatment Operator 1
Advanced Water Treatment Operator 2
Agriculture, Occupational
Air Conditioning and Refrigeration
Architectural Technology
Athletic Coaching
Automotive Brakes and Suspension
Automotive Computer Fundamentals, Engine Performance, and Diagnostics
Automotive Electrical and Air Conditioning
Automotive Power Trains
Automotive Technology
Basic Air Conditioning and Refrigeration Service Technician
Basic Custodial Maintenance
Bindery Worker
Business Entrepreneur
Carpentry
Carpentry Knowledge
Casino Management
Computer Information Systems
Culinary Arts
Custodial Management
Deafness, Studies in
Detention Officer Operations
Dietetics
Early Childhood Education
Electrical
Emergency Medical Services-Paramedic
Emergency Medical Technician-Basic
Family Childcare Education
Family Development Credential

OCCUPATIONAL (cont.)
Fire Academy
Industrial Graphics-Drafting/CAD
Industrial Water Treatment
Infant and Toddler Education
Law Enforcement Training Academy
Masonry
Massage Therapy
Media Arts
Microcomputer Business Applications
Networking
Nursing, Assistant
Nursing, Practical
Office Administration
Paralegal Studies
Plumbing
Preschool Education
School-Aged Childcare
Welding

AGEC
Arizona General Education Curriculum-Arts (AGEC-A)
Arizona General Education Curriculum-Business (AGEC-B)
Arizona General Education Curriculum-Science (AGEC-S)

FACT BOOK 2007-2008

SERVICE AREA PROFILE

	Arizona		Yuma County		La Paz County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Demographics						
Total Population	6,152,175	100	185,658	100	20,046	100
Male	3,079,908	50.1	92,149	49.6	10,074	50.3
Female	3,072,267	49.9	93,509	50.4	9,972	49.7
Median age (years)	34.8	(X)	34.7	(X)	49.9	(X)
Under 5 years	480,790	7.8	16,399	8.8	1,085	5.4
18 years and over	4,529,947	73.6	132,195	71.2	16,304	81.3
65 years and over	789,237	12.8	33,082	17.8	6,079	30.3
One race	6,002,278	97.6	181,732	97.9	19,552	97.5
White	4,701,013	76.4	134,914	72.7	14,034	70.0
Black or African American	210,069	3.4	3,509	1.9	39	0.2
American Indian and Alaska Native	276,132	4.5	2,981	1.6	2,443	12.2
Asian	144,389	2.3	1,968	1.1	211	1.1
Native Hawaiian and Other Pacific Islander	8,878	0.1	315	0.2	28	0.1
Some other race	661,797	10.8	38,045	20.5	2,797	14.0
Two or more races	149,897	2.4	3,926	2.1	494	2.5
Hispanic or Latino (of any race)	1,785,737	29.0	102,054	55.0	4,530	22.6
Social Characteristics						
Population 25 years and over	3,949,023	100	113,924	100	15,101	100
High school graduate or higher	(X)	83.5	(X)	71.5	(X)	74.7
Bachelor's degree or higher	(X)	25.2	(X)	12.5	(X)	7.7
Foreign born	924,024	15.0	46,299	24.9	2,113	10.5
Speak a language other than English at home (population 5 years and over)	1,580,477	27.9	79,403	46.9	N	N
Economic Characteristics						
In labor force (population 16 years and over)	2,942,422	62.6	75,538	54.8	6,955	41.3
Median household income (in 2007 inflation-adjusted dollars)	$48,609	(X)	$38,502	(X)	$28,973	(X)
Median family income (in 2007 inflation-adjusted dollars)	$57,004	(X)	$41,367	(X)	$34,123	(X)
Per capita income (in 2007 inflation-adjusted dollars)	$24,587	(X)	$18,318	(X)	$19,284	(X)
Families below poverty level	(X)	10.3	(X)	15.5	(X)	12.5
Individuals below poverty level	(X)	14.2	(X)	18.5	(X)	18.6

Source: U.S. Census Bureau, 2005-2007 American Community Survey
'N' – Data for this geographic area cannot be displayed because the number of sample cases is too small
'(X)' – The value is not applicable or not available

SERVICE AREA LABOR FORCE

YUMA COUNTY – 2007 Occupational Employment & Hourly Wage Estimates

OCCUPATION	Rounded Employment	Mean Wage	10th Percentile Wage	25th Percentile Wage	Median Wage	75th Percentile Wage	90th Percentile Wage
Total All Occupation	61,760	$14.56	$7.17	$8.30	$11.46	$17.66	$26.05
Management	2,110	$33.60	$16.92	$21.65	$29.28	$40.55	$55.78
Business and Financial Operations	1,580	$24.52	$13.52	$16.88	$24.26	$30.16	$37.53
Computer and Mathematical	350	$26.67	$13.35	$17.30	$24.31	$34.22	$43.45
Architecture and Engineering	1,110	$25.47	$13.79	$16.77	$22.61	$32.65	$41.73
Life, Physical, and Social Science	260	$24.08	$12.96	$17.04	$24.25	$30.45	$35.96
Community and Social Services	920	$16.88	$9.65	$12.00	$16.12	$20.87	$26.17
Legal	270	$27.21	$11.31	$16.55	$25.06	$36.89	$47.28
Education, Training, and Library	3,560	$16.55	$8.75	$12.00	$16.50	$20.72	$24.32
Arts, Design, Entertainment, Sports, and Media	550	$13.03	$6.90	$7.12	$8.73	$17.00	$25.63
Healthcare Practitioners and Technical	2,090	$26.88	$10.64	$15.48	$25.25	$32.73	$41.52
Healthcare Support	1,400	$11.67	$8.07	$9.39	$11.16	$13.44	$16.74
Protective Service	2,750	$18.37	$7.36	$13.23	$18.01	$22.87	$28.90
Food Preparation and Serving-Related	4,720	$8.56	$6.88	$7.08	$7.60	$9.13	$11.44
Building and Grounds Cleaning and Maintenance	2,380	$9.87	$7.06	$7.71	$8.97	$11.06	$13.85
Personal Care and Service	640	$10.47	$6.99	$7.43	$9.00	$11.41	$15.31
Sales and Related	5,810	$14.11	$7.12	$8.02	$10.62	$15.79	$24.71
Office and Administrative Support	8,780	$12.97	$7.52	$9.44	$12.29	$15.43	$19.46
Farming, Fishing, and Forestry	8,700	$8.77	$6.98	$7.32	$8.12	$8.98	$9.74
Construction and Extraction	4,180	$14.88	$8.56	$10.36	$13.56	$17.94	$23.24
Installation, Maintenance, and Repair	2,690	$17.07	$8.67	$11.39	$15.78	$22.03	$27.41
Production	2,630	$12.12	$7.25	$8.56	$10.59	$13.69	$19.98
Transportation and Material Moving	4,250	$12.05	$7.21	$8.43	$11.25	$13.84	$17.94

Source: Arizona Workforce Informer, prepared by the Arizona Department of Commerce, Research Administration in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics, June 2008

FACT BOOK 2007-2008

SERVICE AREA LABOR FORCE

LA PAZ COUNTY – 2007 Occupational Employment & Hourly Wage Estimates

OCCUPATION	Rounded Employment	Mean Wage	10th Percentile Wage	25th Percentile Wage	Median Wage	75th Percentile Wage	90th Percentile Wage
Total All Occupation	6680	14.54	7.12	8.26	11.44	17.25	24.87
Management	340	30.20	14.56	17.53	26.11	34.68	48.03
Business and Financial Operations	130	22.38	12.97	15.55	20.72	26.68	36.33
Computer and Mathematical	40	25.03	12.70	16.27	21.69	33.34	40.74
Architecture and Engineering	30	39.68	18.26	32.50	37.83	44.88	51.22
Life, Physical, and Social Science	10	23.33	14.16	18.68	22.12	29.08	34.58
Community and Social Services	80	16.16	10.10	12.29	14.21	20.33	25.19
Legal	10	37.88	18.22	24.07	29.19	41.66	59.07
Education, Training, and Library	530	14.62	7.56	9.96	14.58	18.52	22.20
Arts, Design, Entertainment, Sports, and Media	-	12.25	7.98	8.49	9.34	14.72	23.07
Healthcare Practitioners and Technical	240	33.44	11.66	16.67	25.29	35.76	-
Healthcare Support	80	12.81	8.08	9.94	13.17	15.70	17.28
Protective Service	360	14.44	7.95	8.91	11.90	18.72	24.33
Food Preparation and Serving-Related	740	8.32	6.86	7.03	7.44	8.86	10.76
Building and Grounds Cleaning and Maintenance	370	10.36	7.34	8.12	9.39	11.46	14.92
Personal Care and Service	290	11.31	7.03	7.58	9.37	13.04	19.63
Sales and Related	1110	12.15	7.47	8.16	9.63	12.82	20.15
Office and Administrative Support	720	14.18	8.36	10.39	13.28	16.88	21.18
Farming, Fishing, and Forestry	410	8.01	6.82	6.92	7.09	7.27	10.79
Construction and Extraction	330	17.34	11.00	13.28	16.54	21.18	26.28
Installation, Maintenance, and Repair	390	15.78	9.20	11.49	14.54	18.69	25.19
Production	100	11.15	7.78	8.80	10.45	12.19	15.49
Transportation and Material Moving	340	12.96	8.12	9.33	11.31	14.95	19.61

Source: Arizona Workforce Informer, prepared by the Arizona Department of Commerce, Research Administration in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics, June 2008

FACT BOOK 2007-2008

FACTS-AT-A-GLANCE

ACADEMIC YEAR 2007-2008

TERMS INCLUDED: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term*, Summer 2007, and Summer 2008

ENROLLMENT		Headcount**	Percentage
TOTAL	Undergraduates	12,051	100%
	Full-Time Student Equivalent (FTSE)	4,577	
FULL-TIME/ PART-TIME	Fulltime	2,816	24%
	Part-time	9,235	76%
GENDER	Female	6,852	57%
	Male	4,664	39%
	Unspecified	535	4%
RESIDENCY	In-District (Yuma/La Paz County)	8,770	73%
	Out-of-County	90	1%
	Out-of-State	1,026	8%
	California Consortium	396	3%
	Western Undergraduate Exchange Program	108	1%
	Military	627	5%
	Foreign	1,034	9%
ETHNICITY/RACE	International	1,034	9%
	Native American	262	2%
	Asian American	254	2%
	African American	353	3%
	Latino	5,701	47%
	Caucasian	3,977	33%
	Unspecified	470	4%
DISTRICT REVENUES AND EXPENDITURES***		Amount	
DISTRICT REVENUE SOURCES** (all funds)	Tuition and Fees	$7,365,072	
	State Aid (including Equalization)	$8,019,900	
	Primary/Secondary Tax Levy	$24,001,971	
	Restricted Grants	$12,824,798	
	Bond Proceeds	$0	
	Other	$4,161,986	
	Fund Balance	$42,763,677	
	Total	$99,137,404	
DISTRICT EXPENDITURES** (all funds)	General Fund	$29,594,753	
	Restricted Fund	$14,992,518	
	Auxiliary Fund	$3,876,270	
	Unexpended Plant Fund	$38,001,163	
	Retirement of Indebtedness	$3,471,417	
	Total	$89,936,121	

*Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met;**Headcount is unduplicated; ***Final audited amounts are not yet available; therefore, amounts shown are pre-audited

Prepared by the Office of Institutional Effectiveness, Research, and Grants

FACT BOOK 2007-2008

STUDENT DEMOGRAPHICS

STUDENT DEMOGRAPHICS
ACADEMIC YEAR 2007-2008

TERMS INCLUDED: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term*, Summer 2007, and Summer 2008

(as of census day)

POPULATION		Headcount**	Percentage
FULL-TIME/PART-TIME	Full-time	2,816	24%
	Part-time	9,235	76%
GENDER	Male	4,664	39%
	Female	6,852	57%
	Unspecified	535	4%
ETHNICITY/RACE	International	1,034	9%
	Native American	262	2%
	Asian American	254	2%
	African American	353	3%
	Latino	5,701	47%
	Caucasian	3,977	33%
	Unspecified	470	4%
AGE GROUPINGS (per IPEDS categories)	Under 18	976	8%
	18-19	1,988	16%
	20-21	1,840	15%
	22-24	1,493	12%
	25-29	1,526	13%
	30-34	916	8%
	35-39	790	7%
	40-49	1,022	8%
	50-64	802	7%
	65+	670	6%
	Unknown/Unreported	28	0%
AVERAGE & MEDIAN AGE	Average Age	30	
	Median Age	24	
TOTAL STUDENT HEADCOUNT**		12,051	100%

*Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met.
**Headcount is unduplicated

FACT BOOK 2007-2008

STUDENT DEMOGRAPHICS
FALL 2007 and SPRING 2008

(as of census day)

POPULATION		FALL 2007		SPRING 2008	
		Headcount*	Percentage	Headcount*	Percentage
FULL-TIME/PART-TIME	Full-time	2,659	38%	2,711	41%
	Part-time	4,294	62%	3,902	59%
GENDER	Male	2,694	39%	2,490	38%
	Female	4,133	59%	3,952	60%
	Unspecified	126	2%	171	3%
ETHNICITY/RACE	International	792	11%	752	11%
	Native American	131	2%	96	1%
	Asian American	148	2%	152	2%
	African American	190	3%	183	3%
	Latino	3,652	53%	3,351	51%
	Caucasian	1,869	27%	1,880	28%
	Unspecified	171	2%	199	3%
AGE GROUPINGS (per IPEDS categories)	Under 18	546	8%	544	8%
	18-19	1,843	27%	1,549	23%
	20-21	1,175	17%	1,150	17%
	22-24	864	12%	822	12%
	25-29	798	11%	773	12%
	30-34	479	7%	464	7%
	35-39	416	6%	390	6%
	40-49	503	7%	500	8%
	50-64	275	4%	290	4%
	65+	47	1%	126	2%
	Unknown/Unreported	7	0%	5	0%
AVERAGE & MEDIAN AGE	Average Age	26		27	
	Median Age	21		22	
TOTAL STUDENT HEADCOUNT*		6,953	100%	6,613	100%

*Headcount is unduplicated

ENROLLMENT

FACT BOOK 2007-2008

FIVE-YEAR ANNUAL ENROLLMENT COMPARISON

ACADEMIC YEARS: 03-04, 04-05, 05-06, 06-07, and 07-08*

TERMS INCLUDED: Fall, Spring, Open Entry/Open Exit and Short Term**, and Summer

(as of census day)

POPULATION		AY 03-04		AY 04-05		AY 05-06		AY 06-07		AY 07-08*	
		Headcount***	Percentage	Headcount***	Percentage	Headcount***	Percentage	Headcount***	Percentage	Headcount***	Percentage
GENDER	Male	4,515	40%	4,639	41%	4,477	38%	4,327	38%	4,664	39%
	Female	6,774	59%	6,786	59%	7,022	60%	6,735	60%	6,852	57%
	Unspecified	104	1%	20	0%	157	1%	247	2%	535	4%
ETHNICITY/RACE	International	23	0%	601	5%	936	8%	1,057	9%	1,034	9%
	Native American	295	3%	330	3%	315	3%	311	3%	262	2%
	Asian American	191	2%	169	1%	199	2%	232	2%	254	2%
	African American	320	3%	311	3%	306	3%	326	3%	353	3%
	Latino	5,445	48%	5,147	45%	5,253	45%	5,159	46%	5,701	47%
	Caucasian	4,820	42%	4,543	40%	4,361	37%	3,939	35%	3,977	33%
	Unspecified	299	3%	344	3%	286	2%	285	3%	470	4%
STUDENT CHARACTERISTICS BY GROUPS	First-time Degree Seeking	807	7%	1,639	14%	2,802	24%	2,161	19%	2,472	21%
	Financial Need****	2,996	26%	2,807	25%	2,830	24%	2,967	26%	3,805	32%
	Developmental*****	2,451	22%	3,197	28%	3,873	33%	3,776	33%	3,587	30%
	Limited English Proficient******	950	8%	1,016	9%	1,180	10%	868	8%	748	6%
	Part-time	9,401	83%	9,935	87%	7,378	63%	8,309	73%	9,197	76%
	Declared Major	7,514	66%	9,503	83%	10,327	89%	10,273	91%	10,929	91%
	Undeclared Major	3,879	34%	1,942	17%	1,329	11%	1,036	9%	1,122	9%
	First Generation*******	NA	NA	2,647	23%	4,056	35%	4,122	36%	4,704	39%
AVERAGE AGE & MEDIAN AGE	Average Age	33		33		33		31		30	
	Median Age	26		27		25		24		24	
TOTAL STUDENT HEADCOUNT* **		**11,393**	**100%**	**11,445**	**100%**	**11,656**	**100%**	**11,309**	**100%**	**12,051**	**100%**
FULL-TIME STUDENT EQUIVALENT (FTSE)		***4,121***		***4,339***		***4,404***		***4,279***		***4,577***	

*Academic year 2007-2008 includes terms: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term, Summer 2007, and Summer 2008; **Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met; ***Headcount is unduplicated; **** Includes students who were awarded Pell or other grants that target student in financial need; *****Includes students who were enrolled in a developmental English, math, or reading class during a semester; ******Represents those students who were enrolled in an ESL class during a semester; *******First generation student data collection began fall 2004

FIVE-YEAR FALL ENROLLMENT COMPARISON

FALL SEMESTERS: 2003, 2004, 2005, 2006, and 2007

(as of census day)

