

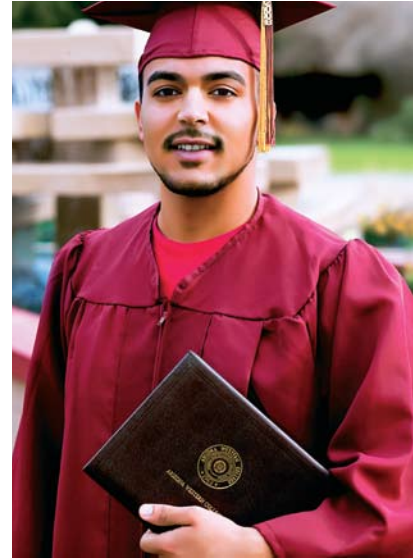
ARIZONA WESTERN COLLEGE

2009 NCA Self Study





ARIZONA WESTERN COLLEGE
2009 **NCA Self Study**



Your Community. Your College. Your Future.



A Report Written for the
Comprehensive Evaluation
for the Higher Learning
Commission of the North
Central Association

AWC is an equal opportunity educational institution and will not discriminate on the basis of race, color, religion, national origin, sex, age or disability in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504.

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1/01/2007 to 12/31/2012

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1/01/1995 to 12/31/2000

1/01/2001 to 12/31/2012

Harry Mackay

Board Member

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09/1996 to 12/31/2008

Randy Hartless

Board Member

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1/01/1991 to 12/31/1996

1/01/1997 to 12/31/2002

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District II

8/2001 to 12/31/2002 (appointment)

1/01/2003 to 12/31/2006

1/01/2007 to 12/31/2012

Dr. Donald Schoening

President for Arizona Western College

Laurel Adair

Executive Assistant to the President and District Governing Board

Message from the President

Our accreditation team co-chaired by Linda Elliott-Nelson and Bryan Doak began our Self Study in April of 2006. They immediately established a timeline designed to carefully prepare our college to complete an ongoing Self Study process.

Extensive campus-wide involvement in Self Study activities led us to our finished Self Study Report. This involvement was always focused on continuous performance improvement designed to analyze our strengths, concerns, our weaknesses and proposed recommendations to enhance our service to students, clients, and our community.

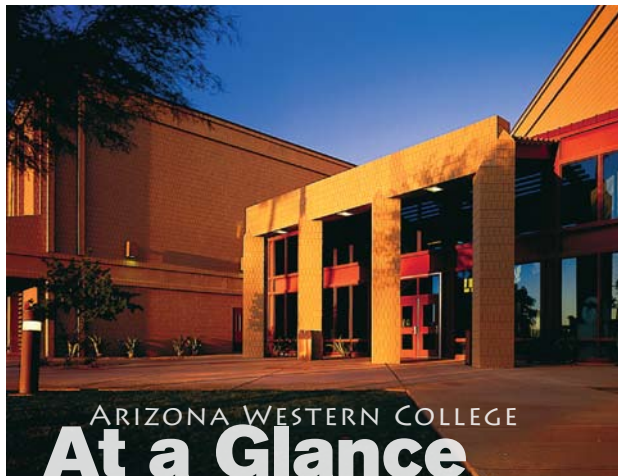
Our accreditation team sought broad and far-ranging involvement from our entire greater campus community.

We had solid ongoing support from our advisors from the Higher Learning Commission through campus visitations and ongoing communications. We look forward to our evaluation team visit and feedback they will provide to further strengthen our college.



A handwritten signature in black ink that reads "Don Schoening". The signature is written in a cursive, flowing style.

Don E. Schoening, Ph.D.
President



Number of students: 12,000 annually,
over 4,200 Full-Time Student Equivalents

Student ages: Under 24 = 51%, 25–49 = 35%,
50+ = 14%

Average faculty/student ratio: 1:20

Gender ratio: 60% female, 40% male

**AWC certificate, degree, and
transfer programs:** 85+

**Number of NAU-Yuma bachelor's,
master's, doctoral, and certification/
endorsement programs:** 35 on-site, 29 on-line

Number of U of A in Yuma degrees: 1 on-site

Residence halls on campus: 3

2007–2008 graduates: over 1200 AWC
degrees and certificates; over 200 NAU-Yuma
bachelor's and master's degrees; 1 U of A in Yuma
bachelor's degree

Newest programs: Recreation Management
and Computer Security

Employees: 350 full-time and over 600 part-time
and student workers

Annual district-wide economic impact:
\$103 million

Accredited by the Higher Learning Commission and
a member of the North Central Association.

Administrative Liaison

Dr. Joann Linville, Interim Vice President for Learning Services

Coordinators of the Self-Study

Bryan Doak, Interim Vice President for Student Services

Linda Elliott-Nelson, Dean of Instruction

Editors

Evidentiary

Joan Koblas, community member

Logic and Flow

Mary Schaal, Director of Institutional Effectiveness Research and Grants

Voice and Mechanics

Dr. Michael Miller, Interim Associate Dean for the Division of Humanities

Events

Ginger Green, Interim Director of Public Relations and Marketing

Lorraine “Lori” Stofft, Director of Public Relations and Marketing

Lupe Lomeli, Admissions, Recruitment and Outreach Coordinator

Michelle Sims, Professor of Business

Resource Room

Chair

Monica Bryant, Interim Administrative Secretary of Enrollment Services

Members

Ana Ortiz, Departmental Clerk

Ernest Yates, Instructional Designer

Jasmin Quintana, Departmental Team Leader

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Daniel Barajas, Associate Dean for Community and Educational Partnerships

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Introduction

Ken Kuntzelman, Coordinator of International Students Program

Criterion 1

Co-Chairs

Ellen Cohen, Professor of ESL

Leticia Martinez, Interim Dean of Enrollment Services

Members

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Elaine Groggett, Curriculum and Articulation Coordinator

Elizabeth “Beth” Tibbs, Professor of Music

Karyn Van Why, Travel Specialist

Lisa Skinner, Senior Secretary—Educational Talent Search/Upward Bound

Martha Cordova, Transfer Coordinator

Mily Gomez, Academic Advisor—Somerton Campus

Shanen Aranmor, Director of Physical and Wellness Education

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David Bailey, Carpenter

Diana Doucette, Grants and Budget Accountant

Everardo Martinez, Associate Dean for South Yuma County Services

Jana Moore, Associate Dean for Distance Education

Light Bryant, Professor of Mathematics

Lynn Harlow-Smith, Accounts Receivable Supervisor

Scott Donnelly, Professor of Chemistry

Vicky Thompson, Programmer/Analyst II

William Blomquist, Professor of Fine Arts

Criterion 3

Co-Chairs

Joann Krueger, Professor of English

Scott McLean, Professor of Speech Communication

Members

Amy Minervini-Dodson, Faculty Liaison for CTE/Professor of English

Angel Luna, Professor of Fine Arts

Barbara Belobaba, Professor of English/Journalism

Barry Holloway, Learning Support Coordinator, Distance Learning—
La Paz County

Carmen Faucon, Director of Career Development

Cecilia Vigil, Professor of Biology

Donna Taylor, Professor of Reading

Hongtau Yue, Senior Research Assistant—Institutional Effectiveness, Research
and Grants

James “Jim” Brouillette, Director of College Services—La Paz County

Jana Moore, Associate Dean for Distance Education

Lee Altman, Professor of Heating, Ventilation and Air Conditioning

Maria Aguirre, Curriculum Diversity Coordinator

Martha Martinez, Professor of Spanish

Mohammad “Mo” Bahramzadeh, Professor of Political Science

Nancy Blitz, Director for CTE/Professor of ESL

Phong Chau, Professor of Mathematics

Stephen “Steve” Moore, Professor of English

Theodore Martinez, Professor of Biology

Criterion 4

Co-Chairs:

Cecilia Vigil, Professor of Biology

Daniel Barajas, Associate Dean for Community and Educational Partnerships

Members:

Bertha Avila, Director of Assessment and Program Review

Beth Roe, Vocational Coordinator

Daniel Russow, Professor of Mathematics

Donna Lay, Experiential Learning Specialist

James “Jim” Howell, Sports Information Director/Matador Athletic
Association Coordinator

Michael “Shane” Turner, Professor of Entrepreneurship

Michele Valenzuela, Assistant to the AWC Foundation Director and Board

Pearl Garcia, Senior Secretary

Ronald “Ron” Lowder, Technology Support Technician

Steven Lund, Professor of English as a Second Language

Criterion 5

Co-Chairs:

Randy Nelson, Director of Small Business Development Center

Ruth Whisler, Executive Director of AWC Foundation

Members:

Alison Keough, Director of AWC Child Development Learning Laboratory

Antoinette Sue, Development Coordinator

Barry Holloway, Learning Support Coordinator, Distance Learning—
La Paz County

Camille O’Neill, Reference Librarian

Cheryl Farber, Professor of Nursing

Cheryl Taylor, Assistant Controller

Debra Good, Payroll Specialist

Gail Patton, Executive Administrative Assistant to the President and District
Governing Board

John Edmundson, Chief of Police

Lorraine “Michelle” Faust, Professor of Spanish

Rita Brown, Professor of Mathematics

Introduction

This report has been prepared to meet an array of important purposes. As part of the on-going efforts to achieve higher levels of excellence in education and to pursue accreditation through its valued affiliation with the Higher Learning Commission of the North Central Association of institutions of higher learning, Arizona Western College has developed and written this report through a comprehensive process of self-study reviewing its goals, analyzing and assessing its strengths and weaknesses, and focusing its mission. The College community has collaborated to meet the requirements of the Commission for continued accreditation and offers this report to provide members of the visiting team with information needed for this purpose. In addition, it is designed to provide an opportunity for self-evaluation, to celebrate the College's achievements, and to explore the challenge of achieving better service for all its constituents, including current and potential students, faculty, staff, and administration, district leadership and governing board members, community members, and the public at large.



College Mission

First approved in 1998, the College Mission Statement reads:

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

The Arizona Western College mission provides a focal point guiding all activities of the institution. This report also reflects that mission and delineates its actualization through the many programs and services of the College.

Profile of Arizona Western College

Arizona Western College (AWC) was the first community college established under the Arizona Community College Law. Prior to the establishment of the College, the closest state institution of higher learning was Arizona State University in Tempe, 200 miles from Yuma. In 1963, the first students were admitted to the College. At the time, enrollment was projected to reach 600 students in five years with an enrollment of 2,500 to be reached at an unspecified point in the future. This initial prediction underestimated the community's desire for higher education by 50%; for, in the first semester, well over 900 students enrolled. By 1998, enrollment approached 8,000; and, as of spring semester 2008, enrollment stood at 12,051.

The Arizona Western College District, located in the southwest corner of Arizona, includes both Yuma and La Paz counties—an area of approximately 10,000 square miles of desert with a sparse but rapidly growing population of 208,000. This represents a total growth of nearly 36% in the last decade. In addition, an influx of part-time residents and visitors from northern states and Canada nearly doubles



the population of the area during the winter months. Figures from the 2000 Census indicate that 43.7% of households report speaking Spanish in the home. Demographically, Yuma and La Paz counties differ in significant ways. While the two counties are roughly similar in geographical size, Yuma County accounts for more than 90% of the District population.

TABLE 1.1 Headcount & FTSE 2002 to 2008

Enrollment	FA '02	SP '03	FA '03	SP '04	FA '04	SP '05
Unduplicated Student Headcount	11,609		11,393		11,445	
Full-Time Student Equivalent (FTSE)	3179	2951	3209	3017	3417	3007

Enrollment	FA '05	SP '06	FA '06	SP '07	FA '07	SP '08
Unduplicated Student Headcount	11,656		11,309		12,051	
Full-Time Student Equivalent (FTSE)	3581	3224	3522	3206	3522	3206

TABLE 1.2 District Race/Ethnicity Distribution

Total Population	White, Non-Hispanic	Hispanic	Black	Native American	Asian
Yuma (187,555)	39.5%	55.9%	2.6%	1.7%	1.1%
La Paz (20,256)	63.9%	22.7%	1.0%	13.1%	0.5%
Combined (207,811)	41.9%	52.6%	2.4%	2.8%	1.0%

TABLE 1.3 Comparison of Student Demographics 1999 to 2007-08

	White, Non-Hispanic	Hispanic White	Black	Native American	Non-Resident Alien	Unknown
1999	44%	46%	3%	2%	0	0
2007-08	33%	47%	3%	2%	9%	4%

	full-time	part-time	male	female
1999	24%	74%	41%	59%
2007-08	24%	76%	39%	57%

Source: Institutional Effectiveness Research and Grants (IERG), Fall 2008

TABLE 1.4 Comparison of Student Age Distribution 1997 to 2007-08

Age	under 18	18-19	20-24	25-29	30-39	40 or older
1997	0	22%	22%	12%	19%	25%
2007-08	8%	17%	28%	13%	14%	21%

Source: Institutional Effectiveness Research and Grants (IERG), Fall 2008

Age Distribution and Comparison

Analysis of population trends at a glance will indicate a 3-4% growth per year across the board. As a result of the influx of the winter visitors, enrollment demographics shift slightly during the spring semesters. Many seasonal visitors and residents from higher age groups enroll in both academic courses and short-term recreational classes.



Due to a combination of the “Baby boom echo” (children of Baby Boomers who are reaching college age), growth from immigration (*Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1992–2022, 2008, Western Interstate Commission for Higher Education*), and active recruiting efforts in area high schools, the student body is growing younger as more students under 30 enroll. This effect was recently accentuated as the College’s dual-credit option for Yuma-area high school students began bringing in a younger age sector—under 18. In the course of the previous decade, more female than male students are enrolling, and the difference is increasing. Also, this decade of globalization has seen the emergence of a new demographic, the “Non-Resident Alien,” as international students and part-time border commuters arrive at AWC in growing numbers. Finally, more students in general are studying full-time.



The Current Self-Study

Self-Study Mission

The mission of the Accreditation Self-Study team is to conduct a comprehensive, evidence-based self-study in accordance with North Central Association guidelines that identifies Arizona Western College’s successes, challenges, and opportunities, which enhance services and learning for the communities we serve.

Organization of the Report

To achieve the purposes of this Self-Study, select subcommittees composed of College faculty and staff assessed the following five areas, which are expressions of the criteria for accreditation established by the Higher Learning Commission:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

The Arizona Western College Self-Study Report presents evidence of and analysis on how Arizona Western College meets each of these criteria within the framework of its mission and goals, reviewing the College’s strengths and opportunities for improvement.

Significant Changes and Developments Since 1999 NCA Evaluation

Throughout the past decade, the College has pursued its mission of building and developing innovative partnerships to increase both the quality and quantity of programs and opportunities for the people of the region. Most notable is the progression of the unique partnership with Northern Arizona University (NAU) and with the Yuma Educational Consortium (Yuma Elementary District One, Yuma Union High School, Arizona Western College, and Northern Arizona University). NAU has been able to offer a growing variety of bachelor and graduate degrees in Yuma by sharing resources with AWC, and AWC students can transfer seamlessly through the “2+2” program and obtain their higher degrees without having to move away from

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family or careers. The AWC Nursing Program has achieved a high degree of excellence in partnership with the Yuma Regional Medical Center, and the University of Arizona (U of A) has partnered with AWC in developing programs in agriculture. The establishment of the AWC Entrepreneurial Center has made possible the delivery of classes and programs for start-up businesses and other external sites have allowed for an expanded Construction Trades Program, and comprehensive vocational programs which continue to provide job-training opportunities for the greater Yuma-La Paz community.

Administration

Leadership has continued to evolve in the past ten years as significant changes have been introduced through continuous refinements in administrative and reporting structure. Since the last Higher Learning Commission Self Study in 1999 the college has taken action steps to strengthen its administrative structure. The President of the college is delegated all aspects of the administration of the college. (District Governing Board By-Laws 2007, p.5)

The President is supported by a cabinet leadership team composed of Vice Presidents for Student Services, Learning Services, Information Technology Services, Administrative Services; Executive Director of the AWC Foundation; Directors of Public Relations and Marketing; and Director of Institutional Effectiveness, Research and Grants.

In order to respond to needed technological advancements, a Vice President for Information Technology Services (FY 2000/1) was added to assure cable television, on-line and interactive television supported the comprehensive community college mission. As state and tax revenues continued to decline on a per capita basis and to better meet the institutional mission, the college established full-time positions of AWC Foundation Director (FY 1999-2000); Public Relations and Marketing Director (FY 2000-2001); and Institutional Effectiveness, Research and Grants Director (FY 1999-2000).

Over the past ten years, Student Services, Learning Services, Information Technology Services and Business and Administrative Services have undergone incremental organizational change to meet increasing enrollment and the demand to offer learning with alternative delivery systems.

Infrastructure

Arizona Western College sits on the edge of a dramatic mesa overlooking the expansive Gila River Basin. Buildings and grounds are meticulously maintained, and the campus provides a lovely desert-oasis setting for the typical activities of a vibrant campus—study, reflection, social interaction, recreation, residence, dining, and intellectual exchange.

The College has been at the national forefront of developing communications and instructional technology. Not only has AWC kept pace with technological advances over the previous decade in infrastructure as well as program development, but in the process has gained national recognition for innovation and performance: maintaining state-of-the-art, interdepartmental communications networks; broadcasting its own cable Television channels and AM/FM public radio stations;

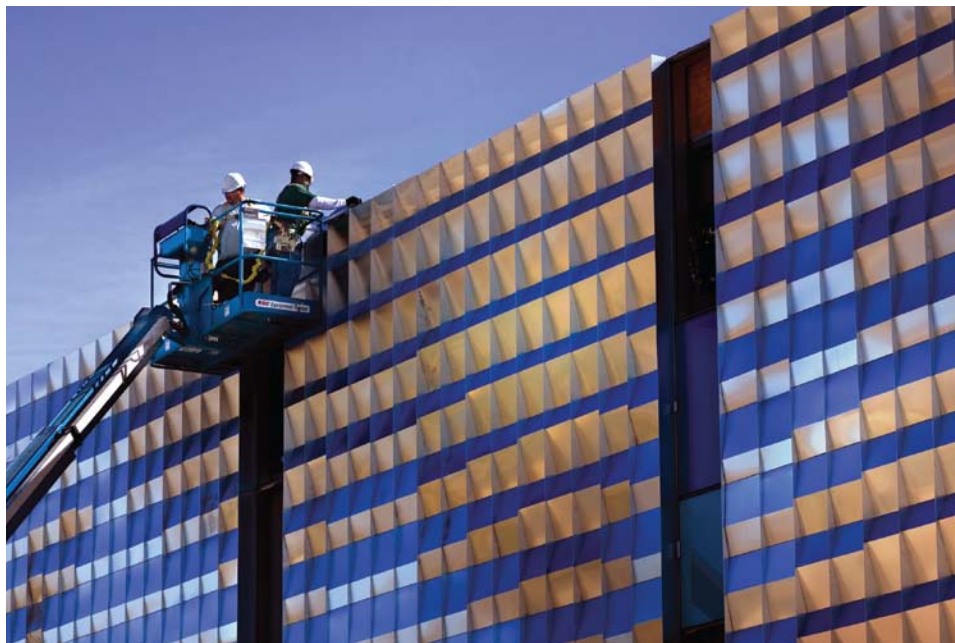
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developing campus-wide broadband and wireless Internet service; and offering complete on-line services for admissions, advising, registration, and payment. Distance Learning resources include expanding on-line learning and degree programs as well as an Interactive Television Network for conducting classes across the expansive service region in real time. At present, AWC is undergoing a quantum leap with the construction of new classrooms, learning labs, offices, and service space throughout its service area. The main campus is adding well in excess of 200,000 square feet, including a dramatic service and administration complex and College Community Center, a Science and Agriculture building that places College agricultural facilities among the best in the West, and a newly designed Early Childhood Development Learning Laboratory. In South Yuma County, AWC's San Luis Learning Center opened a new facility of 20,000 square feet in 2007. In La Paz County, new construction of 20,000 square feet is being added to the Parker Center, and approximately 6,000 square feet is being built in Quartzsite. In the near future for East Yuma County, the College also plans to build a learning center totaling 20,000 square feet in Wellton.

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Personnel

The ranks of faculty and staff have continued to grow with the College as well. Arizona Western College's full-time staff includes 110 full-time faculty, four full-time academic counselors, 127 professional/administrative staff, and 139 classified employees, with compensation based on specified qualifications and educational attainment. A generous benefits program includes a four-day work week along with health, dental, vision, and life insurance; income protection and in the form of short-and long-term disability insurance; deferred compensation plans; and an excellent retirement plan combining participation in the Arizona State Retirement System with federal Social Security.



Programs

Arizona Western College offers education in over 50 fields of study. Students at AWC today have a wide choice of degrees and programs within five general types:

- 22 Occupational Certificates, the Arizona General Education Curriculum (A.G.E.C.) certificate for students who plan to transfer to an Arizona public college or university
- 13 Occupational degrees, Associate of Applied Science (A.A.S.)
- 5 Associate General Studies (A.G.S.) degrees for transfer students
- 17 other transfer degrees, Associate of Arts (A.A.), Associate of Business A.Bus.), and Associate of Science (A.S.)

Accreditation History

History of College Accreditation

- 1963** Arizona Western College was founded
- 1967** Arizona Western College applied for initial NCA accreditation NCA site visit in December
- 1968** NCA granted Arizona Western College full accreditation in March
- 1978** The re-evaluation scheduled for spring 1978 was delayed one year due to administrative reorganization
- 1979** Comprehensive visit for continued accreditation
Reaccredited for ten years
- 1989** Comprehensive visit for continued accreditation
Reaccredited for ten years
- 1999** Comprehensive visit for continued accreditation
Reaccredited for ten years with monitoring report for assessment
- 2001** Monitoring report on assessment
- 2003** Focus visit for assessment
- 2004** Distance Education Focus visit for four on-line degree programs
- 2009** Comprehensive visit for continued accreditation



Responses to 1999 NCA Team Report

From its comprehensive visit in March 1999, the NCA accreditation team noted three areas of concern:

Concern #1

There is a lack of two-way communication between leadership, faculty, and staff.

Response to Concern #1

The President has developed and implemented a 16-point plan that facilitates two-way communication with faculty, staff, administrators and students who comprise the district campus communities. The end result and highlight for the College is the annually renewed and updated 5-year Vision in Progress approved by the Governing Board and presented to all employees at the beginning of each Fall Semester, containing our Mission Statement, Statement of Purposes, Core Values, previous year Accomplishments, the 6E Decision Making Model and Strategic Plan, and college-wide objectives for the up-coming academic year. Specific strategies with detailed timelines bring information to and solicit input from all stakeholders throughout the year. This involves regular meetings of the Executive Council, the President's Cabinet, and formal and informal meetings with faculty, staff, and students in groups or in one-on-one conversations. The President's office maintains an open-door policy that allows all faculty, staff, administration, and students to communicate directly with the President.

With recent changes in administration and organizational structure in Learning Services have come further challenges to communication and institutional cohesiveness. The hiring of a new Vice President for Learning Services in 2007 and subsequent restructuring generated a high level of faculty concern which ultimately led to a vote of no confidence and the resignation of the new administrator. While this series of events proved rather tumultuous for the College, it stimulated a strong grass-roots dynamic of deliberation, analysis, and communication.

College administration responded quickly to improve awareness and communications by establishing two working bodies, the Blue Ribbon Task Force and the Workplace Climate Steering Committee.

The Blue Ribbon Taskforce began regular meetings as part of the ongoing evaluation and implementation of the reorganization and developing structural change recommendations to improve the functioning of Learning Services in 2008. It completed a Recommended Plan of Action for the College to assist in creating a more stable and preferred state and developed a statement of Learning Services Guiding Principles and Best Practices that is intended to assist in describing what that future state will look like.

The process and resulting documents are available and feedback is encouraged through a Blackboard link for the Blue Ribbon Task Force. The goal is to continue communication of the processes and outcomes accomplished by the taskforce. Representatives routinely provide reports in division meetings about what is happening and seek input. To further assist the Task Force in its work, a consultant firm was hired by the College to analyze the challenges that surfaced as a result of the Learning Services reorganization and to make recommendations to the

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College for improvement. The recommendations serve as one of the guidelines for the Blue Ribbon Task Force and other areas of the College. The Vice President for Learning Services has implemented ongoing communication with faculty through semester startup faculty meetings and email updates. She attends division meetings at the invitation of the administrators, faculty, or task force members to gain direct feedback on the direction of the Learning Services unit. The 2008-2009 academic year will mark the development of a comprehensive Learning Services Strategic Plan with input from across the District.

The **Workplace Climate Steering Committee** was launched in late 2007 to address issues around diminished employee morale. The committee recommended 17 members to represent a diverse cross section of the faculty, professional administrative staff, and classified staff as well as the various College sites. A final report was presented in April 2008. Using a variety of methods, the Committee collected input from their respective areas on issues of Equity and Effort, Communication and Training, Value and Recognition, Wellness, Trust and Environment Issues. After a brief analysis of positive responses, the Committee identified, defined, and advanced recommendations regarding the following:

- Policies and Procedures Pertaining to Equity and Effort
- Employee Communication and Training
- Employee Recognition
- Wellness Programs
- The need to create a standing committee to continue gauging campus climate and report regularly to the President

The Committee decided to forego recommendations about environmental issues until current campus construction is completed. It also designed a survey to gather more information from employees to set future goals for workplace-climate improvement at AWC, and recommended that the survey be reviewed for possible administration by a new permanent committee. Given existing benefits and added activities, Arizona Western College was selected as the 2008 Overall Winner in Yuma's Workplace Excellence Awards, naming AWC "A Great Place to Work", by an outside committee of judges. One of the judge's comments upon this selection was "Work/life balance is supported by the total environment. There is commitment to professional development and maximizing available resources. Diversity initiative based on inclusiveness is a key to success. 'A Vision of Progress' is an all-encompassing strategy based on valuing employees."

Concern #2

There is a statistical imbalance of racial and ethnic identities between the institutional leadership, faculty, and student body.

Response to Concern #2

A stated institutional value since the 1999 NCA-HLC visit has been that "Arizona Western College will actively seek diverse faculty, staff, and students interested in building a lifelong-learning community college."



In 2003-2004 the College created the **Office of Diversity**, which facilitated 14 faculty and student programs attended by 300 people in 2005-06, and actively recruited diverse faculty candidates through contacts at the University of Texas and New Mexico State University. By 2007-2008, the Office of Diversity facilitated 35 faculty, student, and community programs supporting discussions of diversity, with a total attendance of 2,267 including development of the annual Culture Camp offered each August.

In 2005-2006, the **Office of Human Resources** began enlisting the general assistance of college employees to help recruit diverse qualified employees through networking and disseminating announcements while traveling on college business to various conferences and meetings. In general, when advisory committees are formed for hiring purposes, every effort is made to ensure a mix of gender, ethnicity, backgrounds, department representation, and employee classification. In recent years, minority candidates have been selected for several key administrative positions, including Dean of Student Retention and Support Services, Interim Dean of Enrollment Services, Associate Dean for Community and Educational Partnerships, Associate Dean for South Yuma County, Director of Assessment and Program Review, Director of Admissions/Registrar, Director of Financial Aid, and Director for Student Support Services. As a result, the percentage of full-time minority employees has increased from 23% in 1998 to 36.2% in 2008. In 2006-2007, the Arizona Western College District Governing Board received the prestigious Charles Kennedy Equity Award for the Pacific Region from the Association of Community College Trustees in recognition for its consistent commitment to diversity.



Concern #3

The NCA team requested a monitoring report by December 2001 which would include evidence of the College's full implementation and institutionalization of its plan and program for the assessment of student academic achievement in all its academic programs. The report would document "proficiency in skills and competencies essential for all college-educated adults, completion of an identifiable general education component and mastery of the level of knowledge appropriate to the degree attained."

Response to Concern #3

To begin to address the issue of assessment, Arizona Western College established the **Assessment Committee** in 1999 and now states that "a responsive general-education program requires thoughtful and precise writing, critical reading, quantitative thinking, and the processes of analysis and synthesis which underlie reasoning" (*Arizona Western College Catalog 2008-2009*). The Committee first researched and developed four outcome areas of student learning to be measured and analyzed: Communication Skills, Quantitative Analysis, Critical Thinking, and Technology Application Literacy. A Monitoring Report submitted in December 2001 determined that assessment was organized and focused with good direction. The College implemented its plan and prepared for a focus visit by the NCA HLC in 2004.

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In 2005-2006, the Committee discussed other areas of learning such as **Teamwork and Oral Communication** and concluded that strong evidence of **Teamwork learning** outcomes existed in active student groups. Effort was directed to refine the four outcome areas in terms of awareness, testing, and application of results, and **Oral Communication and Embedded Writing** programs were piloted.

In 2007, as part of Arizona Western College restructuring, the Assessment Committee was renamed LEAP (Learning Excellence Assessment Process), and the part-time Faculty Coordinator position was changed to a full-time Director for Assessment and Program Review, reporting to the Associate Dean for the Institute of Teaching, Learning, and Academic Leadership (more recently renamed Learning Support Services), who reports to the Vice President for Learning Services. Discussion of Teamwork and Oral Communication continued while tests were incorporated or developed to better assess the four areas.

Today, Embedded Writing and Embedded Math have been piloted across the curriculum while other student learning outcome areas are being researched and discussed. Campus-wide faculty meetings designed to review, explain, and emphasize student-learning outcomes are used to focus assessment procedures during semester start-ups. Faculty report within the academic divisions, as well as in the four program categories of general education, degrees, certificates, and specified course clusters, both use a five-column matrix developed to drive the annual assessment cycle—identifying, collecting, and using assessment information. Prior to degree completion, students are tested in two (randomly selected) of the four areas, providing sufficient results for general assessment. Additional factors such as major and ethnicity are also being factored in, providing data for analysis and discussion to set the stage for selecting the learning outcomes and measures for the next assessment cycle.

In its desire to further institutionalize and improve efforts to assess learning outcomes at an institutional level, the College has taken further action through its recent application to NCA requesting to be part of the Assessment Academy. Details of the AWC Assessment Process are discussed in Chapter three.

Conducting the Self Study

Arizona Western College began its current period of NCA/HLC self-study preparation in April of 2006, with the scheduled date of the evaluation visit forecast for March 2-4, 2009. The current co-chairs of the team were initially a Dean from the Student Services area (administration) and a Division Chair from the Learning Services area (faculty). Both individuals remain, although both now hold higher-level positions due to administrative shifts within the last three years. The co-chair from Student Services now acts as the Interim Vice President for Student Services while the co-chair from Learning Services became the Dean of Instruction in July of 2006. The Vice President for Student Services, who has served as the administrative liaison for the self-study, was re-assigned as the Interim Vice President for Learning Services—a position this individual continues to hold at the time of this writing. The Dean of Enrollment Services currently serves as Vice President for Student Services on an interim basis.



Given these circumstances, the two co-chairs realized that the burden of the self-study could not rest on two individuals, and that the process would need to be a true team effort with an extensive organizational matrix created for the goal of completing the self-study. The initial organization of the self-study team included a Steering Committee of twelve individuals from across the College, as well as five criterion teams, each with its own pair of co-chairs, to research and provide evidentiary-based reports on how AWC was meeting the five NCA/HLC present criteria for accreditation. Each of the committees for the five NCA/HLC criteria was assigned two co-chairs for continuity given the possibility that one of the chairs might need to retire from these duties. (At the time of this writing, four of the co-chairs have required replacement for various reasons.)