POPULATION		FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
		Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage
FULL-TIME/PART-TIME	Full-time	1,668	27%	1,896	29%	2,436	36%	2,593	39%	2,659	38%
	Part-time	4,616	73%	4,554	71%	4,325	64%	3,986	61%	4,294	62%
GENDER	Male	2,496	40%	2,529	39%	2,709	40%	2,552	38%	2,694	39%
	Female	3,770	60%	3,868	60%	4,024	60%	3,987	61%	4,133	59%
	Unspecified	18	0%	53	1%	28	0%	40	1%	126	2%
ETHNICITY/RACE	International	22	0%	36	1%	687	10%	791	12%	792	11%
	Native American	143	2%	140	2%	127	2%	122	2%	131	2%
	Asian American	108	2%	104	2%	103	2%	148	2%	148	2%
	African American	173	3%	184	3%	186	3%	181	3%	190	3%
	Latino	3,630	58%	3,877	60%	2,558	53%	3,322	50%	3,652	53%
	Caucasian	2,041	32%	1,965	30%	1,931	29%	1,853	28%	1,869	27%
	Unspecified	167	3%	144	2%	169	2%	162	2%	171	2%
AGE GROUPINGS (per IPEDS categories)	Under 18	354	6%	388	6%	228	3%	411	6%	546	8%
	18-19	1,368	22%	1,568	24%	1,352	20%	1,738	26%	1,843	27%
	20-21	978	16%	982	15%	1,360	20%	1,157	18%	1,175	17%
	22-24	725	12%	765	12%	972	14%	770	12%	864	12%
	25-29	703	11%	689	11%	776	11%	762	12%	798	11%
	30-34	539	9%	545	8%	570	8%	472	7%	479	7%
	35-39	488	8%	454	7%	428	6%	421	6%	416	6%
	40-49	684	11%	656	10%	688	10%	515	8%	503	7%
	50-64	334	5%	309	5%	303	4%	280	4%	275	4%
	65+	94	1%	69	1%	82	1%	48	1%	47	1%
	Unknown/Unreported	17	0%	25	0%	2	0%	5	0%	7	0%
STUDENT CHARACTERISTICS BY GROUPS	First-time Degree Seeking	807	13%	1,186	18%	1,513	22%	1,132	17%	1,245	18%
	Financial Need***	2,390	38%	2,228	35%	2,319	34%	2,313	35%	3,025	44%
	Developmental****	1,682	27%	1,613	25%	2,456	36%	2,133	32%	2,163	31%
	Limited English Proficient*****	729	12%	707	11%	790	12%	587	9%	570	8%
	Declared Major	4,747	76%	5,599	87%	6,076	90%	6,148	93%	4,907	71%
	Undeclared Major	1,537	24%	851	13%	685	10%	431	7%	342	5%
	First Generation**	NA	NA	1,138	18%	2,165	32%	2,373	36%	2,994	43%
AVERAGE AGE & MEDIAN AGE	Average Age	28		27		28		26		26	
	Median Age	23		22		23		21		21	
TOTAL STUDENT HEADCOUNT*		6,284	100%	6,450	100%	6,761	100%	6,579	100%	6,593	100%
FULL-TIME STUDENT EQUIVALENT (FTSE)		*3,209*		*3,417*		*3,581*		*3,522*		*3,780*	

*Headcount is unduplicated; ** First generation student data collection began AY 04-05; ***Includes students who were awarded Pell or other grants that target students in financial need; ****Includes students who were enrolled in a developmental English, math, or reading class during a semester; *****Represents those students who were enrolled in an ESL class during a semester

FACT BOOK 2007-2008

FIVE-YEAR SPRING ENROLLMENT COMPARISON

SPRING SEMESTERS: 2004, 2005, 2006, 2007, and 2008

(as of census day)

POPULATION		SPRING 2004		SPRING 2005		SPRING 2006		SPRING 2007		SPRING 2008	
		Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage
FULL-TIME/PART-TIME	Full-time	1,485	24%	2,038	34%	2,165	35%	2,143	35%	2,711	41%
	Part-time	4,658	76%	4,002	66%	4,106	65%	4,058	65%	3,902	59%
GENDER	Male	2,386	39%	2,402	40%	2,467	39%	2,366	38%	2,490	38%
	Female	3,690	60%	3,633	60%	3,772	60%	3,783	61%	3,952	60%
	Unspecified	67	1%	5	0%	32	1%	52	1%	171	2%
ETHNICITY/RACE	International	23	0%	76	1%	710	11%	739	12%	752	11%
	Native American	134	2%	120	2%	119	2%	115	2%	96	1%
	Asian American	101	2%	87	1%	111	2%	145	2%	152	2%
	African American	172	3%	142	2%	161	3%	176	3%	183	3%
	Latino	3,507	57%	3,546	59%	3,139	50%	3,117	50%	3,351	51%
	Caucasian	2,049	33%	1,877	31%	1,872	30%	1,754	28%	1,880	28%
	Unspecified	157	3%	192	3%	159	3%	155	2%	199	3%
AGE GROUPINGS (per IPEDS categories)	Under 18	326	5%	257	4%	312	5%	455	7%	544	8%
	18-19	1,194	19%	1,159	19%	1,303	21%	1,444	23%	1,549	23%
	20-21	962	16%	1,061	18%	1,183	19%	1,108	18%	1,150	17%
	22-24	775	13%	809	13%	809	13%	779	13%	822	12%
	25-29	703	11%	677	11%	745	12%	689	11%	773	12%
	30-34	512	8%	516	9%	493	8%	463	7%	464	7%
	35-39	470	8%	417	7%	378	6%	390	6%	390	6%
	40-49	656	11%	657	11%	624	10%	482	8%	500	8%
	50-64	356	6%	336	6%	310	5%	286	5%	290	4%
	65+	176	3%	141	2%	108	2%	99	2%	126	2%
	Unknown/Unreported	13	0%	10	0%	6	0%	6	0%	5	0%
STUDENT CHARACTERISTICS BY GROUPS	First-time Degree Seeking	526	9%	817	14%	656	10%	483	8%	679	10%
	Financial Need**	2,130	35%	2,005	33%	2,211	35%	2,324	37%	2,810	42%
	Developmental***	1,576	26%	1,636	27%	1,957	31%	1,889	30%	2,099	32%
	Limited English Proficient****	651	11%	1,101	18%	677	11%	501	8%	510	8%
	Declared Major	5,064	82%	5,367	89%	5,691	91%	5,797	93%	6,272	95%
	Undeclared Major	1,079	18%	673	11%	580	9%	404	7%	341	5%
	First Generation*****	NA	NA	1,287	21%	2,135	34%	2,318	37%	2,763	42%
AVERAGE AGE & MEDIAN AGE	Average Age	29		29		28		27		27	
	Median Age	24		23		22		22		22	
TOTAL STUDENT HEADCOUNT*		6,143	100%	6,040	100%	6,271	100%	6,201	100%	6,613	100%
FULL-TIME STUDENT EQUIVALENT (FTSE)		*3,017*		*3,007*		*3,224*		*3,206*		*3,378*	

*Headcount is unduplicated; **Includes students who were awarded Pell or other grants that target students in financial need; ***Includes students who were enrolled in a developmental English, math, or reading class during a semester; ****Represents those students who were enrolled in an ESL class during a semester; *****First generation student data collection began AY 04-05;

FACT BOOK 2007-2008

DEGREE-SEEKING ENROLLMENT
ACADEMIC YEAR: 2007-2008

TERMS INCLUDED: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term*, Summer 2007, and Summer 2008

(as of census day)

RACE/ETHNICITY	HEADCOUNT**					
	Male	Female	Unspecified	Full-time	Part-time	Total
International	328	593	48	299	670	969
Native American	71	96	0	55	112	167
Asian American	90	98	8	92	104	196
African American	185	108	1	134	160	294
Latino	1,870	2,939	24	1,307	3,526	4,833
Caucasian	1,006	1,265	24	597	1,698	2,295
Unspecified	64	126	52	74	168	242
TOTAL STUDENT HEADCOUNT**	**3,614**	**5,225**	**157**	**2,558**	**6,438**	**8,996**

*Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met; **Headcount is unduplicated

NON-DEGREE-SEEKING ENROLLMENT
ACADEMIC YEAR: 2007-2008

TERMS INCLUDED: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term*, Summer 2007, and Summer 2008

(as of census day)

RACE/ETHNICITY	HEADCOUNT**					
	Male	Female	Unspecified	Full-time	Part-time	Total
International	22	42	1	15	50	65
Native American	36	58	1	8	87	95
Asian American	21	34	3	4	54	58
African American	33	22	4	17	42	59
Latino	338	477	53	122	746	868
Caucasian	570	961	151	74	1,608	1,682
Unspecified	30	33	165	18	210	228
TOTAL STUDENT HEADCOUNT**	**1,050**	**1,627**	**378**	**258**	**2,797**	**3,055**

*Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met; **Headcount is unduplicated

FACT BOOK 2007-2008

DEGREE-SEEKING ENROLLMENT
FALL 2007

(as of census day)

RACE/ETHNICITY	HEADCOUNT*					
	Male	Female	Unspecified	Full-time	Part-time	Total
International	256	465	41	332	430	762
Native American	44	61	0	48	57	105
Asian American	57	61	6	76	48	124
African American	99	78	1	114	64	178
Latino	1,293	2,025	11	1,348	1,981	3,329
Caucasian	582	819	17	566	852	1,418
Unspecified	41	86	13	63	77	140
TOTAL STUDENT HEADCOUNT*	**2,372**	**3,595**	**89**	**2,547**	**3,509**	**6,056**

*Headcount is unduplicated

NON-DEGREE-SEEKING ENROLLMENT
FALL 2007

(as of census day)

RACE/ETHNICITY	HEADCOUNT*					
	Male	Female	Unspecified	Full-time	Part-time	Total
International	14	16	0	5	25	30
Native American	11	15	0	3	23	26
Asian American	7	17	0	3	21	24
African American	8	3	1	4	8	12
Latino	110	205	8	47	276	323
Caucasian	158	271	22	45	406	451
Unspecified	14	11	6	5	26	31
TOTAL STUDENT HEADCOUNT*	**322**	**538**	**37**	**112**	**785**	**897**

*Headcount is unduplicated

DEGREE-SEEKING ENROLLMENT
SPRING 2008
(as of census day)

RACE/ETHNICITY	HEADCOUNT*					
	Male	Female	Unspecified	Full-time	Part-time	Total
International	235	463	40	363	375	738
Native American	26	44	0	39	31	70
Asian American	56	67	7	83	47	130
African American	101	64	0	110	55	165
Latino	1,131	1,888	21	1,386	1,654	3,040
Caucasian	550	807	17	559	815	1,374
Unspecified	46	80	19	77	68	145
TOTAL STUDENT HEADDOUNT*	**2,145**	**3,413**	**104**	**2,617**	**3,045**	**5,662**

*Headcount is unduplicated

NON-DEGREE-SEEKING ENROLLMENT
SPRING 2008
(as of census day)

RACE/ETHNICITY	HEADCOUNT*					
	Male	Female	Unspecified	Full-time	Part-time	Total
International	5	8	1	2	12	14
Native American	10	16	0	5	21	26
Asian American	7	13	2	4	18	22
African American	8	9	1	4	14	18
Latino	109	184	18	41	270	311
Caucasian	194	292	20	33	473	506
Unspecified	12	17	25	5	49	54
TOTAL STUDENT HEADCOUNT*	**345**	**539**	**67**	**94**	**857**	**951**

*Headcount is unduplicated

FIVE-YEAR ANNUAL ENROLLMENT COMPARISON BY LOCATION
ACADEMIC YEARS: 03-04, 04-05, 05-06, 06-07, and 07-08*
TERMS INCLUDED: Fall, Spring, Open Entry/Open Exit and Short Term*, and Summer
(as of census day)

LOCATION	AY 03-04		AY 04-05		AY 05-06		AY 06-07		AY 07-08*	
	Headcount**	Percentage	Headcount**	Percentage	Headcount**	Percentage	Headcount**	Percentage	Headcount**	Percentage
Bouse	68	0.16%	71	0.16%	52	0.11%	50	0.12%	7	0.02%
Dateland	22	0.05%	0	0%	0	0%	0	0%	0	0%
Gasden	0	0%	0	0%	0	0%	0	0%	19	0.04%
Parker	1,166	2.79%	967	2.16%	978	2.14%	1,030	2.41%	1103	2.37%
Quartzsite	123	0.30%	213	0.48%	338	0.74%	193	0.45%	46	0.10%
Salome	26	0.06%	0	0%	58	0.13%	36	0.08%	66	0.14%
San Luis	3,913	9.37%	4,590	10.24%	5,578	12.18%	4,816	11.28%	5427	11.67%
Somerton	2,369	5.67%	2,547	5.68%	2,972	6.49%	2,496	5.85%	2280	4.90%
Wellton	304	0.73%	285	0.64%	167	0.36%	58	0.14%	89	0.19%
Wenden	55	0.13%	0	0%	0	0%	33	0.08%	26	0.06%
Yuma – Main Campus	28,763	68.88%	30,469	67.95%	30,275	66.12%	29,059	68.05%	31688	68.13%
Yuma – Marine Corps Air Station (MCAS)	291	0.70%	301	0.67%	275	0.60%	139	0.33%	191	0.41%
Yuma – Other than Main Campus	3,567	8.54%	4,113	9.17%	4,253	9.29%	3,670	8.59%	4411	9.48%
Yuma Proving Grounds	72	0.17%	31	0.07%	10	0.02%	0	0.00%	27	0.06%
Yuma – State Prison	1,022	2.45%	1,255	2.80%	832	1.82%	1,120	2.62%	1132	2.43%
TOTAL STUDENT HEADCOUNT**	**41,761**	**100%**	**44,842**	**100%**	**45,788**	**100%**	**42,700**	**100%**	**46,512**	**100%**

*Academic year 2007-2008 includes terms: Fall 2007, Spring 2008, Summer 2007, Summer 2008, and Open entry/Open Exit and Short Term (courses in which students progress at their own pace, students may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met)
Headcount is **duplicated; students are counted for each class in which they enrolled

FACT BOOK 2007-2008

FIVE-YEAR FALL ENROLLMENT COMPARISON BY LOCATION

FALL SEMESTERS: 2003, 2004, 2005, 2006, and 2007

(as of census day)

LOCATION	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage
Bouse	0	0%	0	0%	0	0%	0	0%	7	0.04%
Parker	315	1.99%	253	1.52%	206	1.19%	221	1.30%	260	1.44%
Quartzsite	29	0.18%	11	0.07%	55	0.32%	9	0.05%	8	0.04%
Salome	9	0.06%	0	0%	0	0%	0	0%	0	0.00%
San Luis	1,600	10.11%	1,790	10.75%	2,144	12.42%	1,914	11.29%	2,213	12.24%
Somerton	927	5.85%	1,101	6.61%	1,160	6.72%	1,180	6.96%	1,158	6.40%
Wellton	58	0.37%	76	0.46%	53	0.31%	36	0.21%	25	0.14%
Yuma – Main Campus	12,047	76.09%	12,609	75.75%	12,886	74.64%	12,733	75.11%	13,482	74.56%
Yuma – Marine Corps Air Station (MCAS)	134	0.85%	105	0.63%	89	0.52%	81	0.48%	37	0.20%
Yuma – Other than Main Campus	690	4.36%	700	4.21%	672	3.89%	778	4.59%	892	4.93%
Yuma Proving Grounds	24	0.15%	1	0.01%	0	0%	0	0%	0	0%
TOTAL STUDENT HEADCOUNT**	**15,833**	**100%**	**16,646**	**100%**	**17,265**	**100%**	**16,952**	**100%**	**18,082**	**100%**

*Headcount is **duplicated**; students are counted for each class in which they enrolled.

FIVE-YEAR SPRING ENROLLMENT COMPARISON BY LOCATION

SPRING SEMESTERS: 2004, 2005, 2006, 2007, and 2008

(as of census day)

LOCATION	SPRING 2004		SPRING 2005		SPRING 2006		SPRING 2007		SPRING 2008	
	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage
Bouse	16	0.14%	20	0.14%	0	0%	0	0%	0	0%
Dateland	26	0.23%	0	0%	0	0%	0	0%	0	0%
Parker	313	2.82%	196	1.33%	203	1.30%	205	1.32%	307	1.90%
Quartzsite	36	0.32%	35	0.24%	7	0.04%	0	0%	4	0.02%
Salome	10	0.09%	0	0%	14	0.09%	0	0%	14	0.09%
San Luis	1,272	11.46%	1,696	11.52%	1,965	12.61%	1,838	11.80%	2,170	13.43%
Somerton	755	6.80%	922	6.26%	1,057	6.78%	909	5.83%	862	5.33%
Wellton	66	0.59%	41	0.28%	40	0.26%	18	0.12%	19	0.12%
Yuma – Main Campus	7,975	71.86%	11,177	75.89%	11,523	73.93%	11,880	76.26%	12,017	74.36%
Yuma – Marine Corps Air Station (MCAS)	91	0.82%	80	0.54%	79	0.51%	43	0.28%	49	0.30%
Yuma – Other than Main Campus	503	4.53%	550	3.73%	699	4.48%	686	4.40%	719	4.45%
Yuma Proving Grounds	35	0.32%	11	0.07%	0	0.00%	0	0%	0	0%
TOTAL STUDENT HEADCOUNT**	**11,098**	**100%**	**14,728**	**100%**	**15,587**	**100%**	**15,579**	**100%**	**16,161**	**100%**

*Headcount is **duplicated**; students are counted for each class in which they enrolled.

FACT BOOK 2007-2008

ENROLLMENT BY MODE OF LEARNING

ACADEMIC YEARS: 06-07 and 07-08*

TERMS INCLUDED: Fall, Spring, Open Entry/Open Exit and Short Term*, and Summer

(as of census day)

MODE OF LEARNING	AY 06-07		AY 07-08*	
	Headcount**	Percentage	Headcount**	Percentage
Interactive Telecommunication Network (ITN)	1,581	3.44%	1,073	2.31%
Mixed Media	1,658	3.61%	1,400	3.01%
Regular	38,010	82.72%	39,302	84.50%
Telecourses	57	0.12%	72	0.15%
Web	4,644	10.11%	4,665	10.03%
TOTAL STUDENT HEADCOUNT**	**45,950**	**100%**	**46,512**	**100%**

*Academic year 2007-2008 includes terms: Fall 2007, Spring 2008, Summer 2007, Summer 2008, and Open entry/Open Exit and Short Term (courses in which students progress at their own pace, students may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met)

Headcount is **duplicated; students are counted for each class in which they enrolled

Annualized data are not available for AYs: 03-04, 04-05, and 05-06

FIVE-YEAR FALL ENROLLMENT COMPARISON BY MODE OF LEARNING

FALL SEMESTERS: 2003, 2004, 2005, 2006, and 2007

(as of census day)

MODE OF LEARNING	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage
Interactive Telecommunication Network (ITN)	544	3.44%	678	4.07%	790	4.58%	669	3.95%	1,073	2.31%
Mixed Media	34	0.21%	20	0.12%	0	0%	850	5.01%	1,400	3.01%
Regular	14,807	93.52%	14,817	89.01%	14,194	82.21%	13,349	78.78%	39,302	84.50%
Suppress	2	0.01%	0	0%	0	0%	2	0.01%	0	0%
Telecourses	24	0.15%	16	0.10%	15	0.09%	33	0.19%	72	0.15%
Web	296	1.87%	566	3.40%	843	4.88%	1,304	7.69%	4,665	10.03%
Weekend College – Express	25	0.16%	26	0.16%	0	0%	0	0%	4,665	10.03%
Weekend College – Not Express	101	0.64%	523	3.14%	1,423	8.24%	745	4.39%	4,665	10.03%
TOTAL STUDENT HEADCOUNT**	**15,833**	**100%**	**16,646**	**100%**	**17,265**	**100%**	**16,952**	**100%**	**46,512**	**100%**

*Headcount is **duplicated**; students are counted for each class in which they enrolled

FIVE-YEAR SPRING ENROLLMENT COMPARISON BY MODE OF LEARNING

SPRING SEMESTERS: 2004, 2005, 2006, 2007, and 2008

(as of census day)

MODE OF LEARNING	SPRING 2004		SPRING 2005		SPRING 2006		SPRING 2007		SPRING 2008	
	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage	Headcount*	Percentage
Interactive Telecommunication Network (ITN)	414	3.73%	426	2.89%	530	3.40%	503	3.23%	216	1.32%
Mixed Media	26	0.23%	22	0.15%	1,154	7.40%	640	4.11%	318	1.95%
Regular	10,197	91.88%	13,133	89.17%	12,276	78.76%	12,616	80.98%	14343	87.79%
Suppress	5	0.05%	12	0.08%	0	0%	15	0.10%	100	0.61%
Telecourses	7	0.06%	12	0.08%	8	0.05%	9	0.06%	29	0.18%
Web	327	2.95%	690	4.68%	1,057	6.78%	1,555	9.98%	1331	8.15%
Weekend College – Express	26	0.23%	15	0.10%	0	0%	0	0%	0	0%
Weekend College – Not Express	96	0.87%	418	2.84%	562	3.61%	241	1.55%	0	0%
TOTAL STUDENT HEADCOUNT**	**11,098**	**100%**	**14,728**	**100%**	**15,587**	**100%**	**15,579**	**100%**	**16337**	**100%**

*Headcount is **duplicated**; students are counted for each class in which they enrolled

FACT BOOK 2007-2008

PERFORMANCE

FACT BOOK 2007-2008

GRADE DISTRIBUTION, COMPLETION, SUCCESS, AND WITHDRAWAL

ACADEMIC YEAR: 2007-2008

TERMS INCLUDED: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term*, Summer 2007, and Summer 2008

(FINAL GRADES)

GRADES	Headcount**	Percentage
A	15,082	29.80%
B	9,881	19.50%
C	6,647	13.10%
D	1,991	3.90%
F	4,465	8.80%
CR (Credit)	3,354	6.60%
NC (No Credit)	853	1.60%
I (Incomplete)	134	0.20%
IP (In Progress)	16	0.03%
W (Withdrawal)	7,019	13.80%
NS (No Show)	1,157	2.20%
AU (Audit)	0	0.00%
TOTAL GRADES AWARDED	**50,599**	**100%**

COMPLETION RATE* **	83.30%
SUCCESS RATE** **	69.00%
WITHDRAWAL RATE*** **	13.80%

*Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met.
Headcount is **duplicated; students are counted once for each class in which they enrolled.
***Completion: students that finish a course with grades A, B, C, D, F, CR, or NC without grades W, IP, I, NS
****Success: students that finish a course with grades A, B, C, or CR without grades NC, W, IP, I, NS, D, F
*****Withdrawal: on the forty-fifth day class rosters, each professor or instructor shall indicate as withdrawn each student who has not been attending class, even if the student has not formally withdrawn from the course, and that student shall not be counted for state aid purposes and a grade of "W" will be awarded. After the forty-fifth day, if a student is unable to attend the course or must drop the course for any reason, it will then be the responsibility of the student to withdraw from the course. After the designated add/drop period and through the first three quarters of the course, or as specified by the Dean of Enrollment Services, students may withdraw from one or more classes and receive a grade of "W" on their official academic record. Classes lasting less than an entire semester may have a different withdrawal period.

FACT BOOK 2007-2008

FIVE-YEAR GRADE DISTRIBUTION, COURSE COMPLETION, SUCCESS, AND WITHDRAWAL COMPARISON

ACADEMIC YEAR: 03-04, 04-05, 05-06, 06-07, and 07-08*

TERMS INCLUDED: Fall, Spring, Open Entry/Open Exit and Short Term**, and Summer

(FINAL GRADES)

GRADES	AY 03-04		AY 04-05		AY 05-06		AY 06-07		AY 07-08*	
	Headcount***	Percentage	Headcount***	Percentage	Headcount***	Percentage	Headcount***	Percentage	Headcount***	Percentage
A	14,684	32.85%	14,257	30.48%	14,147	29.85%	14,435	31.03%	15,082	29.80%
B	9,182	20.54%	9,115	19.49%	9,933	20.96%	9,309	20.01%	9,881	19.50%
C	5,761	12.89%	6,519	13.94%	6,336	13.37%	6,001	12.90%	6,647	13.10%
D	1,688	3.78%	1,725	3.69%	1,789	3.78%	1,781	3.83%	1,991	3.90%
F	3,213	7.19%	3,191	6.82%	3,397	7.17%	3,958	8.51%	4,465	8.80%
CR (Credit)	3,349	7.49%	3,985	8.52%	3,509	7.40%	3,035	6.52%	3,354	6.60%
NC (No Credit)	901	2.02%	1,047	2.24%	947	2.00%	871	1.87%	853	1.60%
I (Incomplete)	0	0.00%	0	0.00%	2	0.00%	106	0.23%	134	0.20%
IP (In Progress)	0	0.00%	0	0.00%	0	0.00%	18	0.04%	16	0.03%
W (Withdrawal)	5,219	11.68%	6,103	13.05%	6,465	13.64%	6,192	13.31%	7,019	13.80%
NS (No Show)	701	1.57%	826	1.77%	860	1.81%	817	1.76%	1,157	2.20%
AU (Audit)	1	0.00%	4	0.01%	2	0.00%	1	0.00%	0	0.00%
TOTAL GRADES AWARDED	**44,699**	**100%**	**46,772**	**100%**	**47,390**	**100%**	**46,524**	**100%**	**50,599**	**100%**

COURSE-LEVEL	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08*
COMPLETION RATES****	86.76%	85.18%	84.54%	84.89%	83.30%
SUCCESS RATES*****	73.78%	72.43%	71.60%	70.65%	69.00%
WITHDRAWAL RATES******	11.68%	13.05%	13.64%	13.35%	13.80%

*Academic year 2007-2008 includes terms: Fall 2007, Spring 2008, Open Entry/Open Exit and Short Term, Summer 2007, and Summer 2008
**Open entry/open exit or short courses are those courses in which students progress at their own pace. This means the student may enroll anytime throughout the academic year and exit (complete) the course when course requirements have been met.
***Headcount is **duplicated**; students are counted once for each class in which they enrolled.
****Completion: students that finish a course with grades A, B, C, D, F, CR, or NC without grades W, IP, I, NS
*****Success: students that finish a course with grades A, B, C, or CR without grades NC, W, IP, I, NS, D, F
******Withdrawal: on the forty-fifth day class rosters, each professor or instructor shall indicate as withdrawn each student who has not been attending class, even if the student has not formally withdrawn from the course, and that student shall not be counted for state aid purposes and a grade of "W" will be awarded. After the forty-fifth day, if a student is unable to attend the course or must drop the course for any reason, it will then be the responsibility of the student to withdraw from the course. After the designated add/drop period and through the first three quarters of the course, or as specified by the Dean of Enrollment Services, students may withdraw from one or more classes and receive a grade of "W" on their official academic record. Classes lasting less than an entire semester may have a different withdrawal period.

THREE-YEAR GRADUATES COMPARISON
ACADEMIC YEARS: 05-06, 06-07, and 07-08

POPULATION		AY 2005-2006			AY 2006-2007			AY 2007-2008		
		Headcount*	Percentage	Average Time to Completion (years)	Headcount*	Percentage	Average Time to Completion (years)	Headcount*	Percentage	Average Time to Completion (years)
FULL-TIME/PART-TIME	Full-time	381	54.0%	4.4	289	42.0%	4.6	236	27.4%	3.3
	Part-time	324	46.0%	6.2	401	58.0%	6.0	625	72.6%	5.6
GENDER	Male	268	38.0%	4.7	262	38.0%	4.7	421	48.9%	3.9
	Female	436	61.8%	5.5	427	62.0%	5.9	424	49.2%	6.1
	Unspecified	1	0.1%	0.8	0	0%	NA	16	1.9%	1.7
ETHNICITY/RACE	International	25	3.5%	2.3	50	7.3%	3.4	69	8%	3.2
	Native American	6	0.9%	6.9	9	1.3%	6.9	12	1.4%	6.3
	Asian American	6	0.9%	4.6	11	1.6%	4.8	18	2.1%	2.9
	African American	20	2.8%	5.2	18	2.6%	5.3	34	3.9%	2.9
	Latino	396	56.2%	5.5	368	53.4%	5.8	429	49.8%	5.6
	Caucasian	225	31.9%	5.0	223	32.4%	5.3	277	32.2%	5.0
	Unspecified	27	3.8%	4.4	10	1.5%	4.4	22	2.6%	3.3
AGE GROUPINGS (per IPEDS categories)	Under 18	0	0%	NA	32	4.6%	2.0	1	.1%	2.3
	18-19	2	0.3%	4.1	157	22.8%	2.7	11	1.3%	2.2
	20-21	21	3.0%	2.2	157	22.8%	3.8	160	18.6%	2.3
	22-24	203	28.8%	2.8	111	16.1%	5.3	184	21.4%	3.5
	25-29	187	26.5%	4.5	75	10.9%	6.8	186	21.6%	4.5
	30-34	75	10.6%	7.0	50	7.3%	8.3	91	10.6%	6.6
	35-39	63	8.9%	7.6	72	10.4%	10.9	84	9.8%	6.8
	40-49	102	14.5%	7.8	33	4.8%	10.9	100	11.6%	8.6
	50-64	45	6.4%	7.8	0	0%	NA	34	3.9%	9.8
	65+	7	1.0%	8.5	1	0.1%	0.9	3	.3%	7.6
	Unknown/Unreported	0	0%	NA	1	0.1%	3.0	7	.8%	.8
CHALLENGES TO PERSISTENCE	Began as ESL	74	10.5%	8.3	86	12.5%	7.8	98	11.4%	8.5
	Began as Developmental	401	56.9%	8.1	413	59.9%	6.3	454	52.7%	6.3
	Financial Need**	200	28.4%	4.8	233	33.8%	5.0	257	29.8%	4.4
	First Generation	106	15.0%	2.6	155	22.5%	3.5	272	31.6%	3.4
TOTAL GRADUATES		**705**	**100%**	**5.2**	**690**	**100%**	**5.4**	**861**	**100%**	**5.0**

*Headcount is unduplicated

**Includes students who were awarded Pell or other grants that target students in financial need

FACT BOOK 2007-2008

THREE-YEAR DEGREES AND CERTIFICATES AWARDED COMPARISON
ACADEMIC YEARS: 05-06, 06-07, and 07-08

POPULATION		AY 05-06			AY 06-07			AY 07-08		
		N	%	Average Time to Completion	N	%	Average Time to Completion	N	%	Average Time to Completion
DEGREES	Associate in Arts (A.A.)	271	26%	4.8	276	28%	4.3	324	27%	4.9
	Associate in Applied Science (A.A.S.)	128	12%	7.6	152	15%	7.7	160	13%	7.4
	Associate in Business (A.Bus.)	39	4%	5.1	37	4%	4.5	34	3%	3.9
	Associate in General Studies (A.G.S.)	7	1%	9.7	14	1%	6.4	13	1%	5.9
	Associate in Science (A.S.)	26	3%	2.9	12	1%	3.9	29	2%	4.5
	Total Degrees Awarded	471	45%	6.0	491	49%	5.4	560	46%	5.3
CERTIFICATES	Occupational	261	25%	4.3	216	22%	5.7	349	29%	3.9
	Arizona General Education Curriculum-Arts (AGEC-A)	261	25%	5.2	253	25%	4.5	256	21%	5.0
	Arizona General Education Curriculum-Business (AGEC-B)	39	4%	4.9	27	3%	4.6	31	3%	4.0
	Arizona General Education Curriculum-Science (AGEC-S)	25	2%	3.2	10	1%	4.1	24	2%	4.7
	Total Certificates Awarded	586	56%	4.4	506	51%	4.7	660	54%	4.4
TOTAL DEGREES AND CERTIFICATES AWARDED		**1,057**	100%	**5.1**	**997**	100%	**5.2**	**1,220**	**100%**	**4.9**

FIVE-YEAR CREDENTIALS AWARDED COMPARISON, BY MAJOR
ACADEMIC YEARS: 03-04, 04-05, 05-06, 06-07, and 07-08

MAJOR	NUMBER OF CREDENTIALS AWARDED				
	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08
Administration of Justice Studies	29	31	26	28	38
Advanced Water Treatment	10	8	1	3	4
Advanced Water Treatment Operator 1	14	5	3	10	14
Advanced Water Treatment Operator 2	8	5	2	6	8
Agriculture	0	1	1	1	2
Agriculture Business Management	1	0	0	0	1
Agriculture, Occupational	0	0	0	0	0
Air Conditioning and Refrigeration	4	6	7	11	7
Architectural Technology*					0
Arizona General Education Curriculum-Arts (AGEC-A)	0	0	261	253	256
Arizona General Education Curriculum-Business (AGEC-B)	0	0	39	27	31
Arizona General Education Curriculum-Science (AGEC-S)	0	0	25	10	24
Art: Graphics*					0
Art: Studio Art***				0	0
Athletic Coaching	0	0	0	0	0
Automotive Brakes and Suspension*					1
Automotive Computer Fundamentals, Engine Performance, and Diagnostics*					0
Automotive Electrical and Air Conditioning Systems*					1
Automotive Mechanic	0	0	0	1	1
Automotive Power Trains*					1
Automotive Technology	2	3	1	2	2
Basic Air Conditioning and Refrigeration Service Technician*					1
Basic Custodial Maintenance*					95
Bindery Worker*				0	0
Biology	3	2	8	3	7
Broadcasting	2	0	0	0	0
Business	28	41	39	37	34
Business Administration**	1	1			
Business, General	10	11	14	15	12
Business Entrepreneur*					0
Carpentry*				2	13
Carpentry Knowledge*					7
Casino Management	0	0	0	0	0
Chemistry	0	0	2	2	1
Child Development**	46	6	0	2	8
Computer Graphics	6	7	3	2	5
Computer Information Systems	11	7	9	9	13

FACT BOOK 2007-2008

MAJOR	NUMBER OF CREDENTIALS AWARDED				
	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08
Construction Trades Management*					1
Culinary Arts	3	5	4	3	3
Custodial Management*					12
Deafness, Studies In	1	8	5	11	9
Detention Officer Operations	0	0	0	0	0
Dietetics	0	2	3	1	2
Early Childhood Education*		29	15	17	8
Education, Elementary	37	34	29	29	59
Education, Elementary (Early Childhood Education Emphasis)	1	0	0	0	0
Education (Secondary)	13	13	8	8	19
Electrical*		1	0	0	37
Emergency Medical Services: Paramedic	4	0	20	18	15
Emergency Medical Technician: Basic	85	49	65	62	33
Engineering	1	4	3	1	4
English	1	4	1	3	4
Environmental Sciences (Applied Geology Emphasis)	0	0	0	0	1
Environmental Sciences (Biology Emphasis)	1	3	1	1	0
Exercise Science, Health and Physical Education, Recreation, and Sport**	0	0			
Family and Consumer Sciences	29	3	3	4	3
Family Childcare Education	4	17	21	6	1
Family Development Credential*		0	0	0	0
Fire Academy	30	25	17	0	13
Fire Science	0	6	10	9	11
General Studies	170	193	184	169	194
Geology	0	0	0	0	0
History	4	1	3	2	3
Hospitality**	0	0			
Hotel/Restaurant Management*			0	2	0
Industrial Graphics Drafting/CAD	1	0	5	4	6
Industrial Technology	0	1	1	5	1
Industrial Water Treatment*				0	0
Infant and Toddler Education	0	0	33	14	26
Juvenile Detention Studies**	1	0			
Law Enforcement Training Academy	49	14	6	8	0
Marketing and Management	1	1	2	0	0
Masonry*					0
Massage Therapy*			11	9	16
Mathematics	8	10	13	10	6
Media Arts	4	4	2	6	5
Medical Transcription**	0	1			
Microcomputer Business Applications	2	2	2	0	1

MAJOR	NUMBER OF CREDENTIALS AWARDED				
	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08
Music	1	3	2	3	1
Networking	0	2	0	0	1
Nursing (The Healing Community Curriculum)	44	31	43	54	52
Nursing Assistant	48	80	56	18	7
Nursing, Practical	1	12	0	1	1
Office Administration	3	5	1	1	7
Paralegal Studies*					0
Philosophy	3	4	0	0	1
Physics	2	2	5	3	4
Plant Science	0	0	1	0	0
Plumbing*				1	3
Political Science	1	4	1	3	5
Preschool Education	2	3	5	34	28
Psychology/Sociology	14	26	12	16	7
Radiologic Technology*		0	0	21	14
School-Aged Child Care	0	1	8	0	0
Studio Art***	3	4	3	2	1
Spanish	3	4	1	5	0
Television Production	0	1	1	0	1
Theatre	1	6	2	4	3
Vegetable Production Technology	1	0	0	0	1
Welding	1	0	8	5	3
TOTAL CREDENTIALS AWARDED	**751**	**750**	**1,057**	**997**	**1,220**

*New programs
**Discontinued programs
***Name change: Studio Art was changed in AY06-07 to Art: Studio Art