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Duties of the Self-Study Team

The responsibilities of the **Self-Study Co-Chairs** included accountability for the overall process, overseeing the general flow of activities leading up to and including the NCA/HLC evaluation team visitation, managing the self-study budget, conducting meetings and retreats with the Steering Committee, supervising and maintaining the self-study timeline, interacting with the NCA/HLC representative, and maintaining a two-way communication on self-study activities with the greater College community.

The **Steering Committee** was accountable for acting as an advisory group for the five Criterion Chairs, maintaining a general flow of self-study activities, sharing responsibility for criterion chair output, developing a plan for the overall structure and design of the self-study report, assisting with communication on self-study activities to the College and its constituent community.

The charges of **Criterion Co-Chairs** have included scheduling and conducting meetings with their specific criterion committees, guiding the activities identifying the aspects to be studied, overseeing committee activities, providing direction for their committee members, selecting committee members, communicating committee activities to the Steering Committee and Self-Study Co-chairs, delegating writing and data acquisition duties for the committee, maintaining guidelines within the timeframe of the self-study, and developing a plan to address their particular NCA/HLC criterion.

During the self-study process, the co-chairs and the Steering Committee realized the need for focus in various areas and subsequently created additional bodies within the self-study team, including a college promotion/events team, an informational resources team, and an introductory chapter team.

Writing the Report

As described above, the criterion teams created drafts of their respective criterion, which were subsequently edited by an evidentiary-based editor, a logic and flow editor, and finally by a voice and mechanics editor. The other areas of the report were supervised by the self study co-chairs. Once the final draft of the self-study report was ready, it was reviewed by various college staff and presented to the community for third-party comments.



Resources Allocated to the Self Study

The college considers the self study an integral part of its function. For three years, the self study has been listed and focused on as a yearly college-wide objective. With this focus, the college identified funds for investing in the self study, providing for self study team members to travel to the annual NCA/HLC meeting in Chicago, and providing additional clerical support for the various tasks required for the self study.

Methods of Communication with the College Constituencies

The college believes strongly in the purpose of the self study being a college-wide process and invested in several ways of involving the college community in the self study. Initially, the self study co-chairs met with several staff and student groups in 2006 to elicit participation in the criterion groups. To better understand the purpose of the self study, the criterion groups wrote a script, which was then produced by the college television production crew, to describe the meaning of accreditation and the five criteria to the college and constituent communities. This video was shown to the community 10–15 times/week during 2007 on the college television station and was also shown at various staff meetings. This video is now placed on the AWC accreditation website page. Additionally, the self study team conducted several surveys. The team conducted a student involvement survey during welcome week orientation on how the criterion affected them directly. In December of 2007, the team initiated an on-line survey for employees which focused on feedback regarding the NCA criteria (see electronic appendix for employee survey results). As the date of the visit approached, the team also sent emails to all of the college staff with information on the upcoming visit along with district-wide promotional materials.

The process of the study culminated during spring of 2009 with the final draft of the report published, campus and community awareness highlighted through various means, the resource room and documents prepared and organized for viewing, and scheduling of the visiting team members finalized.



Mission & Integrity

Criterion One

Arizona Western College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve board, administrators, faculty, staff, and students.

“The mission is Arizona Western College offers educational, career, and provides lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz counties.” (Vision, 2012)

Each year, the Arizona Western College District Governing Board reviews the AWC Strategic Plan. The Board then agrees upon objectives that are adopted to move the college towards its vision.



Introduction

AWC’s mission documents demonstrate the college’s clear sense of purpose, and the ideals promoted in them. The mission, vision, and values are fulfilled through structures, policies, and processes at the College with an emphasis on meeting the needs of a two county District. The words in these documents are realized through AWC’s commitment to lifelong learning, student access and success, strategic planning processes, community partnerships, and compliance with legal standards and codes of ethics. All College governance documents are consistent with, and help to accomplish, the mission, purpose, values, vision, goals, and objectives articulated for Arizona Western College. (See *Resource Room: AWC Strategic Planning, Policies and Procedures, and Student and Employee Handbooks and Guides.*) The purpose of this chapter is to describe and present evidence demonstrating how Arizona Western College fulfills Criterion One.

1a. Arizona Western College’s Mission Documents Are Clear and Articulate Publicly Arizona Western College’s Commitments.

Statements of Mission, Vision, Values, Goals, and Organizational Priorities

The vision and goals of Arizona Western College are achieved using the **6E Decision Making Model** of Excellence, Equity, Efficiency, Effort, Effectiveness, and Ethics. The Mission Statement clearly indicates our institutional values and organizational priorities as manifested in educational, career, and lifelong learning opportunities. In a survey of AWC employees conducted in 2007, 66% agreed that AWC adheres to its 6E Decision Making Model and 28% disagreed.



The statements of the College mission, vision, values, goals, and annual priorities (College-wide Objectives) are published in the College Strategic Plan—*Vision 2012: a Vision in Progress*. This document approved by the AWC District Governing Board and disseminated to all employees and the community. Additionally, the document is translated to a video which is used both internally and externally to communicate the College mission, vision, and values. AWC District Governing Board has set forth and or adopted goals that define Arizona Western College's mission. (Evidence #1: *Vision 2012*, pp. 2, 5, 9, 14, and 31) For example as part of the *Vision 2012* college goals included creating a milieu that supports lifelong educational opportunities and the pursuit of excellence in teaching and learning; implementing a student success model that facilitates student educational goal attainment through efforts in student outreach and recruitment, retention, transfer, financial assistance and out-of-class learning and engagement; and providing innovative human resources to attract, retain, and develop employees who foster a culturally diverse learning centered community.

Definitions of Internal and External Constituencies

The primary internal College constituents are the employees and students of the College as well as our internal partners—NAU-Yuma and the University of Arizona Agriculture program. The College offers tuition free classes to employees for the College community to participate in excellent continuing educational opportunities. These internal constituencies as employees, students, and partners share a cohesive identity and loyalty to the educational goals of the College.

AWC sees its external constituencies as the citizens of its 10,000 square mile services district—La Paz and Yuma counties. These include individuals, businesses, educational partners in the Yuma Educational Consortium, the health care community, government, and partners in our educational endeavors such as the Yuma Private Industry Council and the Yuma Manufacturing Association. The College mission clearly states that the College provides its educational benefits to the citizens of Yuma and La Paz counties. District Governing Board members are elected officials representing the citizens of both counties.

As stated in the Arizona Western College mission statement, innovative partnerships provide opportunities for lifelong learning. AWC has partnerships with the following educational institutions: Northern Arizona University, the University of Arizona, and Yuma Union High School District and the Yuma Elementary School District One. AWC also has partnerships with several agencies but not limited to: the U.S. Marine Corps Air Station, Yuma Proving Ground, Yuma Regional Medical Center and the U.S. Bureau of Reclamation. Based on a 2007 survey conducted of AWC employees 81.4% agreed that AWC upholds its mission and 12% disagreed.

Stating a Strong Commitment to High Academic Standards

The Arizona Western College mission is evidenced by the College's commitment to the following activities: keeping the course curriculum updated and current; advising students for appropriate course placement; providing counseling support and tutorial through its "Student Success Center;" and publishing program standards and graduation requirements. Academic excellence is emphasized directly or indirectly



throughout the AWC community in documents stating the institutional vision, goals, and values. The number of students graduating from Arizona Western College increases yearly, evidence of which is available at 2006-2007 Benchmarks. Arizona Western College offers a strong commitment to academic transfer from the Office of Transfer Services which is available to students to facilitate the transfer process to a four year university.



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Stating Goals for Learning

The Arizona Western College General Education Values and Learning Outcomes are identified and published in the annual college catalog. Additionally, the College has defined its goals consistent with the Arizona General Education Curriculum (AGEC).

The Arizona Western College mission and goals for learning at the course level is exhibited by the College's commitment to distributing syllabi with goals and objectives for each academic course; publishing program standards and graduation requirements; and making an automatic program evaluation available on the web for students to check their own progress toward their educational goals. The Arizona Western College Catalog and its Student Handbook define academic standards and appeals and grievance processes, and offers advice for improving student success and satisfaction. The Catalog lists the type of careers that a student may pursue, such as Elementary Education, Administration of Justice and Business. Stated learning goals and measureable learning competencies are stated for each course in the course syllabus.

Evaluation and Revision of the Mission Documents

The institutional Mission Statement was written and approved by the AWC District Governing Board in 1997. The Statement is reviewed and readopted by the Board every year in June, with recent evidence of this adoption from the AWC District

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Governing Board Minutes from 2006-2007 and 2007-2008. Every year in May the District Governing Board and Cabinet meets in La Paz County for a two and a half day retreat to evaluate year end college wide objectives and identify the following years' college wide objectives and priorities.

Dissemination of Mission Documents to the Students and the Public

The AWC Mission Statement is publicly available on the College's website, in the class schedules, and in the Catalog. The employee business cards have the Mission Statement written on the back. The mission statement is also included on building signs located around the campus. In a survey conducted in 2007 of AWC employees, 68.6% agreed that the mission pervades the College, and 20.5% disagreed.

1b. In Its Mission Documents, Arizona Western College Recognizes the Diversity of Its Learners, Other Constituencies, and the Greater Society It Serves.

Addressing Diversity Through Community Values and Common Purposes

Arizona Western College values a sense of community that is expressed through community involvement and collaborative partnerships. The AWC Statement of Purpose reinforces the College's commitment to diversity and individual enrichment. The College's success in promoting diversity has been recognized through various awards. The AWC District Governing Board received the prestigious Charles Kennedy Equity Award for the Pacific Region given by the Association of Community College Trustees in recognition of a consistent commitment to diversity (*Vision 2012*, p. 7).

Arizona Western College has always received a strong support from the community it serves and in 2004 this support was confirmed. In November of 2004, the Yuma and La Paz County voters approved a \$73 million bond with a 68% voter approval to make capital improvements at AWC. These improvements will be seen throughout the College's two-county service area. The bond will take AWC to a next level of education. More students will be served in remote areas, and many will not have to travel to the Main Campus for classes. In the fiscal year 2004-05, AWC was awarded \$5.7 million in federal, state, local, and private funds to strengthen learning, economic development, and cultural awareness, and to encourage first-generation students to enter college (*Vision 2010*, p. 7). AWC was awarded two (institutional and cooperative) Title V Strengthening Hispanic-Serving Institutions grants totaling approximately \$5.3 million (*Vision 2010*, p. 29).

AWC has always been responsive to the needs of the community and in the fiscal year 2005-06 AWC secured a \$1.9 million Department of Labor Community-Based Job Training Grant to address shortages of skilled construction workers in Yuma and La Paz counties, and the AWC Trades Program was developed (*Vision 2011*, p. 7). AWC continuously works with other colleges and universities and in March of 2005 conducted a Border College Consortium meeting with Imperial Valley College, Cochise College, and Utah State University to support diversity, economic development, and increased learning opportunities (*Vision 2010*, p. 7). AWC also

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serves the surrounding communities through agreements such as the Colorado River Compact which allows California border students to attend AWC with in state tuition rates.

To further promote faculty and staff diversity, the Office of Human Resources enlist college employees traveling on college business to help recruit diverse, qualified employees through networking and the dissemination of vacancy announcements at various conferences and meetings. (*Vision 2013*, p. 19). A workforce diversity strategy has resulted in the percentage of full-time minority employees increasing from 23% in 1999 to 36.2% in 2008. (*Vision 2011*, p. 19)

TABLE 2.1 Ethnicity by Type 2006-07

Ethnicity by Type	White, Non-Hispanic	Hispanic	Black	Native American	Asian	Other
2006-07	64.9%	29.8%	2.7%	0.3%	1.9%	0.3%

Presenting the College's Function in a Multicultural Society

Arizona Western College has clearly and publicly stated its purpose. AWC has been guided by the concepts and principles delineated in its Mission Statement and by its goals and objectives. They are presented in formal documents such as the College Catalog and appear in other publications of various departments. AWC supports its function role in a multicultural society as seen by its many publications (*Vision 2012*, p. 12). With the completion of the Title V grants in September 2008, the title of the Diversity Coordinator was changed to Multicultural Program Coordinator. In that role, the Coordinator continues to bring multicultural and diversity programming to the campus for faculty, staff, and students, but also began work with a campus advisory group on diversity and multicultural campus focus. Arizona Western College continues to emphasize the importance of international student enrollment in enriching the educational experience of its students and the community. AWC international student enrollment has grown from approximately 10 students in 2001 to approaching 80 students in the 2008 academic year.

As of 2007, Arizona Western College has 22 different student clubs and organizations, as well as several student and professional organizations that promote diversity. A complete list can be found on the web with student clubs and organizations. The AWC website has been a useful tool for informing students, staff, and community about AWC events, new educational programs, and any news concerning the college. The website was updated in 2006 and it is now more user-friendly, offering learning opportunities to a wide range of students locally and globally. The web site includes documents such as:

- Admission forms
- Class schedules
- Course catalogs and syllabi
- Tuition schedule
- Lists of academic and occupation programs and degrees



- Policies and Procedures manual
- Lists of the college divisions and their staff members
- Reports on accreditation.

Other information relates to off-campus locations and sites, community partnerships, athletics, employment opportunities, and on-line classes. The AWC site also offers the following student services on-line:

- Registration
- Academic advising
- Access to grades and unofficial transcripts
- Payment plans
- E-mail
- Access to databases of the Academic Library
- Technical support for the Distance Education program
- News and Highlights of AWC

Affirming the College's Commitment to Honoring the Dignity and Worth of the Individual

Arizona Western College values individual diversity and recognizes the unique contributions of all individuals and ensures equal employment and educational opportunities. Many efforts have been made to recruit and retain students. As stated in the policy manual: "The College ensures equal opportunity in the employment and educational services of the College regardless of religion, sex, creed, national origin, race, age, and disability or handicapping condition consistent with federal and state laws prohibiting discrimination in employment and the provision of educational services." A clear statement on AWC's policies concerning Equal Opportunity and Students with Disabilities can be found in the catalog, admissions form, and in several other institutional publications. AWC's Services for Students with Disabilities (SSD) office has a procedure manual explaining services available to level the educational field for students with disabilities. The SSD office works with students and faculty to facilitate reasonable accommodations for students with disabilities needing assistance while attending AWC.

The AWC Vision statement includes statements on valuing diversity and valuing its employees. This commitment is further supported by procedures ensuring process for students and employees for grievances for discrimination, sexual harassment, and general grievances.

Articulating Codes of Belief and Expected Behavior

Students and employees are expected to comply with all the AWC policies and procedures. The *Student Code of Conduct: Policies and Procedures* define expectations for student behavior and are available to all students in several locations throughout the College and its off-site centers. The Code of Conduct "is promulgated to protect the freedoms to which its members are entitled." AWC's Procedure and Policy Manual, Employee and Faculty guide clearly states the expected behavior of all full- and

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part-time employees. AWC also has included an extensive explanation of sexual harassment-prevention (Procedure #460.1) and has implemented required training for all employees in discrimination and sexual harassment prevention. The Code of Ethics for employees also outlines the “standards of conduct with which all employees will comply” (Procedure 403.1). The Policy and Procedure manuals are available on the AWC website at Human Resources.

Articulating Basic Strategies to Address Diversity

In 2005-06, Arizona Western College established the Office of Diversity at the Main Campus to facilitate diversity training for faculty and students. The Curriculum and Diversity Coordinator develops culturally sensitive curriculum to meet the needs of our diverse population by offering workshops, roundtables, guest speakers presentations, training presentations, offsite conferences, and foreign film series. The Office of Diversity has implemented an annual Culture Camp for faculty in which participants experience the culture, language, and history of the regional border community. The Office also has facilitated or co-sponsored 39 events supporting discussions of diversity and its influence on teaching techniques and student learning. Since the Office was established, 2085 people have attended these events. (2007-2008)

In 2004-2005, AWC developed a comprehensive International Students Program for incoming AWC students, resulting in a 115% increase in international students' enrollment (*Vision 2010*, p. 7). The Program has had continued growth and currently has networks with 28 different countries including, China, Bolivia, Ecuador, Vietnam, Burundi, and the Netherlands. AWC also has an extensive program in English as a Second Language (ESL), which offers day and night classes to accommodate the different needs of students at all levels of language proficiency.

1c. Understanding of and Support for the Mission Pervade Arizona Western College.

The Governing Board, Administration, Faculty, Staff, and Students

The Mission Statement is reviewed and adopted by the District Governing Board each year. The Statement is displayed in the 2007-2008 Learning Services Priorities document, the Faculty Guide, the 2012: A Vision in Progress booklet, the Annual Planning Process documents, the annual Catalog, on the backs of all AWC business cards, and on the Office of the President webpage. Each year at student, faculty, and staff events the President addresses the Mission Statement and the importance of the College's mission. The faculty and staff's understanding of and support for the Mission Statement is evident in the planning, objectives, and strategies that take place within in each area and office of the College.

Mission-driven Strategic Decisions

Arizona Western College's strategic decisions are mission driven. Each year the President of AWC presents a set of strategic plans and goals (the Vision in Progress document) for each area of the college to support the overall mission. The annual budget planning process is another example of the strategic planning that takes place

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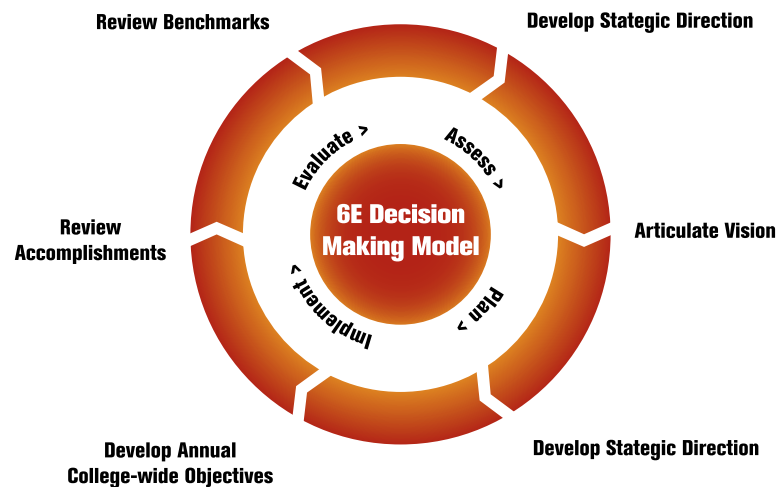
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to enhance the lives of all constituents. All strategic planning, goals, and objectives are based on the 6E Decision Making model, based on Excellence, Equity, Effort, Efficiency, Effectiveness, and Ethics.

6E Decision Making Model



AWC has achieved a new level of inclusion by ensuring that more classified staff are associated with the various College committees. This achievement does support the 6E Decision Making Model. Evidence can be found at 2007-2008 Committee Assignment.

Planning and Budgeting Priorities

Arizona Western College's planning and budgeting priorities flow from and support the mission. Annual budgets are developed based on District Governing Board approved Budget Assumptions. Budget requests begin at the division and department level and are finalized for presentation to the Board by the Executive Committee and the President. Annual priority budget requests are determined consistent with the College mission and priorities. As an example, in order to offer services to the growing AWC district, the 2008-2009 Budget Assumptions Declaration will review the need for more staffing to support the new facilities currently being built across the District. Following the 6E Decision Making Model, the following 2008-2009 budget priorities have been recommended: a cost of living increase for employees and an increase in the cost of tuition, room and board, and other fees for students to maintain facilities and operations. An example of using the 6E decision making model was used with our Strategic Enrollment Management committee to direct resources towards increasing availability and support for on-line learning.

The 2007-2008 Professional Development Travel Procedures (on the Center for Teaching Effectiveness website), were adopted to ensure that budgeting concerns and the Mission Statement were considered. Travel for purposes of professional development is encouraged, but a need was recognized to limit the number of travelers to a similar conference when appropriate. The tracking and planning of professional development aids College administration in the annual planning process.

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Goals of the Administrative and Academic Sub-units

The goals of the administrative and academic sub-units of Arizona Western College are congruent with Arizona Western College's mission. Administrative and academic sub-units support the mission of the institution through the progress and completion of mission-driven objectives and through the completion of individual goals that have been identified through employee evaluations.

Goals for each administrative area of the College are identified in the annually updated Vision in Progress. Additionally, both Learning and Student Services areas develop annual goals consistent with the College mission and priorities. The significant increase in FTSE growth from the summer semester of 2007 through fall semester of 2008 was a key identifier that the administrative and academic sub-units of Arizona Western College are meeting their goals and therefore succeeding in meeting the learning needs of the residents of Yuma and La Paz counties. Arizona Western College has also worked diligently to enhance the technological knowledge of the faculty and staff and to provide more of the technology necessary for promoting learning.

Based on the 2007 Institutional Technology Survey, recommendations to improve the AWC teaching and learning environment would be to increase the number of computer labs and provide the off-campus sites with capabilities similar to those of the Main Campus.

Internal Constituencies

Arizona Western College provides various documents and outcomes that sustain Arizona Western College's compliance with the mission. Arizona Western College's internal constituencies are able to articulate the Mission Statement and generally believe that the mission is being fulfilled. A formal study conducted by the AWC NCA Criterion Committees, the 2009 NCA Self Study Survey gathered information on how well the College articulates the mission. According to the study, 81.4% of the responders believe AWC upholds the college mission; 68.6% believe the mission pervades the college; and 93.7% believe they understand the mission.

Based on the information collected, the recommendation is to provide more opportunities for the faculty and staff to link the entire mission statement to their everyday teaching and learning experiences rather than simply providing exposure to the Mission Statement in printed and spoken form, such as when the College President speaks. Each component of the Mission Statement is vital when planning and implementing educational strategies for the people of Yuma and La Paz counties as well as planning and implementing institutional objectives and strategies for College faculty and staff. Providing the opportunities to apply each part of the Mission Statement in work and in learning should help align the assumed understanding of AWC's mission with the actual and applied understanding of that mission.



1d. Arizona Western College's Governance and Administrative Structures Promote Effective Leadership and Support Collaborative Processes That Enable Arizona Western College to Fulfill Its Mission.

Policies and Practices of the District Governing Board

Arizona Western College has a publicly elected District Governing Board which is committed to and supportive of the institution and its mission. The Board's general policies and practices follow the Arizona Community College Statutes, *ARS 1444-General powers of district governing boards*, *ARS 1445-Administrative powers of district governing boards* and the *District Governing Board (DGB) policy manual*. This manual was revised in 2008 and received approval by the District Governing Board after a sixty day review.

The Board stays current on legislative issues affecting community colleges through its participation in the Arizona Association of District Governing Boards. The Board also holds an annual two-day work session to review and discuss in-depth campus strategic planning.

Strategic planning is linked to the annual planning process, the Mission Statement and annual goals and objectives. During this work session, the vision is reviewed, the prior year's accomplishments are presented, the new college-wide objectives are discussed, and the Vision in Progress booklet for the following academic year is completed. The college mission, statement of purpose, and 6E Decision Making Model are officially re-adopted during the subsequent meeting of the District Governing Board. Evidence for these activities can be found in the District Governing Board minutes, the By-laws of the District Governing Board, and copies of the Vision documents throughout the years.

Enabling Effective Leadership

Under the Board's directive, the President is responsible for the overall operation of the College. The President leads the annual planning process for budget development and, with collaboration of College administration and staff, develops proposed college-wide objectives for Board review and approval.

The Board evaluation of the President is based on the effectiveness of his leadership and operation of the College as well as on the successful development, management, and accomplishment of the established college-wide objectives. Evidence of these activities and responsibilities can be found by viewing the AWC organizational chart, the District Governing Board minutes, Procedure 202.1 which outlines the responsibilities of the President, and the annual performance evaluation and assessment of the President.

The Distribution and Carrying Out of Defined Responsibilities

The campus organizational structure, defined committees, councils, advisory groups and individual job descriptions define the processes and distribution in carrying out defined responsibilities. In addition, annual plans and reports such as the Annual

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Plan, the District-wide Recruitment Calendar, Strategic Enrollment Management Model, Publications Calendar and Institutional Research Plan articulate the department's goals and objectives to the department and individual staff level.

Employment of College Personnel (College Procedure 401.1) ensures that people within the administrative structures are appropriately qualified to carry out their defined responsibilities. Job descriptions for each position delineate an individual employee's responsibility, scope of authority, supervisor, and positions directly under that individual's supervision. AWC Procedure 401.1 delineates the college practice of employment for personnel at the institution.

The Chief Executive Officer is the President of the College. The Executive Committee composed of the President and Vice Presidents, have the responsibility of formulating and interpreting procedures and regulations that govern the operation of the College. Evidence of these responsibilities is included in the *AWC Policy Manual and Procedure* 202.1 and 401.1. Additional information on responsibilities is detailed in the job descriptions of AWC administration.

Coherence of the Curriculum and the Integrity of Academic Processes

Arizona Western College has a Curriculum Committee that functions to counsel the Vice President for Learning Services, the College's chief academic officer, on matters related to curriculum, instructional planning, and academic standards. Membership is comprised of eight faculty members, who represent the four academic divisions, as well as the Dean of Instruction, the Curriculum and Articulation Coordinator, the Transfer Coordinator, and the Curriculum and Diversity Coordinator. Appointments to the Curriculum Committee are for three-year staggered terms. This committee recommends additions, deletions, and modifications to the curriculum through a process detailed in the *Arizona Western College Curriculum Manual*. These curriculum changes are processed electronically through the Arizona Curriculum Review and Evaluation System (ACRES). Additionally, AWC has a faculty member representation on statewide Articulation Task Forces. A total of 35 faculty members representing different disciplines attend these meetings annually or semi-annually to ensure efficient transfer of community college credits to Arizona public universities. All approved curricula are maintained electronically in the ACRES system and faculty utilize approved course syllabi in teaching all courses. Approved programs of study are consistent with the Arizona State Transfer Guidelines and published in the College Catalog.

Effective Communication

The President's Office at Arizona Western College produces an annual vision statement detailing the College's accomplishments during the previous academic year and outlining goals and objectives for the coming year and even five years into the future. Entitled *A Vision in Progress*, this document publishes the strategic plan for the College and is distributed to all full-time employees at the beginning of the fall semester. In constructing "the Vision", the President meets with college-wide staff to receive input. Several hour-long PowerPoint presentations are scheduled to review the completed "Vision" with all staff.

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Each fall the college's Vice President for Administrative Services presents to staff an overview of the institution's budget process and solicits questions and input. Several of these presentations are scheduled so that all College employees have an opportunity to participate. An example of these presentations is the PowerPoint presentation entitled, "Arizona Western College Funding: The Big Picture", which was presented to college employees during November of 2006. In the spring the Vice President for Administrative Services presents to staff the Preliminary Budget that was developed from the budget process before it is presented to the District Governing Board for approval. The Power Point presentation is available for the Fiscal Year 08/09 Preliminary Budget.

The College administration provides information as needed on other issues facing the institution. Examples include updates on legislative matters impacting the College and the progress of the construction of several large buildings on campus. In the latter instance, the architect of these facilities detailed his plans prior to construction.

College-wide informational meetings are held periodically on legislative issues, strategic planning, budget updates as well as faculty meetings at the beginning of each semester. Newsletters are published by various departments on campus including Student Services, Student Support Services, division Associate Deans, and other areas across the college community.

Evaluating Its Structures and Processes

Arizona Western College conducts an exhaustive annual planning process to identify "activities or tasks that require cross-sectional college-wide input, resources and responses." This effort engages the support of all employees to "improve the quality of results and outcomes." (*Vision 2012*, 2007). Annual planning is strategic, mission-oriented, and instrumental in gauging institutional effectiveness and program review. Evidence of this evaluation is included in the annual Vision booklets, the annual publications of the Arizona Western College Annual Planning Process utilized monthly at President Council meetings, and published booklets employed by various departments, including the District-wide Recruitment Calendar, the Publications Calendar, the Strategic Enrollment Management Model, and the Institutional Research Plan.

AWC's goal is to engage in continuous program review to ensure the "delivery of quality learning experience to all its students." Each instructional program is scheduled for "formal and comprehensive structural" review every six years (*Arizona Western College Program Review: Guidelines for the Review of Learning Services Programs*, 2003). Program review provides a description and analysis of the instructional entity. It focuses on formats and modalities of delivery, facilities and equipment, expenditures, human resources, effectiveness of scheduling and distribution of courses as well as enrollment patterns, student completion, and national and local trends. Additionally, program reviews are being conducted for all departments across the College

Currently, the College is running behind in its Program Review schedule. Thirty-four programs are being reviewed for the 2007-2008 academic year. Eight program reviews were scheduled for review in 2006-2007. As part of efficient planning in

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2007 academic year the College established an Office of Assessment and Program Review to make the review process more efficient. A new position, the Director for Assessment and Program Review, now tracks and coordinates the annual program-review process. A master calendar to schedule programs reviews has been established to include all four divisions at the college. Under the direction of this Director, Deans and Associate Deans are apprised of the progress as it relates to the established calendar timeline, and lead reviewers receive a formal orientation and training to the process.

The College updates and approves its procedures and process through campus-wide committees including Policy and Procedures, Faculty Appraisal, and Enrollment Process and Procedure Committees. The members of these committees represent campus constituents from all segments of the campus.

1e. Arizona Western College Upholds and Protects Its Integrity.

The Activities of Arizona Western College are Congruent with Its Mission

Arizona Western College confines its organizational activities to meeting its mission of **providing educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz counties.** To this end, AWC focuses all its resources on providing educational services to the citizens of its two county District. The College does not engage in any activities inconsistent with its mission.

In addition to all of the formal partnerships outlined in Criterion 1a–2, students, staff, and community members work together in myriad ways to improve the quality of life in our district. Examples of these activities include athletes cleaning neighborhoods through the Day of Champions annual event, bird lovers learning at the West Wetlands Park through ornithology classes and fieldtrips, folkloric dancing, book lover discussions via One Book Yuma, AWC theater productions, Yuma Youth Choir, Earth Day information fairs, job fairs, political forums (Voice Your Vote) health fairs, International Club Smoothie sales, The Students in Free Enterprise (SIFE) organization, the annual Family Night celebration on campus, and college radio and television productions. These are a few among hundreds of annual events organized and staffed by volunteer faculty, students, staff, and community members. In addition, AWC Office of Diversity sponsored events that drew more than 2200 attendees during the academic year 2007-2008 alone.

AWC has also made great effort to reach all of its constituents across its 10,000 square mile service area by making scheduled, efficient, and shared use of technology including on-line registration and resources, Interactive Television Network (ITN), and by increasing video, on-line, and hybrid class offerings. Scheduled faculty and staff training for use of these modalities is provided by Learning Services' Center for Teaching Effectiveness and Distance Education, Administrative Services Training Coordinator, and Information Technology Services. Learning Services has also expanded the types and number of its certificate and program offerings in order to fulfill the needs of the community, for instance, Massage Therapy, Accounting,

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Engineering, Construction Trades, and its award-winning Welding courses. Evidence of these programs, certificates, and courses can be found on the college's website and in the College's Catalog.

In order to keep our mission statement promise, AWC must continue to balance the needs of the community and of its employees with the realities of its budget and Arizona legislative changes. AWC has grown from 6000 headcount in 1999 to over 12,000 in 2008 and had increased its tuition by only \$1.00 per credit per year until 2008-2009 when it had to increase it to \$10.00 per credit. It has generally been able to award cost of living increases to employees. It has not been able to significantly increase the number of full-time faculty in proportion to student growth. Additional full-time faculty positions (two new faculty positions annually) have been placed in the budget. According to AWC Catalogs there were approximately 100 full-time faculty in 1988 and approximately 110 in 2008. Some programs cannot grow nor be sustained because of lack of teachers for example, Graphic Arts, American Sign Language, Biology, Chemistry, Developmental Math and Reading. Sections of developmental math and reading, among others, fill up quickly during registration. Many class sections are filled beyond caps (See Fall 2008 web schedule on-line).

The board exercises its responsibility to the public to ensure that Arizona Western College operates legally, responsibly, and with fiscal honesty.

The Office of Administrative Services reports no legal or fiscal violations 1999–2008. Members of the Arizona District Governing Board (DGB) are elected in accordance with state law*. The DGB reviews its by-laws annually. After not having been substantially revised since 1977, a revision process was begun in 2007 of Arizona Western College District Governing Board By-laws. DGB meetings are announced in the Yuma Sun and are open to the public. DGB agendas and minutes are distributed to key offices around the campus.

Only 50% of the 327 respondents in the 2007 NCA Self Study survey agreed that the AWC DGB communicates its activities well and in a timely manner. It is recommended that the DGB By-laws, upcoming agendas and minutes be electronically posted on the AWC website in order to facilitate timely and accurate sharing of information which affects the lives of the people in Yuma and La Paz counties.

Arizona Western College understands and abides by local, state, and federal laws and regulations applicable to it (or by-laws and regulations established by federally recognized sovereign entities).

The Office of Administrative Services reports no legal violations 1999–2008. The College meets all federal requirements required of institution of higher education.

Training sessions in compliance with FERPA have been conducted on main campus and off-campus sites such as the Parker Learning Center to advise faculty and staff on appropriate conduct. The College instituted on-line training for awareness of sexual harassment and employee discrimination issues during 2008.



The principal state statutes that deal with community colleges are found in Title 15 of the Arizona Revised Statutes with which AWC complies. In addition AWC complies with the Uniform System of Accounting and Financial Reporting for Arizona Community College Districts as promulgated by the State Auditor General's Office. Annual notifications to students are through newsletters mailed to each enrolled student or in annual notifications in the College Catalog. EEOC required notifications of grievance process are posted across the campus. FERPA annual notifications to students are published in the College Catalog.

Arizona Western College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituents.

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All AWC policies, procedures and bodies which design, recommend, and implement them are clearly listed in the Policy and Procedure Manual section of the website accessible to all. The AWC Catalog and Student Code of Conduct are updated regularly and clearly outline the College's and students' rights and responsibilities. The Student Code of Conduct is available to every student annually and applies to student behavior on and off campus. Security measures are updated and publicized via the website and information booklets. The Faculty Guide and the Associate Faculty Guide were updated 2008-2009. In the 2007-2008 academic year, representation on some standing committees and other recommending bodies was changed inconsistent with College procedure and practice and as such the list of positions representing internal constituents had to be revised. For example, Faculty Appraisal Committee structure was changed in a manner that was not consistent with the Faculty Guide. As a result, in early 2008, AWC responded to internal requests for review of policies, procedures, and position changes within Learning Services, which affected all four sectors of Arizona Western College (Informational Technology Services, Business and Administrative Services, Student Services, and Learning Services) and instituted the Blue Ribbon Task Force and the Workplace Climate Steering Committees to address these and other concerns by faculty. The President of the Faculty Association serves on the Learning Services Council as of fall 2008.

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2007 Institutional Technology Survey results are an example of how that sector of Arizona Western College annually collects and reviews data regarding its constituents' needs and successfully implements recommendations. Each sector collects data regarding its effectiveness in different ways. 52% of the 327 respondents in the 2007 NCA Self Study survey agreed that information collected and analyzed across the college is used to accomplish AWC's mission.

The Dean of Instruction's office keeps records of student petitions and grievances related to academic matters. Analyses of these documents inform curricular review, program adjustment, and faculty development. Several areas in Student Services regularly collect data regarding students' changing profiles and needs, however, only 25.6% of the 327 respondents in the 2007 NCA Self Study survey agreed that AWC regularly collects data regarding employee/job satisfaction.

The Office of Administrative Services reports no violations of procurement, bidding, or contracting policies or procedures. AWC undergoes an annual financial audit yearly and has received clean audit opinions every year.



Arizona Western College's structures and processes allow it to ensure the integrity of its co curricular and auxiliary activities.

The AWC co-curricular program is administered by Student Services. Both program review and assessment of student learning outcomes are conducted through each of the departments in Student Services to ensure the integrity of the activities. All budget and expenditure procedures in co-curricular and auxiliary programs are conducted in compliance with Arizona State Auditors rules and regulations.

Arizona Western College maintains several agreements in the form of Memorandum of Understanding (MOU), Intergovernmental Agreements (IGA), and other contractual agreements with several external constituents. The College has continued to work ethically and fairly with these constituents as can be evidenced by its large portfolio of community involvement through formalized agreements. There have been no formalized complaints of the College dealing unfairly with its external constituents. Evidence of the College's interaction with its external constituents can be found in the Vice President for Administrative Services' office, which houses the contractual agreements.

Twice a year the Vice President for Student Services office mails every currently enrolled student a newsletter notifying students of their rights and responsibilities that includes FERPA information, Campus Security and Crime Reporting, Student Right to Know, Traffic Regulations, Drug-Free and Alcohol-Free Programs, Violence Prevention Programs and other pertinent information. Monthly AWC DGB meetings are open to the public and include a call to the audience in the agenda.

Arizona Western College presents itself accurately and honestly to the public.

AWC publicity archives reveal a continuous communication link to the promises the College keeps such as building the buildings as stated in the bond issue, providing a multitude of academic, career, cultural, entrepreneurial activities and services to our community on a year-round basis. Evidence of this communication can be found in the annual Vision documents, the College website, and the archives of local newspapers and television channels. The College Catalog accurately represents the courses, programs, certificates and degrees offered by the College and the qualifications of its faculty.

Arizona Western College documents timely response to complaints and grievances, particularly those of students.

Grievance policies and procedures, including timelines, for students and employees are clearly outlined in published Policy and Procedure Manuals, Student Code of Conduct, and College Catalog. Student grievances, petitions for consideration of instructional issues, and requests for change of grades are handled through the Dean of Instruction and Vice Presidents' offices. The Faculty Appraisal system allows for open anonymous quantitative and qualitative student feedback to faculty and supervisors.



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Both full-time and associate faculty are evaluated on performance on a regular basis. The full-time appraisal process allows for one-on-one discussion with the supervisor during which the results of the student comments and other appraisal data are reviewed. Supervisors have the option of observing faculty as they teach. The sheer numbers of associate faculty (over 250) prohibit the extensive use of observation.

The Personnel Office reports one formal grievance. The President's office reports that it often fields complaints and informal grievances over the phone or in person. No formal record is kept of complaints that do not go forward as formal grievances. The few grievances that have used the college's formal grievance process are housed in the Vice President for Administrative Services Office. As of December 2008, there are four pending complaints through the EEOC.

Criterion 1

Strengths

- 6E Decision Making Model of Excellence, Equity, Efficiency, Effort, Effectiveness, and Ethics improve annual processes such as Strategic Management of goals and objectives, procurements, Faculty Appraisal, technology services, and Assessment of Student Learning Outcomes among many other cyclical systems. The model serves as a guide for expanding or eliminating certificate and degree offerings. It guides decisions concerning campus events such as diverse cultural, literary, music, art, athletic, environmental, and political events among many others.
- AWC is ranked among the top 100 Hispanic Serving Institutions for awarding associate degrees and certificates by Community College Week.
- International Students Program increased by over 100% 2007-2008
- Increased numbers of classified staff are involved in recommending bodies.
- 81% of respondents agree that AWC upholds its mission.

Opportunities for Advancement

- District Governing Board By-laws were updated in 2007-2008. A process should be in place to update By-laws on a regular basis in the future. An effort should be mounted to convey the parameters of Board conduct and responsibility as defined in the By-laws (AWC District Governing Board By-laws, pg. 6) to the greater campus community. The Governing Board could explore more creative and innovative technology solutions to disseminate by-laws, agendas, and minutes to the campus community
- Continue to explore innovative ways to disseminate the College Mission Statement by posting on the College's main webpage, on College vehicles, classrooms, having broadcasted over KAWC Public Radio and on the College television station, CAWC-74; having it added to the AWC letterhead for correspondence and computers college-wide as a screensaver.



- In addition to current practice of specific positions serving on recommending bodies, allow for employee self selection of committees on which they want to serve.
- Increase publicity of college mission by adding it to letterhead, website, college vehicles, and classrooms so that we can increase student awareness of the mission and its implications.

Recommendations

- Recruit and retain a more diverse faculty by maintaining a competitive salary structure.
- Develop a strategy to increase the number of full-time faculty as enrollment increases to continue to offer required courses and programs.
- Research equitable offerings for off campus sites in technology, student services, and learning opportunities.
- Institutionalize a fully representative body such as the Campus Workplace Committee or the Blue Ribbon Task Force which can provide a safe venue for continuously addressing the needs of internal constituents.
- In the future all committees, taskforces, and recommending bodies should post agendas and minutes in a timely manner on the website using Blackboard so that they are available to internal constituents.



Preparing for the Future

Criterion Two

Arizona Western College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

Arizona Western College prepares for the future through comprehensive and systemic strategic, operational and departmental planning processes which occurs on an annual cycle. AWC's planning process includes three major levels of planning: institutional strategic planning, college operational planning through the Annual Planning Process and departmental planning. Each level informs the others and all are continuously reviewed and aligned. Plans are informed by student outcomes assessment and evaluation of institutional effectiveness through the program review process; in turn, plans inform budget decisions.



AWC Strategic Goals Include:

- **Lifelong Learning** Provide lifelong educational opportunities for the diverse communities we serve through excellence in teaching and learning
- **Student Success** Implement a student success model that facilitates student educational goal attainment through efforts in student outreach and recruitment, retention, transfer, financial assistance and out-of-class learning and engagement
- **Human Resources** Provide innovative human resources to attract, retain, and develop employees who foster a culturally diverse learning centered community
- **Institutional Effectiveness** Continuously improve the systematic and sustainable Institutional Effectiveness System that demonstrates the ability of the College to match performance to its stated mission
- **Technology Support** Provide innovative customer-driven technology solutions in response to the diverse needs of the AWC community and its partners
- **Facilities Enhancement** Provide reasonable access to facilities that house programs and curriculum designed to serve students in Yuma and La Paz counties
- **Public Relations and Marketing** Develop a comprehensive public relations and marketing program that increases student enrollment and advances the image of Arizona Western College on the community, state, and national level.



This chapter describes, and presents evidence to support, how AWC fulfills the expectations set forth by the Higher Learning Commission for Criterion 2 and its Core Components.

2a. Arizona Western College Realistically Prepares for a Future Shaped by Multiple Societal and Economic Trends

Yuma and La Paz counties' Demographic and Economic Status

Arizona Western College's two-county service area is diverse and changing. AWC utilizes various sources of demographic and economic information to plan for the future, including the Workforce Development Survey, State and Federal databases, Greater Yuma Economic Development Corporation (GYEDC), AWC's Small Business Development Center (SBDC), and institutional research. The Office of Institutional Effectiveness, Research, and Grants arranged for an Analysis of Investment Effectiveness and Economic Growth of AWC in 2006 through CC Benefits. Also in 2006, AWC conducted an extensive workforce development survey. Local businesses were asked to participate and give input as to their needs both current and future. AWC has used this survey to project needs for programming and growth.

The Yuma area has experienced significant growth; however, its population continues to struggle with above-average unemployment and low levels of post-secondary educational achievement. AWC is partnered with local businesses to promote training in desperately needed areas of employment and to fuel Yuma's economic growth. Yuma's proximity to the U.S.-Mexico border creates a diverse mix with bi-national influences. In order to meet the needs of San Luis, Parker, Quartzsite, Wellton, Somerton, and Salome, AWC already has opened a new learning facility in San Luis and plans to add similar facilities at other sites. The Center includes classrooms, technology, and support services for San Luis, which is the fastest growing sector of the service area.

Annual Planning Process and Goal Setting

AWC has a well-documented planning process which involves many groups including the District Governing Board, the President, the Executive Committee, the President's cabinet, and all areas of teaching, learning, and support. Those involved in annual planning use AWC's Core Values and College-wide Objectives documents, which are updated annually with suggestions from many departments on campus. The institution has several subsidiary planning documents including the Learning Services Plan, Student Services Plan, Institutional Research Plan, Institutional Technology Plan, Recruitment Calendar, Strategic Enrollment Management Model, Publications Plan, and Facilities Master Plan. Additionally, a report to the Board and stakeholders is also used as a planning tool, and all plans culminate in AWC's Annual Planning Process document, which delineates timelines and designates responsible entities to ensure completion of objectives.

The first order of business in each monthly President's Council meeting is always the review of the Annual Planning Process, timelines, and tasks. A representative from each area is required to report on the activities/tasks due or ongoing during the month in question. For example, during a recent meeting, the group discussed the

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Program Review status based upon the timeline published in the Annual Planning Process. The group, which includes representatives from all areas of the College, was briefed on the status of the reviews and updated about how the institution is adjusting to the new structure (including the recently created Office of Assessment and Program Review). The Council was able to offer input and suggest solutions for the timely submittal and review of the reports.

Goals that fall outside of the annual planning process, especially those relating to new projects rather than ongoing ones are part of the *Vision in Progress* objectives, which will be discussed later in the study.

Staffing and Compensation: Five-Year Plan

The AWC **Executive Committee** (EC), with input from campus and community constituents, determines staffing needs and funding sources using a three to five-year plan. The plan is developed by EC following recommendation by deans, associate deans, and directors. The plan is not a static planning tool; rather, it is modified as necessary based upon the students' needs, legislation, and funding. The plan is kept on file in the office of the Vice President for Administrative Services and exists to ensure that AWC continues to meet or exceed the District's student and constituent needs.

Staffing-needs decisions are based upon market surveys, input provided by grant requirements, legal requirements, and funding. The staffing plan takes into account enrollment trends, student needs, and facilities needs. For example, during the budget process for academic year 2006-2007 it was determined that additional faculty positions would be required. The division chairs sought input from their areas to see where the needs were greatest. After recommendations and discussion, it was determined that the greatest need was in the science areas, where students were encountering bottlenecks when attempting to take prerequisite courses. AWC also is expanding its Nursing program in partnership with our local hospital, due to the acute nursing shortage. The staffing plan was updated to reflect these needs, and faculty are being recruited.

The staffing plan is flexible. For example, additional positions in facilities and maintenance will be required to maintain the new buildings that are currently under construction. However, as AWC faces budget constraints due to changes in Arizona funding for community colleges, the staffing plan will be reviewed, and fewer of these personnel will be hired. Having the plan allows for forecasting and re-evaluation of positions. As part the staffing plan, the Office of Human Resources analyzes trends in compensation to ensure that AWC faculty and staff compensation aligns with that found in comparable areas in the state. Compensation studies are available in the resource room.

AWC's Technology Advisory Committee: Electronic Equipment and Software

The AWC **Technology Advisory Committee** (TAC) develops and recommends to the AWC District Governing Board a district-wide technology plan called the Arizona Western College **Institutional Technology Plan** (ITP). The ITP allows for budget planning and analysis in the placement and use of technology. Currently,

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a three-year rolling plan is in place. The ITP is not a static planning tool; it is developed from an annual technology survey of all AWC employees and modified as necessary based upon student, faculty, and staff needs, changes in technology, mandated reporting requirements, training needs, and funding. The ITP is distributed to all AWC employees when the annual update is completed. This ITP serves as a blueprint for the replacement and expansion of technology at all AWC educational centers and campuses.

The basis for the plan is a 2006 campus-wide survey, provided to all AWC faculty and staff for their input, comprised of 65 questions regarding training, service, reporting, and general software and hardware needs. This survey also is used as a tool for strategic long-range planning for the budgeting, purchase, replacement and implementation of technology, and for associated support and maintenance services.

The entire process utilized by the Technology Advisory Committee and the Institutional Technology Plan is available both in written and electronic form for more extensive review.

6E Decision-Making Model

The **6E Decision-Making Model**, developed by AWC President Dr. Don Schoening, is a framework for making every major decision. The E's include excellence, equity, efficiency, effort, effectiveness, and ethics as defined in the *Vision 2012* booklet.

The annual *Vision in Progress* projects future outcomes and it outlines the processes for achievement. The Vision in Progress is available on the AWC website.

The *Vision in Progress*—including an annually published document, an annual video, and information on the AWC website—is a dynamic process that drives the institution. Initially, with input from the stakeholders, the President seeks input on developing a Vision that forecasts what the institution will look like in five years. The “Vision” is updated annually so that AWC is always looking five years out. In conjunction with the “Vision”, annual objectives are developed and reviewed for completion at the end of the Vision cycle.

The following example demonstrates the effectiveness of the process. In the *Vision 2012* document, one goal is to implement a model that facilitates the attainment of students' educational goals through efforts in student outreach and recruitment, retention, transfer, financial assistance, and out-of-class learning and engagement (*Vision 2012*, p.16). Then, evidence of attainment is outlined including the formation of the Retention Planning Council, the conducting of the first Transfer Fair, the expansion of the Summer Bridge program, the formalization of Student Community Service and other service learning opportunities, and the implementation of auto-packaging in financial aid.

2b. Arizona Western College's Resource Base Supports Its Educational Programs and Its Plans for Maintaining and Strengthening Their Quality in the Future.

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Human Resources

AWC's human resources are critical to its success as a comprehensive community college. The various planning processes, which include a five year staffing model, assist AWC as it anticipates growth. **Full-Time Student Equivalent (FTSE)** growth is projected for the next several years, and new facilities are under construction. This new construction increases the campus' square footage by about 200,000 square feet. This additional space on campus requires that human resources be planned appropriately to meet the needs in these new facilities. Currently AWC's full-time staff includes 110 faculty, 276 adjunct faculty, four academic counselors, 135 administrative professionals, and 144 classified employees (October 2008 Human Resources Department). AWC is committed to creating an environment in which diversity is valued and all individuals can fulfill their highest potential. Data confirms this commitment to diversity: Minority percentages in our workforce steadily increased from 30.3% in 2004-05 to 32.2% in 2005-06, to 34.9% in 2006-07 and to 36.2% in 2007-08. Of this 36.2%, 31.2% of AWC's staff was Hispanic. This fact is relevant as the College serves many Hispanic students and community members. As our student population grows in diversity, so must our workforce. Another indication of AWC's commitment to diversity is the existence of an Office of Diversity on campus.

To make sure the needs are being met, all positions are evaluated in advance of posting and hiring, using the Decision Band™ of job method analysis. Staff is compensated on a salary schedule based on required qualifications and educational attainment. A generous benefits programs include four-day work week along with health, dental, vision, and life insurance, income protection in the form of the short-long-term disability insurance deferred compensation plans, and an excellent retirement plan combining participation in the Arizona State Retirement System with federal Social Security. AWC employees serve a diverse population within a service area of 10,000 square miles. In order to plan for growth and to remain competitive, the College employs a five-year staffing model, and participates in a variety of compensation surveys including CUPA-HR, the Mountain States Association of Community Colleges and the Arizona Community Colleges Business Officials Council. Research indicates that AWC compensation is competitive.

Professional development is very important at AWC. The College uses a mission-driven training and development program, aligned with the 6E Decision Making Model that is designed to develop the competencies of its staff and faculty and offers an Educational Growth Credit program to encourage employees to embrace lifelong learning.

In 2005, AWC's employee turnover rate was 18%, which is below the national average of 23.2% according to the latest data available from Nobscott Corporation (2005). This fact seems to indicate general employee satisfaction.

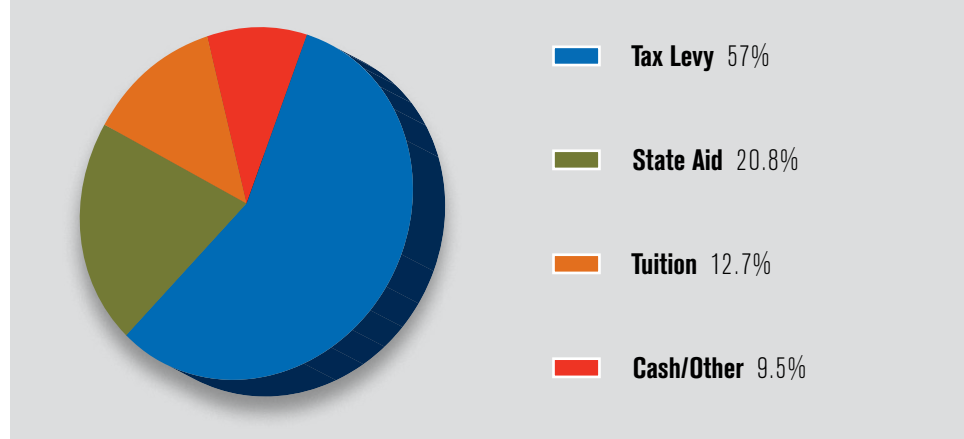
Sources of Funding

Arizona Western College funds its general and auxiliary operations, restricted projects and plant expenditures through a variety of sources. The chart below indicates the projected general fund revenue for the 2007-08 fiscal year. Tax levy has fluctuated over the years from 53.7% in 2000-01, 51.6% in 2001-02, 54.0% in 2002-03,



53.7% in 2003-04, 53.6% in 2004-05, 57.8% in 2005-07, 59.1% in 2006-07 to the projected 57.0% in 2007-08. This college relies heavily on property taxes to support its general operations. The future holds many fiscal challenges as the legislators in Arizona are considering several bills that could impact tax revenue for community colleges.

TABLE 3.1 General 'O'Fund Revenue



The primary and secondary tax rates for AWC have been as follows:

TABLE 3.2 Primary and Secondary Tax Rates 2000 to 2008

	Primary	Secondary
2000-01	\$1.8181	\$0.2815
2001-02	\$1.8267	\$0.2759
2002-03	\$1.8267	\$0.2550
2003-04	\$1.8267	\$0.2301
2004-05	\$1.8605	\$0.2178
2005-06	\$1.8900	\$0.4900
2006-07	\$1.8733	\$0.4993
2007-08	\$1.7345	\$0.4421

(Estimated)

This trend illustrates some of the financial challenges for the College as the tax rates decrease and cost to operate the college increase. Due to these financial challenges the college must seek additional revenue sources.

State Appropriations are an important funding source for community colleges. This aid was 25.7% of the general fund revenue projection in 2000-01 and is projected to be 20.8% in the 2007-08 budget. Thus, this source, too, is decreasing. Cash carry forward and miscellaneous revenues make up a portion of the general fund revenue, it has changed from 11.6% in 2000-01 to a projected 9.5% in 2007-08.

Tuition as a percent of general fund revenue has increased from 9.0% in 2000-01 to a projected 12.7% in 2007-08. This indicates that more of the burden has shifted from tax levies and state aid to students. Yuma and La Paz counties have family

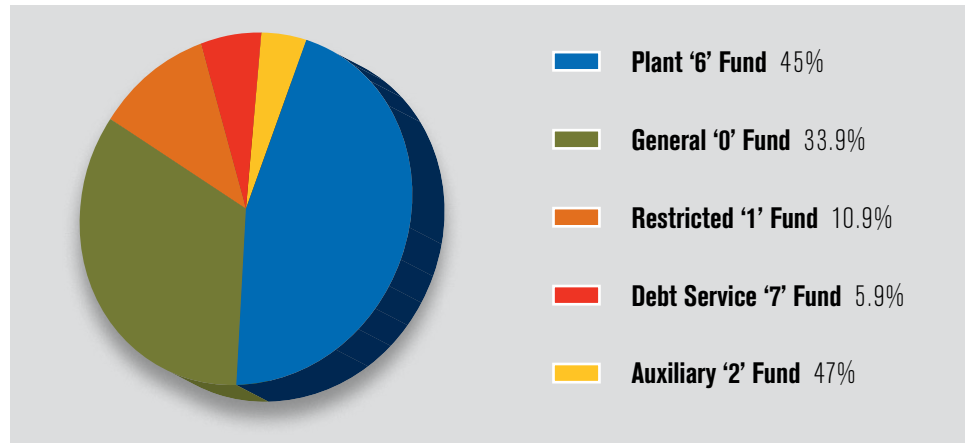


incomes below the national average, and residents will continue to struggle in paying the rising tuition costs. However, AWC may have no alternative but to continue increasing tuition if other revenue sources continue falling.

Bond proceeds have been an important source of revenue for growth and expansion of the AWC campus. Bond proceeds totaled about \$20,000,000 in 2005-06 and \$53,850,000 in 2006-07. This \$73,850,000 general obligation bond has allowed multiple buildings to be added to main campus, increasing the footprint by 200,000 square feet. These funds also are allowing for new facilities in San Luis, Parker, Wellton, and Quartzsite.

Arizona Western College’s breakdown of funds for the 2007-08 budget is illustrated below.

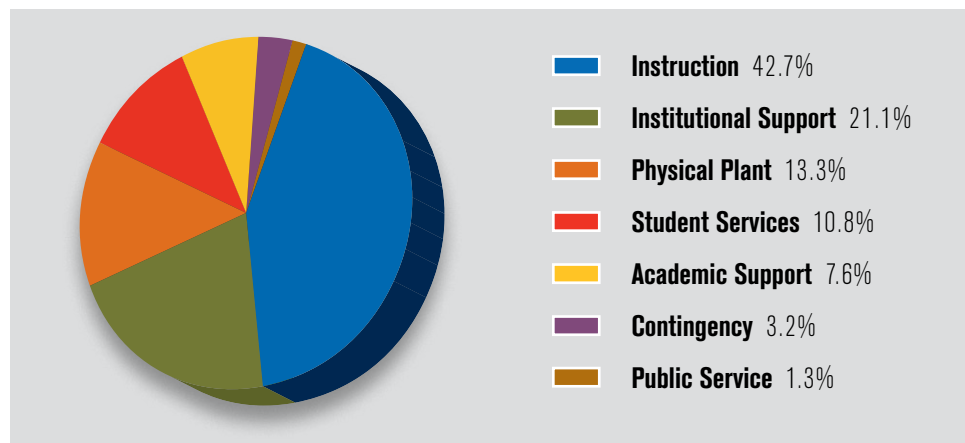
TABLE 3.3 All Funds 2007-08 Budget



Currently plant funds are at a higher percentage than normal due to the bond proceeds and the current construction projects.

A breakdown of general fund resources by function indicates the college’s commitment to Learning Services as more than 50% of the budget is allocated to instruction and academic support.

TABLE 3.4 General 'O'Fund Functions



Physical Facilities

Arizona Western College has a 2015 Facilities Master Plan. This plan includes the demolition of antiquated facilities, renovation of existing facilities, and the construction of new facilities. A new Science and Agriculture Complex will replace existing facilities, with the now vacated Science Building to be renovated with funding from AWC and a College Cost Reduction and Access (CCRAA) Grant to provide a mathematics laboratory and classroom space. The Child Development Learning Lab is housed in a new facility, and a new Campus Community Center is being constructed to house Student Services, the College Union, and Business and Administration. This configuration will allow for a “one-stop shop” for students using registration, testing, financial aid, academic advising, business, and student support services. A new facility has been constructed in San Luis, and new facilities will open in Parker and Quartzsite in the spring of 2009. The college is also currently researching an equitable location in Wellton. Funding for this growth came from a November 2004 general obligation bond issue for \$73,850,000.

AWC is experiencing an exciting time but still faces financial uncertainty. Voter-approved referendums limit taxation, and anticipated profound state budgetary shortfalls threaten to delay plans for equipping and staffing of the new facilities and renovation of existing structures.

The District Governing Board approved the 2020 Master Plan Extension to the 2015 Facilities Master Plan in March 2008.

Technology and Equipment

The College plans well for technology. The Technology Advisory Committee (TAC) includes faculty, administration, and classified staff. This group solicits input from the entire district through an annual TAC survey. The survey results help drive budgetary requests and link technology budgets to strategic planning. A copy of the Technology Plan 2007-2010 is available in the resource room. This plan is updated annually. Equipment for offices, classrooms, and laboratories have been purchased and upgraded over the years.

TABLE 3.5 New Equipment and Library Book Additions 2002 to 2007

	Equipment	Library Books
2002-03	\$863,684	\$79,338
2003-04	\$1,590,238	\$93,468
2004-05	\$649,835	\$81,495
2005-06	\$670,279	\$90,820
2006-07	\$490,092	\$93,464

The equipment amounts fluctuate based on equipment grants and construction projects in progress.

AWC has state-of-the-art laboratories for computer graphics and photography as well as several computer labs for instruction and student use. The College also has art and music studios.



Some examples of educational equipment needs that were identified and how these needs were met for Environmental Science, Chemistry, and Physics/Astronomy are included in a photo inventory prepared for these areas. In the Physics/Astronomy discipline it was determined that availability and use of computers in the dedicated classrooms has kept pace with instructional needs. In the past few years, a concerted effort has been made to purchase equipment for physics education that meets the American Association of Physics Teachers (AAPT) guidelines and to replace antiquated equipment. These efforts have resulted in procurement of an adequate inventory of educational equipment that utilizes computer-probe interfacing to generate real-time data. The Physics Program Review identified a lack of equipment for students to carry out hands-on learning activities. This weakness has been acted on positively with the purchase of new equipment.

The Chemistry discipline has an impressive inventory of high-end analytical instruments for student use, acquired with external grant funds.

In the Environmental Science Department students have access to state of the art chemical analyzing instruments such as a CHN Elemental Analyzer, an FT-Infrared Spectrometer, a UV-Visible Spectrophotometers, an Atomic Absorption Spectrometer, and Capillary Gas Chromatographs, one of which is interfaced with a Thermal Desorber. Equipment-budget needs in this area have grown with the increase in the number of majors. Environmental Science is strongly field-oriented and thus requires significant field equipment as well as access to transportation for field-trips.



2c. Arizona Western College's Ongoing Evaluation and Assessment Processes Provide Reliable Evidence of Institutional Effectiveness That Clearly Informs Strategies for Continuous Improvement.

Effectiveness of the Planning Process

Arizona Western College is growing physically and has had to plan for the associated changes in order to maintain its physical assets. AWC is currently in the midst of building projects that will nearly double the square footage of classrooms and administrative offices. To navigate this time of great change, AWC relies upon a number of planning documents, including the Facilities Master Plan, the Institutional Technology Plan, the Strategic Enrollment Management Model, the *Vision in Progress*, and the Annual Planning Process, which includes the annual objectives set forth by the President with input from all areas of campus—students, faculty, and staff.

Each year, the College reviews the Facilities Master Plan and budget. Required maintenance and other projects are linked to budget expenditures in order to ensure that buildings are maintained and that facilities are appropriate to the necessary learning activities. Over the past several years, the planning process has included construction of new buildings and renovation of existing buildings, including a new science building and a new one-stop center for students where they complete all of the processes required for enrollment, including advisement, registration, and testing. Those services are currently situated in separate location, and AWC's goal



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is to streamline these processes for students. The much-needed classroom space will accommodate the increases in enrollment. In spite of state trends of flat or decreased enrollment, AWC has continued to experience steady growth in the number of students and in FTSE. The extensive building projects will position the College for the future and help it to continue to serve its communities.

Beyond the expansion of the main campus, buildings in the satellite Learning Center areas—Quartzsite, San Luis, Wellton, and Parker—are in various stages of planning and construction. Current construction expenses for the buildings are bond-funded, and AWC has planned carefully to ensure that maintenance and other staffing of the buildings are built into the master staffing plan. Attention to the growth and needs of the students in the outlying rural areas will continue to be vital to AWC. These students are often place-bound and find it difficult to attend courses on the main Yuma campus; expanded services to these areas will improve student access. With this expansion, AWC works to ensure that the student outcomes from the learning centers are consistent with institutional standards.