FACT BOOK 2007-2008

THREE-YEAR GRADUATION RATE COMPARISON, FALL 2005 COHORT
ACADEMIC YEARS: 05-06, 06-07, and 07-08

FALL 2005 STUDENT COHORT			FIRST YEAR		SECOND YEAR			THIRD YEAR		
			AY 05-06 Graduates	1st Year Graduation Rate	AY 06-07 Graduates	Accumulative # of Grads: AY 05-06 to 06-07	2nd Year Graduation Rate	AY 07-08 Graduates	Accumulative # of Grads: AY 05-06 to 07-08	3rd Year Graduation Rate
FULL-TIME/ PART-TIME	Full-time	788	8	1.0%	46	54	6.9%	41	95	12.1%
	Part-time	725	12	1.7%	10	22	3.0%	13	35	4.8%
GENDER	Male	746	13	1.7%	27	40	5.4%	21	61	8.2%
	Female	748	6	0.8%	29	35	4.7%	33	68	9.1%
RACE/ETHNICITY	International	274	2	0.7%	5	7	2.6%	8	15	5.5%
	Native American	17	0	0.0%	0	0	0.0%	0	0	0.0%
	Asian American	40	1	2.5%	2	3	7.5%	2	5	12.5%
	African American	74	0	0.0%	4	4	5.4%	2	6	8.1%
	Latino	709	10	1.4%	29	39	5.5%	23	62	8.7%
	Caucasian	366	7	1.9%	16	23	6.3%	18	41	11.2%
	Unspecified	33	0	0.0%	0	0	0.0%	1	1	3.0%
AGE GROUPINGS (per IPEDS categories)	Under 18	49	2	4.1%	0	2	4.1%	2	4	8.2%
	18-19	790	5	0.6%	34	39	4.9%	32	71	9.0%
	20-21	240	4	1.7%	5	9	3.8%	6	15	6.3%
	22-24	141	4	2.8%	5	9	6.4%	4	13	9.2%
	25-29	103	4	3.9%	8	12	11.7%	5	17	16.5%
	30-34	65	1	1.5%	3	4	6.2%	2	6	9.2%
	35-39	44	0	0.0%	1	1	2.3%	1	2	4.5%
	40-49	62	0	0.0%	0	0	0.0%	1	1	1.6%
	50-64	19	0	0.0%	0	0	0.0%	1	1	5.3%
	65+	0	0	0.0%	0	0	0.0%	0	0	0.0%
	Unknown/Unreported	0	0	0.0%	0	0	0.0%	0	0	0.0%
CHALLENGES TO PERSISTENCE	Financial Need*	677	0	0.0%	27	27	4.0%	30	57	8.4%
	Developmental**	918	0	0.0%	34	34	3.7%	32	66	7.2%
	Limited English Proficient***	251	0	0.0%	2	2	0.8%	3	5	2.0%
	First Generation	840	0	0.0%	22	22	2.6%	24	46	5.5%
TOTAL STUDENT COUNT		**1,513**	**20**	**1.3%**	**56**	**76**	**5.0%**	**54**	**130**	**8.6%**

*Includes students who were awarded Pell or other grants that target student in financial need
**Includes students who were enrolled in a developmental English, math, or reading class during a semester
***Represents those students who were enrolled in an ESL class during a semester

FACT BOOK 2007-2008

THREE-YEAR GRADUATION RATE COMPARISON, FALL 2004 COHORT
ACADEMIC YEARS: 04-05, 05-06, and 06-07

FALL 2004 STUDENT COHORT			FIRST YEAR		SECOND YEAR			THIRD YEAR		
			AY 04-05 Graduates	1st Year Graduation Rate	AY 05-06 Graduates	Accumulative # of Grads: AY 04-05 to 05-06	2nd Year Graduation Rate	AY 06-07 Graduates	Accumulative # of Grads: AY 04-05 to 06-07	3rd Year Graduation Rate
FULL-TIME/ PART-TIME	Full-time	677	19	2.8%	61	80	11.8%	59	133	19.6%
	Part-time	962	37	3.8%	14	51	5.3%	25	73	7.6%
GENDER	Male	773	23	3.0%	31	54	7.0%	29	91	11.8%
	Female	866	19	2.2%	44	63	7.3%	55	115	13.3%
RACE/ETHNICITY	International	20	0	0.0%	2	2	10.0%	2	4	20.0%
	Native American	28	2	7.1%	1	3	10.7%	1	4	14.3%
	Asian American	24	3	12.5%	1	4	16.7%	3	6	25.0%
	African American	60	2	3.3%	3	5	8.3%	1	5	8.3%
	Latino	1,009	21	2.1%	41	62	6.1%	53	110	10.9%
	Caucasian	439	29	6.6%	20	49	11.2%	21	67	15.3%
	Unspecified	59	0	0.0%	7	7	11.9%	3	10	16.9%
AGE GROUPINGS (per IPEDS categories)	Under 18	169	2	1.2%	9	11	6.5%	13	23	13.6%
	18-19	861	20	2.3%	52	72	8.4%	53	119	13.8%
	20-21	156	8	5.1%	3	11	7.1%	5	15	9.6%
	22-24	125	6	4.8%	5	11	8.8%	1	12	9.6%
	25-29	110	9	8.2%	4	13	11.8%	6	18	16.4%
	30-34	63	2	3.2%	0	2	3.2%	4	6	9.5%
	35-39	58	6	10.3%	1	7	12.1%	2	9	15.5%
	40-49	60	3	5.0%	1	4	6.7%	0	4	6.7%
	50-64	24	0	0.0%	0	0	0.0%	0	0	0.0%
	65+	4	0	0.0%	0	0	0.0%	0	0	0.0%
	Unknown/Unreported	9	0	0.0%	0	0	0.0%	0	0	0.0%
CHALLENGES TO PERSISTENCE	Financial Need*	779	22	2.8%	38	60	7.7%	51	106	13.6%
	Developmental**	932	13	1.4%	48	61	6.5%	50	107	11.5%
	Limited English Proficient***	211	0	0.0%	0	0	0.0%	5	5	2.4%
	First Generation	822	28	3.4%	33	61	7.4%	35	92	11.2%
TOTAL STUDENT COUNT		**1,639**	**56**	**3.4%**	**75**	**131**	**8.0%**	**84**	**206**	**12.6%**

*Includes students who were awarded Pell or other grants that target student in financial need
**Includes students who were enrolled in a developmental English, math, or reading class during a semester
***Represents those students who were enrolled in an ESL class during a semester

FACT BOOK 2007-2008

THREE-YEAR TRANSFER-OUT RATE COMPARISON, FALL 2004 COHORT
ACADEMIC YEARS: 04-05, 05-06, and 06-07

(as of census day)

FALL 2004 STUDENT COHORT			FIRST YEAR		SECOND YEAR			THIRD YEAR		
			AY 04-05 Transfer-out Students	1st Year Transfer-out Rate	AY 05-06 Transfer-out Students	Accumulative # of Transfer-out Students: AY 04-05 to 05-06	2nd Year Transfer-out Rate	AY 06-07 Transfer-out Students	Accumulative # of Transfer-out Students: AY 04-05 to 06-07	3rd Year Transfer-out Rate
FULL-TIME/ PART-TIME	Full-time	677	56	8.3%	58	114	16.8%	54	169	24.8%
	Part-time	962	46	4.8%	40	86	8.9%	50	136	14.1%
GENDER	Male	773	57	7.4%	51	108	14.0%	42	150	19.4%
	Female	866	45	5.2%	47	92	10.6%	62	154	17.8%
	Unspecified	0	0	0.0%	0	0	0.0%	0	0	0.0%
RACE/ETHNICITY	International	20	1	5.0%	4	5	25.0%	1	6	30.0%
	Native American	28	1	3.6%	3	4	14.3%	2	6	21.4%
	Asian American	24	3	12.5%	5	8	33.3%	2	10	41.7%
	African American	60	18	30.0%	3	21	35.0%	5	26	43.3%
	Latino	1,009	36	3.6%	39	75	7.4%	53	128	12.7%
	Caucasian	439	38	8.7%	37	75	17.1%	36	111	25.3%
	Unspecified	59	5	8.5%	7	12	20.3%	5	17	28.8%
AGE GROUPINGS (per IPEDS categories)	Under 18	169	5	3.0%	11	16	9.5%	15	31	18.3%
	18-19	861	53	6.2%	50	103	12.0%	52	155	18.0%
	20-21	156	16	10.3%	12	28	17.9%	12	40	25.6%
	22-24	125	12	9.6%	15	27	21.6%	10	37	29.6%
	25-29	110	7	6.4%	6	13	11.8%	6	19	17.3%
	30-34	63	3	4.8%	3	6	9.5%	2	8	12.7%
	35-39	58	3	5.2%	1	4	6.9%	4	8	13.8%
	40-49	60	2	3.3%	0	2	3.3%	2	4	6.7%
	50-64	24	1	4.2%	0	1	4.2%	0	1	4.2%
	65+	4	0	0.0%	0	0	0.0%	0	0	0.0%
	Unknown/Unreported	9	0	0.0%	0	0	11.1%	1	1	22.2%
CHALLENGES TO PERSISTENCE	Financial Need*	779	47	6.0%	44	91	11.7%	47	138	17.7%
	Developmental**	932	53	5.7%	51	104	11.2%	60	164	17.6%
	Limited English Proficient***	211	0	0.0%	2	2	0.9%	1	3	1.4%
	First Generation	822	58	7.1%	46	104	12.7%	47	151	18.4%
TOTAL STUDENT COUNT		**1,639**	**102**	**6.2%**	**98**	**200**	**12.2%**	**104**	**304**	**18.5%**

Transfer-out data are based on National Student Clearinghouse records received November 19, 2007
*Includes students who were awarded Pell or other grants that target student in financial need
**Includes students who were enrolled in a developmental English, math, or reading class during a semester
***Represents those students who were enrolled in an ESL class during a semester

RETENTION, FALL 2007 COHORT
FALL 2007 to SPRING 2008
Target Retention Rate: 58%

(as of census day)

FALL 2007 STUDENT COHORT			# of Fall 2007 Students Retained through Spring 2008	# of Graduates in Fall 2007 Cohort Not Retained through Spring 2008	Fall 2007 to Spring 2008 Retention Rate	Spring 2008 Student Cohort
FULL-TIME/ PART-TIME	Full-time	2,659	2,163	38	83%	2,711
	Part-time	4,294	2,469	100	60%	3,902
GENDER	Male	2,694	1,722	55	66%	2,490
	Female	4,133	2,827	83	70%	3,952
	Unspecified	126	83	0	66%	171
RACE/ETHNICITY	International	792	601	18	78%	752
	Native American	131	63	1	49%	96
	Asian American	148	105	5	74%	152
	African American	190	132	4	72%	183
	Latino	3,652	2,433	68	68%	3,351
	Caucasian	1,869	1,190	41	66%	1,880
	Unspecified	171	108	1	64%	199
AGE GROUPINGS (per IPEDS categories)	Under 18	546	335	0	61%	543
	18-19	1,843	1,459	4	79%	1,550
	20-21	1,175	775	35	69%	1,150
	22-24	864	548	30	67%	822
	25-29	798	478	27	63%	773
	30-34	479	289	16	64%	464
	35-39	416	268	12	67%	390
	40-49	503	296	8	60%	500
	50-64	275	146	6	55%	290
	65+	47	33	0	70%	126
	Unknown/Unreported	7	5	0	71%	5
STUDENT CHARACTERISTICS	First-time Degree Seeking	1,245	841	0	68%	679
	Undeclared major	342	169	4	51%	341
	Financial Need*	2,937	2,317	53	81%	2,725
	Developmental**	2,163	1,516	0	70%	2,099
	Limited English Proficient***	570	410	0	72%	510
	First Generation	2,994	2,050	42	70%	2,763
TOTAL STUDENT COUNT		**6,953**	**4,632**	**118**	**69%**	**6,613**

*Includes students who were awarded Pell or other grants that target student in financial need
**Includes students who were enrolled in a developmental English, math, or reading class during a semester
***Represents those students who were enrolled in an ESL class during a semester

RETENTION COMPARISON, FALL COHORTS
Fall to Spring, Spring to Fall, and Fall to Fall
Target Retention Rate: 58%

(as of census day)

POPULATION		2004-2005			2005-2006			2006-2007			2007-2008
		Fall 04 to Spring 05	Spring 05 to Fall 05	Fall 04 to Fall 05	Fall 05 to Spring 06	Spring 06 to Fall 06	Fall 05 to Fall 06	Fall 06 to Spring 07	Spring 07 to Fall 07	Fall 06 to Fall 07	Fall 07 to Spring 08
FULL-TIME/ PART-TIME	Full-time	83.7%	72.7%	66.2%	80.5%	71.1%	63.2%	79.6%	71.3%	63.2%	82.8%
	Part-time	58.7%	51.3%	47.2%	54.2%	50.9%	42.7%	57.1%	51.8%	49.6%	59.8%
GENDER	Male	63.6%	54.7%	50.5%	61.5%	54.8%	47.2%	64.1%	56.3%	50.2%	66.0%
	Female	67.2%	61.0%	53.9%	65.3%	60.1%	52.1%	67.3%	60.2%	54.2%	70.4%
	Unspecified	NA	NA	NA	42.9%	31.3%	32.1%	55.0%	42.3%	37.5%	65.9%
RACE/ETHNICITY	International	78.8%	67.7%	48.5%	77.1%	69.9%	63.2%	74.2%	68.6%	59.2%	78.2%
	Native American	57.9%	52.5%	42.9%	57.5%	47.1%	39.4%	50.0%	46.1%	40.2%	48.9%
	Asian American	68.0%	45.3%	46.0%	64.1%	57.7%	51.5%	70.9%	60.7%	51.4%	74.3%
	African American	56.0%	53.5%	37.0%	64.0%	50.3%	39.8%	68.5%	51.1%	44.2%	71.6%
	Latino	68.2%	62.4%	55.6%	64.0%	60.3%	50.7%	67.6%	61.8%	55.7%	68.5%
	Caucasian	61.7%	51.4%	47.9%	58.8%	51.1%	46.5%	60.3%	51.1%	46.5%	65.9%
	Unspecified	68.9%	53.7%	50.8%	60.9%	52.2%	43.2%	63.0%	47.1%	45.7%	63.7%
AGE GROUPINGS (per IPEDS categories)	Under 18	61.2%	52.0%	49.2%	53.5%	51.9%	48.7%	60.6%	54.3%	48.2%	61.4%
	18-19	75.2%	69.2%	62.2%	76.3%	66.2%	59.4%	76.1%	68.9%	60.3%	79.4%
	20-21	66.6%	66.0%	53.6%	70.6%	64.9%	56.0%	69.2%	62.9%	55.0%	68.9%
	22-24	62.2%	56.5%	49.2%	58.2%	57.1%	46.4%	64.5%	55.7%	53.4%	66.9%
	25-29	61.7%	55.1%	48.8%	62.0%	55.8%	47.3%	59.1%	58.2%	49.1%	63.3%
	30-34	62.2%	59.9%	50.1%	57.4%	56.6%	45.1%	63.6%	52.1%	47.7%	63.7%
	35-39	65.0%	57.1%	51.5%	58.4%	57.7%	47.4%	58.9%	57.2%	44.7%	67.3%
	40-49	62.5%	55.5%	48.6%	58.9%	49.4%	42.2%	57.3%	50.0%	47.0%	60.4%
	50-64	57.0%	36.6%	32.4%	44.9%	42.3%	39.9%	51.1%	41.3%	40.0%	55.3%
	65+	58.9%	19.0%	40.0%	31.7%	19.4%	26.8%	70.8%	32.3%	47.9%	70.2%
	Unknown/Unreported	38.5%	28.6%	32.0%	50.0%	16.7%	0.0%	60.0%	50.0%	40.0%	71.4%
STUDENT CHARACTERISTICS	First-time Degree Seeking	68.4%	61.6%	52.7%	67.7%	46.3%	46.8%	65.4%	45.8%	48.9%	67.6%
	Undeclared major	51.7%	19.5%	37.7%	59.7%	56.8%	53.7%	53.6%	45.0%	42.7%	50.6%
	Financial Need*	81.3%	93.6%	67.2%	80.9%	68.6%	61.5%	81.0%	68.8%	63.8%	80.7%
	Developmental**	69.3%	60.7%	69.6%	67.6%	60.5%	52.4%	70.4%	60.6%	54.4%	70.1%
	Limited English Proficient***	73.1%	61.5%	51.8%	70.8%	61.0%	49.2%	68.3%	63.1%	51.4%	71.9%
	First Generation	63.6%	52.3%	48.4%	64.2%	55.8%	48.4%	58.1%	59.5%	51.8%	69.9%
OVERALL RETENTION		**65.8%**	**58.5%**	**52.1%**	**63.7%**	**57.9%**	**50.1%**	**66.0%**	**58.6%**	**52.5%**	**68.6%**

*Includes students who were awarded Pell or other grants that target student in financial need
**Includes students who were enrolled in a developmental English, math, or reading class during a semester
***Represents those students who were enrolled in an ESL class during a semester

PERSISTENCE, FIRST-TIME DEGREE-SEEKING STUDENT COHORT

COHORTS: Fall 2003, Fall 2004, Fall 2005, Fall 2006, and Fall 2007

(as of census day)

POPULATION			ONE-YEAR				TWO-YEAR				THREE-YEAR				
			Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	
FALL 2003 COHORT	TOTAL	1,346	2.9%	2.2%	49.0%	44.0%	9.1%	7.8%	30.8%	50.4%	13.4%	13.7%	19.1%	52.0%	
	Full-time	525	3.4%	2.7%	61.9%	31.2%	15.4%	11.0%	34.9%	37.1%	22.9%	22.3%	19.2%	33.9%	
	Part-time	821	2.6%	1.8%	40.8%	52.1%	5.1%	5.7%	28.1%	59.0%	7.3%	8.3%	19.0%	63.6%	
FALL 2004 COHORT	TOTAL	1,639	3.4%	1.8%	50.2%	42.8%	8.0%	7.3%	33.8%	49.4%	12.6%	13.8%	21.3%	49.0%	
	Full-time	677	2.8%	2.7%	63.1%	30.9%	11.8%	9.5%	41.1%	36.3%	19.6%	19.5%	23.8%	32.6%	
	Part-time	962	3.8%	1.2%	41.1%	51.2%	5.3%	5.8%	28.7%	58.5%	7.6%	9.8%	19.5%	60.5%	
FALL 2005 COHORT	TOTAL	1,513	1.3%	2.2%	46.1%	49.1%	4.2%	9.2%	46.1%	53.8%	9.3%	15.7%	20.2%	54.1%	
	Full-time	788	1.0%	2.8%	55.6%	39.7%	5.7%	10.5%	55.6%	45.4%	12.9%	19.7%	20.9%	45.2%	
	Part-time	725	1.7%	2.1%	35.7%	48.4%	2.5%	9.8%	35.7%	53.0%	5.2%	14.5%	19.3%	54.0%	
FALL 2006 COHORT	TOTAL	1,132	2.8%	2.9%	46.2%	45.9%	8.7%	11.7%	29.7%	49.7%	NA	NA	NA	NA	
	Full-time	586	1.4%	3.1%	55.1%	37.7%	9.9%	12.6%	33.8%	43.5%	NA	NA	NA	NA	
	Part-time	546	4.4%	2.7%	36.6%	54.8%	7.5%	10.8%	25.3%	56.1%	NA	NA	NA	NA	
FALL 2007 COHORT	TOTAL	1,245	2.8%	3.6%	46.3%	47.3%	NA	NA	NA	NA	NA	NA	NA	NA	
	Full-time	551	1.4%	3.8%	54.1%	40.3%	NA	NA	NA	NA	NA	NA	NA	NA	
	Part-time	694	4.4%	3.5%	40.1%	52.9%	NA	NA	NA	NA	NA	NA	NA	NA	