Not only facilities and staff plans but also a three-year, rotating technology plan is used in planning. The College must ensure that upgrades and new technology required maintaining programs are planned for and included in the budget. This is challenging, of course, as more and more advanced technology is expected to meet the needs of both instructors and students, as well as those of non-faculty employees. AWC has done an excellent job of meeting the technology needs of the campus and is consistently on the leading edge of educational technology. For example, AWC has an open-access computer lab for student use that is one of the most up-to-date among Arizona community colleges. Additionally, there are more than five other computer classrooms, a Student Success Center, a Testing Center, and a Writing Center, all of which are state-of-the-art and designed for optimal student learning. A new training program has been instituted to better educate faculty and staff in the use of the College's standard hardware and software, and all full-time employee computers are on a four-year replacement rotation plan as budget permits. In order to ensure that the technology plan remains relevant, an annual technology survey is administered seeking the input of all technology users on campus, and the information culled from the survey is incorporated into the master technology plan.

Critical Self-evaluation of the Planning Process

AWC has a well-documented Annual Planning Process that is used and followed. Monthly President's Council meetings always begin with a review of the objectives and timelines for completion, and close attention is given to the tasks and challenges. In order for this Planning Process to be meaningful, AWC must engage in critical self-evaluation.

First, AWC is committed to Institutional Research (IR) and the gathering of meaningful data that informs the self-evaluation. The **Institutional Effectiveness, Research, and Grants Office** (IERG) publishes an annual Institutional Research Plan detailing tasks and timelines, which include regular institutional performance indicators and benchmarks, standard reports, and other data that has been requested. Additionally, the IERG office handles dozens of ad-hoc requests for data, ensuring



that decisions are appropriate and that planning reflects current student needs. AWC is able to compare its benchmarks and key indicators with those of other institutions and thus to observe trends and make informed decisions about resource allocation.

One key in AWC's self-evaluation is the system of program reviews (scheduled to occur annually on a six-year rotating schedule although there have been occasional lapses during transitional phases). The IERG office provides data regarding measures of enrollment, achievement, retention, and completion for each program. Program reviews, performed by faculty, involve an examination of the target market for the program, as well as trends and needs in the community for the knowledge and skills imparted to students. One part of the review is a detailed analysis that identifies strengths, weaknesses, opportunities, and threats (SWOT) to the program and its place in the curriculum as a whole. For example, in the program review of the A.A.S. degree in General Business completed in the 2007-2008 academic year, the Business and Computer Information Systems advisory group was queried to identify areas needing improvement from the perspective of employers. As a result, the program will be revised to update the skills of students who graduate with this degree and enter the workforce. Revisions recommended for this program include, but are not limited to, changes in the core curriculum and revisions to syllabi to provide more emphasis on such soft skills as customer service.

In the past, the division chairs, in conjunction with faculty members in each discipline, were in charge of the program reviews in their areas. As part of the recent changes in Arizona Western College structure of AWC's Learning Services, the Office of Assessment and Program Review was created. This office will not complete the reviews; rather it serves as a resource for the faculty who complete the reviews, in order to ensure compliance with schedules and timelines. Program reviews are ultimately the responsibility of the Vice President for Learning Services.

Activities and Tasks Requiring College-wide Input

AWC has a well-documented planning process. This process is not confined to a small, select faction but incorporates such players as the District Governing Board, the President, the Executive Committee, the President's Cabinet, the President's Council, faculty, and staff. For example, when developing the annual college-wide objectives, the President meets with groups district-wide to seek input. These meetings are not simply public-relations events; the suggestions and concerns become objectives for the upcoming year with budget funds tied to meeting those objectives. Annual planning documents include the following: Core Values Document, College-wide Objectives, the AWC Mission and Vision, and the Annual Planning Process. The Planning Process document provides timelines and identifies responsible entities to ensure completion of tasks leading to meeting objectives. The plan is very specific in setting deadlines and establishing accountability.

Evaluating AWC's Human Resources

AWC takes very seriously the role of evaluation in developing its human resources. There are three distinct processes for appraising employees: faculty appraisal, professional-administrative appraisal and classified appraisal. All have the same objective—to develop the capacity of employees and determine effectiveness.

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There are four types of employees: counselors, faculty, classified staff, and Professional/Administrative (PA) staff. Each employee type has its own performance appraisal instrument.

PA employees are evaluated at six months and one year from the initial hire date and annually thereafter. The PA performance appraisal instrument consists of five parts, evaluating the employee's strengths and weaknesses in planning, organizing, decision making, communication, and leadership. The employee is evaluated on a scale of one to five with five being exceptional service and one being unsatisfactory. The supervisor and employee meet to discuss the evaluation, and the supervisor provides recommendations for improvement in areas needing growth. Employees scoring unsatisfactory in two or more areas are placed on intensive review for between three and six months and Form B of the evaluation is filled out.

Classified employees are evaluated at ninety days, six months, and one year from the initial hire date, and annually thereafter, by the immediate supervisor. The areas evaluated include technical skills, public relations skills, teamwork, telephone skills, and improvement progress. Employees have the opportunity to evaluate themselves, and then the employees and respective supervisors meet to review the evaluations and analyze any differences between the employee's and the supervisor's scores.

Faculty has a distinct evaluation process, one that was highlighted in the *Journal of Staff, Program, and Organization Development*. Early in the semester, each full-time instructor is scheduled to be evaluated based upon his/her availability and AWC's protocol. The supervisor selects two courses for evaluation. There are several segments of the evaluation process:

- Students complete a 29-question form that is electronically scanned
- Students may also answer several open-ended questions, with the feedback shared only with faculty immediately—either immediately or after the end of the semester, at the student's discretion
- The faculty member's supervisor observes one meeting each of the two classes
- The faculty member fills out a self-appraisal form
- A meeting takes place between the faculty member and his/her supervisor

Probationary, full-time faculty members are evaluated every semester for three consecutive years, continuing full-time faculty are evaluated every two years, and adjunct faculty are evaluated every spring semester. Faculty is issued contracts, and decisions are made about contracting with part-time faculty to teach courses based upon the information gathered during these processes.

In order to fulfill the classroom observation, Associate Deans are given access to the courses to be evaluated. Thus, the Associate Deans are able to review the courses and interactions between the faculty and students. The face-to-face evaluation meeting is often replaced by a phone call when the faculty being evaluated is a part-time employee, but the same areas are addressed.

Currently AWC is experiencing rapid growth in its on-line course offerings. The College's Distance Education program has grown exponentially since its inception in the mid 1990s from a handful of on-line course offerings to more than 150 courses delivered in fall semester of 2008. On-line enrollment increased by a dramatic 56%

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between the 2006 and 2007 school years alone. This type of growth, while welcome, also presents certain challenges. One such challenge is the ongoing evaluation of distance-education faculty and the delivery/facilitation of their courses. AWC decided to research best practices for evaluating on-line courses and piloted several semesters of evaluation accordingly. First, the current student form was modified to reflect the on-line experience, and students in the classes scheduled for evaluation were notified that the College was seeking their input. The evaluation instrument was an on-line, fillable-form survey that used the same schedule for evaluating the on-line courses as was already instituted for traditional classes. However, the response rate has been low, and motivating students to respond has been challenging. Students in the traditional classroom are handed the form and a pencil, and the majority take the time to fill in the instrument. In the on-line surveys, though, the response rate is approximately 10 to 30 percent lower, depending on the course. To achieve better results, AWC is currently working with an outside provider to pilot an improved system for delivering report peer performance report and a student questionnaire. A final report is developed with the cooperatively academic counselor and the supervisor. Areas evaluated include academic counseling, student interaction, college community responsibilities, community and liaison service, and professional goals and development. Appraisals are conducted midyear and annually during the first three years of employment and annually thereafter. Currently AWC has a performance appraisal completion rate of more than 95% because of their efforts in efficiency.

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2d. All Levels of Planning Align with Arizona Western College's Mission, Thereby Enhancing Its Capacity to Fulfill That Mission.

The Mission

The Arizona Western College Mission Statement is well documented and readily available to all stakeholders of the institution. It is published on most official AWC documents, including faculty and staff business cards, as well as on the website.

Each year AWC leadership publishes *A Vision in Progress*—a document that looks five years to the future. This document is the culmination of strategic planning activities that have occurred throughout the institution in the previous year. It heralds accomplishments and specifies goals for the future as well as strategies developed through the various planning events to achieve those goals. The document also contains a description of values prized by the faculty and staff at AWC. The Vision document is disseminated widely through the institution and in the community. The current document, *Vision 2013: A Vision*



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in Progress, is available on the AWC website. An example of planning processes that contribute to the ability of AWC to meet its mission includes the President sitting with groups of staff at all levels. The meetings help to identify challenges, to continue mission development, and to meet Yuma and La Paz counties' needs for education and workforce development.

One way that AWC is meeting these needs is through its expansion to the rural areas of the District, providing access to a growing number of residents. This expansion has been accomplished over the years through a combination of staff and infrastructure development at the off-site locations. The Facilities Master Plan, combined with the Institutional Technology Plan and an expanded interactive television network, has been a key element in increasing opportunities for those who may not have envisioned an education possible for them because of their geographical location. The growing on-line presence has been a boon, not only to those located far from the main campus, but also to those whose work requirements would otherwise limit their ability to attend school. One such student made the following comment to his on-line classmates: "This is my fifth semester of on-line classes and I can't express how much the availability of on-line college classes has meant to me and has been the only way I've been able to pursue a higher education."

Marketing

The goal of Arizona Western College's many marketing processes is to ensure that the stakeholders of Yuma and La Paz counties are aware of the College's educational opportunities. These processes include the AWC website, which contains creative marketing of targeted programs via short film clips on the home page. Another strategy used by the marketing team is to highlight Arizona Western graduates who have returned to the community with demonstrated success in widely diverse disciplines such as welding and science. The marketing team maintains a close relationship with media personnel in both Yuma and La Paz counties, seizing every opportunity to keep AWC in the public eye. With an advertising budget of approximately \$60,000, no-cost alternatives are consistently searched out. However, direct advertising is also employed. Paid advertising includes mailings to current students at registration time, billboard ads, and pre-show advertising in the local movie theaters. In addition, in a two-week sample of newspaper articles from Yuma and La Paz county newspapers in 2007, 34 articles were about Arizona Western Colleges' comprehensive educational and community events. Thirty-three articles covered our sports programs.

Partnerships

The partnerships in which AWC is engaged include not only the high-profile agreements with universities such as Northern Arizona University (NAU) and the University of Arizona (U of A), with military bases such as Yuma Proving Ground and the Marine Corps Air Station, and with local institutions such as Yuma Regional Medical Center; they include numerous other arrangements that facilitate the College's ability to achieve its mission. These include approximately 40–50 training agreements at any given time, as well as educational agreements with other schools and licensing agreements.



The majority of IGA's, MOU's and other significant contracts are housed in the Vice Presidents for Administrative Services office. The Entrepreneurial Center holds a portion of the agreements, but these are specific and self-limiting, and fit the category of contracts for training rather than partnership agreements. They do represent, however, AWC's efforts to meet the community's needs for professional training. There also was no master list of current agreements; thus expiration dates often passed without administrative action. Because of this discovery, a master list is being developed containing five broad agreement types:

- internship/training
- agreements with other learning institutions
- master license agreements
- agreements with other agencies
- all other agreements.

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There are, on an average, 40-50 **internship and training agreements** at any one time during the year. Internship agreements provide students with the ability to have work experience to complete their degree or certificate programs. Examples of those having internship requirements in their programs include Early Childhood Education and Nursing majors. Training agreements allow AWC to provide technical and specific skills development for business and industry employers within our communities.

Agreements with **other learning institutions** include agreements with NAU, U of A, the local elementary schools, and the high schools such as the Yuma Educational Consortium. The agreements cover a variety of considerations including, but not limited to, the “2+2” programs (wherein students study two years of lower division courses at AWC and complete two years of upper division courses at the partnering college or university), facility leases, tuition reciprocity, and dual-credit programs. The majority of the agreements have an annual renewal clause. A sample of agreements may be observed in the Self-Study evidence room.

The **master license agreements** are actually recurring software licenses, such as the Datatel operating software agreement.

The process for entering into an agreement is complex. As may be observed in the process flow chart contained in the Criterion Two evidence area, the process involves Associate Deans, Deans, the Vice President for Administrative Services, and the Executive Committee, as well as legal counsel. Another opportunity for improvement exists in agreement maintenance. While the system for entering agreements is stringent, the system for monitoring and maintaining agreements is not. A well-maintained and well-monitored agreement master list will contribute to maintaining agreement currency.

The agreements at Arizona Western College provide a method for identifying, planning for, and addressing needs. The agreements AWC has entered into with its partners cover a broad spectrum of operations at the College and provide the vehicle for expanding programs, services, and partnerships into the future.



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Criterion Two

Strengths

- A key strength is that AWC uses a 6E decision making model in conjunction with each planning document to re-focus each year on its core values, vision for the New Year and the college-wide objectives.
- A system is in place for review of all timelines, resources and funds required for successful completion of annual tasks or activities.
- Strategic planning is linked to the annual planning process, the college mission statement, and annual goals and objectives.
- Another important strength is the support Arizona Western College receives from the people of the communities we serve in Yuma and LaPaz counties. Not only did the members of these counties support a bond issue in 2004 for \$73,850,000 but they constantly offer support through attendance and participation in Matador athletic events, Family Night, theatrical productions, and job fairs. Many members of our community provide monetary support through the Arizona Western College Foundation.

Opportunities for Advancement

- Future funding for Arizona Western College. The state of Arizona is struggling financially. In 2008-09 Arizona Western College's state appropriations were cut by \$1,811,111. As we prepare for future budgets we must plan for additional state funding cuts. This is especially difficult as the 2004 bond building projects are complete in 2008-09 and operational and maintenance costs for these facilities will increase overall costs of the campus. Another funding concern is related to tax revenue as Proposition 101 was passed by voters at the general election in November 2006. The proposition changed the way the maximum primary tax levy is calculated. The new maximum levy limit is based on the District's 2005 levy plus 2% and new construction. The College anticipates that this change will have a negative impact on how quickly the College responds to growth through restricted tax levies.
- Current and future economic conditions in our area will challenge the College to be certain we offer academic programs that will meet the needs of our community and give our students skills in such fields as engineering, healthcare, and accounting that will provide them credentials for a sustainable career.



Recommendations

- Expand and strengthen AWC's partnerships, especially our partnership with Northern Arizona University (NAU). There are many opportunities as NAU expands the number of programs offered in Yuma for AWC to serve as a feeder school.
- Improve employee development and satisfaction through implementation of a comprehensive human resources development model over the next three years to include: Recruiting, Orientation/Onboarding, Retention, Communication, Performance Appraisal, Training, Professional Development, Leadership Development, and Procedures.
- Continue to increase enrollment by utilizing a campus-wide Strategic Enrollment Management Committee and various workgroups to expand dual enrollment, improve retention, reach out to remote sites within Yuma and LaPaz counties and increase distance learning opportunities. .
- Look for opportunities to increase revenue. This includes revenues from a newly negotiated indirect rates and revenue generated by external events scheduled in the new College Community Center.





Student Learning and Effective Teaching

Criterion Three

Arizona Western College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

Arizona Western College provides evidence of student learning and teaching effectiveness by:

- Assessing Student Learning Outcomes
- Providing Support for Effective Teaching
- Creating Effective College Learning Environments
- Providing Resources for Teaching and Learning

Arizona Western College focuses on assessment of student learning outcomes through institution-wide, program-specific, and course-based strategies. General Education assessment is reviewed annually through the college's assessment committee and mandatory exams for graduates based on the college's four general education outcomes. College degrees and certificates are assessed annually through departments. Faculty write course syllabi clearly describing course goals and measurable course competencies, which are then assessed via multiple measures within class. Although the college's assessment program has been in place since 2000, the college realizes it could expand and improve its process, and has enrolled and been accepted in the February 2009 NCA Assessment Academy.

3a. Arizona Western College's Goals for Student Learning Outcomes Are Clearly Stated for Each Educational Program and Make Effective Assessment Possible.

Introduction

Arizona Western College has made considerable improvement in assessment of student learning since its last comprehensive site visit in 1999. Spurred by a mandated monitoring report and focus visit, AWC developed an assessment program, which measures student learning at the course, program, and institution levels.



The college has made a commitment to assessment of student learning and has dedicated a full-time position to the Director of Assessment and Program Review. Annual assessment plans are developed and implemented in many program and course cluster areas and assessment of general education outcomes is being conducted annually at the institutional level. Additionally, annual reports of the assessment of student learning are compiled and distributed to the faculty for their review. A faculty assessment committee with staggered terms of appointment is providing consistency of oversight of the assessment program.

A Brief History of College-wide Assessment at AWC

Student learning has always been the priority at Arizona Western College; providing evidence for student learning became the challenge during the NCA visit in 1998. Arizona Western College officially began its current quest for excellence in the assessment journey and its current quest to document and to provide evidence of student learning in 1998.

The administration and governing board created the Assessment Committee, and appointed a faculty member to be the Assessment Coordinator on a part-time basis; the faculty member taught full-time with limited release time. This position continued until May of 2007. During these years, the Vice President for Learning Services was responsible for the Assessment Committee and the Assessment Coordinator reported directly to the Vice President. The Chair position for the Assessment Committee continues to change every two–three years. In July of 2007, the position of Assessment Coordinator changed to a full-time Director for Assessment and Program Review and included an administrative secretary; the Director for Assessment currently reports directly to the Vice President for Learning Services. The creation of this new position and this new administrative secretary position along with the physical allocation of office spaces is evidence that Arizona Western College values assessment and is willing to utilize the resources of personnel, money, and facilities to advance its ongoing and comprehensive effort to establish, implement, and evaluate outcomes assessment.

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1999 NCA visit

Assessment Committee

2000 Assessment Committee continues to meet and to work on assessment

Researched assessment practices

Selected four general education outcomes to assess

Matrix selected as an instrument to report assessment results

2001 Monitoring Report due December 2001

Data gathered and analyzed

Worked on the Monitoring Report

2002 Responded to NCA's response to the Monitoring Report

Implemented a plan to improve assessment for student learning outcomes



2003 Prepare for NCA visit

Documents for NCA visit
 Data Gathering and Analysis
 Matrices
 Year-end reports compiled

2004 Preparation for focused visit

Practice visit in preparation
 Assessment brochures created
 College-wide preparation
 Focused visit NCA
 Matrices continual development and analyses
 Year-end reports compiled

2005 Discussed Teamwork and oral communication as possible areas to assess

Oral Communication piloted (spring 2005)
 Embedded writing discussed
 Matrices continual development and analyses
 Year-end reports compiled
 Assessment website improvement planned

2006 Assessment website improved

Teamwork considered for assessment
 Committee agreed that AWC student teamwork skills are evidenced by groups such as SIFE, Skills USA, Phi Theta Kappa, athletic teams and other student groups
 Gathered and analyzed data
 Oral Communication piloted (spring 2006)
 Embedded Writing Across the Curriculum piloted (spring 2006)
 Matrices Continual Development and Analyses
 Year-end reports compiled
 An executive summary of the year-end report to be submitted to the Executive Committee in spring 2007

2007 Assessment Committee renamed Learning Excellence Assessment Process (LEAP) in spring

Embedded Writing Across the Curriculum Successfully Piloted
 Change from Part-time Assessment Coordinator to Full-time Assessment Director with administrative secretary in fall



Oral communication and teamwork to be revisited for assessment at a later date so that current areas of assessment can be revisited and improved August start-up meeting included four assessment meeting to focus on the four general education learning outcomes

Matrices continual development and analyses

LEAP acknowledged the importance of analyzing that data

LEAP voted to add additional assessment information to the critical thinking test (Collegiate Assessment of Academic Proficiency—CAAP) for degree completers beginning in the fall semester of 2007. The additional cost is considered a valuable investment in assessment at AWC

Institutional team of three attended *Data and Decisions* workshop, focusing on assessment

LEAP voted to assess all programs that lead to A.A., A.A.S., Certificates and lifelong learning

2008 January start-up meeting included assessment and discussion of matrix for each area

January start-up meeting included college-wide course and class level assessment

Professional Development Day (February) included assessment session, faculty survey about faculty activities that promote the four general education learning outcomes, and an assessment table with activities and brochures that promoted knowledge of the general education outcomes assessment

LEAP Awarded the First Annual LEAP Award for Excellence in General Education Learning Outcomes (Professional Development Day)

Revisited assessment calendar

Gathered and analyzed data

Reviewed and assessed the four general education tests required for degree completers

Revised the written communication essay test required for degree completers

Embedded written communication (students with 50 or more credits)

Adopted current Assessment Committee mission statement

Piloted embedded math

A group from AWC attended NCA conference

LEAP voted to recommend a proposal for AWC to submit an application to the 4-year program offered through NCA—this program will help with the institution's assessment knowledge and practices

In the spring semester, LEAP welcomed a student representative to every other meeting so that student perspectives are also considered

Matrices continual development and analyses



LEAP voted to develop a student survey that would go to students at least once a year

Student assessment test results analyzed and compared to previous years-curriculum decisions to be considered and applied as needed

2009 NCA visit



In 2006-2007 the College Assessment Committee was changed to the Learning Excellence Assessment Process (LEAP) Committee to better reflect the institutional goal of focusing on student learning rather than assessment. The mission of AWC's Learning Excellence Assessment Process is to refine and implement a systematic and sustainable learning outcomes assessment system that demonstrates the ability of the College to provide instruction that equips students to fulfill the College's learning-centered values (Approved by the 2006-2007 LEAP Committee). The Committee is co-chaired by the Director of Assessment and Program Review and a faculty member. Arizona Western College and membership of the Committee was redefined in the fall of 2008 to ensure the Committee is faculty driven.



General Education Outcomes Goals and Assessment

Arizona Western College states that "a responsive general education program requires thoughtful and precise writing, critical reading, quantitative thinking, and the processes of analysis and synthesis which underlie reasoning" (AWC 2004-2005 Catalog). Beginning in 2000, the College focused on four **General Education Learning Outcomes** related to communication, quantitative analysis, critical thinking and technical applications in degree programs with the most declared majors, certificates, and specific course clusters (AWC Report 2001). In order to assess learning outcomes at the institutional level, a process of assessing terminal outcomes of AWC graduates was put in place in 2001-2003. In this process, applicants for graduation must complete the assessment test in the Testing Center before they are eligible to graduate from the College. By 2004-2005, the College had identified standardized assessments for each of the four general education outcomes, although it was found that having all graduates complete the entire battery of assessments was unmanageable for both students and the College. In 2005-2006, the process was changed so that each graduating student is given two of the outcome assessment test, which have been randomly selected. This process has proven to provide the College with

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satisfactory numbers of test results in order to review and analyze student learning. At the current time, terminally administered tests are coupled with embedded assessments to provide richness of data and look at the results from multiple venues.

Written Communication

The intended learning outcomes for communication are that learners should (1) provide writing that is clear with a specific thesis and awareness of audience that fully develops examples to support the thesis in a logical and coherent manner, (2) demonstrate original thinking, depth of analysis, and comprehension of material used, and (3) show proficiency in standard English grammar, spelling, and punctuation.

(Communications Skills Rubric) Analysis of exit essays and review of embedded essays from 200 level General Education courses and graduate exit essays has determined that further focus is needed on writing competencies although student essays evaluated have met the criteria overall of an evaluation level of three on a Likert scale of one through five, with five as the highest score. The English department is conferring on appropriate areas to support writing areas. As a result of these data, a College Writing Center is now in place where student to student tutoring and faculty assistance in writing is available. Tutors are carefully trained to assist students appropriately by English faculty and the Student Success Center tutor training program.

Quantitative Analysis

The intended student learning outcomes for quantitative analysis are that learners should (1) identify and extract relevant data from given mathematical or contextual situations, (2) select known models or develop appropriate models that organize data into tables or spreadsheets (with or without technology) or graphical representations (with or without technology) or symbolic/equation format, (3) obtain correct mathematical results and state those results with qualifiers, (4) use the results to determine whether they are realistic in terms of the original situation, or determine whether the mathematical model/representation of data was appropriate, or describe a trend in a table, graph, or formula and make predictions based on trends, or draw qualitative conclusions in written form.

A test designed by math faculty to address the target outcomes for quantitative skills will continue to be administered to graduates. The test consists of eight multiple-choice questions corresponding to the target outcomes above. The criterion for success is all participating graduates will correctly answer at least six out of the eight multiple-choice questions (75%) on the locally designed test. Although results have shown a good record of success with some of the questions, most students have difficulty with analyzing the meaning of quantitative data. The mathematics faculty focused on maintaining standard examinations across course areas and have reviewed embedding agreed-upon areas in standard course exams. Faculty and institutional concern with the level of student attainment of quantitative skills on outcome assessments resulted in a coordinated effort by the College to develop a grant request proposal to improve student learning in mathematics. In the current fall 2008 semester, the College was awarded a \$3.5M College Cost Reduction and Access Act Grant which will permit capital construction to centralize its mathematics success laboratory for students and utilize new strategies for enabling student success through technology.



Critical Thinking

The intended learning outcomes for critical thinking are that learners will (1) demonstrate the ability to take charge of their own thinking, and (2) 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. AWC graduates participating in the General Education Learning Outcomes Assessment take the Collegiate Assessment of Academic Proficiency (CAAP) standardized exam for critical thinking. AWC student CAAP scores have demonstrated that the college's students place slightly lower than the national norm on the critical analysis portion of the CAAP exam. As a result of this information, the college has presented workshops through faculty for expanding knowledge of strategies in working with critical thinking through different disciplines. Additionally, a mandatory fall 2007 workshop on critical thinking shared strategies with all faculty. This area of learning will continue to be a focus of institutional improvement.

Technology Applications

The intended learning outcomes for technology applications, learners will (1) demonstrate a working knowledge of computer basics by opening and closing a program and by creating, saving, printing, finding, renaming, copying, moving and deleting files, (2) perform basic word-processing operations including document creation, editing, formatting, printing, saving, and retrieving a document, (3) 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, (4) demonstrate the ability to use the Internet in order to access information resources, evaluate their credibility, and apply them, and (5) demonstrate the ability to send and receive E-mail including attachments. Students taking graduate exit examinations in the technology areas have performed below the standard desired in several areas, although their performance in certain activities measured above 90%. The LEAP committee is reviewing these outcomes given the advances in technology with the possibility of expanding on the current tasks required on the exit exam for technology.

Evidence of institutional level General Education student learning outcomes can be found on the College's Assessment webpage in the annual Student Outcomes Assessment reports.

Assessment as Faculty Driven and Faculty Owned

Assessment is faculty driven and faculty owned. The faculty creates and writes course syllabi collaboratively. Instructors distribute a class syllabus to each student during the first class of each semester and clearly identify course goals. Instructors' clearly state student learning outcomes to their students and students know what is expected in each course or program so that effective assessment is possible.

In addition, posters listing the four general education learning outcomes were posted in the classrooms in 2008, and faculty members discussed those outcomes with their students during the beginning weeks of the 2008 spring semester.



In 2000-2001, the Assessment Committee devised the Academic Achievement Report, a five-column matrix for faculty to employ in identifying, collecting, and using assessment information at the program level. The column headings are Statement of Purpose, Intended Student Learning Outcomes, Tools for Assessment and Criteria for Success, Summary of Data Collected, and Use of Results. Each degree and certificate is updated annually and the results analyzed and utilized to decide the focus of the next year's assessment. An example is the 2004 Mathematics Department report on student learning outcomes in Developmental Mathematics courses. The faculty found that students entering the course not by placement test scores but by faculty signature waiving the placement test had significantly less success in the course than those students entering the mathematics course with the appropriate placement test score. As a result of this finding, the Mathematics faculty agreed to voluntarily not sign any admissions prerequisite waiver for students entering mathematics courses. Plans for program changes have been implemented and budget funding approved in a number of programs based on the analyses conducted and documented on the Academic Achievement Reports. An example of this was the allocation of Carl Perkins dollars to purchase Sim Man for the Nursing Program.

The Academic Achievement Reports are posted on the ACRES (electronic system) for review and approval by Learning Services administrators including the Vice President for Learning Services. Copies of the reports are available in the Resource Room.

The LEAP Committee voted to expand the assessment areas to include all degree programs as well as selected course clusters that lead to A.A. or A.A.S. degrees, certificates, or lifelong learning (Minutes-November Meeting 2007). At this writing, this still needs approval from the administration and the Executive Committee. Even those programs with few declared majors are assessed, thus improving student learning in as well as expanding these programs. LEAP also voted to improve assessment of the four general education outcomes before adding additional areas to assess. LEAP will review the areas of assessment at least once a year.

AWC continues to focus attention on faculty professional development around assessing student learning. During the Start-Up Week in August of 2007-08, faculty members attended four workshops on the General Education Learning Outcomes; these sessions were designed to review, explain, and emphasize the four areas of general education learning outcomes: communications, critical thinking, quantitative analysis, and technology applications. Ideas for best practices for teaching and assessment were shared.

As part of its annual review of institutional learning outcomes assessment, LEAP evaluated the four general education outcomes assessment tests for degree completers in the spring semester of 2008. Currently, the tests in written communication, quantitative analysis, and technology applications are homegrown. In January 2008, LEAP discussed using Collegiate Assessment of Academic Proficiency (CAAP) for all four of the general education learning outcomes; the committee requested samples of the CAAP tests so that it could review the tests before making further recommendations. After reviewing the CAAP tests, the committee decided to continue using CAAP for Critical Thinking. LEAP approved additional areas of analysis for these tests; such as possible use for academic majors



and ethnicity. will be included in the final analysis from CAAP. The committee decided to revise and improve the current homegrown tests: written communication, quantitative analysis, and technology applications. The Quantitative Analysis and Technology Applications tests will be revised during the fall semester of 2008.

Embedded assessment in written communication was piloted in Spring 2007. In Spring 2008, written communication was again piloted; as a result, embedded assessment in written communication was implemented in the spring semester of 2008. Embedded assessment in quantitative analysis was piloted in the spring semester of 2008; it will be piloted again in the spring semester of 2009.

In addition, faculty assesses the general education learning outcomes within individual divisions and documents them on matrices; each division submits a year-end report to LEAP, and LEAP posts it to the Arizona Western College Website.

Additional areas of outcomes assessment are student satisfaction survey which asks students to subjectively estimate their learning and program specific student and employer follow-up assessing student performance following graduation.

Assessment at the Program, Course and Class Levels and Use of Results

AWC has and continues to commit itself to meet the challenge to document the evidence of student learning and to analyze the documentation of the data that it gathers, using results in a timely manner to improve student learning. Arizona Western College is successfully gathering, analyzing, and interpreting the data so that evidence of student learning is evident as follows:

Each division creates a matrix that provides evidence of student learning, the challenges and the successes. Beginning in the 2008-09 school year, every certificate, course cluster, and program will complete a matrix. Matrices can be found in the annual Student Outcomes Assessment reports. Annual Assessment Reports are also developed and compiled in the Student Services areas.

- Arizona Western College documents learning through the Year-end Reports. These reports contain evidence of learning in each academic division, Student Services department, and in individual courses. Beginning in the 2008-09 school year, it is the institution's goal that every certificate, course cluster, and program will provide evidence of student learning in the Year-end Report
- AWC is a lifelong learning organization grounded in continuous performance improvement. Consequently, all programs are continually reviewed to assure the delivery of quality learning experience to its students. Additionally, each program participates in a formal and comprehensive structural review process every six (6) years. The process is referred to as Program Review. Program Review distinguishes itself from Student Learning Outcomes Assessment in that the primary focus of the Program Review activity is to provide an overall description and analysis of the program including, but not limited to, formats and modalities of instructional delivery, facilities and equipment utilization, program expenditures, human resources, scheduling effectiveness and distribution of courses, enrollment patterns, student completion, and national and local trends. Program reviews have resulted in program improvement



including but not limited to curricula changes, initiation or termination of programs, significant improvement in Student Services areas, and justification for additional funding for faculty and staff members, needed equipment, and facilities

Assessment as the Sharing of Opportunities

Discussions about assessment practices at the college take place at several different times and levels of the institution. Mandatory all-faculty meetings occur at the beginning of the fall and spring semesters where full-time and part-time faculty discuss the assessment matrices for their respective areas, review the results of the assessment, and decide where to focus assessment for the following year. The annual February Professional Development Day became an opportunity to reinforce the importance of assessment at Arizona Western College and to improve college-wide communication of ideas and assessment practices. During the year, faculty meet within their departments monthly to discuss student learning outcomes for their areas. Discussions on assessment also occur at administrative meetings on a monthly basis and on General Education every other week during the fall and spring semesters. Several times a year faculty complete columns within their respective assessment matrix and annually each individual division submits a year-end report to the LEAP committee that is later posted to the College Assessment webpage. Agenda for start-up meetings demonstrate the time and focus allocated for these areas.

Groups such as Students in Free Enterprise (SIFE), Skills USA, Phi Theta Kappa, athletic teams, and other student groups demonstrate general education competencies as they compete and win among their peers in local, regional, and national competitions. The Yuma Sun newspaper has published many of these student group achievements.

AWC Student Services has a well developed and effective system of assessment of student learning outcomes. While this area of the College had been peripheral to the academic area assessment programs, Student Services has continued to look for opportunities to support student learning outside the classroom. Beginning in 2001, AWC Student Services embarked on definition of student learning in its service and developmental areas and began utilizing results to improve student learning. Several full cycles of assessment, analysis of results, and program improvement have occurred and the assessment of student learning is embedded in the culture of this division of the College.

AWC recognizes and celebrates its gains in implementing a comprehensive program of assessment of student learning outcomes including looking at student outcomes from multiple perspectives, analyzing and communicating results, implementing changes intended to improve student learning, and conducting a pervasive, institution-wide program, and sustained program of assessment across both academic and student development areas of the College. It does recognize that a true culture of assessment of student learning across all programs and course clusters remains to be accomplished. In its effort to improve its student learning outcomes assessment program, AWC developed a proposal submitted to the HLC requesting consideration for inclusion of the institution's participation in the 2008-2009 HLC Assessment Academy. The College's proposal was accepted and we will



begin our assessment improvement program in the February 2009 cohort. AWC has made an institutional commitment of financial and human resources to participate in the four year Academy. Our goal is to further create a campus culture of assessment that will be both meaningful and effective for improvement of student learning.

External Accountability

External accountability at AWC is evidenced by national student certification and licensure examination, program specific accreditation, program advisory committee review, and student and employer follow-up on specific programs.

The Radiologic Technology program students demonstrated a 96% first time pass rate on the American Registry of Radiologic Technologists (ARRT) national certification exam during 2007, and a 94% pass rate during 2008. During 2006, 2007, and 2008 100% of the Radiologic Technology students who sat for the state Medical Radiologic Technology Board of Examiners (MRTBE) limited Technologist licensing exam passed the first time (Radiologic Technology Success, 2005-2008). The Nursing Program students have passed in the 90% on the NCLEX national exam for several years. Several programs showed students earning state awards at the state level in their areas of study, including Radiologic Technology, Students for Free Enterprise (SIFE), Welding, and SkillsUSA.

Ongoing program accreditation is maintained in Radiologic Technology, Nursing, Automotive, EMT-Paramedic with state approval for all health related programs. Program advisory committees meet each semester in all professional technical programs as well as some academic programs such as engineering, education, and media arts. As required for ongoing accreditation in many programs, student and employer follow-up is conducted particularly in the health related areas. Results of follow-up studies are reported to external agencies as well as used for program improvement.

3b. Arizona Western College Values and Supports Effective Teaching.

Arizona Western College recruits and retains faculty that exhibit excellence based on our 6E model and meet academic credentials as approved by the College. Faculty teaching academic transfer courses must hold a minimum of a Masters degree with 18 graduate credits in the discipline to be taught. Faculty teaching in non-transfer academic courses must have a minimum of a bachelor degree with course emphasis in the discipline to be taught. Faculty teaching in professional technical areas must meet minimum requirements of external accreditation and or hold appropriate industry/professional certification. AWC instructors are often leaders in their field, at the classroom, regional, and national levels. They demonstrate excellence with high quality, outstanding educational results. They seek participation and equity across our diverse college service area. They are efficient, producing desired results within defined organizational resources. They demonstrate effort and commitment. They produce measurable, clearly defined results effectively. They model college values, principles, and moral standards ethically. All full-time and associate faculty must complete EDU 249 or 250 The Community College or its equivalent within the first two years of appointment.

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Faculty Role in Curriculum

Arizona Western College faculty are dedicated to student learning. One hundred ten (110) full-time faculty and over three hundred (300) associate faculty receive professional development each year through faculty training days. All new faculty receive a faculty mentor and a three day orientation called “Despegue” (The lift off), which orients faculty to the numerous campus resources that help them be effective. Samples of agendas for Despegue are available in the Resource Room. Faculty use state-of-the-art technology in the classroom with teaching strategies to optimize learning is a priority as can be seen in new classroom construction and the Institutional Technology Plan. Faculty are invested in the curriculum process through creating curriculum and faculty representation on the curriculum committee. Faculty seek self improvement through the personalized professional development of 15 hours per year contracted through the college’s FLEX professional development program. Each faculty member’s FLEX activities are evaluated annually through the faculty-based FLEX committee. FLEX Committee minutes are available in the Resource Room.

Curriculum Participants

Arizona Western College encourages its faculty to develop innovative and pertinent curricula. Faculty members are invited to submit their ideas to the curriculum committee. This open process ensures that curriculum will be originated by faculty members. Furthermore the curriculum committee is composed of eight faculty members from each division of the college community as well as administrators and staff. All curriculum approved by the College must pass through the faculty Curriculum Committee for review and approval.

Curriculum Approval Process

Curriculum Development Request: The Faculty Member

The faculty member initiates an innovative curriculum idea by meeting with their department colleagues and discussing the proposed curriculum additions or changes. Afterward a vote is held among the departmental faculty on the proposed changes. If the changes are approved by the departmental faculty, the faculty member then proceeds to ACRES (Arizona Curriculum Review and Evaluation System) software system and fills out a curriculum initiation proposal form and electronically submits it to their curriculum committee representative. ACRES is an electronic means for creating, routing, evaluating, and approving new courses/programs, course/program modifications, and course/program deletions.

Curriculum Development Process: The Curriculum Committee (CC)

Members of the curriculum committee represent the following entities: eight faculty members who are representative of our four divisions, the Dean of Instruction, the Curriculum and Articulation Coordinator, the Transfer Coordinator and the Curriculum and Diversity Coordinator.

The first person to encounter the curriculum proposal is the Curriculum Committee representative from the division. They receive the curriculum initiation form and review the proposed curriculum. Once the curriculum meets the approval

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of the Curriculum Committee representative, they then forward it for approval to the Associate Dean via ACRES. The Associate Dean determines whether the proposal meets technical requirements, i.e. classification of offering as credit or noncredit, time requirements, lecture/lab hours, format of syllabus, course prerequisites and completeness of proposed form and documents. Once the proposal meets the approval of the Associate Dean it is forwarded to the Dean of Instruction for approval and routing to the Curriculum Committee secretary for entering into the Curriculum Committee agenda.

The Curriculum Committee objectively discusses the merits of proposal on non-academic issues such as institutional support and facility requirements. The Curriculum Committee vote to approve, disapprove or table the curriculum proposal while they call for improvements. Once the curriculum is approved, it is forward to the Vice President for Learning Services and ultimately to the college President for final approval. Once approved, curricula are electronically routed to the other state institutions to facilitate transfer and articulation for the college's students. Modifications to existing courses and existing programs are submitted annually by October 15th and approved by December 1st to be implemented into the catalog the following year to ensure accurate advisory information for the college's students and community.

Professional Development

The Center for Teaching Effectiveness (CTE) founded in 1999 encourages faculty to pursue all types of professional development opportunities that will enrich them personally and professionally. The CTE provides learning-focused workshops, seminars, and conferences for faculty. AWC associate faculty members are provided with books currently being used in classes that they are teaching. The CTE and its staff intend that the CTE is a physical place for improvement of teaching and learning, a gathering place for faculty, and an initiator of professional development activities for faculty. The CTE maintains a lending library of books and other resources related to professional development and teaching effectiveness that all instructors are encouraged to check out. Additionally, the CTE subscribes to professional journals for the faculty's use. The CTE provides complimentary coffee and cookies in the reception area, a conference area, workroom, and supply room for faculty.

The **Professional Development Committee** develops programs and activities for faculty, which lead to professional growth and career enhancement. It addresses such issues as renewal, incentives for research and new projects, orientation and mentoring, evaluation and professional growth programs. It serves in an advisory capacity to the Center for Teaching Effectiveness. Committee recommendations are submitted to the Vice President for Learning Services. The Professional Development Committee is responsible for the planning of the Faculty Seminar/ Professional Development Day each February, inviting nationally recognized keynote speakers and facilitating breakout sessions by faculty, students, and community members.

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Faculty Training

New full-time faculty receive a formalized training, called “Despegue” (the liftoff) to orient them to the College and its culture of learning. Part-time faculty receive initial training through the all-faculty meetings held twice a year at the beginning of the fall and spring semesters, and through workshops held throughout the year. Faculty are also trained in on-line technology through workshops sponsored by the CTE and the Distance Education Department, and receive mandatory training for teaching the Interactive Television Network (ITN) courses through an eight-hour training workshop. Areas included in the ITN training workshop include: planning a successful ITN course; using the pad camera, character generator, and other technology; developing a working lesson plan that serves as a guide for the ITN technician; securing copyright clearance for audio-visual materials; learning how to develop handouts, graphics, and overlays; and how to present lessons to students. The ITN workshop includes participants presenting mini-lessons to their fellow participants who then evaluate their lesson. Ongoing faculty learning opportunities are provided in understanding and infusion diversity into the curriculum through the Office of Diversity.

Faculty Evaluation

The **Faculty Appraisal System** was developed in 1989 by a 12-member faculty task force that represented a cross-section of the teaching population and two non-voting administrators. The group worked in conjunction with a nationally recognized consultant who was hired to review research in the field and outline steps to follow when constructing such systems. After months of work, a system was designed that made it possible to gather numerical data from multiple sources and to assign a weight to each component based on survey results. During the 1990s, AWC piloted and instituted the comprehensive faculty appraisal system for full-time faculty, associate faculty, and division chairs. In 2004, the faculty task force revised the 1996 appraisal document, but the draft was not formally adopted. The current Faculty Appraisal Committee is updating the appraisal system handbook and will complete this work by spring 2009.

The stated goals of the faculty appraisal system are to encourage instructional excellence through increased communication among students, faculty, and administrators, to offer faculty members ways to compare their individual performance with their job descriptions, and to provide information regularly and specifically about each faculty member for decisions related to faculty development, employment status, recognition of accomplishment, and achievement of professional growth.

All full-time faculty members are evaluated twice per year during their first three years of employment based on information collected systematically from students, faculty, administrators, and other sources as specified by the faculty member and evaluator. After beginning their fourth consecutive year contract, faculty members are evaluated bi-annually based on hire date unless more frequent appraisals are deemed necessary. Until spring semester of 2007, division chairs had been responsible for overseeing the schedule of appraisals, analyzing data from



numerous sources, synthesizing the data into a comprehensive report, and holding a conference with each instructor to discuss the results. The Center for Teaching Effectiveness (CTE) assists in these tasks by compiling, distributing, and collecting student questionnaires. The CTE also scans student questionnaires and provides the instructional supervisor with the results. If a faculty member falls below standards, a developmental plan is prepared with input from both the faculty member and the division chair to address deficiencies. The CTE may also serve as a resource to formulate developmental plans. Since Fall Semester 2007, Associate Deans of the various divisions of instruction complete the tasks of the Division Chairs in the appraisal process.

Associate faculty members are appraised during the first two semesters of teaching at the college and annually thereafter. This evaluation entails faculty self appraisal of instruction, student appraisal of instruction and, at the discretion of the Division Chair/Associate Dean, an appraisal interview with the associate faculty member may be held. When applicable, associate faculty members are provided with assistance in becoming more effective instructors. Results of the faculty appraisal process are included in the employee's personnel file.

The **Student Appraisal of Instruction**, which allows students to provide information to instructors to assist in the improvement of teaching, offers one method of evaluating faculty for continuing process. In general, students express a relatively high degree of satisfaction with these aspects of their classroom experiences. The following table is based on a Likert scale of one through five, with five as the highest rating.

TABLE 4.1 Student Degrees of Satisfaction with Classroom Experience

Committee questions from Student Appraisal Form	FA '06	SP '07
#8 My instructor encourages students to express opinions and ask questions.	4.54	4.61
#12 My instructor creates a classroom environment that helps me to learn.	4.35	4.47
#18 My instructor relates course content to life situations.	4.36	4.48
#20 My instructor challenges me to think.	4.53	4.51
#26 My instructor uses different teaching methods.	4.37	4.41
Average	4.5	4.43

Faculty Recognition

As a nationally recognized college in excellence in technology and diversity, Arizona Western College is committed to providing engaging, effective learning opportunities for all students. From the latest technology to staff trained in leading students to use it, we create learning environments that meet today's and anticipate tomorrow's challenges. Learning together and from each other, we take the learning environment beyond four walls. We take the 'community' in community college to heart. Arizona Western College fulfills our commitment to effective learning environments by supporting teaching and learning, through engagement in campus life and culture,



through diversity and inclusiveness, by employing, training, implementing, and evaluating the integration of the latest technologies, and through a continual process of improvement and quality assurance.

Each year one full-time and one associate faculty member are recognized as Teachers of the Year. Criteria for selection include teaching excellence, service to the College and the community and recognition of scholarship. Additionally, two full-time faculty members are identified to receive the NISOD Teaching Excellence Award. A new faculty recognition award was implemented in the 2007-2008 academic year by identifying the STAR faculty member. This person is recognized along with classified and professional administrative STAR employees as well.

3c. Arizona Western College Creates Effective Learning Environments.

Environments in Support of Teaching and Learning

Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz counties. The staff's devotion to partnering with its community has enabled Arizona Western to become a nationally recognized, premier learning community college offering open access to education in southwest Arizona. The Arizona Western College/Northern Arizona University partnership is regarded as the technological learning hub for the southwest region of the United States. Through its technically advanced worldwide alternative distance learning partnership, AWC students participate in career, technical, or transfer classes offered at accessible learning centers. Economic development programs offered in partnership between agencies, government, private enterprise and Arizona Western College prepare a technically superior, multi-lingual workforce to attract new high tech industries to Yuma and La Paz Counties.

In 1988, the Arizona Board of Regents, Legislature, and the State Board of Directors for Community Colleges approved an innovative partnership between Northern Arizona University (NAU) and Arizona Western College (AWC) in Yuma. The AWC/NAU partnership was designed to expand higher education opportunities in southwest Arizona. This chapter describes aspects of the partnership that contribute to its success, including: (1) cooperation in the development of campus services; (2) layering of campus services; (3) curricular articulation; (4) organizational reporting and management; (5) professional development; (6) operational agreements; (7) the Yuma K-20 consortium; and (8) fostering economic development. Under this partnership, AWC offers freshman and sophomore courses leading to associate's degrees, and NAU-Yuma offers junior and senior courses leading to baccalaureate degrees, as well as graduate programs at the master's and doctoral levels. Instruction is offered using both traditional and distance learning modes. NAU and AWC share the same campus, which is a factor different from most other educational partnerships of this type. A new academic building and computer lab co-operated by NAU and AWC are the most recent examples of shared space facilitated by the partnership. In the 20 years that the partnership has

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been running, NAU/AWC has graduated over 1500 students in Yuma with NAU bachelor's or graduate degrees. The Yuma Education Consortium has evolved into an educational network that serves all age levels of Yuma/La Paz learners--toddlers to senior citizens--by utilizing new, effective, and efficient ways to collaborate and leverage resources that maintain and enhance an innovative lifelong learning community.

Early Assistance Program

This is a program that provides a list of resources to students who need them the most at an in-class presentation every semester at the beginning of the semester. Targeted classrooms were all developmental MAT/ENG/RDG courses throughout the college district. For fall 07, 167 classrooms were visited by the Academic Counseling and Advising Services (ACAS) staff and advising personnel. For the spring 08, 136 classrooms were visited. For fall 2008, a student satisfaction assessment was incorporated to this process.

Mid Term Grade Performance Process

This process assists students at the midpoint of the semester to revisit their performance in their classes so that they redirect their approach to improve their grades. ACAS is still collecting data regarding this process that started in the fall of 2007. For fall 2008, ACAS incorporated a new step into the process. An electronic message was sent to all students (approx 2000) who were receiving a grade of C, D, or F at the mid point. Phone calls followed up the message to speak to students about their performance and the alternatives for them at this point. At the end of this process, an electronic message will be sent to students asking for their feedback and assessment of this process.

Summer Bridge Program

This program provides an intensive ten day academic class for graduating high schools students who have placed themselves at the developmental levels of English, Reading, and Math. At the end of the ten day program, students are tested to compare their scores with the pretesting scores. For the 2007-2008 academic year Summer Bridge, 59% increased their Sentence/Writing Skills, 68% increased their Reading Comprehension Skills, 41% became eligible to take general education courses.

Freshman Orientation (FO) and Parents Orientation (PO)

This program brings all college departments together to orient students and parents about the resources available to the freshman student body. It also serves as a welcome to the college for new students. Pre 2007-2008 academic year highest number of students attending FO was 8. For 2007-2008 academic year 173 students attended FO. For 2007-2008 academic year 45 parents attended PO. For the 2008-2009 academic year 196 students attended FO. For the 2008-2009 academic year 45 parents attended PO.



Environments Enhanced by Current Learning Technologies

Several years ago, Arizona Western College evaluated the resources for providing access to our student population including busy working adults and students from remote, rural areas. In 2002, AWC embarked on a plan to enhance current learning technologies and expand opportunities to more students. Over the course of the last five years, AWC has done the following:

- Equipped main AWC classrooms with the technology necessary to enhance teaching
- Provided mobile wireless technology to the off-campus sites to allow for access to appropriate technology where we are not able to physically alter shared spaces
- Increased the network by tenfold to accommodate increasing use of students and faculty to learning technologies
- Increased the level of support and training for faculty and students
- Developed technology helpdesk for students and faculty that is available seven days a week
- Developed an orientation class for students new to on-line learning environments
- Provided ongoing technology training to faculty including the one-week summer training, small workshops during the school year, and one-one-one training
- Improved the links to the off-campus sites including the microwave link to Parker and the vastly improved bandwidth to San Luis
- Increased the number of on-line course offerings to students to allow greater access and flexibility for students. (For example, we went from 46 courses in fall of 2002 to 125 in fall of 2007)

In order to meet the challenges of maintaining the level of learning technology availability, we have a campus technology plan, with a rotation schedule for replacing technology including desktop machines, and the larger items required to keep our learning technology initiatives current and productive. We have two advisory committees that bring insight to the process and help coordinate the development of needed projects. These committees are the Technology Advisory Committee (TAC) and the Distance Education Advisory Committee (DEAC). We use information from these groups and others on campus and meet periodically to continue to evaluate our technology needs.

Partnership Spotlight

For the past eight years, AWC's Interactive Television Network (ITN) has enabled more than 500 students in rural Arizona to complete courses toward bachelor's degrees in agriculture without leaving their home towns.

Arizona's three public universities are located in Phoenix, Tucson, and Flagstaff, leaving rural areas of the state underserved for academic programs in agriculture unless students matriculate to the University of Arizona. Distance education allows students to complete a bachelor's degree without leaving their home towns.



Interactive television courses are available in Yuma, Coolidge and on the University of Arizona campus as part of collaboration between the U of A College of Agriculture and Life Sciences, Central Arizona College's Signal Peak campus near Coolidge, and Arizona Western College in Yuma, using microwave television technology provided by Northern Arizona University. Specially equipped classrooms in all three locations enable students to interact with the teacher and each other simultaneously. Live class sessions are transmitted from Tucson to Yuma and Coolidge, and also from Yuma to Tucson. Students enroll at the community colleges for lower division course work and then take the distance courses through NAU and the U of A to complete their degrees.

In 2005, this cooperative inter-institutional arrangement enabled more than 60 students to take agricultural courses from The University of Arizona without leaving their home towns. Since 1998, these interactive television classes have enabled more than 500 students in rural Arizona to complete courses toward bachelor's degrees in agriculture without leaving their home towns. Approximately 40 students have completed degrees in rural areas by attending live distance education classes. The program fulfills one of the Arizona Board of Regents priorities: to expand access to the university. These are nontraditional students, and in the case of those in Yuma, nearly all work full time. Many are older, with families, and are changing careers or finishing degrees after time away from school.

The program enabled the cooperating institutions to arrange their curriculum to include each other's courses and thus expand their programs without hiring extra faculty to teach duplicate courses on each campus. As a result of this program, Northern Arizona University has accepted several agricultural science courses from the University of Arizona as electives for their general education requirements.

Faculty First Course in Distance Education

Arizona Western College has also developed, implemented, and evaluated the Faculty First Course. This course provides a forum for learning and sharing strategies for student engagement and effective student learning in a distance education course. The course introduces the learning management system and its tools, discusses mastery, constructivist, cooperative learning, and learning community models with examples faculty can integrate into their own courses in partnership with our instructional designer. Courses are developed prior to release and continually evaluated for improvement.

Continuous Evaluation and Improvement of Environments

Arizona Western College's facilities learning environments are evaluated in numerous ways, and the information gained is used to increase student success.

From the ground up, all development—new facilities constructions, remodels, and maintenances—follows national institutional standards. Faculty and staff held/hold planning meetings at learning center sites to contribute to plans addressing learning environments.

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The AWC Technology Advisory Committee provides data to the college and to individual departments, programs and writes annual reports that assess learning environment effectiveness and pinpoints issues and plans to improve and or update educational technologies.

Methodology:

- Yearly faculty and staff survey
- Analysis
- Plan

Other Data:

- Course evaluations
- Student surveys
- Workshop feed back
- Focus groups
- Interviews
- Observations
- Student Learning Outcomes

These allow administrators, department chairs, program coordinators/directors, managers, and faculty to consider the effectiveness of programs and services and develop ways to improve.

Environments Foster Inclusiveness and Diversity

Since 1963, when Arizona Western College became the first institution of higher education established in Arizona since Phoenix College in 1920. From its inception the College has grown substantially. The College district encompasses 10,000 square miles and serves two counties (La Paz and Yuma) with a population in excess of 180,000.

Identified as a Hispanic Serving Institution, AWC concentrates its efforts in affording the opportunity of higher education in this rural community. The Yuma region serves a significant number of students who come from a low-income background, are predominately first-generation students and may have varying challenges in obtaining a higher education. Arizona Western College, through its focus on an integrated enrollment management plan, has opened doors to diverse students on a national and global level as well.

Every student has an opportunity to become an active participant in the Arizona Western College experience. The Department of Campus Life supports the college vision by providing a variety of services, programs and activities designed to encourage personal development, healthy lifestyles, leadership, and citizenship, collaboration with community partners, global and cultural awareness, and engagement in a traditional collegiate experience.

The Office of Student Activities is a component of the Department of Campus Life and their mission is to serve as the center of student involvement through the development of, exposure to, and participation in social, multicultural,

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The Future-Oriented Organization



intellectual, recreational, and leadership programs that support the College Vision and enhance the overall educational experience. Yearly events include, and are not limited to, Welcome Week, Campus Resource Fair, Student Government elections, Homecoming Week, Alcohol Awareness, Voter registration, Campus Community Blood Drives, World Heritage Week, Recreational intramural games and leagues, international film screenings, dance performances, Nationally renowned motivational speakers, poetry readings, musical ensembles, and theater arts. All students are invited and encouraged to attend no matter where they are located or if they live on campus, commute or are non-traditional students.

Other clubs and groups that provide cultural learning opportunities include, Student Government Association, Club Mud, Cultures United, Campus Crusade for Christ, Arizona Association for Chicanos in Higher Education, Speak Out for Equality, and clubs from specific ethnic and cultural groups. The groups coordinate wonderful events highlighting different culture, religions, food, fashion, beliefs, movements, dances, music and art.

International Students Program (ISP) advances Arizona Western College as a global learning community by serving as a crossroads for students from around the world seeking educational opportunities. The ISP offers a full range of services to foster student success, global perspectives, intercultural awareness and international good will. Currently Arizona Western College hosts students from over 20 countries. Students from Vietnam, Mexico, Brazil, Poland, France, Africa, Japan, and China, to name a few, grace the campuses of Arizona Western College and bring with them their culture, language, and talents, thus making Arizona Western College a multicultural experience for students, faculty, staff, and the community. Sixty-two international students reside in our residence halls and there are over 21 organized multicultural and diversity groups, clubs, and offices which currently exist on campus.

Throughout the year the Office of Campus Life coordinates numerous cultural celebrations and events that both educate and entertain our campus and community populations. These events include, and are not limited to, international film screenings, dance performances, poetry readings, musical ensembles, and theater arts.

The Office of Diversity (OOD) was established as an initiative supported by a Title V grant awarded to Arizona Western College, October 2003. AWC was awarded an individual grant entitled Excellence through Xcelerated Involvement Teaching and Organization (EXITO), along with a second co-operative Title V grant, awarded to AWC and the 2+2 partner, Northern Arizona University in Yuma. The Office of Diversity is one of the components of the individual grant (EXITO) which focuses on developing and supporting the college's efforts in creating culturally sensitive curriculum and meeting the needs of our diverse student population by bridging faculty teaching and student learning in the classroom.

The Multicultural Coordinator is the lead contact in developing and supporting existing workshops and programs for faculty relating to the particular needs of the students we see on our campus and in the community. Examples of such efforts include: week long culture camps, guest speakers which include authors, artists, poets, and educational professionals, local business affiliation projects, student art exhibits, and campus wide book clubs to name a few. The Office of Diversity is a resource center that supports the faculty's efforts of including diversity in the

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curriculum. Workshop opportunities, as well as peer trainings, are offered on an on-going basis allowing faculty to engage in discussions regarding the cultural issues they may face in their classrooms. AWC and the Office of Diversity are committed to creating new and innovative programs that promote a positive learning environment that fits the needs of our diverse student population.

Collaborative relationships also exist with constituencies in the community. Every year Arizona Western College and Northern Arizona University—Yuma collaborate to host One Book Yuma, a joint literacy project encouraging people to read and contemplate the same book and participate in discussions in a variety of settings. This year's selection, *They Poured Fire On Us From the Sky* by Benson Deng, Benjamin Ajak, Alephosion Deng, and Judy Berstein. Their memoir of Sudan and the powerful portrait of war as seen through the eyes of children were presented to various groups at different venues. In total over 1000 participants attended the presentations and book discussions.

Additional examples of the college's commitment to fostering inclusiveness and diversity on campus and within its curriculum are in the many programs supporting student success and engagement. Many of the courses offered include diversity and multicultural awareness within its curriculum. Students learn to understand, respect, and celebrate differences at the local, regional, and global level. Four language offerings are available to students (Spanish, French, American Sign Language, and German). Other courses that incorporate diversity in their curriculum are anthropology, geography, ethnic/race/gender studies, history, political science, sociology, criminal justice and interdisciplinary studies such as marriage and family, human development, and Mexican-American and Native American studies. Each focuses on a variety of societies, cultures, and systems that influence each area of study.

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Environments Enrich College Life and Culture

Arizona Western College provides a wide variety of support services for students to ensure that they receive the support necessary to succeed in higher education.

The athletic programs at Arizona Western College are committed to excellence in academics and athletics. They believe competition, conducted according to the rules, good sportsmanship and honor, both on and off the site of competition, can bring out the best in the student-athlete. Arizona Western College has continued to prove this correct each and every year, since the cumulative grade point average of the student-athletes in the Matador Athletic Department has increased each year for the past five years, hitting the current peak of 2.92. Arizona Western College's coaches and athletic staff work tirelessly to see that this high standard of learning is rewarded, and have helped anywhere between 73% of 89% of our student-athletes transfer to four-year institutions each year since 2005. Our student-athletes have continued to show team unity and individual success in an academic context, with 13 NJCAA Academic All-Americans coming from AWC within the past two years, and that includes three Distinguished Academic All-Americans, meaning a cumulative GPA of 3.8 or higher. Arizona Western College has also had at least two of their seven teams named as NJCAA Academic All-American teams each of the past two years, with volleyball and women's basketball each earning the prestigious

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honor this past season. The athletic faculty and staff closely monitor the progress of each student-athletes on a weekly and many times, daily basis to see that student-athletes are getting the direction and motivation necessary to maintain the high results, including the development of a 'Summer Bridge' program, which aids student-athletes before the fall semester begins, and has helped 89% of those that were enrolled this past year alone in improving their reading and/or writing scores. Arizona Western College strives to win, achieve and excel, but they believe that each individual student-athlete striving to do their best is the heart, spirit and purpose of competition. Arizona Western College will provide the environment, facilities, support and opportunities for excellence in academics, athletics and in life. The support of the community is something that isn't taken lightly in AWC's athletic department, and that support is returned all throughout the year by the various community service events that our athletic department provides. Our student-athletes get a well-rounded view of those around them by participating in such events as: reading to elementary schools, speaking to elementary, secondary, and high school kids and classes; performing athletic clinics at schools and for different youth groups around the community; spending time with disadvantaged youth; helping build a brand-new playground in a downtown park; and being the main component of the Yuma-area's largest single-day community assistance event, AWC's Day of Champions, which sends over half of our student-athletes, coaches and staff out on a Saturday in August each year to work side-by-side with volunteers from various businesses that support Matador Athletics to provide community assistance to nearly 30 different civic organizations annually. The event has grown to include nearly 350 people in its 4 years of existence, and the amount of positive feedback that comes from volunteers and organizations alike is an immeasurable benefit to the life skills of our student-athletes. AWC is a member of the Arizona Community College Athletic Conference, the National Junior College Athletic Association, and a member of the nine-team Western States Football League. Men's sports include football, basketball, soccer and baseball. Women's intercollegiate sports include volleyball, basketball and softball. AWC is proud to say that every one of our seven athletic programs has enjoyed a strong amount of success on the field over the years. Our volleyball team has won eight straight Region I titles and made four trips to the national tournament over the last eight years; men's basketball made five straight trips to the Region I Championship game, winning three of them and making two appearances at the national tournament since 2005; soccer has made three postseason appearances in the last four seasons, the most playoff berths it has accomplished in that short a span in its history; women's basketball is one of only two teams in its region to earn a trip to the national tournament; football has been to one bowl game in the last decade, and has won a national championship since its inception; softball has a pair of national championships under its belt in the last 25 years; and baseball made its appearance at the Juco World Series in 1996.