CONTINUED ON NEXT PAGE

NA = Data not yet available

FACT BOOK 2007-2008

PERSISTENCE, FIRST-TIME DEGREE-SEEKING STUDENT COHORT *(continued)*

COHORTS: Fall 2003, Fall 2004, Fall 2005, Fall 2006, and Fall 2007

(as of census day)

CONTINUED FROM PREVIOUS PAGE	POPULATION			FOUR-YEAR				FIVE-YEAR			
				Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate
	FALL 2003 COHORT	TOTAL	1,346	19.0%	18.6%	14.7%	47.6%	21.7%	23.4%	10.3%	44.7%
		Full-time	525	29.9%	28.2%	13.1%	28.8%	33.3%	34.3%	8.0%	24.4%
		Part-time	821	12.1%	12.5%	15.7%	59.7%	14.3%	16.4%	11.7%	57.6%
	FALL 2004 COHORT	TOTAL	1,639	19.5%	21.1%	17.0%	42.5%	NA	NA	NA	NA
		Full-time	677	29.1%	26.9%	17.9%	26.1%	NA	NA	NA	NA
		Part-time	962	12.7%	17.0%	16.3%	54.0%	NA	NA	NA	NA
	FALL 2005 COHORT	TOTAL	1,513	NA	NA	NA	NA	NA	NA	NA	NA
		Full-time	788	NA	NA	NA	NA	NA	NA	NA	NA
		Part-time	725	NA	NA	NA	NA	NA	NA	NA	NA
	FALL 2006 COHORT	TOTAL	1,132	NA	NA	NA	NA	NA	NA	NA	NA
		Full-time	586	NA	NA	NA	NA	NA	NA	NA	NA
		Part-time	546	NA	NA	NA	NA	NA	NA	NA	NA
	FALL 2007 COHORT	TOTAL	1,245	NA	NA	NA	NA	NA	NA	NA	NA
		Full-time	551	NA	NA	NA	NA	NA	NA	NA	NA
		Part-time	694	NA	NA	NA	NA	NA	NA	NA	NA

NA = Data not yet available

PERSISTENCE, FIRST-TIME DEVELOPMENTAL STUDENT COHORT

COHORTS: Fall 2003, Fall 2004, Fall 2005, Fall 2006, and Fall 2007

(as of census day)

POPULATION			ONE-YEAR				TWO-YEAR				THREE-YEAR				
			Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	
FALL 2003 COHORT	TOTAL	853	1.4%	1.6%	57.3%	39.6%	8.8%	6.6%	34.6%	50.1%	14.3%	15.1%	22.2%	48.4%	
	Full-time	435	1.8%	2.3%	65.5%	30.3%	14.5%	8.3%	34.5%	42.8%	22.3%	21.8%	20.5%	35.4%	
	Part-time	418	1.0%	1.0%	48.8%	49.3%	2.9%	4.8%	34.7%	57.7%	6.0%	8.1%	23.9%	62.0%	
FALL 2004 COHORT	TOTAL	1,006	1.3%	1.7%	57.5%	39.6%	6.4%	6.5%	39.9%	47.3%	12.7%	12.8%	25.6%	48.8%	
	Full-time	507	0.8%	2.6%	65.9%	30.8%	9.7%	9.3%	44.4%	36.7%	19.5%	19.3%	26.4%	34.7%	
	Part-time	499	1.8%	0.8%	48.9%	48.5%	3.0%	3.6%	35.3%	58.1%	5.8%	6.2%	24.8%	63.1%	
FALL 2005 COHORT	TOTAL	948	0.7%	1.9%	50.7%	46.6%	4.9%	8.5%	35.2%	51.4%	9.6%	16.1%	22.9%	51.4%	
	Full-time	603	0.7%	2.2%	56.6%	40.6%	6.6%	10.3%	37.3%	45.8%	12.9%	20.7%	22.1%	44.3%	
	Part-time	345	0.9%	1.4%	40.6%	57.1%	1.7%	5.5%	31.6%	61.2%	3.8%	8.1%	24.3%	63.8%	
FALL 2006 COHORT	TOTAL	626	0.6%	1.9%	54.6%	42.8%	5.6%	11.5%	33.5%	49.4%	NA	NA	NA	NA	
	Full-time	423	0.9%	2.6%	58.2%	38.3%	7.1%	12.8%	35.0%	45.2%	NA	NA	NA	NA	
	Part-time	203	0%	0.5%	47.3%	52.2%	2.5%	8.9%	30.5%	58.1%	NA	NA	NA	NA	
FALL 2007 COHORT	TOTAL	731	0.1%	2.6%	44.7%	52.5%	NA	NA	NA	NA	NA	NA	NA	NA	
	Full-time	318	0%	3.8%	51.9%	44.3%	NA	NA	NA	NA	NA	NA	NA	NA	
	Part-time	413	0.2%	1.7%	39.2%	58.8%	NA	NA	NA	NA	NA	NA	NA	NA	

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NA = Data not yet available

PERSISTENCE, FIRST-TIME DEVELOPMENTAL STUDENT COHORT *(continued)*

COHORTS: Fall 2003, Fall 2004, Fall 2005, Fall 2006, and Fall 2007

(as of census day)

POPULATION			FOUR-YEAR				FIVE-YEAR			
			Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate
FALL 2003 COHORT	TOTAL	853	19.6%	20.0%	16.6%	43.7%	22.9%	24.7%	11.7%	40.7%
	Full-time	435	28.5%	28.5%	13.8%	29.2%	32.0%	34.9%	9.7%	23.4%
	Part-time	418	10.3%	11.2%	19.6%	58.9%	13.4%	14.1%	13.9%	58.6%
FALL 2004 COHORT	TOTAL	1,006	18.5%	19.3%	19.1%	43.1%	NA	NA	NA	NA
	Full-time	507	26.6%	26.2%	19.3%	27.8%	NA	NA	NA	NA
	Part-time	499	10.2%	12.2%	18.8%	58.7%	NA	NA	NA	NA
FALL 2005 COHORT	TOTAL	948	NA	NA	NA	NA	NA	NA	NA	NA
	Full-time	603	NA	NA	NA	NA	NA	NA	NA	NA
	Part-time	345	NA	NA	NA	NA	NA	NA	NA	NA
FALL 2006 COHORT	TOTAL	626	NA	NA	NA	NA	NA	NA	NA	NA
	Full-time	423	NA	NA	NA	NA	NA	NA	NA	NA
	Part-time	203	NA	NA	NA	NA	NA	NA	NA	NA
FALL 2007 COHORT	TOTAL	731	NA	NA	NA	NA	NA	NA	NA	NA
	Full-time	318	NA	NA	NA	NA	NA	NA	NA	NA
	Part-time	413	NA	NA	NA	NA	NA	NA	NA	NA

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NA = Data not yet available

PERSISTENCE, FIRST-TIME STUDENT COHORT

COHORTS: Fall 2003, Fall 2004, Fall 2005, Fall 2006, and Fall 2007

(as of census day)

POPULATION			ONE-YEAR				TWO-YEAR				THREE-YEAR				
			Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	
FALL 2003 COHORT	TOTAL	1,942	2.8%	2.1%	46.8%	48.4%	8.5%	8.1%	29.6%	53.8%	12.8%	14.3%	18.7%	54.2%	
	Full-time	659	3.6%	2.4%	63.6%	30.3%	17.0%	9.9%	35.8%	37.3%	25.3%	22.3%	19.9%	32.5%	
	Part-time	1,283	2.3%	1.9%	38.1%	57.7%	4.2%	7.2%	26.3%	62.2%	6.3%	10.1%	18.2%	65.4%	
FALL 2004 COHORT	TOTAL	1,955	3.1%	2.3%	49.7%	45.0%	7.9%	7.8%	33.2%	51.1%	13.6%	13.7%	21.0%	51.7%	
	Full-time	737	3.0%	2.8%	64.0%	30.1%	12.9%	9.5%	42.3%	35.3%	23.2%	19.3%	24.2%	33.4%	
	Part-time	1,218	3.1%	2.0%	41.0%	53.9%	4.8%	6.8%	27.7%	60.7%	7.8%	10.3%	19.0%	62.8%	
FALL 2005 COHORT	TOTAL	1,738	1.8%	2.2%	44.1%	51.8%	5.5%	8.6%	29.9%	56.0%	9.6%	15.0%	19.4%	56.0%	
	Full-time	809	1.4%	2.7%	56.2%	39.7%	7.7%	10.3%	36.5%	45.6%	14.3%	19.7%	21.0%	45.0%	
	Part-time	929	2.3%	1.8%	33.5%	62.4%	3.7%	7.1%	24.1%	65.1%	5.5%	10.9%	18.0%	65.7%	
FALL 2006 COHORT	TOTAL	1,343	3.1%	2.9%	44.7%	49.3%	7.6%	10.8%	27.9%	53.7%	NA	NA	NA	NA	
	Full-time	602	3.0%	3.0%	55.6%	38.4%	10.0%	12.5%	33.4%	44.2%	NA	NA	NA	NA	
	Part-time	741	3.2%	2.8%	35.8%	58.2%	5.7%	9.4%	23.5%	61.4%	NA	NA	NA	NA	
FALL 2007 COHORT	TOTAL	1,502	2.5%	3.3%	44.1%	50.0%	NA	NA	NA	NA	NA	NA	NA	NA	
	Full-time	579	1.9%	3.8%	53.7%	40.6%	NA	NA	NA	NA	NA	NA	NA	NA	
	Part-time	923	2.9%	3.0%	38.1%	55.9%	NA	NA	NA	NA	NA	NA	NA	NA	

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NA = Data not yet available

FACT BOOK 2007-2008

PERSISTENCE, FIRST-TIME STUDENT COHORT *(continued)*

COHORTS: Fall 2003, Fall 2004, Fall 2005, Fall 2006, and Fall 2007

(as of census day)

POPULATION			FOUR-YEAR				FIVE-YEAR			
			Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate	Graduation Rate	Non-Grad Transfer-out Rate	Persistence Rate	Attrition Rate
FALL 2003 COHORT	TOTAL	1,942	16.7%	19.0%	14.0%	50.3%	19.3%	23.8%	9.9%	47.0%
	Full-time	659	30.7%	28.4%	13.5%	27.5%	34.1%	34.0%	8.5%	23.4%
	Part-time	1,283	9.6%	14.2%	14.2%	62.0%	11.6%	18.6%	10.7%	59.2%
FALL 2004 COHORT	TOTAL	1,955	17.7%	20.6%	15.9%	45.8%	NA	NA	NA	NA
	Full-time	737	28.9%	26.3%	17.6%	27.1%	NA	NA	NA	NA
	Part-time	1,218	11.0%	17.1%	14.9%	57.1%	NA	NA	NA	NA
FALL 2005 COHORT	TOTAL	1,738	NA	NA	NA	NA	NA	NA	NA	NA
	Full-time	809	NA	NA	NA	NA	NA	NA	NA	NA
	Part-time	929	NA	NA	NA	NA	NA	NA	NA	NA
FALL 2006 COHORT	TOTAL	1,343	NA	NA	NA	NA	NA	NA	NA	NA
	Full-time	602	NA	NA	NA	NA	NA	NA	NA	NA
	Part-time	741	NA	NA	NA	NA	NA	NA	NA	NA
FALL 2007 COHORT	TOTAL	1,502	NA	NA	NA	NA	NA	NA	NA	NA
	Full-time	579	NA	NA	NA	NA	NA	NA	NA	NA
	Part-time	923	NA	NA	NA	NA	NA	NA	NA	NA

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NA = Data not yet available

FACULTY INFORMATION

FACT BOOK 2007-2008

FACULTY CHARACTERISTICS

TERMS: Fall 2007 and Spring 2008

POPULATION	FALL 2007		SPRING 2008	
	Headcount	Percentage	Headcount	Percentage
FULL-TIME	112	30%	102	27%
PART-TIME	263	70%	270	73%
FTSE:FTFE	20.6		20.1	
TOTAL	375	100%	372	100%

FACT BOOK 2007-2008

FINANCIAL INFORMATION

FACT BOOK 2007-2008

FINANCIAL AID AWARDED
FALL 2007 and SPRING 2008

	FALL 2007	SPRING 2008
NUMBER OF STUDENTS	3,226	2,976
NUMBER OF AWARDS	101	85
AVERAGE AWARD PER STUDENT	$2170.18	$2164.79
AVERAGE AMOUNT PER AWARD	$1450.09	$1455.91
NEED-BASED FINANCIAL AID AWARDS	3,025	2,810

NEED-BASED FINANCIAL AID AWARDED BY ETHNICITY
FALL 2007 and SPRING 2008

ETHNICITY	FALL 2007				SPRING 2008			
	All Students	Financial Need Student Headcount*	Percentage Among Students in Financial Need	Percentage of Ethnicity in Financial Need	All Students	Financial Need Student Headcount*	Percentage Among Students in Financial Need	Percentage of Ethnicity in Financial Need
International	792	500	17%	63%	752	481	17%	64%
Native American	131	49	2%	37%	96	38	1%	40%
Asian American	148	42	1%	28%	152	40	1%	26%
African American	190	115	4%	61%	183	105	4%	57%
Latino	3,652	1,803	60%	49%	3,351	1,651	59%	49%
Caucasian	1,869	450	15%	24%	1,880	427	15%	23%
Unspecified	171	66	2%	39%	199	68	2%	34%
TOTAL	**6,953**	**3,025**	**100%**	**44%**	**6,613**	**2,810**	**100%**	**42%**

*Headcount is unduplicated

TUITION RATES
ACADEMIC YEAR 2008-2009

CREDIT HOURS	ARIZONA RESIDENT		NON-ARIZONA RESIDENT	
	Age 59 & Under	Age 60 & Over	Age 59 & Under	Age 60 & Over
1	$56	$47	$62	$53
2	$112	$94	$124	$106
3	$168	$141	$186	$159
4	$224	$188	$248	$212
5	$280	$235	$310	$265
6	$336	$282	$372	$318
7	$392	$329	$1,722	$1,659
8	$448	$376	$1,968	$1,896
9	$504	$423	$2,214	$2,133
10	$560	$470	$2,460	$2,370
11	$616	$517	$2,706	$2,607
12	$672	$564	$2,952	$2,844
13	$728	$611	$3,008	$2,891
14	$784	$658	$3,064	$2,938
15	$840	$705	$3,120	$2,985

Source: Spring 2009 Arizona Western College Schedule of Classes

The College reserves the right to make changes in the Schedule of Fees without notice as they become necessary

FACT BOOK 2007-2008

TUITION RATES
ACADEMIC YEAR 2007-2008

CREDIT HOURS	ARIZONA RESIDENT		NON-ARIZONA RESIDENT	
	Age 59 & Under	Age 60 & Over	Age 59 & Under	Age 60 & Over
1	$46	$37	$52	$43
2	$96	$74	$104	$86
3	$138	$111	$156	$129
4	$184	$148	$208	$172
5	$230	$185	$260	$215
6	$276	$222	$312	$258
7	$322	$259	$1652	$1589
8	$368	$296	$1888	$1816
9	$414	$333	$2124	$2043
10	$460	$370	$2360	$2230
11	$506	$407	$2596	$2497
12	$552	$444	$2832	$2724
13	$598	$481	$2878	$2761
14	$644	$518	$2924	$2798
15	$690	$555	$2970	$2835

Source: Spring 2008 Arizona Western College Schedule of Classes

AWC Timeline for Accreditation

Date	Responsible	Action	Date Accomplished
April 2006	President	Appoints self-study co-chairs	April 2, 2006
April 2006	President, administrators and faculty	Attend annual meeting in Chicago	April 1–4, 2006
May 2006	President with input from co-chairs and administrators	Appoint criterion chairs and members of steering committee	
May–December 2006	Co-chairs	Meet with Paul Neuman and Dan Schrad on self-study website design and input Meet with President, Meet with EC, Meet with Faculty Senate officers Meet with CTE Director President's Council Meet with Classified Committee Meet with student groups: International Students Meet with student groups: Honors & SIFE Meet with Student Government and Foundation Board	April 26, 2006 May 11, 2006 May 15, 2006 May 15, 2006 May 18, 2006 June 6, 2006 June 7, 2006 8/25/06 9/27/06 September 11, 2006
July 2006	Co-chairs	Meet with Marian Gibney and Brent Jameson of Phoenix College on accreditation/self-study process	July 17, 2006
September 15, 2006	Paul Neuman/Dan Schrad	Implement self-study website	
August, 2006	President, Co-chairs	Self-study kickoff at AWC p/a, classified meeting Initial Meeting of Steering Committee and Criterion Chairs Self-study kickoff at AWC Faculty meeting Recruit members for criterion committees/give entire college the opportunity to request specific areas.	August 10, 2006 August 17, 2006 August 19, 2006
August 17, 2006	All Team Members	Initial Meeting	August 17, 2006
September 2006	Co-chairs and Steering Committee	Meet with Criterion Chairs in half-day retreat Career Center, CC 159	September 15, 2006
October 15, 2006	Mary Sue DePuy	Set up Blackboard site for Criterion Committees Held Training sessions for Criterion Committees	October 15, 2006
October 2006	Criterion Chairs	Select committee members and have Initial meetings with criterion committees	
October 2006	Higher Learning Commission	Sends two-year reminder letter of scheduled evaluation to President–received week of 10/16/06	October 16, 2006
October 2006	President	Notifies Commission of self-study co-chairs, preferred site visit dates, and any proposed changes in "Statement of Affiliation Status"	
October 10, 2006	Steering Committee	Meeting	October 10, 2006
November 14, 2006	Steering Committee	Meeting	November 14, 2006
December 12, 2006	Steering Committee	Meeting	December12, 2006
January 9, 2007	Steering Committee	Meeting–moved to February 2007	January 9, 2007
January 10, 2007	Steering Committee	Resource Room furnished and set up	
January 16, 2007	Co-chairs	Bryan Doak and Linda Elliott-Nelson Presentation to District Governing Board on Accreditation Self-Study Update	January 16, 2007
January 31, 2007	Co-chairs	Re-formatting of data organization on Bb site	
February 12, 2007	Co-chairs	Visit and presentation to Parker staff and faculty with accreditation update (included WebAdvisor training and information session)	February 12, 2007