Every student, whether they live on campus or not, has an opportunity to become an active participant in the total college experience; the Department of Campus Life supports the College Vision by providing a variety of services, programs and activities designed to encourage growth and development in leadership, citizenship, collaboration and respect for cultural and intellectual diversity.

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The Enrollment Services department represents an ongoing effort to provide students with up-to-date information regarding student recruitment and outreach, admissions, residency determination, registration, student records, transcripts, degrees and certificates, and degree requirements. The Enrollment Services Office, through cooperative efforts, is committed to helping students achieve their educational goals through high quality and friendly service. In an effort to assist students while enhancing their technology skills, an on-line student information system, WebAdvisor, was implemented in 2003 that allows students the ability to handle a majority of their tasks related to enrollment services on-line. Students now have the option of applying for admissions, registering for and making changes to their class schedule, viewing their grades, printing unofficial transcripts, and requesting official transcripts all on-line without having to visit any of the campus sites. For the 2006-2007 academic year over 3,000 students utilized the on-line student information system to apply on-line. The first semester of implementation, the spring 2003 semester, only 3% of students utilized the on-line system. For the fall 2008 semester, 27.9% of students utilized WebAdvisor to register for classes. The percentage of students using this technology has been increasing steadily in the past five years. As a means of encouraging a larger percentage of students to utilize WebAdvisor, the Enrollment Services Office has created instruction sheets for students on how to access the on-line student information system and how to register on-line. A new WebAdvisor pamphlet is currently being drafted to inform students of the many advantages WebAdvisor can offer them. The pamphlet will be available in print and accessible on-line for student use. In addition to implementing the on-line student information system, the Enrollment Services Office has made a majority of their forms available on their website for student access. In partnership with the local high schools, the department has also created a High School Counselor & New Student webpage to allow high school counselors and prospective students to view recruitment and admissions information at a glance. Individuals visiting the site have the option of downloading the forms available or viewing them on-line. This eliminates the students having to travel to campus to receive the same information. The Enrollment Services department was also responsible for implementing a Student Ambassador Program in 2007-2008. Presidential Scholarship recipients are given the opportunity to apply to be a part of the Student Ambassador program which allows students to collaborate with peers, community members, and school officials by engaging in various school functions and events that provide students with the opportunity to develop social, leadership, and communication skills. Program participants undergo an interviewing process with schools officials that require an oral presentation which enhances the students' experience with communication skills. Program participants also participate in an orientation course that allows them to learn first professional skills hands on from local leaders in the community and within the institution. In its first year, student ambassadors attended over 20 college functions and assisted in the outreach team in conducting over 30 campus tours.

The Services for Students with Disabilities (SSD) department provides reasonable accommodations for college students with documented disabilities so they can access a quality education which prepares them for their future careers. The SSD



staff work with students in partnership with faculty and community members to achieve a better understanding of the abilities and talents of individuals with a disability. Their mission is to empower students by helping them to understand what it takes to succeed in college and the work place. The Services for Students with Disabilities department is assessed using the Council for the Advancement of Standards in Higher Education (CAS) Program Review criteria. They develop and review Student Learning Outcomes annually to ensure they are inline with the college objectives. Interpreters are assessed each semester by students, mentors, and team interpreters. Space and technology for the growing department and changing demands are assessed and addressed regularly. The Coordinator of Services for Students Disabilities maintains the “Compliance Guide for the ADA and subscribes to “ADA Compliance for Higher Education”, is a member of AHEAD (Association of Higher Education and Disability) and attends the association’s international conference on disability annually. The American Sign Language (ASL) staff interpreters participate in yearly Continuing Education Units (CEU) trainings, mentoring and team feedback sessions. Lab aides are trained on lab equipment and participate in tutor training workshops. The Coordinator presents to faculty and staff each semester regarding strategies for optimum learning for all students using the principals of universal design in education. Staff interpreters hold training sessions with faculty each semester that will have a deaf or hard of hearing student in their classes. Services for Students Disabilities hires accommodation assistants as needed to support the learning process. They partner with other areas throughout the College as well as the community to optimize opportunities for their students.

Career Development encourages self-reliance for individuals by promoting comprehensive and systematic career planning as an on-going process. This office assists students with career exploration, advisement, resume writing, interviewing, and job referral. Career Development also hosts an annual community Family Night, Community and Job Fairs, Occupational Fairs as well as assists with other campus-wide programming i.e., World Heritage Fair, Let’s Go Green, Understand Your Genius, Non-Traditional Career Fair, High School Fairs and La Cosecha—a graduation recognition ceremony. Career Development houses the student referral and placement portion of the Federal Student Employment Program and the Cooperative Education Program enabling students to earn academic credit while employed, interning or volunteering in the community. The purpose of the event is to celebrate AWC with the community at large and provide a fun, festive and informative evening. It is an event for people of all ages. Family Night began in 2001 as a way to highlight our technical programs on campus (such as welding and automotive) but has since expanded to include the entire college and NAU-Yuma. There is also entertainment that is managed by a DJ from our campus radio station KAWC, ceremony kick off by the AWC Pep Band as well as live demonstrations by many of our program offerings: such as karate, salsa dancing, and spirit squad). There is a hot air balloon, party train ride, hayride, petting zoo and ponies—a little of something for everyone. Last year there were over 15 student clubs, 36 staff & faculty exhibits and 13 community displays. The AWC staff, faculty and students assemble exhibits highlighting what one can learn at a community college: learn



how to greet others in another language, have a fortune teller predict your successful educational future (the self-fulfilling prophesy), take a Career Interest Inventory and chart your career path, or test your knowledge about the human skeleton and sing the bone song.

TABLE 4.2 Sense of Family Night's Importance to the Community

	Faculty/Staff	Students	Merged
Family Night is not a really important event for the community	0%	0%	0%
Family Night is appreciated by the community	3%	13%	10%
Family Night is an important annual event that is fun for the whole family	5%	24%	18%
Family Night is a vital community outreach event that welcomes the public	92%	63%	73%

Though Family Night appears to be all fun and games, we also know it is an excellent avenue for recruiting individuals on to our campus in a non-intimidating way and that this program might just influence a child to stay in school and think about college in their future.

The Office of Financial Aid administers and coordinates aid from federal, state, institutional, and private resources. The major categories of funding include Federal Student Aid Programs which are Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-study, and Federal Student Loans, The Office of Financial Aid also awards institutional scholarships, The Arizona LEAP Grant, and local area scholarships and serves as the liaison for Veterans benefits and services.

For the 2007-08 academic year, the Office of Financial Aid awarded over 18.3 million dollars in Financial Aid. \$16.8 million in Federal and State Aid, \$893,000 in institutional, and an additional \$647,000 in Tribal funds and private donor scholarships. In addition to providing these services within the Office of Financial Aid, we annually host a High School Counselors Workshop and in conjunction with the Arizona Commission for Post Secondary Education we host an annual College Goal Sunday for all local area high school seniors to receive free assistance with the FAFSA. We are currently the second in the state with the highest attendance. The Office of Financial Aid also participates in the Department of Educations Quality Assurance Program. The Quality Assurance program allows the institution to determine, track and verify our own demographic data in an effort to reduce the amount of corrections that are processed through the Central Processing System. This allows the institution to fund students in a much timelier manner. The Office of Financial Aid at Arizona Western College is committed to providing quality service in an educational environment that promotes student success, courtesy, respect and responsibility.

The Student Success Center provides free support and tutoring for all students to assist in the development of their academic skills necessary to succeed in higher education. Tutoring is available by appointment or walk-in basis. Students may choose from one-on-one with certified tutors, E-mail tutoring, and on-line. These options make it convenient for students who are taking on-line classes or for those in outlying areas. The Student Success Center is comprised of five areas to

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accommodate the needs of students on all campus sites. Tutoring is available for many areas such as Math, Science, English, English as a Second Language, and Writing. Arrangements can be made for any and all subjects. The Student Success Center also has the capabilities to meet the needs of students with disabilities with state-of-the-art equipment for reading and listening equipment. All tutors are trained extensively in learning styles, communications, and teaching methods. A study conducted in 2007 demonstrated that students attending the Student Success Center more than 20 hours per semester had significantly increased academic success over the general student population.

The College focuses on students' ability to benefit from courses by maintaining placement tests in mathematics, reading, and sentence structure through the Accuplacer system. Curriculum is written with the necessary prerequisites in mind to ensure that students would be at the appropriate level to benefit from different courses. Faculty are assisted in pedagogical strategies through workshops sponsored by the CTE and the annual in-service held in February. Faculty and staff can also request specific training through the CTE and Human Resources.

The College also holds various workshops conducted through the Office of Diversity so that students, staff, and faculty can expand their understanding of different individuals' and groups' viewpoints. As stated previously in this report, these workshops have been popularly attended.

Regular review of student achievement and progress is evaluated through the Early Assistance Program, which targets developmental class student progress; the institutional level General Education graduate exit examinations, and the annual departmental student learning outcomes assessment matrices. Results of student progress and difficulties have led the College to begin discussions on its advising model so that students will have the opportunity to increase their contact and engagement with faculty. The College has reviewed national research showing the increased engagement with the faculty will increase student success, and the advising model proposed increases student contact with faculty through advising for specific majors.

Students learn through utilizing WebAdvisor to register, check which classes to take through degree audit, check funds through financial aid status. During fall 2007, the college began posting midterm grades on-line for 16 weeklong courses so that students can see their current status and take action to improve learning through the Student Success Center or other resources publicized to help. The Early Assistance Program targets all developmental English and Mathematics courses as well to describe resources available for students who might be experiencing difficulty with their courses.

The College has significantly expanded its technological focus through the 2003-2008 Title V "Exit" Grant. This grant has enabled the College to address the "digital divide" of its students and incorporate their learning via technology to assist them with their learning both at the College and their subsequent studies and careers. The Distance Education Department has incorporated the utilizing of Starboard with Interactive Television Network (ITN) courses that can be used by both faculty and students. Additionally, the Title V grant introduced the college faculty to Camtasia, enabling faculty to utilize PowerPoint presentations with



dialogue and extra visual enhancements for courses on Blackboard; the Wimba software program, enabling students to respond orally to questions posed by the faculty; and other programs assisting faculty and students with new technology to enhance their learning environment.

Students at College sites are provided with advising, registration assistance, payment and financial aid assistance, tutoring, library services, and technological assistance. Students are also enabled to receive much of this assistance on-line via the College website.

3d. Arizona Western College's Learning Resources Support Student Learning and Effective Teaching.

The College focuses on extending student access to resources as needed. The libraries, computer laboratories, and Student Success Center are open and available throughout the week and weekends during the calendar year as well as information being available on-line. Other facilities, such as classrooms, the fitness center, and the theatre are open at convenient times throughout the year for students.

The College has utilized student surveys to determine what changes should be made to increase student accessibility. Through a survey held by the library, the College was able to re-adjust existing library furniture and bookshelves to allow more daylight for student reading accessibility and more accessibly grouped furniture for student study groups. Another study resulted in the creation of the writing center for assisting students with writing competencies, and a further study has resulted in a grant funding re-construction of a mathematics laboratory to assist students in mathematics competencies success.

Technology training is available in person and on-line. The Distance Education Department and the CTE have collaborated in providing Blackboard training to faculty members to enhance their knowledge of on-line software programs that they could incorporate in their web-based and web-enhanced courses. Distance Education training personnel traveled to different AWC sites to train staff and faculty on using Blackboard to enhance learning for students. Training is also conducted regularly and promoted via email focusing on certain areas. The all-faculty meetings held twice a year also include new faculty orientation including training on on-line WebAdvisor.

The College is very strong in partnerships enhancing learning. Partnerships with the Yuma Union High School District (YUHSD), Yuma Catholic High School, the Parker Unified School District, the District One Elementary School District, and other school districts within its area enable learning through high school Tech-Prep programs, dual enrollment courses, conducting K-12 science fairs, facilitating the Algebra Project with the school districts, and volunteering to speak at local schools to encourage learning and promote attending at a higher educational level.

The budget is reviewed annually through faculty and departments to review faculty and departmental needs. Budgetary needs are also brought forward through the program review process. A number of budgetary changes occurring through this process have included the increase in full-time faculty positions, such as those in Mathematics, Biology, and Chemistry. Additional budgetary recommendations have resulted in additional art equipment, additional technology equipment, and after-hours assistance for on-line students.



Our doors are open to everyone, and we welcome our community members, partners in learning, and future employers to join us in lifelong learning. From activities that go beyond the traditional classroom, to effective instruction in the classroom, we coordinate our efforts, resources, and time to effectively meet the ever-changing needs of our community. Through consistent and clear communication with our stakeholders, we constantly re-evaluate our curriculum and its implementation. With our community support, we build new classrooms and opportunities. Our instructors demonstrate flexibility and adaptability to these changing needs. We support our instructors in their professional growth, and in turn they develop engaging learning activities to meet the challenges and opportunities of our community.

AWC/NAU-Yuma Academic Library

We serve the campus community of Arizona Western College and Northern Arizona University-Yuma Branch Campus, by collecting materials and providing services that support the curriculum. The library also serves the residents of Yuma and La Paz Counties, and the citizens of the 7th U.S. Congressional District.

Students and faculty benefit from the Institutional partnership between Arizona Western College and Northern Arizona University –Yuma Branch Campus. Some of the library partnership benefits include the following:

- 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. NAU’s Cline Library in Flagstaff, AZ 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

We will continue to support our programs, faculty, staff, and students by accomplishing our goals set in the following five service areas: Facilities Management/Infrastructure, Access/Technology, Education/Information Literacy, Collection Development and Outreach.



AWC/NAU-Yuma Academic Library currently provide the following programs, resources and services:

- **LIAN (Library Interest Advocacy Network)** This group welcomes librarians, AWC/NAU-Yuma/U of A faculty members, students and community members interested in supporting academic library services. Currently, the LIAN membership has consisted of librarians and faculty, but everyone is invited. The group has been instrumental in analyzing library services and implementing changes or revisions where needed. Collaboration builds a foundation for a vital library that will be the hub of student's learning, planning for the future and enabling library staff to refine services to better meet the needs of our users. The feedback and public relations developed from the work of this group has opened invitations to division meetings, campus committee meetings, revitalized collection development, information literacy, a book discussions group, newsletter, improved instruction and library technology, new furniture, laptops, evaluation of limited library space and professors can discuss books they have written. The group gives us a forum to build awareness and to better help our students and faculty.

This group creates advocates who learn about library services and they tell others about the services. The staff learns about user needs which builds a better library with librarians who can be more involved in the process of co-instructing, working with faculty on curriculum and helping students develop the critical thinking skills and research resources they need as a critical part of their education

- **The 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, manipulative, 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. The AWC/NAU-Yuma Academic Library collection highlights the S.T.E.P.S (security, touch, eyes, play and sound) Program, Brain Boxes and Kinder Prep kits donated by the First Teacher Program in the Yuma Elementary School District and the New Directions Institute for Infant Brain Development /A Member of Arizona's Children Association family of agencies/. This program emphasizes the importance of quality interaction with caregivers and parents that a child needs in the first three years of life when 90 percent of the brain is developing. The program advocates for primary prevention and early intervention which is an investment in our children's future
- **Cline Library/AWC/NAU-Yuma Branch Campus** Extensive support is given to our students from the NAU-Yuma Branch Campus, Arizona Western College and the Cline Library. Library resources are available for students 24/7 with access to databases, e-books and digital archives. Research materials can be requested on-line through the Cline Library. NAU-Yuma Librarian supports faculty and staff as a liaison who coordinates library services for the NAU-Yuma Branch Campus.

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Student Success Center

The Student Success Center at Arizona Western College (AWC) was created with the use of funds from the Federal Government Title III grant in 1998 and began serving students on a full-time basis in January 1999. This center is the hub of tutoring on AWC's main Yuma campus and has been operating under institutional funding since October 2003. Its mission is to serve the student in a way that promotes successful completion of courses at Arizona Western College and beyond.

Before the development and opening of the Student Success Center (SSC), tutoring at Arizona Western College was handled through the AWC Testing Center. The center had several student employees on staff who worked with students on an appointment only, one-on-one basis. They were successful on the limited scale at which they were working, but services needed to be expanded. In addition to the tutoring services at the AWC Testing Center, help in English, especially for the developmental classes was available through several teachers' assistants that worked with the English faculty in the Learning Resources Building. They worked with the ENG 95 and 96 students as their primary focus but were also available on a limited basis to help students with writing.

When the Student Success Center was opened, these services were consolidated, expanded and moved to the current location in the Learning Resources Building. The Assistive Technology Lab, for students with disabilities, is still co-located within the Student Success Center, providing easy access for these students to take full advantage of tutoring and other services. The SSC also serves students throughout the state on several satellite campuses located in San Luis, Somerton, East Yuma County, and La Paz County.

Services

Services of the Success Center have been maintained over the years to include those started under the Title III grant. Specifically, tutoring is provided free of charge to all students attending any one of AWC's campuses, as well as now to the students attending Northern Arizona University in Yuma and to general members of the community. Face-to-face tutoring is the most popular tutoring service, but email tutoring help is available for writing courses as well as web-cam capabilities and ITN tutoring when necessary for distance education students. Drop-in tutoring is available for math and chemistry; other subjects are available by appointment. Potentially, tutoring for all courses at AWC is available to students.

The Writing Center opened fall semester 2007 and provides assistance to students at all stages of the writing process. In addition, ESL tutors are also housed in the Writing Center. The tutors work collaboratively with students to address their writing concerns. Guidelines for the writing tutors have been developed with input from English faculty. The College's goal is to help the student become a better, more confident writer through organizing the student's pre-writing thoughts and ideas, reading for comprehension, working one-on-one with a tutor or with a small tutoring group, and obtaining tutoring assistance through email tutoring or on-line chat sessions.

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On the main campus, a 24 workstation computer lab provides Internet access and interactive tutorial software programs such as *SkillsBank* (which includes reading, writing and math), *Ultimate Speed Reader*, *All the Right Type* (keyboarding), *Focus on Grammar*, *SAGE* and *Everwrite* (current English 100 supplemental software) for student use as well as serving as tutor resources in the Success Center. The Writing Center currently has six computer stations available for student use. The computer assisted instruction was started under the grant; software changes as new resources are discovered; faculty can also request course specific software installation. Students at other locations can now access basic skills resources through the *Skills Tutor* program, a web-based program also currently being used to supplement Eng 95.

Students can also attend a variety of “Tools for Success” seminars on the main campus, such as test-taking and time management strategies, designed to equip them with skills that promote successful completion of their courses. These workshops were instituted under the grant and then terminated for the past three years due to minimal attendance. They were reinstated in the spring semester 2007, with faculty, staff, and students serving as presenters.

Hours of operation have changed effective fall 2007. The SSC now operates from 8:00 A.M. to 8:00 P.M. (instead of 10:00 P.M.), Monday through Thursday, Fridays from 10:00 A.M. to 3:00 P.M. (instead of 5:00 P.M.), and Sundays from 5:00 to 8:00 A.M. (no change.) On Saturdays, both the SSC and the Writing Center are closed. These changes were recommended based upon usage reports of the SSC and implemented to maximize tutoring resources during peak times.

Growth/Population Served

When the SSC opened in 1999, approximately 3300 visits were recorded over the first year period. At the end of the grant period in 2003, the center was averaging about 10,000 visits per semester. This average has been maintained, with a slight increase of about 1,000 additional visits per semester, representing approximately 1400 individual students. These students range from English language learners to university students. Visits are tracked through a self sign-in computer database; thus, this number could actually be slightly higher. Currently, approximately 35-40 tutors provide learning assistance through the SSC. Math continues to be the most requested subject, with writing following in second place.

Tutor Qualifications/Training

The SSC recognizes the importance of using a well-trained tutorial staff to ensure quality services for our students. Under the Title III grant, training for tutors was limited to policies and procedures. In 2004, the SSC began experimenting with other pertinent training topics, also establishing specific minimum qualifications for tutors. The qualifications include: an overall minimum GPA of 3.0, 3.0 in the subject to be tutored, and a recommendation from a faculty member in the subject area to be tutored, preferably from the most recent course completed. In addition, applicants are screened through the tutor coordinator. In 2005, AWC applied for and was granted certification as Level I tutor training institution by the College Reading and Learning Association. In July, 2006, the program was recertified for a three year period. When the program first began, training was provided predominately through an interactive workshop/seminar format. Effective January 2007, an EDU



102 Tutor Seminar 1 credit course was created. Using a hybrid format, coursework is completed through Blackboard in addition to the live workshops, and tutors are able to use the tutor forum on-line to discuss tutoring issues. This also allows tutors in other locations to receive the same training opportunities and stay connected to the main campus.

Learning Center/Disability Resource Center

The Services for Students with Disabilities (SSD) Office provides reasonable academic accommodations for college students with documented disabilities so they can receive a quality education which prepares them for their future careers. The SSD staff work with students in partnership with faculty and community members to achieve a better understanding of the disability while focusing on ABILITIES. In the 2005-2006 school year 115 students, registered in the SSD office, attended classes. During the 2006-2007 academic year 133 students, registered with the SSD office, attended classes.

Computer Labs/Classrooms

AWC/NAU Computer Lab

The Academic Complex Computer Lab, or ACCL, is the central, open access computer lab on the Arizona Western College and Northern Arizona University in Yuma campus. The ACCL is an integral component of the ongoing partnership between Arizona Western College and Northern Arizona University in Yuma. First opened in January 1997, the ACCL serves the computing technology needs of students from both institutions, as well as the general community.

The ACCL has 125+ computer workstations, the majority of which run Microsoft Windows 2000. Macintosh computers are also available. The ACCL features a wide range of software, from Adobe Acrobat Reader to Visual Basic. Most of the software used in classes taught by AWC and NAU-Yuma is available for student use in the ACCL. In addition, Internet applications such as web browsers and e-mail programs, as well as general productivity applications like Microsoft Office are available for use.

The ACCL is open to all students of AWC and NAU-Yuma. The general public is also welcome to use the ACCL on a space available basis, provided they are 18 years or older and bring a valid photo ID.

Students registered with AWC and/or NAU-Yuma may obtain a lab access account. AWC students will need to stop by the front desk of the ACCL with a picture ID to have their account created. NAU students can build their own accounts on-line via the LOUIE system. Your lab access account also functions as your e-mail address. The general public and one-time users with a picture ID may access the lab with a visitor account assigned by the lab staff. The ACCL is manned by two full-time staff as well as a large number of part-time lab assistants, all of whom are willing and eager to lend a hand. The lab staff will be happy to assist you, whether you are a computer novice starting from scratch or a 'seasoned veteran' looking for a few pointers.

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Arizona Western College's goals for student learning outcomes are clearly stated for each educational program, facilitating accurate and efficient assessment. Effective teaching is valued and supported, and learning environments demonstrate clear results. Student learning and effective instruction are supported by learning services.

WebAdvisor (e-Advising)

All the Academic Counseling and Advising personnel have been trained in all the features of WebAdvisor. Emphasis has been placed on the Educational Planning feature that has become known as the e-Advising feature. All four division advisors have been trained on e-Advising. Off campus advising staff members have been trained. Several faculty members have been trained. E-Advising training will be offered as refresher modules.

Testing Services provides a wide variety of comprehensive paper-pencil and computer-based testing to the College and community members. Academic support is provided through the administration of placement, make-up, on-line and certification testing. For the 2007-2008 academic year, Testing Services administered a total of 9,826 tests (6,646 placement-related tests, 970 certification/ equivalency tests, 667 GED tests and 1540 faculty makeup and on-line course tests). In coordination with Outreach and Counseling Services, Testing Services provides placement testing at the local high schools and at the Martin Luther King Jr. Center. This service facilitates testing access to our local high school students, particularly seniors interested in attending Arizona Western College. Testing Services strives to support the academic achievement of professional goals through the administration of various certification exams such as the National Registry for Emergency Medical Technicians (NREMT), Automotive Service Excellence (ASE), and Heating, Ventilation and Air Conditioning (HVAC). Testing Services also administers national exams available to both our students and community members. These include the Law School Admission Test (LSAT), College Level Equivalency Program (CLEP), and the General Education Development (GED).

Tech Prep

Tech Prep assists students in gaining the technical preparation they need to succeed by streamlining career programs from high school through college. When students enroll in a Tech Prep career program in high school, they can start earning credit towards their college degree even before they graduate. Tech Prep also provides opportunities to help smooth the transition from high school to college, such as student orientation and summer career exploration academies.

Educational Talent Search

The Educational Talent Search program has been at Arizona Western College since August of 1998. The program serves 600 students 6th through 12 grades in eleven schools in Yuma and LaPaz counties. The program provides weekly academic meetings at each school. In addition, the program provides students with college visitations, cultural experiences, not normally available to the "at risk" population served, and college admission, financial aid and college enrollment assistance. The program offers a one week residential technology camp for 8th and 9th grade students for

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the last six years. The camp is focused in helping students learn the technologies they may need to be successful in high school and college. Since the fall of 2000, when the first high school graduates served by the program actually were applying to college, the program has had a 65 to 70 percent college enrollment average. The program also boasts of have a 99% high school graduation rate. In recent years the number of students receiving scholarships and large numbers of scholarships has increased.

Upward Bound

Upward Bound has been at Arizona Western College since August of 1999. The program serves 70 high school students in five schools in Yuma and LaPaz Counties. Students are required to attend weekly, academic meetings at their high school. In addition they attend all day activities three Saturdays a semester. These activities include skill building, career speakers and volunteer opportunities. The students are also required to attend a six-week residential, academic summer camp on the AWC campus. Students study math, up to calculus, English, science, reading and foreign language. Each summer the students also participate in a trip to visit various colleges and universities. Students who have graduated from high school are required to take college classes during the summer camp after their graduation. The students in this program must be low income or fist generation, meaning neither parent has a four year degree. Two-thirds of the students must be both. They are recruited in the 9th or 10th grade and are expected to stay with the program until they graduate from high school. Over 90% of them complete their commitment. Since the first graduating class of 2002, over 90% of the students enroll in a college or university. Some students drop-out and return, but the program is starting to experience a good rate of college graduation.



TRIO Student Support Services Program

The TRIO Student Support Services Program, is a federally grant funded program that serves first generation, low income, and/or students with disabilities. The mission of the SSS program is to retain, graduate and/or transfer students to four-year universities in good academic standing by providing services and resources that assist students in achieving their academic goals. The AWC SSS program, funded to serve 240 students annually, works closely with students to determine individual areas of need and to assist students in developing an education action plan (EAP) that will increase their chances of graduating from college and/or transferring to an university. Students must apply for the program and meet eligibility guidelines established by the U.S. Department of Education.

Transfer Services

Transfer Services is designed to facilitate a smooth transition for students transferring to a four-year university. Students will transfer in a timely manner following a sound educational plan that minimizes the financial cost and loss of credit. Transfer Services provide the following resources for all AWC students: University field trips to U of A and ASU, Transfer Week (Information Table, Financial Aid Workshop, Transfer Fair, and University Field Trip), provide information about the Arizona course



applicability system, one on one transfer advising session. All these opportunities are expand to the entire district (San Luis Center, Somerton Center, Main Campus, and Parker). Approximately 14-20 universities attend the transfer fair. Students participating on the university field trips vary depending on the university (20-28 students). The transferability rate for 2006-2007 is 1,008, for 2007-2008 estimated number of 1,200. Students transfer to the following states Arizona (ASU, NAU, U of A), Arkansas, California, Colorado, Idaho, Indiana, Illinois, and Kansas. Transfer Services works in conjunction with Student Support Services to provide some of the activities mentioned above. Students are thought to navigate the universities website, Arizona transferability website, and financial resources available. Transfer Services is looking into referring students in taking a transfer orientation course being piloted this coming spring. Transfer Services is responsible of maintaining incoming official transcripts and processing evaluation of credits. Approximately 120-150 evaluations are done on monthly basis by a part-time transcript evaluator and a full-time military coordinator. All evaluations are review by the Transfer Coordinator before forwarding them to Enrollment Services for posting. Transfer services will be assessed by CAS Program Review Criteria in 2009. Transfer Services Coordinator develops and reviews student learning outcomes annually to ensure they are on-line with the college objectives. Transfer Services partners with other areas of the college: Faculty, Facilities, and Student Services to provide services to our AWC students.

Violence Prevention Program

The Arizona Western College/Northern Arizona University-Yuma Violence Prevention Program (VPP) is a grant funded program through the Department of Justice Grants to Reduce Violent Crimes Against Women on Campus Program. In 2006 Arizona Western College was awarded funding to implement provisions within the grant that are consistent with the goals of the Violence Against Women Act of 2000. The grant was developed to provide education, training and services to students, staff and faculty in the areas of domestic and dating violence, sexual assault and stalking. At the time the proposal for the grant was presented, the student body of Arizona Western College on the main campus, San Luis Campus, Somerton and LaPaz campuses, as well as NAU-Yuma students consisted of approximately 12,000 students. These campuses geographically include a population of 201,368 covering approximately 10,000 square miles. The VPP is monitored and assessed through the bi-annual report of activities through the CalCASA Department of Justice reporting system. CalCASA also perform annual onsite audits of the grant expenditures and reported data (VPP Grant Performance Measurement Plan, pg 19). The program is required to report its SLO's and in the fiscal year 2009-2010 it will be assessed by CAS. The VPP staff provides classroom and various venue presentations through video presentation accompanied by subject lecture and interactive discussions (VPP grant section 2.1.1). The presentations vary according to the audience as required or requested. Since the onset of the grant's activities in January 2007 there have been 2,160 students, faculty, staff and general community members presented with information. During this same time frame 21 student, faculty or staff have been provided direct services from the program. The VPP is also introducing a curriculum into the standard classroom venue addressing the issues promoted by the grant's



purpose (VPP grant section 2.2). After each presentation to students in classrooms, an anonymous survey is collected from each student to determine the efficacy of the material presented, as well as generate feedback regarding the subject matter, and to assess the needs within the campus community. Other environments that facilitate better learning opportunities for students, staff and faculty using onsite technology tools are the VPP website which provides detailed information regarding each grant subject matter, and the AWC Blackboard for a hands-on learning environment. The Violence Prevention Program Peer Mentor Agency was developed to provide intense training to AWC and NAU-Yuma students who desire to be student volunteers to provide advocacy and resource assistance to students who have been affected by these issues and are seeking guidance (VPP grant 2.3). These VPP Peer Mentors receive weekend training in the stated areas of the grant, in addition to crisis intervention, drug and alcohol abuse, and general recognition and response to suicide and self injury indicators. These mentors receive ongoing training throughout the year through conferences and local training opportunities. The campus library has been provided with texts and videos for the purpose of providing self-study resources to students and faculty (VPP grant 4.1.1). With the collaboration of NAU-Yuma and NAU-Flagstaff the program has been able to secure on campus and community training by national speakers, Larry Gould, Ph.D., Assistant Vice President and CEO of NAU-Yuma and Neil Websdale, Ph.D., author and Professor of Criminal Justice at NAU-Flagstaff. Dr. Websdale will provide faculty at the in-service faculty training and participate in domestic violence training for local professionals.

Single Parent/Displaced Homemakers Program

The Single Parent/Displaced Homemakers program provides assistance to help single parents and displaced homemakers pursue a college education. The coordinator provides help to qualified AWC students with transportation, child care, and other needs to ensure college success.



Criterion Three

Strengths

- AWC has created the position of Director for Assessment and Program Review
- AWC Student Services has a student learning outcomes program.
- AWC's faculty driven and owned general education outcomes assessment assesses randomly selected graduates on an annual basis.
- AWC has a strong commitment to distance education, with comprehensive faculty development and enrollment growth.
- AWC's Curriculum Committee is faculty driven and owned.
- AWC has improved academic advising with specific lead faculty advisors and a network of discipline-specific advisors.
- AWC's faculty have increased the student-reported appraisal scores.
- AWC, a Hispanic Serving Institution (HSI), proactively develops, performs, and evaluates activities that enrich college life and culture.



- AWC has improved the quality and quantity of resources available across multiple sites.
- AWC's learning resources support student learning and effective teaching.
- AWC is an award-winning leader in educational technology and often regarded as a leader among Arizona Community Colleges.

Opportunities for Advancement

- AWC has an opportunity to learn at the Higher Learning Commission Academy for the Assessment of Student Learning.
- AWC has an opportunity to increase connectedness and involvement of adjunct faculty and part-time staff.
- AWC has an opportunity to provide consistent instructional equipment and support in all classrooms across multiple sites.

Recommendations

- Create a comprehensive assessment program that addresses all four outcomes effectively and efficiently institution-wide.
- Develop the assessment of other areas in General Education.
- Coordinate consistent instruction and assessment in all classrooms across multiple sites.



Acquisition, Discovery, and Application of Knowledge

Criterion Four

Arizona Western College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction

The Arizona Western College mission, core values, vision, and goals all speak directly to its commitment to life long learning. This commitment is evidenced through the College's strategic planning process, professional development for staff and faculty, diversity of the curriculum, and organizational structure. The purpose of this chapter is to describe and present evidence on how Arizona Western College fulfills Criterion Four by:

- Implementing an organizational model of life long learning
- Supporting professional development and scholarship
- Providing a diverse, useful and current curricula
- Ensuring responsible use of knowledge and technology



4a. Arizona Western College Demonstrates Through the Action of Its Board, Administrators, Students, Faculty, and Staff That It Values a Life of Learning.

Planning for Lifelong Learning

Arizona Western College is committed to planning for opportunities for life long learning for the citizens of Yuma and La Paz counties. This commitment is evident in formal statements approved by the District Governing Board, by goals and strategies developed by its administrators, and annual college-wide objectives developed through a campus-wide strategic planning process involving staff and faculty. Learning is at the center of this organization.

One of the major events of the planning year is the DGB planning session where the DGB and President's Cabinet review the College's strategic plan to ensure that it continues to advance the College's mission. This plan can be found in the *Vision in Progress* documents that present a statement of the College's mission, vision, and goals as well as a celebration of accomplishments over the previous year. This is a

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forward-looking document designed to give a glimpse of what the AWC Board, faculty, staff, and administration believe the College will look like five years in the future. Each year new college-wide objectives are adopted by the District Governing Board. The 2007-2008 academic year objectives included new facilities programming and construction; development of alternative revenue streams; administration of comprehensive district-wide training program; expansion of high school dual-credit curriculum and programming; development of an employee recognition program; development of an articulation model between the college and the NAU-Yuma Branch Campus; development of a participation model with Yuma Proving Ground, Marine Corps Air Station, and NAU-Yuma Branch Campus; and implementation of a district-wide enrollment management model to meet the growing educational needs of the college's constituents. Previous years' objectives have focused on learning opportunities for senior winter visitors and addressing the learning needs of our Districts' Tribal communities. Copies of *A Vision In Progress* (2005 through 2013) are available in the Resource Room.

Employee Professional Development

Through institutional funding and support of a variety of professional-development opportunities, Board members, administrators, faculty, and staff are able to pursue lifelong learning at Arizona Western College. Institutional travel is funded by the College for professional development activities. A tuition benefit extended to Board members, full-time employees, and their dependents provides more than \$100,000 worth of tuition-free learning to members of the AWC community each year. For the 2007-2008 academic year, that College benefit provided more than 3,800 credit hours of tuition-free education.

Salary incentives for continued educational growth for faculty and counselors, classified employees, and administrators are available for all full-time employees and result in additional raises granted for employees participating in the program. In a true demonstration of lifelong learning, the faculty salary schedule also provides steps beyond the doctoral level to give even those with a terminal degree more room for growth. Professional development activities such as conference presentations and scholarly writing are given credit hour values for application to the salary schedule for purposes of educational growth.

Beginning in 1990, the College also incorporated Flex-Activity learning into its faculty contracts, providing two paid days each year for full-time faculty to participate in various learning activities that directly and positively impact the teaching/learning process. This may include scholarly writing, attending a conference, or some other activity. Participation and compliance is ensured by the Faculty Flex Committee.

The College President has issued a standing pledge to fund travel for any faculty member who has a presentation proposal accepted at a national conference. As a result, in 2006 alone, faculty and staff presented at more than 35 state, regional, and national conferences to support professional development and growth while bringing recognition to the College. New guidelines have been incorporated into faculty travel rules to facilitate the dissemination of information gathered at conferences so that more individuals may benefit from the College's limited pool of travel resources.

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The College fully funds expenditures for both in-state travel (for articulation meetings, field trips, state meetings, and other) and out-of-state travel (for conference attendance and staff national presentations). Separate travel funds are dedicated for faculty professional development through the Center for Teaching Effectiveness while funds for staff and administrative travel are allocated in individual department budgets. The College provides Employee Tuition Grants for employees taking courses at the College leaving employees only responsible for fees related to courses. College expenditures on professional development and travel are available in the Resource Room. The College has an opportunity to not only define what is meant by professional development, but has created a mechanism for both the equitable allocation and the transparent reporting of professional development travel at all levels of the College.

Recognizing that it is not cost-effective to send all employees to training, the College provides additional opportunities for professional development to its employees on-site. The Center for Teaching Effectiveness was created in 1990 to create a comprehensive professional-development program that places teaching and learning at the focal point of College activities and decision making. Successful outcomes of the Center have been the creation of a faculty developed appraisal process, new faculty orientation and faculty mentor programs to orient new faculty to the College, and a fifteen-fold increase in the number of professional-development opportunities for faculty.

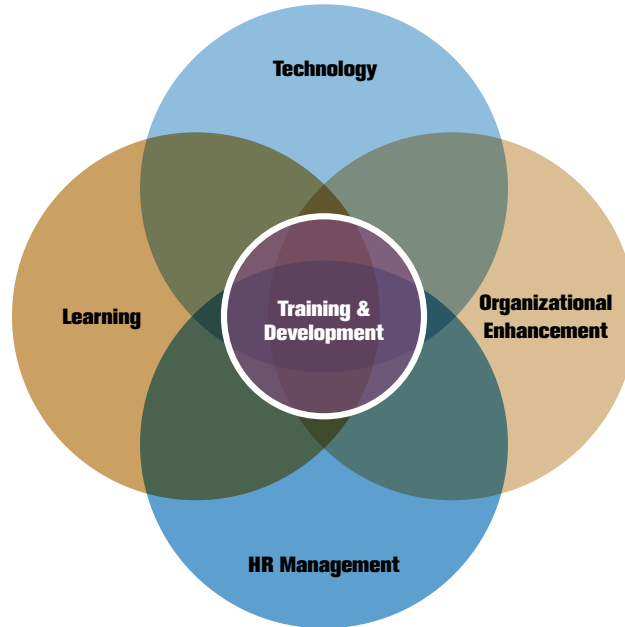


A full-time Training Coordinator was added to the Human Resources staff in 2006 to aid in the delivery of needed training to AWC's employees. Working with various areas within the College, the Training Coordinator is responsible for executing the College's Training and Development program that has the stated purpose of: (1) improving and enhancing the skills and competencies currently



possessed by our staff and faculty, and (2) further developing those skills and competencies to prepare the College and its staff and faculty for the future.

The diagram below depicts a comprehensive training program model for encouraging continuous performance development and improvement. The four areas of focus depicted in this model address all areas of the College, and ultimately the products and services we provide to the community.



Programmatic offerings and development were initially founded on stated college-wide objectives, stated needs from various constituencies, data collection and review of Help Desk service calls and tickets, and anecdotal evidence from staff and faculty. After workshops were developed and piloted, feedback was provided by participants and is consistently sought at the conclusion of each training seminar, workshop, or other offering. Although the Likert-scale ratings are reviewed and compiled for quantitative analysis and context, specific attention is given to individual comments highlighting areas of opportunity and/or improvement for current and future workshops.

In the spring of each year, a paid professional development day is set aside at the College, and no classes are held. Opportunities for staff and faculty are offered separately. Faculty Development Day provides both keynote addresses and faculty-led seminars on topics of interest. Held the same day, the Classified Employee Development Seminar provides a half-day opportunity for all classified staff to obtain professional development training. The committees tasked with the planning of the Faculty and Classified Employee Development programs collect feedback regarding the usefulness of the training provided and incorporate suggestions for improvement into future offerings.

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Additional seminars are held throughout the year on a variety of topics for faculty. Opportunities for faculty professional development such as the annual Faculty Development Day, associate faculty seminars, new faculty support meetings and diversity seminars had a combined total of more than 365 participants during 2006-2007.

A major goal of faculty development is to impact student instruction in a positive way. The Arizona Western College Foundation has partnered with the College to reward success in this area. In 2006, The Foundation awarded its first two Endowed Faculty Chairs to Mr. Samuel Colton, Welding Professor and Coordinator of Technical Instructional Development, and to Dr. Scott McLean, Professor of Speech, in recognition for excellence in teaching. The Foundation also awards more than 30 different scholarships to students each year in honor of community members who have shared the College's passion for lifelong learning.

Students

In order to complete a degree program at AWC, students must successfully complete classes through a core body of knowledge defined as the general education curriculum. Prior to graduation, all degree completers are assessed for competency in two (randomly assigned) of the four **general education outcomes**: communication, critical thinking, quantitative analysis, and technological applications. Results from these assessments are used by faculty to modify courses to better meet proficiency outcomes in those areas.

Additionally, Arizona Western College is a participant in the Arizona General Education Curriculum (AGEC) project, which allows for a common framework for a general education curriculum that is transferable to all Arizona universities. The AGEC consists of 35 credit hours of coursework in English, mathematics, arts and humanities, social and behavioral sciences, physical and biological sciences. Moreover, in recognizing that our students live and work in a global and diverse society, the AGEC requires completion of at least one course that advances cultural awareness and one course that advances global or historical awareness.

Students at Arizona Western College also value a life of learning as demonstrated by their activities in and out of the classroom. The value they place in that life of learning can be illustrated from the traditional academic perspective in such examples as the following:

- In 2006, AWC student Nancy Hernandez was selected by the Phi Theta Kappa International Honors Society of the Two-Year College as Arizona's New Century Scholar, the state's top All-USA Academic Team nominee. Ms. Hernandez also was recognized as one of the top twenty scholars in the nation by Phi Theta Kappa and *USA Today* as a member of the All-USA First Team
- In 2007, AWC students Bertha Quintero and Maricela Hernandez were both selected by Phi Theta Kappa as first-team members of the All Arizona Academic Team, entitling them to Regents' scholarships to Arizona universities, while environmental science student Karen Huerta was selected as a Morris K. Udall Scholar for her achievements in the field of environmental science

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- In recent years over 35 AWC students have received both national, state and local science based internships
- In 2008, for the twelfth time in thirteen years AWC's Students in Free Enterprise (SIFE) club won the regional championship for project excellence and community involvement designed to strengthen the local community
- During the 2006-2007 academic year, 22 AWC students participated in the American Mathematical Association of Two Year Colleges (AMATYC) Student Mathematics League Competition to learn advanced techniques in problem solving not normally encountered in the classroom
- The AWC Honors Program has grown from a handful of students in 2000 to nearly eighty students in 2008 and the College Phi Theta Kappa organization has earned a 5-Star rating based on its community service learning projects

Another on-campus project demonstrated that cross-discipline collaboration can provide a significant learning benefit beyond the classroom. OWLCATRAZ, was a cross curriculum project to design and build a rehabilitation aviary for raptors from a nearby wildlife refuge and involved collaboration between welding and biology students.



As a community college AWC represents a second chance for many individuals. The College's GED, displaced worker, and disadvantaged-youth programs provide needed retraining and new purpose for between 50 and 100 students each year. The vocational program at the Arizona State Prison Complex, which delivers training to inmates in a trade such as carpentry or masonry, is another such program.

4b. Arizona Western College Demonstrates That Acquisition of a Breadth of Knowledge and Skills and the Exercise of Intellectual Inquiry Are Integral to Its Educational Programs.



Assessment

Arizona Western College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs in numerous ways, but centrally in its assessment of student learning outcomes. Understanding the acquisition of a breadth of knowledge and skills in our students is central to the learning process of the College. The assessment of student learning outcomes takes place under the auspices of the faculty led **Learning Excellence Assessment Process (LEAP)** Committee. LEAP is comprised of eight faculty members and six administrators. Between 1999 and 2007 student learning outcomes assessment was administered directly by the Vice President for Learning Services and led by an Assessment Committee faculty chair. This faculty chair was given release time from teaching responsibilities to direct the assessment program. Those early years of assessment were foundational for the College assessment program, but were met with varying degrees of enthusiasm by the College teaching and learning community. In fall 2007, the Office of Assessment and Program Review was developed and made operational. The Director for Assessment and Program Review co-chairs the LEAP Committee with a faculty member. Institutional commitment to student learning outcomes assessment has resulted in a more robust program across courses, programs, and institutional parameters. Student learning outcomes are measured institutionally as well as at the program level. General education outcomes as defined by the College include Communication, Critical Thinking, Quantitative Analysis, and Technical Application. These outcomes are assessed at the institutional level and through embedded assessments within courses. AWC utilizes embedded assessment of student learning within course areas for student writing and math outcomes currently. Plans are underway to test embedded assessment for critical thinking outcomes in the next academic year. Additionally, student outcomes at graduation for all degree seeking students are measured utilizing terminal outcome measures in writing, math, and critical thinking.

Student learning outcomes are also assessed at the course and program level by faculty. Although not all faculty are fully engaged in student learning outcomes assessment, many programs are regularly assessing their students' learning, analyzing the results, and using the results to improve student learning.

An initial step in the assessment of a program at Arizona Western College is for faculty in their respective areas of expertise to complete the **Academic Achievement Report (AAR)**. The AAR form contains five columns, as seen below:

Academic Achievement Report Columns

- Column I** Statement of Purpose
- Column II** Intended Student Learning Outcomes
- Column III** Tools for Assessment and Criteria for Success
- Column IV** Summary of Data Collected
- Column V** Analysis and Use of Results



The completion of the columns is designated by specific dates assigned by the LEAP committee and distributed to all faculty.

As outlined in the LEAP Calendar, the completed Academic Achievement Reports are submitted to the Office of Assessment and Program Review (via the Dean or Associate Dean of each Division) by the third week of Fall semester, a brief descriptive narrative of the process for this cycle. Evaluations to determine whether each of the actions were effective in achieving the outcome also are included in the narrative. Faculty in the same discipline gather to discuss curricular changes to their program based on the evidence.

General Educational Outcomes

AWC degree completers are assessed for competency in two (randomly assigned) of the four general education outcomes: communication, critical thinking, quantitative analysis, and technological applications. Faculty uses the AAR format to complete and submit reports to the Office of Assessment and Program Review.

The results of the assessments are used to improve student learning. The student outcomes are measured against outcomes standards with the results indicating strong areas and areas that need improvement. Faculty uses the results for curriculum planning and changes in learning activities. Results of student learning outcomes at the institutional level are reported to the faculty and community in the annual Assessment Report on the Assessment and Program Review website.

Curriculum and Articulation

Through its **Academic Curriculum Review and Articulation System (ACRES)** Arizona Western College demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. ACRES is an electronic means for creating, routing, evaluating, and approving new courses/programs, course/program modifications, and course/program deletions within the College. ACRES allow for electronic signatures as well as date/time stamps of comments and approvals of curricular forms, and provide a more efficient process for handling curriculum matters. Curricular forms require the originator to provide information regarding the rationale for changes or additions and any possible implications with regard to the stakeholders. By going to an electronic format, faculty are able provide information expected in an effective and communicative manner.

Through the **Arizona General Education Curriculum (AGEC)**, Arizona Western College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. AGECE is an agreement of a common structure for transferable general-education curriculum between the Arizona community college and universities. The curriculum agreement provides equitable course transfers, ensuring that students are successful in transferring course work included in the AGECE block. To ensure student success, no coursework that receives a non-transferrable rating can be included in the general-education list of courses. Only coursework which has been assigned a rating of elective or better at a university may be included. The coursework in the AGECE also provides students with exposure to cultural, global, and historical awareness.

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AWC supports the success of its students through participation in the **Arizona Transfer Model's Articulation Task Force (ATF)**. The AWC faculty attending ATF meetings are charged with making recommendations to increase commonality and transferability of courses among lower-division requirements in shared university majors and between two or more institutions. The ATF members also contribute to student success by making recommendations for appropriate Arizona General Education Curriculum (AGEC) and through their recommended updates to the course equivalency guide.

Curriculum Committee

The **Curriculum Committee (CC)**, made up of college faculty and administrators, evaluates and acts on proposals for changes in the curriculum. The CC reviews the curriculum to insure the academic integrity of the courses and/or programs. The curriculum at AWC is structured to promote student learning outcomes in critical thinking, written communication, quantitative analysis, and technology. The CC reviews the consistency of course levels as compared to course content and transferability of 100 and 200 level coursework. A recent accomplishment for the CC was the stipulation that some 200 level general education courses require students to have a ENG 101 prerequisite to ensure student success in some of the more rigorous 200 level courses.

Breadth of Curricular Offerings

AWC is a comprehensive community college offering academic transfer, professional/technical and career education, developmental education, and life long learning opportunities for middle school through senior populations.

AWC transfer degree programs include the associate of science degree, associate of arts degree, and the associate of business degree. Additionally, the Arizona General Education Certificate is a transfer certificate approved by the state articulation system and accepted by all Arizona four year universities. The College also offers the associate of applied science as a terminal degree and numerous professional/technical and career education short term and one year certificates.

The College offers a breadth of courses in special interest, recreation, and continued learning areas including a summer gifted student program and senior interest courses. High school students attend AWC through dual credit enrollment as defined in IGAs with all District high schools. These courses generally are taught on the high school campus with students receiving high school and College credit. Additionally, high school students are admitted to the College and approved to take College courses under the Special Admissions program.

Developmental education programs are offered in math, reading, and English as regular college courses and adult education through a cooperative arrangement with our Workforce Investment partners. AWC offers GED testing at numerous sites across the District.



4c. Arizona Western College Assesses the Usefulness of Its Curricula to Students Who Live and Work in a Global, Diverse, and Technological Society.

In order to enhance the lives of the residents in Yuma and La Paz Counties, Arizona Western College must continue to deliver a product to them that is relevant and useful. To this end, the College periodically reviews all of its programs and services, ensuring that the service delivered meet the expectations of our internal and external constituents.

The Instructional Program Review cycle incorporates this need by providing for a thorough evaluation of each program of study every six years. The primary focus of the Program Review activity is to provide an overall description and analysis of the program, including but not limited to formats and modalities of instructional delivery, facilities and equipment utilization, program expenditures, human resources, scheduling effectiveness and distribution of courses, enrollment patterns, student completion, and national and local trends.

Program Review

In accordance with the Fall 2003 guidelines, AWC defines a program as “an organized sequence or grouping of courses or other educational activities leading to a defined objectives such as a certificate, degree, license, transfer to another institution, job, career goal, or acquisition of selected knowledge or skills.”

The program review process primarily focuses on the overall description and analysis of a program, including but not limited to formats and modalities of instructional delivery, human resources, distribution of courses throughout our district, enrollment patterns, student completion, and national and local trends. A program review examines the quality and productivity the academic program to determine which programs might be enhanced, reduced, maintained, eliminated, or studied further. Each program is to be reviewed on a six-year cycle. In Fall 2003, AWC developed program review guidelines outlining a process that is consistent with the College’s strategic-planning review process, requiring programs to examine six major elements of the decision-making model: excellence, equity, efficiency, effort, effectiveness, and ethics. Following this model, faculty assesses programs using a holistic approach. In addition, the model aligns with the vision of the institution.

AWC programs are reviewed on a periodic basis using key performance measures and program information in order to determine program direction and opportunities for improvement. The process provides the means for program areas to react to changing conditions by identifying needed modifications to their action plans, and by providing an avenue into the formal budgeting and institutional planning processes in response to these modifications.

The review is an opportunity for the faculty and staff in each department/area to reexamine the scope, function, and effectiveness of their areas, and to recognize particular areas of strength. Upon the completion of a program review, a team undergoes an exit interview, at which time recommendations for improvement are presented to the Dean of Instruction and the Vice President for Learning Services. The reviewing committee is composed of the following members: a full-time

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faculty within the program as appropriate; a faculty member outside the program; a community member or advisory committee board person as appropriate; the Dean or Associate Dean responsible for the program; a student in the program when possible; and an associate faculty member. If the committee's recommendations are accepted, the Vice President and the Dean of Instruction provide advice and begin to strategically plan if the budgetary items were accepted.

The **Office of Assessment and Program Review** was instituted in Fall 2007 and holds orientations for program reviewers in partnership with the **Office of Institutional Research**. During this one-hour session, faculty, staff, and/or committee members and teams participating in a program review are invited to attend. During this meeting, program reviewers receive an overview of the Program Review Process, the establishment of a Strengths, Weakness, Opportunities, and Threats (SWOT) analysis guidelines, and action plans. Program review members are encouraged to link the program review with the assessment of student learning outcomes. The Office of Institutional Research and Grants provides data samples, which are utilized in preparing program reviews. Participants are also advised on survey design and approval processes. The collaboration of the office of Institutional Research and Grants and the office of Assessment and Program Review provides guidance and data to faculty, who are then enabled to make informed decisions regarding their programs.

In each vocational certificate program, an advisory committee brings professionals in the field and program graduates together with program faculty and administrators. Advisory Committees meet a minimum of once per year to align the curriculum with the needs of employers, graduates, and the community at large. Suggestions made by committee members are incorporated into program activities.

Given its geographic location in the southwestern corner of Arizona, the College provides educational services for an area rich in diversity. The demographic makeup of Yuma itself is nearly 50% Hispanic; in some of the communities we serve to the south, it is almost 100% Hispanic. All members of the AWC community are keenly aware of the importance that diversity holds in our shared future. The District Governing Board has provided noteworthy leadership in this regard. In 2007, the Board received the prestigious Charles Kennedy Equity Award for the Pacific Region by the Association of Community College Trustees in recognition of creating a consistent commitment to diversity.

Recognizing the needs of the populations that we serve, the College was successful in pursuing a Strengthening Hispanic Serving Institutions Title V Grant in 2005. These funds enabled the College to develop programs and provide services that have resulted in increased access and increased graduation and completion rates for our students. One such program, the Office of Diversity, has as a primary goal the development of sensitivity to the cultural and linguistic issues that reflect our student population. The Office of Diversity works toward this goal by creating opportunities for faculty and staff to experience the language and culture of our majority population first hand and by promoting the acquisition of multicultural learning strategies that best meet the needs of our student population. In the 2006-2007 fiscal year, the Office of Diversity facilitated or co-sponsored 39 events that supported discussions of diversity and its influence in teaching techniques and

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student learning. These events were attended by over 2,000 people. Additionally, this sensitivity is reflected in College initiatives such as the development of the Academic Library's Southwest Border Collection, the most comprehensive collection of its kind, dealing with border issues and incorporating the work of many border authors.

Arizona Western College also has met the challenge of preparing its students to live and work in a technological society. The General Education Student Learning Outcomes for technology are that:

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

Additionally, training is provided for faculty to ensure that the latest technology and techniques are used in delivery of instruction. One such activity is Camp Yuma, an optional week-long technology, diversity and distance-education training program provided to full and part-time faculty. Moreover, the Office of Distance Education provides training sessions throughout the year, allowing instructors to evaluate and upgrade their knowledge of best practices for using technology and incorporate it in the classroom.

4d. Arizona Western College Provides Support to Ensure That Faculty, Students, and Staff Acquire, Discover, and Apply Knowledge Responsibly.

Faculty and Staff Development

In fall 2007, Arizona Western College hired a **Training Coordinator** to support faculty, students, and staff in acquiring, discovering, and applying knowledge responsibly. As a result of a Training Needs Analysis and the Institutional Technology Survey, training sessions were developed and offered to faculty and staff. The results indicated that faculty and staff needed training in the following: Outlook, Datatel, Webpage creation, desktop use, data security, and Blackboard. The trainings provided for staff, faculty, and students are provided in the table below. During the 2008-2009 academic year, the Training Coordinator will conduct post-training evaluation for retention, utilization, and transfer of learning.



Table 5.1 Academic Year 2007-2008 Training

Training	Group Type	Attendees
Data/File Management, Web Page, Excel	Staff	30
Web Page Editing	Staff	2
Web Page Editing	Staff/Faculty	12
Web Page Editing	Staff	3
Web Page Editing	Staff	3
Black Board	Staff	8
Data Management and Desktop Security	Staff/Faculty/Community Members	16
MBTI/Communication	Students	7
Summer Camp	Students	35
Despegue	Faculty	18
Black Board	Faculty	1
Black Board	Faculty	9
Total (13 sessions)	n/a	144

In order to support academic integrity in research the college initiated an Institutional Research Board (IRB) committee in 2008. Additionally faculty are provided with an anti-plagiarism software program, turnitin.com to assist with evaluation of writing. Academic dishonesty is addressed in the Student Code of Conducts Policy and Procedures as well as every college syllabus. This ensures that students and faculty learn and follow good research practices.

The **Center for Teaching Effectiveness (CTE)** was established in the belief that individuals, departments, and institutions have unlimited capacity for growth and development. Arizona Western College has made a commitment to provide the resources necessary for a comprehensive program that will meet the constantly changing needs of faculty in a multicultural society. The Center has committed itself to a comprehensive professional-development program that makes teaching and learning the focal point of college activities and decision making. During start-up activities each semester, faculty and professional staff may present and transfer the knowledge gained from attending conferences.

Below is an example of institutional expenditures on professional development. A chart of expenditures from 2000-2007 is available in the Resource Room.

Table 5.2 Learning Service Professional Development Expenditure 2006

Group	Attendees	Expenditure
Faculty	64	\$47,021
Staff	63	\$57,536
Total	127	\$104,557

Honors Program and Phi Theta Kappa

The AWC Honors Program and the Sigma Beta Chapter of the Phi Theta Kappa (PTK) International Honor Society of the Two-Year College fulfill the Criterion Four values of Acquisition, Discovery, and Application of Knowledge by fostering excellence in the areas of inquiry, creativity, practice, and social responsibility.

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The following statement concerning the **Honors Program** is found in the AWC Catalog:

The AWC Honors Program serves as a vehicle for academically-excellent students to expand their intellectual boundaries and develop a sense of leadership through completion of a challenging curriculum. The Program encourages students to investigate their subject areas more deeply, to pursue connections among those areas, and to seek closer working relationships with faculty.

Membership in the AWC Honors Program requires a high level of scholastic achievement. Admittance is based on superior high school performance, high standardized-test scores, or a high college GPA. The criteria for continued participation are that students maintain a 3.5 GPA and continue taking courses that are specially designed with elevated standards. The expectation is that students will transfer to four-year colleges or universities, hopefully continuing in honors there, and become intellectual and civic leaders through their chosen career paths.

The Honors Program is built around honor-dedicated classes distributed across the various blocks of the General Education curriculum. These classes include elevated scholarly standards, emphasizing the enhancement of critical-inquiry skills. The Honors Program also includes an interdisciplinary Honors Colloquium requirement to instill a sense of connection among the various areas of human knowledge.

The Honors curriculum emphasizes issues of global interest through a diversity of viewpoints. In addition, the development of technological skills is embedded into all aspects of the Honors Program, including operations, record-keeping, and communications. The use of computer applications in coursework is generally expected, and some Honors sections are offered in on-line and hybrid formats. The Honors Center offers desktop stations specifically for students in the Honors Program, complete with specialized applications. The Honors Program further seeks to develop familiarity with communications technologies through such projects as electronic portfolios and a shared Internet work space.

The required Honors Seminar is an orientation to the Honors Program and to the concept that those who are intellectually gifted and fortunate in their access to knowledge have an obligation to use their good fortune for the common good.

The **Phi Theta Kappa** mission is as follows: The purpose of the Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

PTK lists Scholarship as the first of its four Hallmarks. Arizona Western College offers a highly evolved framework with opportunities for the pursuit of knowledge and the practice of critical thinking on the campus, regional, and international levels.

PTK's International Honors Committee plans an array of activities, programs, and events related to its two-year cycle of Honors Study Topics. A prominent

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example is the Satellite Seminar Series, a fall sequence of four live international broadcasts of lectures by renowned scholars. For the past two years, AWC's PTK chapter has been hosting the series in collaboration with NAU-Yuma, in forums that are free and open to the campus community and the general public.

In addition, chapter students travel each year to the regional and international events dedicated to the examination of the current topic, including world-class lectures, small-group seminars, and discussion forums. For two consecutive years, the AWC chapter advisor has been selected as one of 24 Faculty Scholars at the International Honors Institute, bringing to bear that experience in leading the local chapter and Honors Program. The Regional and the International Convention, too, offer presentations by scholars and other public figures, followed by small-group and general discussions. In 2009, AWC will host the Arizona Regional Convention.

The Satellite Seminar Series, the Honors Institute, and the International Convention are good examples of global PTK activities that employ state-of-the-art technologies in bringing diverse viewpoints to a highly varied audience. PTK students also have the opportunity to apply technologies through the creation of such projects as an electronic scrapbook and a regular chapter newsletter.

PTK fosters students' sense of responsibility in acquiring knowledge and then sharing that knowledge with others. The other three PTK Hallmarks—Leadership, Service, and Fellowship—ensure that chapter, regional, and international activities become opportunities for the students to use their intellectual gifts in improving the world around them.

In recent months alone, the Sigma Beta chapter has participated in such socially responsible activities as campus and community recycling, community beautification and volunteerism, and literacy drives. Chapter officers have assumed a leadership role in communicating to the college administration about student needs in the area of academic excellence. Generally, the Chapter has helped to raise awareness about AWC locally, regionally, and nationally.

Tutor Training Program

Arizona Western College demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. The Student Success Center and the Writing Center together employ approximately 40 tutors to assist the students of AWC in their courses. As facilitators in the learning process, tutors reinforce concepts introduced in the classrooms. The tutors are trained to use the Socratic Method in working with students, using questions to explore, prompt, clarify, and refocus students' learning when appropriate. Tutoring stimulates students' thinking to a higher level as the questioning progresses from what the students know to what they need to learn, and finally, to being able to apply and critically evaluate the material. The tutors themselves are challenged to expand their own knowledge of the tutoring process through a Tutor Seminar one-credit hybrid course. Topics for the course are endorsed by the College Reading and Learning Association (CRLA) for Level one Tutor Certification, and tutors must complete the training and become certified to maintain employment. The purpose of the training is for tutors to apply their gained knowledge and skills responsibly when tutoring their peers.

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Student Activities

The **Student Activities** department at Arizona Western College is comprised of the Performing Arts program, the Student Government Association leadership program, student clubs and organizations, and the Student Activities program.