Date	Responsible	Action	Date Accomplished
February 13, 2007	Steering Committee	Meeting	February 13, 2007
February 16, 2007	Co-Chairs	Bryan Doak and Linda Elliott-Nelson Presentation to All-Faculty Seminar	February 16, 2007
February 20, 2007	Co-Chairs	Formed Web Team for AWC Accreditation Website	
September 2006–February 2007	Steering Committee	Develops self-study plan/design and submits to commission–per Karen Solomon, not needed at this time	
October 2006–May 2007	Criterion Committees	Criterion committees identify and gather data, interview, analyze, and develop draft reports for submission to Steering Committee	
March 6, 2007	Co-chairs	Visit and presentation to San Luis/Somerton staff and faculty	March 6, 2007
March 13, 2007	Criterion Co-chairs Steering Committee	Present chapter outline to Steering Committee Steering Committee Meeting	March 13, 2007
April 20–24, 2007	Steering Committee	NCA/HLC Commission Annual Conference Dr. Schoening, Dr. Linville, Dr. Espinoza, Linda Elliott-Nelson, Bryan Doak, Leticia Martinez, Scott McLean, Laura Bremontes, Mary Sue DePuy, Ruth Kuntzelman, Mary Rhona Francoeur, Carole Coleman, Mark Curtis-Chavez, Cecilia Vigil "Culture Shock: Moving Into Cyberspace", NCA conference presentation by Bryan Doak, Mary Sue DePuy and Linda Elliott-Nelson	
April 10, 2007	Steering Committee	Meeting	
April 2007	Higher Learning Commission	Notifies AWC of site visit.	Notified visit will be March 2–April 2009
April 2007	Co-chairs, Criterion Chairs	Begin work on self-study video	
May 2, 2007	All Team Members	Ice Cream Social for team members—thank you for all team members	May 2, 2007
May 2007	Co-chairs	Distribute self-study newsletter Distribute faculty letters	May 18, 2007 August 2007
May 2007		Collegewide objective for 2006-2007 involving accreditation self-study reviewed and approved	
June 12, 2007	Steering Committee	Meeting	June 12, 2007
July 2007	Steering Committee	Meeting	
August 1, 2007	Television Production	Self-Study Video finished and televised on AWC TV Channel	
August 2007	Co-chairs, Steering Committee	College-wide meetings for full-time and part-time employees on self-study Meet with Despegue and New Full-time Faculty Meet with Professional/Administrative and Classified employees Meet with All Faculty	 August 14, 2007 August 16, 2007 August 18, 2007
August 2007	Steering Committee	Meeting–Ice Cream	August 23, 2007
August 2007	Steering Committee	NCA Fair on campus–Welcome Week Survey Activity with Student input on criteria	August 22, 2007
September 2007	Michelle Sims	Newsletter distribution	
September 2007	Steering Committee	Meeting Online Campuswide Survey questions due Initial list of Information Resource Documents due	September 11, 2007
October 2007	Steering Committee	Criterion Committee composition reviewed and revised. Site team competencies identified. Meeting	
October 2007	Steering Committee	Begin discussion of team competencies for 12/07 submittal. Plan collegewide survey	
November 14 & 15, 2007	All Team Members	Karen Solomon (HLC Liaison) visit to AWC Campuswide information sessions and workshops with Criterion Teams	November 14 & 15, 2007
November 2007	Steering Committee	Meeting	
November 2007	Higher Learning Commission	Send one-year reminder letter to AWC President, confirming dates of visit	

Date	Responsible	Action	Date Accomplished
November 2007	Steering Committee	Survey sent via email to all campus employees, part-time and full-time	
November 2007	Steering Committee	Finalizes team competencies to submit by November 15 deadline	
November 2007	President	Sends commission information suggesting team competencies	
December 2007	Steering Committee	Meeting	
December 1, 2007	Criterion Teams	Rough Draft Reports from areas due to Criterion Chairs	
December 20, 2007	Paul Neuman	Closes input site for campuswide survey	
January 2008	Steering Committee	Meeting	
January 8, 2008	Co-chairs	Begin "Did you know . . . ?" emails to AWC campus	
January 2008	Higher Learning Commission	Confirms dates of visit	Received
February 2008	Michelle Sims	Newsletter distribution	
February 2008	Steering Committee	Meeting	
February 26, 2008	Criterion 1 Co-chairs	Criterion 1 "Did you know . . . ?" message	
March 2008	Criterion Chairs	First revised draft of criterion chapters due from Criterion Chairs to Co-Editors	
March 2008	Steering Committee	Meeting	
March 2008	Evidentiary Editor	Evidentiary editing from Joan Koblas	
March 2008	Co-Editors	Begin analyzing working papers from criterion committees	
March 31, 2008	Criterion 2 Co-chairs	Criterion 2 "Did you know…?" message	
April 2008	Steering Committee	Meeting	
April 11-15, 2008	Steering Committee	Self-study members attend NCA/HLC annual meeting in Chicago Dr. Schoening, Dr. Linville, Bryan Doak, Linda Elliott-Nelson, Holly Banes, Dr. Michael Chavez, Vanessa Natseway Presentation: "Student Success Programs that Improve Persistence, Graduation, and Transfer Rates by Dr. Michael Chavez and Vanessa Natseway	
April 30, 2008	Criterion 3 Co-chairs	Criterion 3 "Did you know . . . ?" message	
May 2008	Michelle Sims	Newsletter Distribution	
May 2008	Co-chairs	Collect feedback related to draft of self-study report Meet with logic and voice editors for editing of draft	
May 2008	Steering Committee	Meeting	
May 2008	Higher Learning Commission	Sends a list of proposed team members and an evaluation visit summary sheet to AWC	Received
May 2008	President	Sends information regarding conflicts of interest on proposed team members to HLC	
May 31, 2008	Criterion 4 Co-chairs	Criterion 4 " Did you know…?" message	
June 2008	Steering Committee	Meeting	
June 30, 2008	Criterion 5 Co-chairs	Criterion 5 "Did you know….?" message	
June-July 2008	HLC	Formally invites team members to participate	
July 2008	Steering Committee	Meeting	
August 2008	Steering Committee	Begins bi-weekly "Did you know . . . " emails to college community/ Plans strategies for college and campus information	
August 2008	Steering Committee	Circulates and receives reactions to draft report. Teams conduct open forum. Include community leaders, alumni, students, board members Meeting	
August 2008	Writers, Co-chairs, Criterion Chairs	Meeting and retreat/arrange for practice evaluators	
September 2008	Ginger Green	Newsletter Distribution	
September 2008	Steering Committee	Meeting	

Date	Responsible	Action	Date Accomplished
September 15, 2008	Criterion Co-chairs	Provide strengths, challenges, and opportunities for advancement to self study co-chairs for each criterion	
September 22, 2008	Self-study Co-chairs	Request Steering Committee to identify cross-cutting themes on final draft of self study report	
September 30, 2008	Co-chairs, Steering Committee, Co-editors	Final Draft of report goes to co-editors	
October 6, 2008	Steering Committee	Provide cross-cutting themes to self study co-chairs for final draft of report	
October 2008	Steering Committee	Meeting	
October 2008	Higher Learning Commission	Notifies AWC and team that team is complete	
November 2008	Steering Committee	Meeting	
November 2008	Steering Committee	Make arrangements to invite third party comments on final draft of report	
November 3, 2008	Co-chairs	Mock visit with practice consultant/evaluators	
December 2008	Steering Committee	Meeting Make plans for outlay of Resource Room for Evaluators	
October–December 2008	Site Visit Team	Chair contacts AWC to make arrangements for evaluation visit	
December 2008	Co-chairs and Editors	Compile final self-study report	
December 2008	Co-chairs & Public Relations	Issues press release, invite third party comment	
January 2009	Co-chairs	Complete duplication of self-study report and prepare for visit	
January 2009	Co-chairs	Continue preparations for site visit	
January 27, 2009	Steering Committee	Meeting	
January 12, 2009	Co-chairs	Send one complete set of evaluation materials to each member of the evaluation team and to the commission staff liaison	
February 2009	Higher Learning Commission	Sends materials for visit including worksheet for the statement of affiliation	
February 2009	Steering Committee	Meeting	
February 12, 2009	Co-chairs	Mock visit from Dr. Marian Gibney, Phoenix College	
February 15, 2009	Steering Committee	Update Resource Room	
March 2-4, 2009	All	Evaluation site visit takes place	
May 2009	Lori Stofft	Newsletter distribution–include information on visit	
May 2009	All	Debrief of Evaluation Visit–analyze report for errors of fact	
June 2009	Steering Committee	Review results of evaluation visit with college—respond to final report and determine HLC decision-making strategy	
July 2009	Steering Committee	Discuss implementation of recommendations of evaluation visit	
August 2009	All	Identify and form follow-up team(s) for recommendations of evaluation visit	

Arizona Western College General Education Outcomes

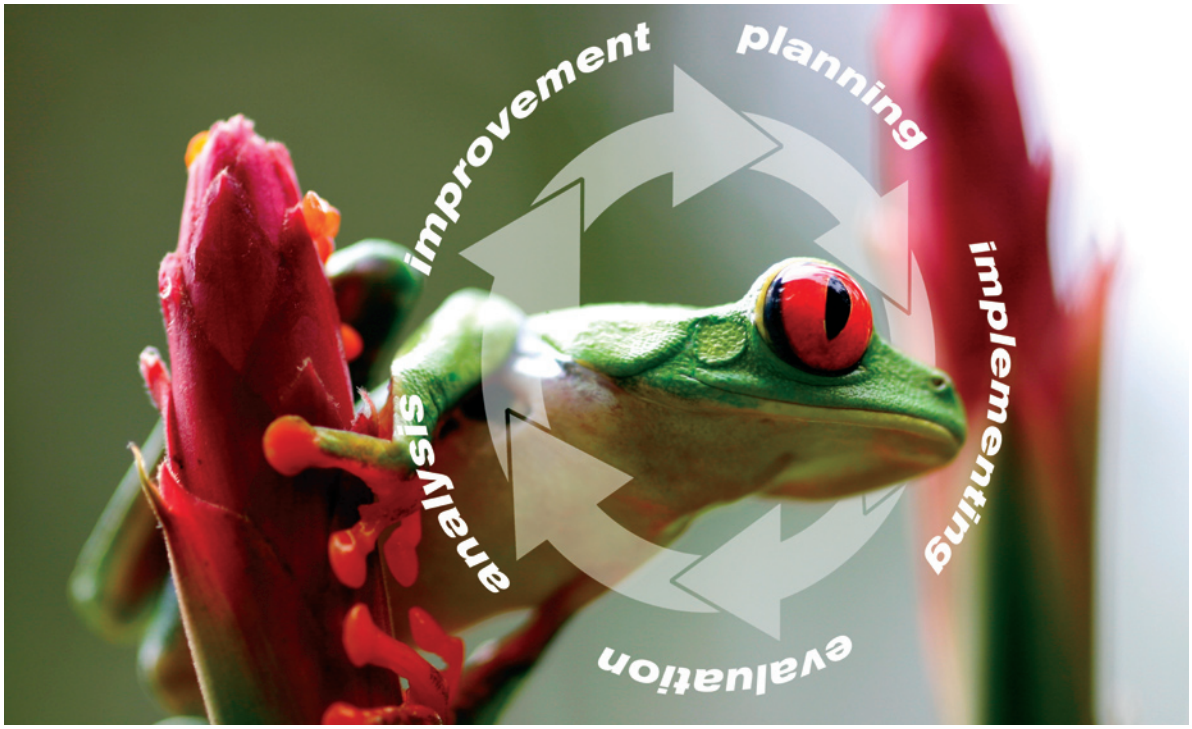
Introduction

Community Colleges are facing internal and external pressures to increase quality of education and student learning. Standards established for accreditation by the Higher Learning Commission (HLC), North Central Association of Colleges and Schools and by various organizations that accredit academic programs (e.g. JRCERT, NLNAC, NATEF and ASE) stipulate that institutions assess how well the programs are meeting their objectives and be accountable for achieving student learning outcomes.

Assessment of student learning is more than a response to demands for accountability and a means for curricular improvement. Effective assessment is best understood as a strategy for understanding, confirming, and improving student learning. (Higher Learning Commission, 2007 March)

Assessment planning at all levels (course, program, and institution) begins with the understanding of an organization's mission and philosophy/values. The assessment program at Arizona Western College is designed to measure student learning at three outcome levels within the context of the College Mission, Purpose, and Values. AWC's Three Levels of Assessment of Student Learning:

- **Institutional Assessment** Assessment of campus-wide characteristics and issues.
- **Degree/Certificate/Program Assessment** Assessment of an academic, career and technical degree and certificates and support programs.
- **Course Cluster Assessment** Assessment of a set of courses not part of a program e.g. ESL, Reading.



Institutional Assessment

The assessment process includes **planning, implementing, evaluation, analysis** of the resulting information, and **planning** for improvement. Responsibility for assessing the learning outcomes for general education belongs to the Learning Excellence Assessment Process (LEAP) Committee. In 1999-2000, AWC faculty decided that the initial General Education learning outcomes to be assessed would be communication skills, critical thinking, quantitative analysis, and technology applications. These four core skills are considered the most important basic common denominator for our students in degree programs and AGEC Certificates. It is important to note that our General Education course list is expansive rather than restrictive. Students have many options to choose from the areas of arts, humanities, social and behavioral science, physical and biological sciences. Assessing the student learning outcomes regarding content of each General Education course occurs when students' learning outcomes in the degree program containing that course area assessed. By focusing our initial student learning outcomes assessment in General Education on the four core skills rather than on the content of art, humanities, and science, the college can continue to provide a broad selection of General Education courses for its students to explore and at the same time assess learning outcomes.

Competencies to be assessed and/or assessment instruments may be expanded or modified for subsequent cycles as the committee sees fit. Both direct and indirect indicators may be used. Results and analysis of evaluations are posted on the AWC LEAP website. Feedback, including ideas for improvement, is compiled and distributed by the Director of Assessment and Program Review to the LEAP Committee, lead faculty, and the Vice President for Learning Services. The Director of Assessment and Program Review completes the annual report forms for the General Education assessment.

General Education assessments including all assessments in programs, certificates and course clusters are compiled by the Director of Assessment and Program Review and develop the institutional student learning outcomes assessment annual report.

Assessment in programs, certificate and course clusters

The process used to assess student learning outcomes for degrees/programs, certificates, and special area course clusters is the same process which includes planning, implementing, evaluation, analysis of the resulting information, and planning for improvement. The competencies, tools and criteria for success may differ from the institutional assessment. Learning competencies will be prioritized and selected by the faculty involved in each degree/program, certificate, and special course cluster. Indicators will be chosen or developed to measure learning outcomes in the chosen competencies. One faculty member and or lead faculty should be responsible for compiling results and sharing those results with other faculty members in the program, certificate, course cluster. They should develop strategies to improve learning based on the results as indicated. An Academic Achievement Report (AAR) and annual reports should be completed and routed to the dean or associate dean for review using the AWC ACRES system. The AAR's should then be routed to the Director of Assessment and Program Review to be included in the institutional student learning outcomes assessment annual report. Posting assessment reports on the division web pages is encouraged. The LEAP website also has a link to all AAR's that have been completed.

Student Learning Outcomes Assessment Report

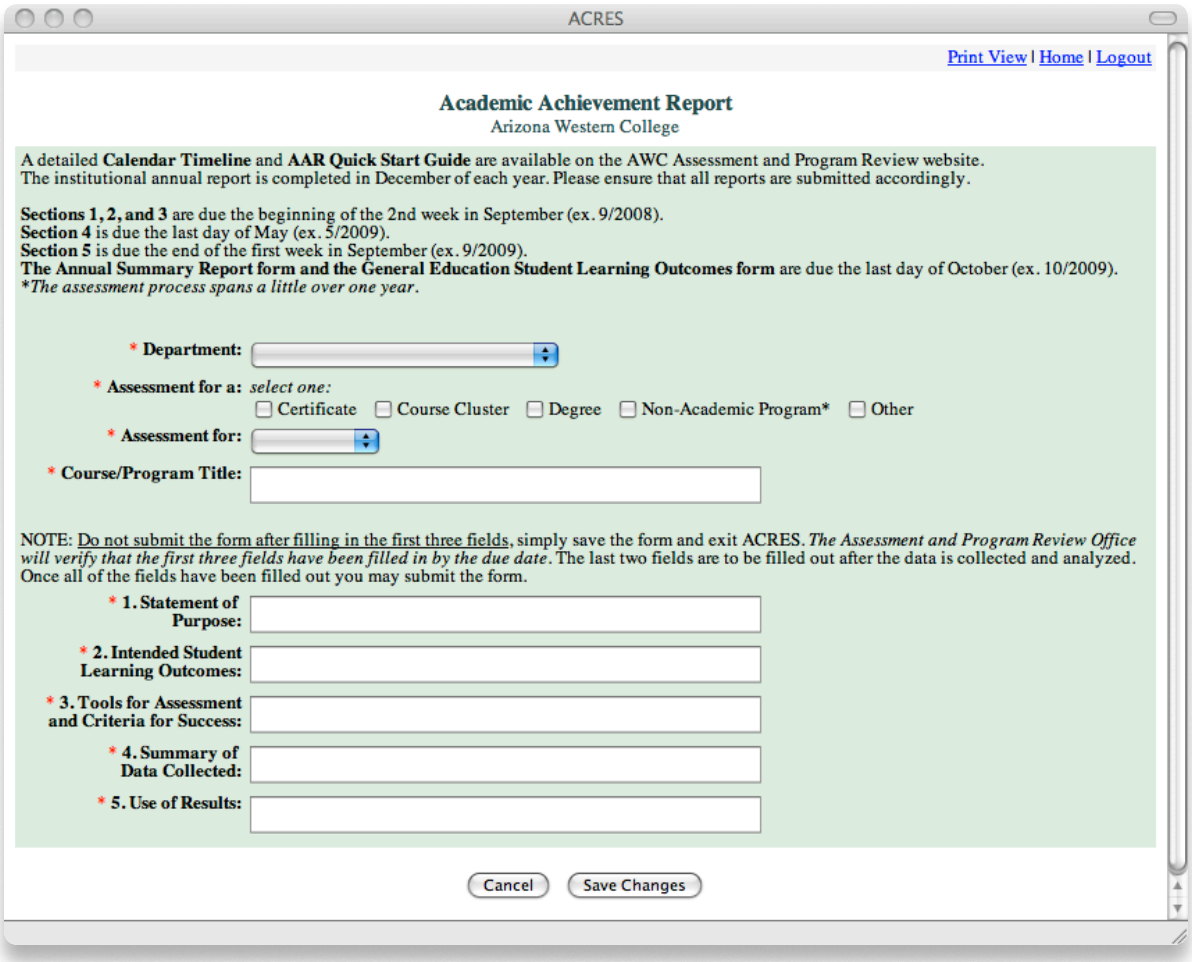
Faculty report annually their findings related to assessment (of the program/degrees, certificates and course clusters) and their plans for improvement. The LEAP Committee reports annually their assessment report on General Education: communication skills, critical thinking, quantitative analysis, and technology applications. These reports become part of the institutional assessment report. The Director of Assessment and Program Review coordinates and develops the report.

What is assessment of student learning?

The primary purpose of the assessment of student learning outcomes is to measure student academic achievements, identify program success, and make changes as necessary to improve student learning. Assessment is an ongoing process that helps us understand what we do, how well we do it and are our students learning what we say they are. We do assessment all the time but we just do not think of it as assessment. The best scenario to explain assessment of student learning is knowing that during the semester we use exams and assignments to assess how well students have learned the material and we assess how well they have learn the course content at the end of the semester by assigning grades. Further, before we begin our next semester, we assess what has worked, what students have learn and didn't learn and how we can try to improve on them. All these assessment practices have been occurring at Arizona Western College. We also systematically document the assessment of student learning by using the Academic Achievement Report (AAR). (see Figure 1) The AAR is an assessment table with five (5) sections that is used for assessment improvements:

- Statement of Purpose
- Intended Student Learning Outcomes
- Tools for Assessment and Criteria for Success
- Summary of Data Collected
- Use of Results

Figure 1



Assessment Process and Timeline at AWC

The assessment process includes **planning, implementing, evaluation, analysis** of the resulting information, and **planning** for improvement. After the initial planning phase when the assessment cycle begins, assessment should be a circular, ongoing process that promotes the improvement of learning. This assessment cycle is applied to assess learning in program, degrees, certificates, and course clusters at AWC.

Planning Fall Semester (August–September)

The Statement of Purpose, Intended Student Learning Outcomes, Tools for Assessment, and Criteria for Success

Assessment is a continuous improvement process. In order to improve, you need to know where you are today and where you would like to go. During this phase, faculty identify the persons responsible for the assessment process, develop and articulate the programs (or certificate or course cluster) mission, goals and outcomes. Programs, certificates and course clusters utilize the AAR template (figure 1) to document the planning of student learning outcomes assessment.

- Section one of the AAR template requires a statement of purpose, mission statement and/or values for each areas to be assessed. If there is no statement of purpose, mission or values, one should be created. The goals of a program/certificate/degree/course must concur with those of the division/department or college and ultimately with the goals of the institution.
- Section two of the AAR template, faculty come to consensus on three to five learning outcomes that students should meet after having completed the certificate/degree/course cluster.
- Section three of the AAR template, faculty describes the assessment tool or tools to be used to measure the outcome and the criteria for success.
    - Faculty select one or two tools to measure each of their selected outcomes. At least one tool should be a direct measure.
    - Consider using existing course assessment tools (with modification when needed) to measure the selected outcomes or brain storm new ones.
    - For each student learning outcome, faculty should describe where they would like to be within a specified time period (e.g. 15% improvement in student performance within two years). Also, determine what standards are expected from students in the program.

Sections 1-3 are entered into the ACRES system using the AAR Form by the end of September.

Implementing (September–April)

During the implementing phase, faculty are involved in teaching the program and measuring the outcomes of the program as specified in the planning phase. Faculty review the results (of the previous year) and plans and implements changes that will improve student learning (if needed). After the plan has been developed, the plan must be implemented by faculty.

Evaluation (September–April)

Members of the administration and faculty take part in the evaluation process by examining the value and importance of each assessment tool selected during the planning phase.

Analysis (May)

Summary of Data Collected

The purpose of this phase is to analyze the results and determine what actions need to be taken to improve the program. After the data has been collected, the results need to be analyzed. The results are summarized in a meaningful way and information gained should be distributed to all faculty to obtain their ideas and feedback on what actions are needed and how to improve the program.

Improvement (August-September)

Use of Results

The results of the assessment must be used to identify changes to improve the program. These changes could be to the content of the curriculum, facilities, etc. Faculty review all of the information obtained from the assessment process and determine how this will affect the assessment plan for the next academic year. This is the continuous improvement cycle and the planned changes should be implemented. In some cases, the changes are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps.

Arizona Western College Student Learning Outcomes

General Education: Communication

Learners provide writing that:

- provides a clear, specific thesis and awareness of audience
- fully develops examples to support thesis in logical, coherent manner
- demonstrates original thinking, depth of analysis, and comprehension of material used
- shows high proficiency in standard English grammar, spelling, and punctuation.

General Education: Critical Thinking

Learners will demonstrate:

- the ability to take charge of their own thinking
- an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

General Education: Quantitative Analysis

Learners will:

- identify and extract relevant data from given mathematical or contextual situations
- Select known models or develop appropriate models that organize the data into:
  - tables or spreadsheets (with or without technology)
  - graphical representations (with or without technology)
  - symbolic/equation format
- Obtain correct mathematical results and state those results with the qualifiers

- Use the results to:
  - determine whether they are realistic in terms of the original situation
  - determine whether the mathematical model/representation of data was appropriate
  - describe a trend in a table, graph, or formula and make predications based on trends
  - draw qualitative conclusions in written form

General Education: Technology Applications

Learners will:

- demonstrate a working knowledge of computer basics by opening and closing a program; by creating, saving, printing, finding, renaming, copying, moving and deleting files
- perform basic word processing operations including document creation, editing, formatting, printing, saving and retrieving a document
- perform basic spreadsheet operations including creating, editing, formatting, printing, saving and retrieving a worksheet including the use of formulas, simple functions, and the copy command
- demonstrate the ability to use the Internet in order to access information resources, evaluate their credibility, and apply them
- demonstrate the ability to send and receive E-mail including attachments.

AWC's General Education Assessment of Student Learning Outcomes– Academic Achievement Reports for 2007-2008

(one template/report is conducted for each General Education Outcome)

General Education: Communication

Statement of Purpose	Intended Student Learning Outcomes	Tools for Assessment and Criteria for Success	Summary of Data Collected	Use of Results
Arizona Western College graduates will demonstrate competency in communication, critical thinking, quantitative analysis and technology applications. (Learning Centered Values from Arizona Western College Vision 2012: A Vision in Progress pg. 5)	Learners provide writing that provides a clear, specific thesis and awareness of audience; fully develops examples to support thesis in logical, coherent manner; demonstrates original thinking, depth of analysis, and comprehension of material used; and that shows high proficiency in standard English grammar, spelling, and punctuation.	100% of writing samples evaluated with a 5 point locally developed rubric will receive a score of 3 or high	A total of 50 essays were randomly selected from a total of 250 writing samples. Average scores were as follows-and indicated in the graph below. Thesis 3.3; Thesis Support 3.1; Analysis 3.1; Comprehension 3.2; and Grammar, Spelling and Punctuation at 3.0	Results indicate that 100% of the writing samples evaluated scored 3.0 through 3.3 meeting the criteria for success. The collections of essays increased compared to last year from n=37 to n= 250. Preliminary discussions have begun in developing a committee to review and research strategies being used in programs for writing across the curriculum. A few writing artifacts collected were identified as journals and general reports and were not meeting standards for writing that met the outcomes. The English department will be re-introducing, reviewing and updating The Writing Guide for students.

General Education: Critical Thinking

Statement of Purpose	Intended Student Learning Outcomes	Tools for Assessment and Criteria for Success	Summary of Data Collected	Use of Results
To enable graduates to participate with active, discerning commitment in the practical, political, ethical, and aesthetic aspects of community life.	Learners will demonstrate the ability to take charge of their own thinking. Learners will demonstrate an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.	Graduates will earn scores to put them in the 50th percentile (national norm) or above on the CAAP standardized exam for critical thinking.	215 graduates took the critical thinking test. 59% in Fall 2007 and 60% in Spring 2008 indicated no effort or response to performance report.	The self performance report by students left the LEAP Committee to report that the assessment for 07-08 be unsuccessful. With the high percentage of students reporting no effort or no response to their efforts; the committee recommends communicating to faculty and students the importance of placing effort. The APR office will provide the outcomes data to the IR office for a more in-depth study of the findings for a comparison report by majors and degrees.

General Education: Quantitative Analysis

Statement of Purpose	Intended Student Learning Outcomes	Tools for Assessment and Criteria for Success	Summary of Data Collected	Analysis and Use of Results
Arizona Western College graduates will demonstrate competency in communication, critical thinking, quantitative analysis and technology applications.	Learners will demonstrate the ability to : (1) identify and extract relevant data from given mathematical or contextual situations. (2) select known models or develop appropriate models that organize data into: (a) tables or spreadsheets (with or without technology); or (b) graphical representations (with or without technology); or (c) symbolic/equation format. (3) Obtain correct mathematical results and state those results with qualifiers. (4) Use the results to: (a) determine whether they are realistic in terms of the original situation; or (b) determine whether the mathematical model/ representation of data was appropriate; or (c) describe a trend in a table, graph, or formula and make predictions based on trends; or (d) draw qualitative conclusions in written form.	100% of the graduates will correctly answer 6 or more questions. Additionally, 75% of participating graduates will correctly answer each multiple-choice question on a locally designed test that addresses all of the target outcomes for quantitative skills.	The G.E. Quantitative Analysis test was randomly administered to graduates in Summer 2007, Fall Semester 2007 and Spring Semester 2008 with a total of 225 graduates being tested. Of the 225 graduates tested, 74 (32.88%) of the graduates correctly answered 6 or more questions. Percent of correct responses per question follows. A table showing which of the stated outcomes each question relates to is on the next page. Q1: 206 of 225 graduates (91.55%) Q 2: 224 of 225 graduates (99.55%) Q3: 94 of 225 graduates (41.77%) Q4: 156 of 225 graduates (69.33%) Q 5: 109 of 225 graduates (48.44%) Q 6: 65 of 225 graduates (28.88%) Q 7: 107 of 225 graduates (47.55%) Q 8: 120 of 225 graduates (53.3%)	74 (32.88%) of graduates met the criteria for success. Overall, students scored below 75% on questions 3-8; however, over 91% of students successfully answered questions 1-2. Questions 1-2 continue to show success rates. In a four year comparison, data indicates that students are scoring 69% and below in questions 3-8. Results reviewed by the LEAP Committee determined that since the objectives of the quantitative analysis come directly from the Mathematical Association of America (MAA) the question however were designed in-house at AWC. For 2008-2009, the committee recommended that we wait for the embedded findings prior to revising any questions to the exam.

General Education: Technology Applications

Statement of Purpose	Intended Student Learning Outcomes	Tools for Assessment and Criteria for Success	Summary of Data Collected	Use of Results
Arizona Western College graduates will demonstrate competency in communication, critical thinking, quantitative analysis and technology applications.	Graduates will: • Demonstrate a working knowledge of computer basics by opening and closing a program; and by creating, saving, printing, renaming, and deleting files. • Perform basic word processing operations including document creation, formatting, printing, saving and retrieving a document. • Perform basic spreadsheet operations including, editing, formatting, and retrieving a worksheet including the use of simple functions. • Demonstrate the ability to send and receive E-mail and use the internet	In a hands-on exam, 80% of the graduates will: • Create a document with first line indents, adjust margins, fonts, spacing, insert a header and save the document. • Open and close a program; create, save, print, rename, and delete a file. • Open an existing spreadsheet file, use a function to total values, format the values to currency without decimal places, enter and edit a label.	237 graduates were assessed and were able to perform the following: Word Processing: • 61.6% created margins • 84.4% use d proper fonts • 91.6% used proper spacing • 72.6% inserted headers • 85.7% indented properly File Management: • 94.1% were able to open and close a program • 88.2% saved a file • 80.2 Renamed File • 82.7 Deleted File • 77.2 Moved a file Spreadsheet Results: • 66% Sum Function • 21.9% Currency Format • 81.4 Enter Label • 81.0 Edit Label	Student scores ranked highest in: • Fonts, spacing and indenting in word processing • Entering and editing labels in spreadsheets • In File management graduates were highly success in opening and closing programs • Student scores were weakest in the area of currency formatting in basic spreadsheet operations. This outcome continues to be looked at and consideration for improvements to be implemented at the end of 2008-2009.

What is different as a result of student learning outcomes assessment?

Examples of Institutional Use of Assessment Results

In General Education Communication Student Learning Outcomes, the following was revealed:

- Writing artifacts collected and evaluated were identified as journals and general reports and were not meeting the writing criteria of the outcomes. Though the criteria for success were met, faculty felt the writing artifacts could improve.
- The LEAP Committee is geared to train and educate faculty on writing across the curriculum—what this means and what we should be doing needs to be re-addressed.
- The Writing Guide provided to students at the campus bookstore was found to be outdated and in dire need of revision. During 2008-2009, AWC English faculty have been working diligently to update the guide as a reference for student use. The Writing Guide will be posted electronically to facilitate student use.
- Faculty have expressed the need to replace the questions to the communication assessment and update the writing assessment rubric. An English Department ad-hoc committee has also been working on updating this portion during 2008-2009.

In General Education Quantitative Analysis Student Learning Outcomes, the following was revealed:

- 33% (n=74) of the graduates that were randomly selected for this assessment met the criteria success of being able to answer six or more questions. Students demonstrate difficulty in identifying and extracting relevant data from given mathematical or contextual situation and using the results given to draw qualitative conclusions in written from. (Question 3 and 6 at 42% and 27%).
- As a result of these outcomes, in Fall 2008, the LEAP Committee reviewed the objectives and voted to keep them as they met the Mathematical Association of America (MAA) objectives.
- During 2008-2009, the LEAP faculty representative is spearheading efforts to imbed the questions of this assessment into Math 142, 151, and 187 during Spring 2009.
- Data collected for four years indicate that students continue to have difficulty in questions 3 and 6. As a result of this data, math faculty will be revising the questions of the assessment as they relate to these outcomes but keeping the same objectives to meet the MAA standard during 2008-2009.

Additional Highlights of Student Learning Outcomes Assessment

Degree/Program

In the Associate in Arts degree in History, the results of the summary of data collected from the student learning outcomes during 2007-2008, resulted in the following changes for 2008-2009:

- Include a portion/selection of the historical vocabulary on all exams. This will build a stronger knowledge base for the exit exam.
- Include a section of the major historical concepts on all exams.
- All AWC History faculty, both full time and associate, will use the same practice and formula to ensure continuity in the History Program.

Certificate Program

In the Certificate for Air Conditioning (and the A.A.) student "Role Play" real life customer service calls in A/C-2 & 4. Students found out that it is important to learn more then one language if one is to live and work in Yuma County. The speech rubric will continue to be used as the grading template. The use of Blackboard to assess technology was incorporated during 2007-2008 but failed due to students not having email accounts. For 2008-2009, faculty will work with the evening students to obtain Toro accounts and continue the use of e-mailing assignments.

Course Cluster:

In developmental Mathematics, a 4 credit hour Pre-Algebra class meeting daily would provide a greater opportunity to improve overall student success and retention. Data compiled through the AWC OIERG will be used to compare success and retention rates for the newly implemented 4 credit hour Math 71 (2008-09) to that of the 3 credit hour Math 72 previously offered (2007-08).

Conclusion

Arizona Western College is committed to ongoing assessment for continuous improvement of student learning and to program excellence. AWC's acceptance to the Higher Learning Commission Academy for Assessment of Student Learning in February 2009, demonstrates its dedication and desire of its commitment to the process of student learning.

2009 NCA Self Study Survey Results

Total Respondents: 327

Criterion One: Mission and Integrity

1. Arizona Western College adheres to its 6E decision making model of Excellence, Equity, Efficiency, Effort, Effectiveness, and Ethics.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	11.4	54.6	21.0	7.4	5.6
Response Count	37	177	68	24	18

Total Responses: 324 Skipped Question: 3

2. AWC communicates its activities and governance issues . . .

Response Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
. . . with faculty	13.4	46.1	19.0	6.5	15.0
. . . with staff	14.5	48.4	15.1	3.6	18.4
. . . with students	9.1	35.9	20.1	7.7	27.2
. . . with the community	10.6	47.0	19.2	5.3	17.9

Response Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
. . . with faculty	41	141	58	20	46	306
. . . with staff	44	147	46	11	56	304
. . . with students	27	107	60	23	81	298
. . . with the community	32	142	58	16	54	302

Total Responses: 322 Skipped Question: 5

3. AWC upholds its mission.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	18.0	63.4	9.0	3.7	5.9
Response Count	58	204	29	12	19

Total Responses: 322 Skipped Question: 5

4. The mission pervades the College.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	12.0	56.6	18.0	2.5	10.8
Response Count	38	179	57	8	34

Total Responses: 316 Skipped Question: 11

5. I understand the mission.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	32.9	60.8	2.5	0.6	3.2
Response Count	104	192	8	2	10

Total Responses: 316 Skipped Question: 11

6. The AWC District Governing Board communicates its activities well and in a timely manner.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	8.5	41.8	23.1	7.6	19.0
Response Count	27	132	73	24	60

Total Responses: 316 Skipped Question: 11

7. AWC regularly collects data regarding employee/job satisfaction.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	4.4	21.2	38.0	23.1	13.4
Response Count	14	68	122	74	43

Total Responses: 321 Skipped Question: 6

Criterion Two: Preparing for the Future

8. Review of your department's or program's processes improves AWC.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	23.5	60.0	6.3	3.8	6.3
Response Count	74	189	20	12	20

Total Responses: 315 Skipped Question: 12

9. I am involved in AWC's process of using data and its feedback loops, in order to support continuous improvement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	14.4	51.9	18.6	5.1	9.9
Response Count	45	162	58	16	31

Total Responses: 312 Skipped Question: 15

10. Information collected and analyzed is used to accomplish AWC's mission.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	9.0	52.9	11.2	3.8	23.1
Response Count	28	165	35	12	72

Total Responses: 312 Skipped Question: 15

11. Appropriate planning occurs to provide for AWC's current and future needs.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	10.6	49.5	21.2	6.4	12.2
Response Count	33	154	66	20	38

Total Responses: 311 Skipped Question: 16

12. Appropriate resource allocation occurs to provide for AWC's current and future needs.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	9.3	41.3	22.8	8.0	18.6
Response Count	29	129	71	25	58

Total Responses: 312 Skipped Question: 15

Criterion Three: Student Learning and Effective Teaching

13. AWC creates effective learning environments.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	16.2	66.7	9.1	2.9	5.2
Response Count	50	206	28	9	16

Total Responses: 309 Skipped Question: 18

14. AWC clearly states student learning outcomes and makes effective assessment possible.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	13.6	53.1	13.3	2.9	17.2
Response Count	42	164	41	9	53

Total Responses: 309 Skipped Question: 18

15. AWC values and supports effective teaching.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	18.2	57.5	12.7	3.6	8.1
Response Count	56	177	39	11	25

Total Responses: 308 Skipped Question: 19

Criterion Four: Acquisition, Discovery, and Application of Knowledge

16. Arizona Western College values lifelong learning.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	33.1	58.4	3.9	1.6	3.0
Response Count	101	178	12	5	9

Total Responses: 305 Skipped Question: 22

17. AWC supports the acquisition of knowledge, skills, and the exercise of intellectual inquiry.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	20.8	63.4	7.6	3.0	5.3
Response Count	63	192	23	9	16

Total Responses: 303 Skipped Question: 24

18. AWC supports the discovery and application of knowledge.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	19.5	63.2	8.9	0.3	7.9
Response Count	59	191	27	1	24

Total Responses: 302 Skipped Question: 25

19. AWC meets the need of the services area community for professional development.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	13.9	48.7	14.9	3.6	18.9
Response Count	42	147	45	11	57

Total Responses: 302 Skipped Question: 25

20. AWC supports professional development for its employees.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	17.5	52.8	20.5	4.6	4.6
Response Count	53	160	62	14	14

Total Responses: 303 Skipped Question: 24

21. AWC assesses the usefulness of the curriculum provided to our students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	11.9	51.3	9.9	3.6	23.2
Response Count	36	155	30	11	70

Total Responses: 302 Skipped Question: 25

Criterion Five: Engagement and Service

22. My department/program/organization works in partnership with the community.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	30.9	51.7	8.7	1.3	7.4
Response Count	92	154	26	4	22

Total Responses: 298 Skipped Question: 29

23. My department/program implemented services. programs within the last two years that served the community.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	32.6	46.0	6.0	2.0	13.4
Response Count	97	137	18	6	40

Total Responses: 298 Skipped Question: 29

24. This activity (question 23) was a result of an identified community need.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	26.5	45.2	3.6	2.2	22.6
Response Count	74	126	10	6	63

Total Responses: 279 Skipped Question: 48

25. This activity/services/program is valued by the community or population served.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Response Percent	25.0	50.3	2.8	0.7	21.2
Response Count	72	145	8	2	61

Total Responses: 288 Skipped Question: 39

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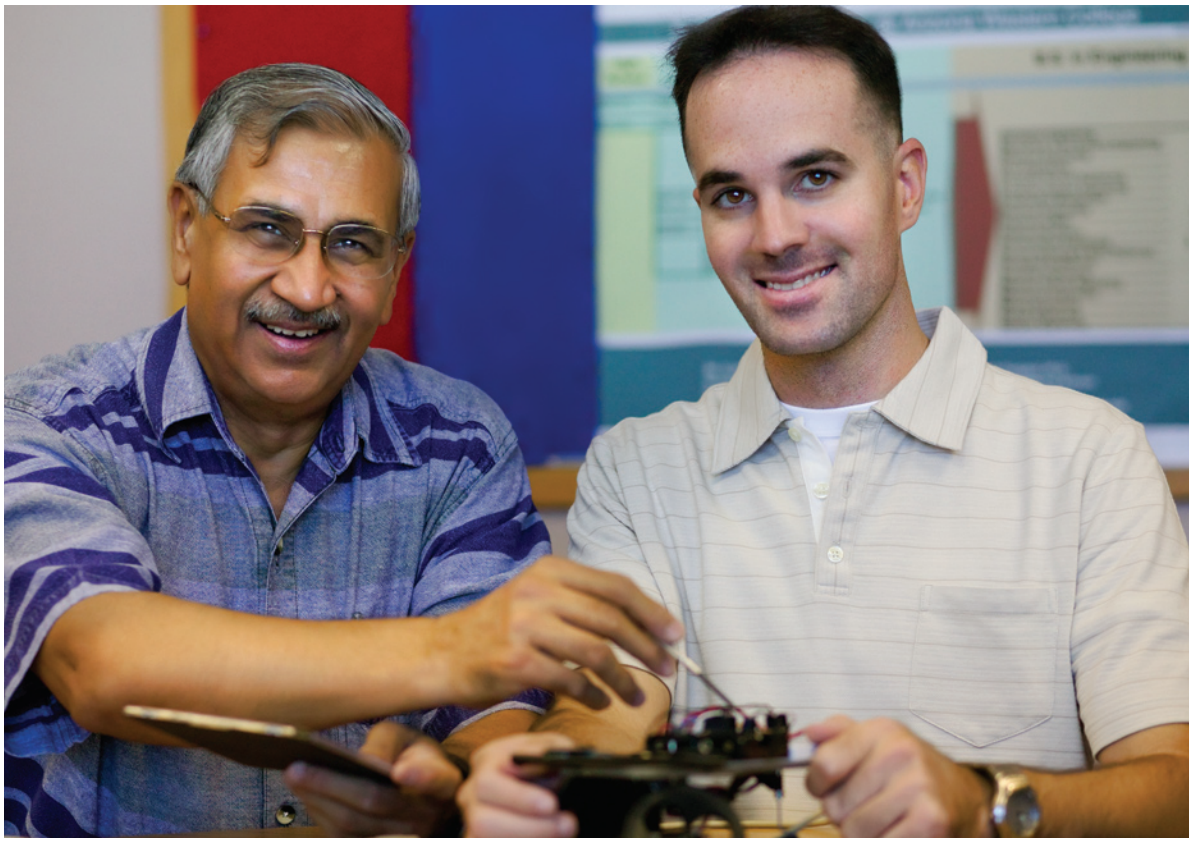
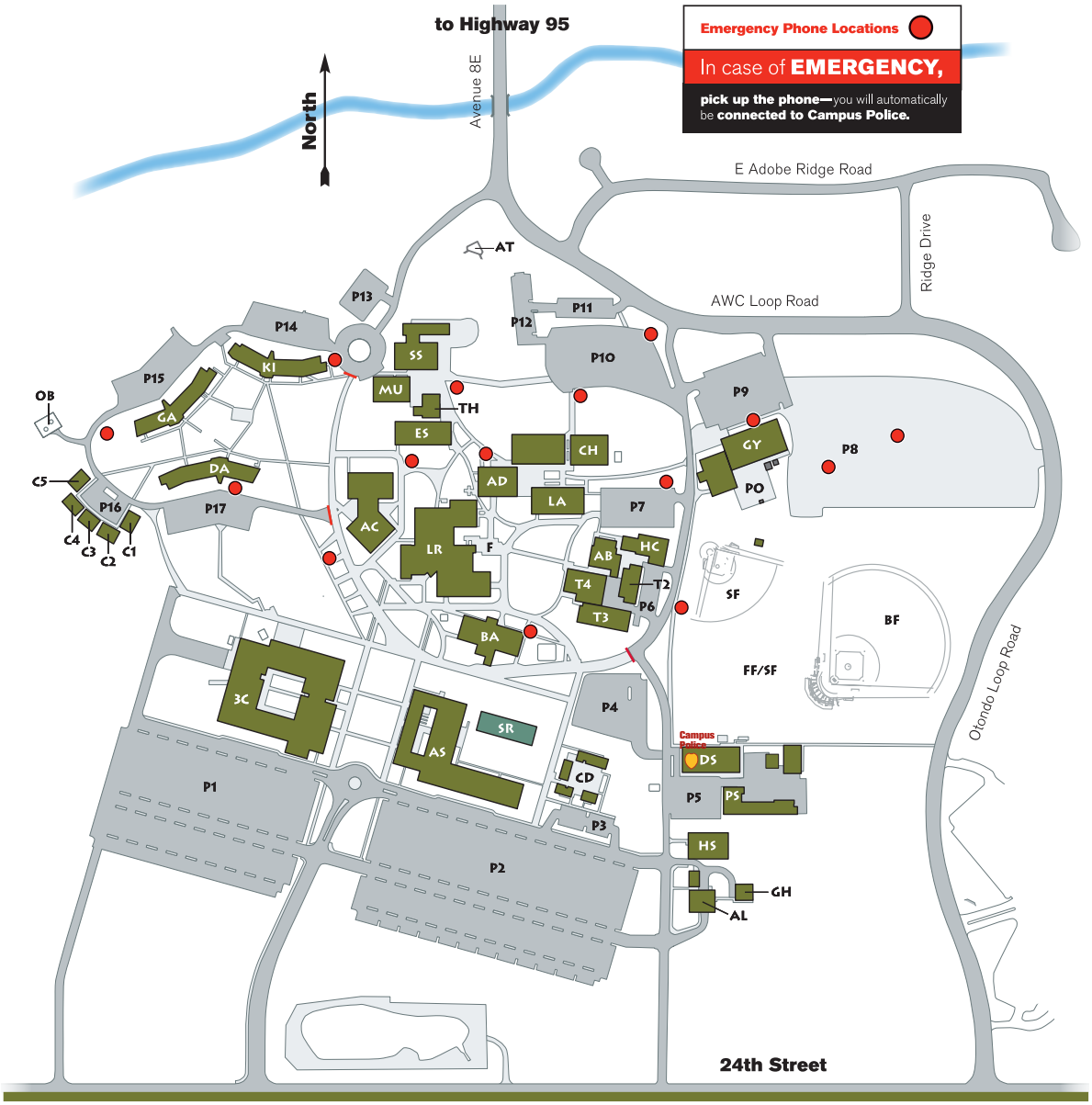


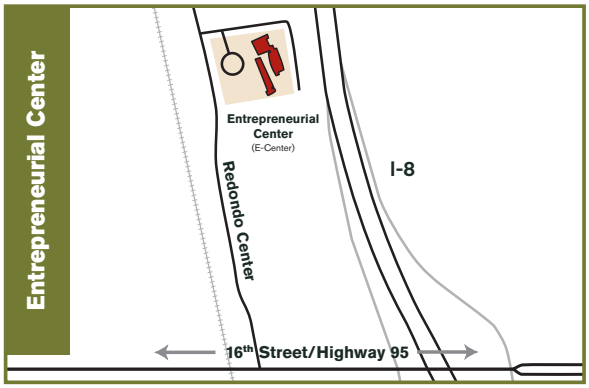
AWC Campus Map



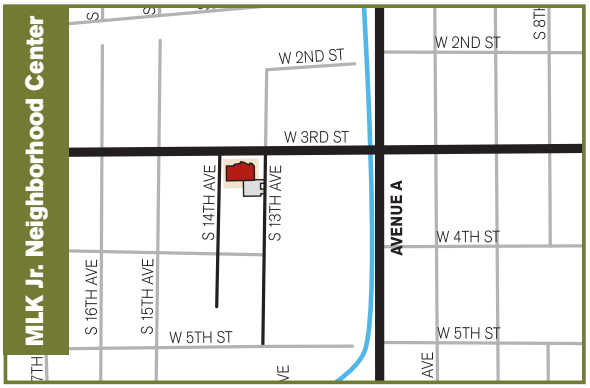
3C	College Community Center
AB	Arts Building
AC	Academic Complex
AG	Agriculture
AL	Agriculture Research Lab
AS	Agriculture and Science
AT	Amphitheater
BA	Business Administration
BF	Kammann Baseball Field
C1–5	Cottages 1-5
CD	Child Development Learning Lab
CH	Chemistry
CU	College Union
DA	DeAnza Dorm
DS	District Services (Campus Police)
ES	Educational Services
F	Fountain
FF	Football Field
GA	Garces Dorm
G1–3	Greenhouses
GY	Gymnasium
HC	Heating and Cooling
HS	Human Services
KI	Kino Dorm
LA	Liberal Arts
LR	Learning Resources
MU	Music
OB	Observatories
P1–17	Parking Lots
PO	Pool
PS	Postal Services
SF	Softball Field
SC	Science
SR	NAU Science & Research
SS	Student Services
T2	Technology 2 (Welding)
T3	Technology 3 (Auto Mechanics & Print Services Lab)
T4	Technology 4 (College Publications & Computer Graphics)
TH	Theater

Other AWC Campus Centers

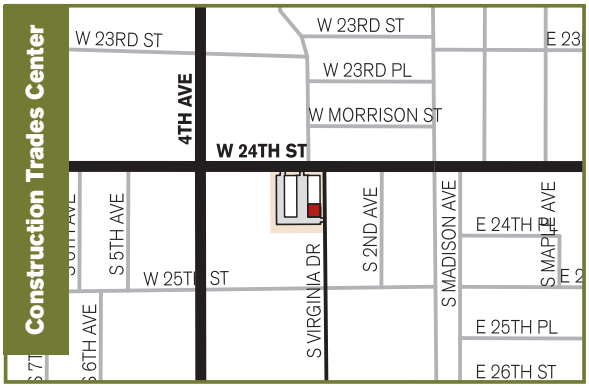
Entrepreneurial Center



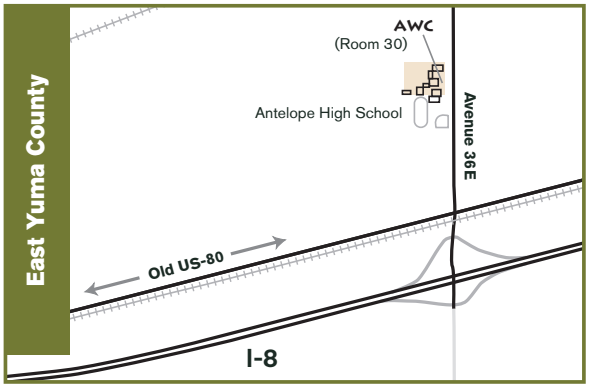
MLK Jr. Neighborhood Center



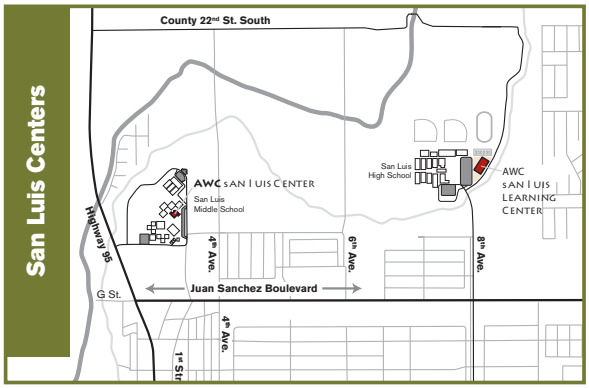
Construction Trades Center



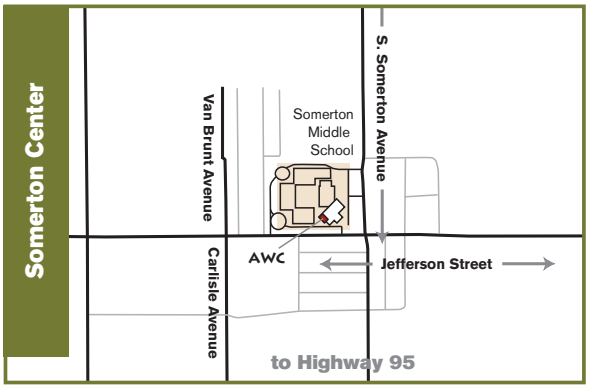
East Yuma County



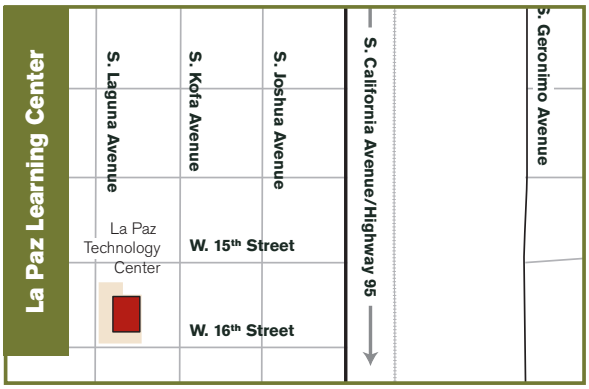
San Luis Centers



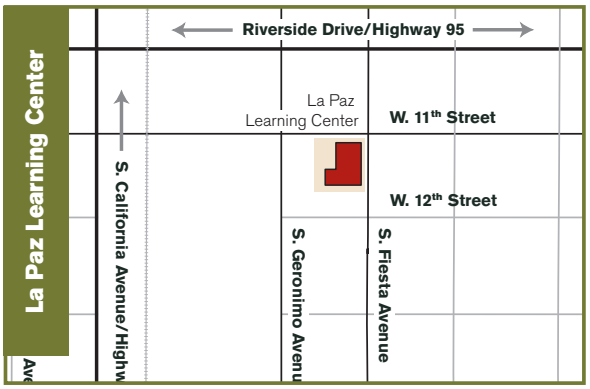
Somerton Center



La Paz Learning Center



La Paz Learning Center



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2009 **NCA Self Study**

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