Performing Arts is partially grant-funded through the Arizona Commission for the Arts, but its mainstay support is from AWC and embodies the College's commitment to providing culturally enriched programming for Yuma and La Paz counties. Most of the performers scheduled through Performing Arts give week-long residency workshops and performances at the local schools in Yuma and La Paz counties, as well as principal performances that are open to students, faculty, staff, and the community at large.

Student Government Association

The **Student Government Association (SGA)** at Arizona Western College is comprised of one Student Body President and five Vice Presidents. These individuals must be currently enrolled students at AWC, maintain at least a 2.0 GPA, and be elected into office by popular vote from the student body. They serve a term of one year and are required to attend leadership training, take a leadership certification exam, attend weekly meetings, present issues and act as the voice of the students to the administration. They are also actively involved in student activity programming and community service efforts.

Student Clubs and Organizations

Student Clubs and Organizations at Arizona Western College are initiated, chartered, and driven by student efforts. Each club is required to have a full-time faculty or professional employee as its advisor. Among the wide variety of campus clubs and organizations are the Pre-Vet Club, International Students Club ("I-Team"), Culinary Arts Club, Theater Club, SIFE Club, and Skills USA Club. These clubs give students the opportunity to socialize, explore, learn, and grow among other individuals who have the same interests as themselves. Many of these clubs are very active in community service projects and extend their learning beyond the classroom and the campus.

Student Activities

Student Activities programming is geared towards providing students with opportunities to develop and participation in social, multicultural, intellectual, recreational, and leadership events. The department offers an array of programs that complement the teaching objectives of the faculty while significantly contributing to learning opportunities outside of the classroom. Some examples include the College Union Game Room, which provides pool tables, ping-pong, foosball, and a widescreen television for viewing television programming or playing video games; live concerts; lectures by authors and speakers of various cultural backgrounds and educational philosophies; themed dances with a live disk jockey; entertaining performances by hypnotists, comedians, musicians, and other variety acts.

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Cooperative Education

Cooperative Education allows students to gain unique personal insights that will help prepare them for the world of work. The objective of Cooperative Education is to give students a chance to work in a field related to their career goals. They are assigned one, two, or three projects a semester, depending on the number of credit hours they are taking. The projects are approved by both a career advisor from the College and the worksite supervisor. Students must write a three-page summary report at semester's end detailing their project(s) and what they learned as well as provide documentation backing up their work. Students are evaluated by their work-force supervisors. Two one-credit cooperative-education modules, or "co-ops," provide students with the tools to make informed career decisions and to compete for and acquire a job. Non-working students can register for these co-ops.

The evaluation of the co-op courses are based on a checklist of common workplace skills/attributes and the supervisors' list of their own specifications. Supervisors review the evaluation forms with the students near the end of the semester. Some cooperative education assignments require evaluation of oral presentations, such as the practice interview. The career advisors use a rubric and as well as their own judgment to critique the students' performance. Cooperative Education assignments also employ the four General Education outcomes identified by AWC—Communication, Critical Thinking, Quantitative Analysis, and Technology Applications. More information can be found in the co-op syllabi.

Cooperative Education students apply their knowledge by demonstrating in written essays their understanding of individual work values, career interests, and so on. Students can choose among several career-oriented topics. These topics require them to analyze how to use their attributes to make career decisions. Third- and fourth-semester students undergo a practice interview and develop professional-quality resumes, cover letters, career portfolios and other related assignments designed to prepare them for acquiring a job.

Using Knowledge Responsibly

During the 2007-08 academic year, the College implemented its Institutional Review Board (IRB) with the task of reviewing all research projects for ethical and responsible use of human subjects in research. This Board became fully functional in fall 2008 and includes both internal and external constituent members. Procedures governing the role function of the IRB have been codified in College procedures (available on-line) and approved at the national level.

AWC also has adopted College procedures addressing appropriate use of technology, copyright, academic freedom, and academic honesty. These procedures are consistent with federal and state mandates and best practices. They are published in the AWC Student Handbook, Employee and Faculty Guides, College Procedure Manual, and Student Code of Conduct.

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Criterion 4

Strengths

- AWC emphasizes accountability on assessment including establishment of College Assessment Committee, currently named the LEAP Committee (Learning Excellence Assessment Process), and has dedicated an administrator to the process.
- AWC emphasizes lifelong learning of employees by providing Educational Growth Credit for faculty, staff and counselors and tuition grant for college courses.
- AWC has comprehensive community college curriculum and statewide articulation through the Arizona General Education Curriculum (AGEC) articulation program.

Opportunities for Advancement

- Expand, develop, and train AWC employees for (1) improving and enhancing the skills and competencies currently possessed by our staff and faculty, and (2) further developing those skills and competencies to prepare the College and its staff and faculty for the future.
- Continue to articulate and expand the partnership with Northern Arizona University.
- Provide equitable staffing and resources for comprehensive services at all campus learning centers across the 10,000 square mile district.

Recommendations

- Overcome issues and concerns related to the re-organization of Learning Services.
- Expand culture of assessment to include all programs and course clusters across the campus.



Engagement and Service

Criterion Five

As called for by its mission Arizona Western College identifies its constituencies and serves them in ways both value.

Introduction

Arizona Western Colleges' mission, vision, statement of purposes, and vision all speak to providing educational service through innovative partnerships to assist students to enhance their lives, achieve success, and access learning. As stated in the College Institutional Values AWC “. . . will be community centered and partnership oriented” and will “. . . become a significant team member in economic development, cultural enhancement and societal improvement.” The College both serves and engages its constituents recognizing the challenge of meeting the needs of diverse and widely dispersed communities over a 10,000 square mile district. The College regularly seeks feedback from both internal and external constituents to ensure that programs and services are developed in accordance with community needs and priorities.

The College actively seeks collaborative partnerships with the community that increase student access to learning and are consistent with its mission. Community members engage and participate in college affairs through in a variety of ways; at the same time students, faculty and staff engage, participate and contribute to the community through service learning, volunteerism, service and governmental organizations This chapter addresses some of the most important examples of how AWC engages and serves its communities, carries out its mission to improve the lives of people in Yuma and La Paz counties, and seeks feedback from its many constituencies.



5a. Arizona Western College Learns from the Constituencies It Serves and Analyzes Its Capacity to Serve Their Needs and Expectations.

The Mission and the College's Capacity to Support Its Commitments

During its 44 years of service to its constituents, Arizona Western College has developed community partnerships to uphold its mission and its continually expanding vision of true lifelong education. The College has developed and shaped its mission and commitments to reflect the culture and needs of Yuma and La Paz counties, creating education and business partnerships locally, regionally, nationally, and internationally.

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2013: A Vision in Progress is a living document designed by the campus community to guide and develop objectives and goals for the College.

The college's mission and vision are works in progress developed from the campus community, District Governing Board, the President's Council, Cabinet, and Executive Committee.

Faculty, staff, management teams and advisory committees, community groups, and students provide feedback for the continual development of the College's mission and vision. The Vision Plan is revised annually and monitored with regard to completion of objectives based upon feasibility and community feedback.

Periodic Environmental Scanning to Understand Changing Needs

Arizona Western College seeks information from the educational and business communities through surveys, advisory committees, town hall meetings, and participation in organizations and community planning groups. Through its Student Services department, the College continually conducts outreach programs at district-wide middle and high schools to determine what programs will best benefit the upcoming student cohorts.

In addition, faculty participates in **Articulation Task Forces (ATFs)** to articulate coursework with other colleges and universities throughout the state. These activities are conducted on an annual and semi-annual basis for specific program areas and for vision planning at large.

In 2005, AWC surveyed the business and industry community to determine the need for workforce development training and education. A campus **Workforce Development Survey Steering Committee (WDSSC)** developed the survey, designed the administration protocol and identified possible respondents. The survey included request for limited demographic information, skills needed by employees and the top five jobs the respondent felt would be added in the next five years. Each of the top five job classifications, listed by respondent, also asked for the number of current full-time employees, number of employees to be added over the next five years, educational experience, job experience and projected annual salary.

A link to the survey was placed on the Arizona Western College homepage and responses to the on-line survey began to immediately take place. Arizona Western College proceeded to mail out approximately 4,000 individual letters to business, industry, health professions, schools, colleges, universities and other organizations. A letter from President Don Schoening at Arizona Western College outlined the importance of the survey and encouraged broad participation from both Yuma and

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La Paz Counties. Also included in the envelope was a post card (postage paid) so that potential respondents could request a paper copy of the survey in lieu of completing it on-line.

Between October 15, 2005 and November 20, 2005 two additional post cards were mailed out to potential respondents encouraging their participation in the survey. The two co-chair's of the Workforce Development Survey Committee, Shane Turner, Director of Human Resources and Paul Neuman, Vice President for Information Technology met with numerous local service clubs, civic groups and governmental organizations encouraging their participation in both Yuma and La Paz Counties. A public service announcement (PSA) was also created by Arizona Western College and aired over the local television network affiliates in the Yuma and La Paz area. The same PSA was also shown repeatedly on the Arizona Western College cable channels in Yuma and Parker, Arizona.

The survey concluded on February 1, 2006. Upon conclusion of the survey, Arizona Western College began the process of analyzing the data. Of the 4,049 potential respondents identified, we received 390 responses, resulting in a 9.6% response rate. However, the respondents indicated that they employed more than 18,600 of the districts' nearly 72,000 persons working, which means that the 9.6% of the employers who responded employ nearly 26% of the district's employees. Results of the survey indicated the top job categories based upon number of respondents were:

- Sales and Related (45)
- Construction (35)
- Office and Administrative Support (33)
- Healthcare (30)
- Education, Training and Library (29)
- Business and Financial Operations (27)

When projected hiring needs are taken into account, the most needed positions were:

- Elementary School Teacher/Administrator
- High School Teacher/Administrator
- Office Clerk
- Accountant/Auditor
- Executive Secretary/Administrative Assistant

The results of this significant survey have become the foundation for planning to meet the educational needs of the service area for the future.

More recently, AWC has actively served on the Yuma Manufacturing Association to assist local manufacturing employers meet their need for an educated workforce. AWC has listened to the needs of these employers and implemented an industrial technology educational program with direct input from this industrial sector. This program is a true partnership with industry designed courses.

AWC is currently working with General Motors to provide training to meet their industry needs as they move their test facility from Mesa, Arizona to Yuma.



Attention to Diversity

Arizona Western College is a designated **Hispanic Serving Institution** (HSI) located in the southwestern region of Arizona, a state that borders California, New Mexico, Nevada, Utah, and Sonora, Mexico. Important constituents of the District are its tribal nations, including the Quechan, Cocopah, and Colorado River Indian tribes, two military bases, and a large international population. Many students coming from these groups and locations require and receive program and financial support to enroll and be successful in college. In addition to citizens living within the District, AWC has been serving and increasing number of international students which has significantly changed the diversity of the College community. These new students include increasing numbers from Southeast Asia, Japan, South America, and Africa and a variety of other countries. The College international student population has grown from approximately 8 students in 2000 to almost 80 students in 2008. These students have enriched the culture of the College and bring increasing diversity to a mostly Hispanic and white student population and community.

Table 6.1: Comparison of Enrolled Student Race/Ethnicity 2003-04 to 2006-07

Race/Ethnicity	2003-04	2006-07
Other Minorities	7%	17%
White	42%	35%
Hispanic	48%	46%
Unknown	3%	2%

Some examples of the way in which AWC serves its diverse constituents can be seen in its partnership with the Tribal communities within the service district. Examples of these partnerships including providing customized workforce training for the Quechan Tribe, offering on-site college coursework for the Colorado River Indian Tribes, and working closely with the Cocopah Tribe to provide seamless enrollment for tribal members. In each of the cases, AWC works closely with the Tribal leaders to assess their educational needs and provide support services and educational offerings to assist the tribes with business and career development.

In addition, at La Cosecha, an annual celebration of AWC's graduates who have succeeded despite personal adversity, scholarships are presented during a ceremonial dinner honoring the graduates and their families.

AWC also serves all age groups in both the education and business communities using an array of delivery methods to meet the needs of learners throughout their lives –from Child Development Learning Laboratory programming aimed at children from the age of six weeks, to academic and non-credit courses for the large winter population of senior citizens.

Outreach Programs

Through participation in education and business community groups, Arizona Western College is able to respond to the needs of its constituents using long-term, long-range programs as well as short-term, specific ones. Outreach programs such as Talent Search and Upward Bound, which are directed toward first-generation, low-

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income, at-risk middle and high school students, are continually assessed, created, adjusted, and targeted to the specific goals identified by the community and determined to be feasible by the College.

AWC employs a variety of outreach delivery methods, including radio and television stations; newspapers, newsletters, and other publications to both inform its communities and deliver educational services. The College recognizes that it must reach out by distance delivery systems in order to provide access to its students across the 10,000 square mile service district. The College has a long term history of use of **Interactive Television Network (ITN)** and has identified the need for courses, programs and degrees to be available on-line to provide delivery of lifelong learning citizens in Yuma and La Paz counties. Enrollment in on-line courses has grown 50% over the last two years.

AWC looks for opportunities to engage the community in the life of the campus. Each fall, AWC brings fun, family-oriented activities to all age and ethnic groups in the community in the form of Family Night. This outdoor festival is designed to bring hundreds of individuals and families to the campus. Additionally, AWC offers community events including theater, choral, and musical performances, athletic



events, Performing Arts Series in Yuma and La Paz counties, film series, speaker series, and other cultural experiences. These events are highly attended by college students, staff, faculty, and community members.

The value of lifelong learning to our students can also be demonstrated in the broader but equally important terms of social responsibility. One example is the Day of Champions, organized by AWC Athletics, in which about 150 students, faculty, and staff have participated for each of the past three years in marshalling community and local business support for projects that included providing assistance to more than a dozen non-profit community service organizations. The assistance ranged from painting and cleaning to light construction projects. Students have reached out to provide community service throughout the year, often performing projects tied to their specific areas of study. Biology students volunteered on environmental impact projects, nursing students pitched in at flu clinics, and several student clubs assisted local nonprofit agencies. Development of a service learning model for the College has been identified as a college-wide objective to be completed during the 2008-09 academic year.



AWC received federal recognition for its community service when it was named to the President's Higher Education Community Service Honor Roll for its programs' volunteer efforts in 2007. AWC was one of 528 colleges and universities in the nation recognized as Honor Roll members, according to a news release from the Learn and Serve America program.

Community service at the College has both global reach and local touch. For the past two years, AWC's Phi Theta Kappa chapter has hosted a Better World Books drive to benefit Worldfund, an organization that transforms lives and reduces poverty in the developing world by supporting high-quality education. Books collected for Worldfund are put up for sale on-line to generate a sustainable stream of unrestricted funding for the Worldfund organization.

Continuing Education, Outreach, Customized Training, and Extension Services

Arizona Western College researches and works within the service community to provide programming that will accommodate the needs of its business and industry constituents.

AWC's **Entrepreneurial Center (E-Center)** is home to the **Small Business Development Center (SBDC)** and the **Business and Workforce Development** program. These programs are designed to fulfill the needs within the business community for continuing education and customized training. AWC has partnered with the Arizona Department of Transportation and the Yuma County Chamber of Commerce to sponsor procurement workshops. The Entrepreneurial Center services both current and future employers through small business development assistance, entrepreneurial courses, and partner courses in adult education and vocational training.

Arizona Western College enjoys a partnership with Yuma Regional Medical Center to provide customized training opportunities and programs in nursing, radiologic technology, and other healthcare and wellness education. The hospital provides financial assistance for nursing faculty and provides a health skills learning facility for lab skills education adjacent to the medical facility campus. AWC works closely with the hospital to maintain adequate nursing clinical staff and clinical student facilities as well as providing sufficient numbers of graduates for the medical care community.

5b. Arizona Western College Has the Capacity and the Commitment to Engage with Its Identified Constituencies and Communities.

Institutional Structures and Processes

In addition to the main campus facility, Arizona Western College maintains learning center sites in San Luis, Somerton, Yuma Entrepreneurial Center, Martin Luther King Neighborhood Center, Parker, and a new facility under construction in Quartzsite. The College has made a commitment to provide access within each major community in the two-county district service area. The decentralized structure of the College allows site directors in each of these communities to interact and have

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decision-making capacities within their constituent area. In the construction plans proposed under the bond approved by the voters are improved learning centers in San Luis, Quartzsite, Parker, and Wellton. Voter approval of the College construction bond demonstrated community concurrence with this commitment to provide learning facilities across the entire District.

The annual planning process and the College mission and vision are the foundations that assist the District Governing Board to approve strategies to address the needs within the diverse community.

Co-curricular Activities

Arizona Western College's commitment to building a strong community is evidenced by the manner in which all levels of Arizona Western College are involved in the establishment of goals and accountabilities. Faculty and staff are involved with local community groups as members in Rotary and other service organizations, the local Chambers of Commerce, the Workforce Investment Board, Yuma Business and Education Consortium, and other profession specific groups. Members of the AWC campus community also serve on state organizations such as Arizona Association of Collegiate Registrars and Admissions Officers (AzACRAO), Arizona Articulation Task Forces, Arizona Academic Administrators Association, Arizona Chief Student Affairs Officers, Business Officers Association. Additionally, AWC faculty and staff are frequently selected as presenters at national conferences such as Higher Learning Commission Annual Meeting, American Association of Community Colleges, NISOD, and many professional academic organizations.

Educational and community partnership activities such as the Job fair, the Transfer Fair, the Science Fair, College Goal Sunday, and Day of Champions are provided at AWC campus locations and throughout the community to bring businesses, students, and the community at large together for educational and social networking.

Educational Programs Connecting Students with External Communities

Throughout the educational process, students are engaged in off-campus observation, volunteer work, and on-the-job training as part of completing course requirements. For example, students in the health programs perform clinical rotations within the Yuma medical system and engineering and automotive technology students complete internships during the course of their studies. Students engaged in early-childhood development and elementary and secondary education complete practicum experiences during their degree work.

In addition, students participate in educational competitions at the local, state, and national levels. The AWC Students in Free Enterprise (SIFE) organization has placed first regionally during 12 of the past 13 years. In addition, AWC students took the five top places in the Arizona Math competition in 2006. These competitions provide venues for students to connect with external communities and provide personal and professional growth opportunities.

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Recognizing the value of service learning and that learning by providing service to the community is embedded currently in many educational programs at AWC, the District Governing Board approved a college-wide objective for the 2008-2009 academic year to formalize a model for service learning for the College. At the time of this writing, the College is moving forward with that objective. Current service learning projects are in place in biology, psychology, early childhood education, nursing, business, Honors Program and Phi Theta Kappa as well as athletics, student government association, and student activities and clubs.

Financial, Physical, and Human Resources

The high caliber of faculty and staff at AWC is evidenced by the presentations and workshops that they provide at local and national professional conferences and events, such as Arizona Community College Association, National Association of Community Colleges for Entrepreneurship, and National Institute for Staff and Organizational Development (NISOD). Volunteerism is a major component of the AWC culture, as shown through participating in service clubs, building community parks, hosting The Day of Champions, and volunteering for service on various boards, committees, and workgroups.

All AWC facilities have been available to the community for use in educational programs at low or no cost and have been used by high school Future Farmers of America and Distributive Educational Clubs of America, otherwise known as the Association of Marketing Students/Vocational Industrial Clubs of America (DECA/VICA), and by Arizona Community College Foundation Directors.

AWC provides financial support in actual monies or grants for development of off-site locations and programs, web-based and Interactive Television Network classrooms, equipment, and staffing to support programs of engagement and service. AWC volunteers its staff and facilities to provide this much needed community service. ITN classrooms have been used recently by the non-profit organization Freedom Calls as a venue for connecting local Marine Corp and Navy families with their loved ones serving in Iraq.

The AWC/NAU-Yuma Branch Campus Academic Library houses a federal document depository collection that includes many documents from the U.S. Department of Agriculture.

The Biology Faculty is involved in the local Birding Festival every year, and many faculty are involved in wildlife rehabilitation including desert tortoise, rapture rehabilitation and preservation of migratory bat colonies at the AWC main campus.

AWC has a history of numerous grants through the National Science Foundation and other resources for both research projects by faculty and students and community service projects. Some of these grant projects include service projects for wildlife and environmental restoration, research on bats and water resources, and mercury levels in avian wildlife among others. Copies of research and service grant projects will be available in the Resource Room.



Projecting Ongoing Engagement and Service Through the AWC Planning Processes

Arizona Western College's planning processes are focused on lifelong learning and engagement, with an eye toward building the future of the community through education and knowledge.

The strategic planning process involves all facets of the academic community, including representatives from our on-campus partner, the NAU-Yuma Branch Campus. The process involves the College President holding discussions with representatives from the full academic community to determine a listing of perceived needs and goals. These are then discussed with the President Cabinet, President Council, Executive Council, and various faculty focus groups. The final list is presented to the District Governing Board for discussion and final authorization. The plan is presented at multiple functions for staff and faculty to view and discuss. The strategic plan always aligns to the 6E Decision-Making Model developed by AWC President Don Schoening with the purpose of continued service to the constituents it serves.

5c. Arizona Western College Demonstrates Its Responsiveness to Those Constituencies That Depend on It for Service.

Collaborative Ventures with Other Higher-Learning Organizations and Education Sectors

Arizona Western College provides credit and non-credit lifelong-learning opportunities, Pre-K–20. AWC continues to partner with K-8 districts on specialized programs such as a Summer Gifted Academy for 4th–8th graders. The College partners with the local high schools through a dual-enrollment initiative and with the University of Arizona and NAU-Yuma through a shared campus and through dual-admissions application for enrollment in the “2+2” transfer programs. This collaboration has brought bachelors, masters and doctoral degree educational opportunities to this community. Through a Department of Labor Workforce Innovation in Regional Economic Development (WIRED) grant, AWC is working with The University of Arizona, Northern Arizona University, Cochise College, and Pima Community College to provide entrepreneurial training opportunities and development of programs.



Creating an Environment Supportive of the Mobility of Learners

Arizona Western College transfer policies provide seamless transitions for career paths and further educational opportunities through providing accurate information and timely academic counseling. The AWC Transfer Center assists students in their transition to other educational institutions through individual counseling, field trips to universities, and transfer fairs.

Currently, AWC is accredited by the North Central Association (NCA) to provide four on-line transfer degrees: an A.A. and AAS in Administration of Justice, an A.Bus. (Business), an AAS in General Business, an A.A. in Education (Secondary), an A.A. in Media Arts and an AA and AS in General Studies.

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AWC provides a variety of delivery methods including traditional, Interactive Television Network, on-line, mixed media, and web-streaming courses and workshops which allow students to fit educational offerings into their schedules and continue their education at their convenience.

Testimony of Community Leaders on the Usefulness of AWC's Programs of Engagement

Community members and leaders recognize Arizona Western College as a positive force within the community through public acknowledgements; participation in programs; letters of thanks; continuation of program and partnership interactions; newspaper, TV, and radio articles; and the Arizona Western College alumni high-lights on the College web site.

One confirmation of usefulness occurred in 2004, when the community responded to the request for \$73 million in bond monies to add buildings, programs, and necessary equipment, materials, and staff to the College. The bond passed by a large margin in both Yuma and LaPaz counties, the full service area.

Building Effective Bridges Among Diverse Communities

Community partnerships such as Talent Search and Upward Bound engage at-risk, low-income, and first-generation middle and high school students in Arizona Western College programs and activities, and provide bridges for potential enrollment. AWC created a new position of Diversity Coordinator in response to community, educational, and business needs. This position has provided cultural and educational opportunities for the college and community to learn more about diversity and tolerance.

Table 6.2: Ethnicity of Full-Time AWC employees

	White, Non-Hispanic	Hispanic	Black	Native American	Asian	Other
Ethnicity by Type 2007-08	63.8%	31.2%	2.1%	0.0%	2.9%	0.0%

Through various venues, AWC provides multiple entry points into the academic system and between campuses. Workshops, non-credit courses as well as ITN, sports, television, radio, and community-involvement programs create community linkages to the College and satellite locations as well as among diverse populations. Innovative services such as on-line academic advising, on-line registration and on-line payments allow students the convenience of advising and registration at the time and place of their choosing.

Partnerships Focused on Shared Educational, Economic, and Social Goals

Arizona Western College participates in partnerships focused on shared educational, economic, and social goals through staffing, funding, physical environment, teaching, learning, future planning, faculty and staff participation in community events, consortiums, and activities.

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Some examples are the AWC's partnerships with the medical community and its agricultural partnerships with NAU-Yuma and University of Arizona. All AWC partnerships are based upon the 6E Decision-Making Model utilized by AWC.

AWC uses the annual *A Vision in Progress* to define objectives, goals, and opportunities for the College based upon information provided by the community educational and business partnerships.

With the use of the 6E Model, formal educational partnerships have been created with Yuma Regional Medical Center for the nursing and the radiological technology, for the development of the Entrepreneurial Center and its programs, and for implementation of the Construction Trades grant from the Department of Labor—all providing hands-on field training for students.

AWC works actively with schools and universities to ensure that current and future programs remain in compliance with the emerging changes in state and federal requirements, and with the changing economic environment.

The AWC/NAU-Yuma Academic Library houses a federal document depository collection that serves the needs of the students, businesses, and community members of the 7th US Congressional District.

Upholding AWC's Integrity Through Partnerships and Contractual Arrangements

All educational and financial partnerships and contractual arrangements between Arizona Western College and the community are consistent with the College mission and reviewed by College counsel. This process ensures that the all agreements meet the spirit of the AWC mission statement and become a factor in the annual revision of the *A Vision in Progress*.

History of “Two-Plus-Two” Partnership with Northern Arizona University

Perhaps the most important and integral partnership engaged by the College is with Northern Arizona University branch campus in Yuma. In 1986 discussions between Northern Arizona University (NAU) and Arizona Western College (AWC) and the community were under way to develop a “two-plus-two” program. In 1988 Dr. James Carruthers, President of Arizona Western College, and Dr. Eugene Hughes, President of Northern Arizona University entered into the first Intergovernmental Agreement (IGA) between the two institutions. The tenets of the IGA were: “to provide cooperatively and jointly local access to all levels of higher education for the residents of Yuma and La Paz counties through a higher education consortium (hereinafter NAU-Yuma), whereby AWC will provide lower division coursework and NAU would provide upper division coursework leading to completion of certain baccalaureate programs; initially NAU and AWC will jointly provide the necessary coursework leading to selected bachelors degrees and other education-related services as the need arises and as mutually agreed to by both parties; NAU and AWC desire to promote efficient and maximal use of available educational resources through pooling and sharing of common and complementary resources of each institution; NAU and AWC agree to preserve the integrity and autonomy of each institution, permitting each to fulfill effectively its own mission; and NAU and AWC will strive

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to deliver, jointly, a selective program of higher education instruction and education-related services in a cost effective manner, thereby providing a higher educational value for the resources invested.”

The philosophy of the AWC/NAU-Yuma educational partnership has been established with one primary goal or expectation. That goal is to offer opportunities for place bound students in the two-county area an opportunity to attain a baccalaureate degree. The concept grew out of the establishment of a K-20 partnership among Yuma and La Paz elementary, high school, and unified K-12 districts, Arizona Western College, and Northern Arizona University in Yuma to form a seamless educational system to deliver all levels of higher education. Arizona Western College and Northern Arizona University in Yuma formed a two-plus-two partnership with common campus and delivery sites in order to provide lifelong learning opportunities in an efficient, effective manner. This partnership continues to provide seamless associate through graduate degree programs in Yuma and La Paz counties.

Arizona Western College and NAU-Yuma collaborated to create a dual admissions program effective spring 2007 that allows students who meet the admissions requirements for both institutions to be dually enrolled in both. Dual admission provides both ease of transition and optimal numbers of students transitioning from AWC to NAU-Yuma. Students have the opportunity to receive academic advising from both institutions and concurrent enrollment in upper- and lower-division courses for which they meet prerequisites.

Programs currently in place or in development include: Education, Public Safety and Administration, Engineering, Business, and Biological and Environmental Science. The partnership further provides a venue for students to earn a Master’s Degree from NAU-Yuma or an Educational Doctorate degree through Flagstaff, possibly attending some coursework at NAU-Yuma.

AWC has negotiated IGAs with the a number of local and state organizations for educational services including Yuma K-12 Districts for teacher and teacher aide education, Arizona Department of Corrections for vocational training for inmates at the Yuma facility, Arizona State University for teacher education, among others. Copies of IGAs will be available in the Resource Room

5d. Internal and External Constituencies Value the Services Arizona Western College Provides.

Evaluation of Services

Arizona Western College identifies its constituents through community partnerships and its mission statement, and provides a variety of methods for obtaining feedback from its constituents. Workforce and alumni surveys, workshops, student assessment of courses, and faculty/staff evaluations are provided to the participants within the AWC system through a variety of delivery methods. An example of interactive community involvement in the evaluation of AWC services would be the 2005 Workforce Development Survey, which was presented to the local stakeholders.

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Community business entities such as Greater Yuma Economic Development Corporation and the Yuma County Chamber of Commerce assisted with the development and promotion of the survey. The college and community television stations, local newspapers, and volunteer personal contact were used to encourage participation. This collaboration resulted in more than 400 survey responses which were compiled and shared on-line with the community

Service Programs and Student, Faculty, and Staff Volunteer Activities

Arizona Western College receives ongoing feedback from the community concerning the impact of College activities. The community-at-large, the AWC community, and other academic communities work closely together on events such as Family Night, sporting contests, science fairs, job fairs, open houses, and meetings. Solid attendance at these events is a marker of how well programs and events are received, as the recognition by the federal government in the form of inclusion on the President's Higher Education Community Service Honor Roll in 2004.

Service programs such as Students in Free Enterprise (SIFE), International Student Team, and the Phi Theta Kappa Honor Society are well received on campus and in the community. The athletic teams sponsor the Day of Champions, a program in which more than 150 college participants go into the community and volunteer services for clean-up and other identified needs. In response, constituents write letters of thanks and provide references and sometimes part-time employment opportunities for these students.

Monthly media packets provided by AWC Public Relations and Marketing Department are evidence of community responses, including growing participation in College sponsored activities and courses, inter-county library partnerships, Small Business Development Center events, Skills USA competitions, Science Fair competitions, and community generated scholarships for AWC students.

The community supports the College and the AWC Foundation through the funding of scholarships and through capital campaigns. For example, 310 community members attended the annual "Changing Lives, Changing Communities" Fundraising Breakfast in 2007. In one hour, this single event raised more than \$135,000.

AWC's Economic and Workforce Development Activities

Arizona Western College's offerings in economic and workforce development are well received by the civic and business communities. The Small Business Development Center (SBDC) has frequently gained formal recognition, such as Yuma County Chamber of Commerce Member of the Year 2005 and such as AZSBDC Center of Excellence for each year of its for each year of the SBDC's existence. The economic impact of the SBDC has exceeded that of the U.S. Small Business Administration (USSBA) by annually creating an average of 150 jobs, more than 25 new business startups, and more than \$7 million in capital formation.

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Table 6.3: AWC Small Business Development Center 2004-2007 Economic & Statistical Information

AWC SBDC	2004	2005	2006	2007
Total Cases	351	354	357	304
Total Hours	945	1,075	1,070	867
Hrs/Case	2.69	3.04	3.00	2.85
Training Units	30	33	27	15
Total Attendees	475	524	538	162
Total Hours Training	1,634	1,787	2,042	784
Jobs Created	80	188	146	10
Jobs Retained	28	10	8	31
Total Capital Formation	\$1,520,000	\$2,813,000	\$7,434,000	\$7,891,530
SBA Loans Obtained	3	1	1	3
Total Clients Served	826	878	895	466

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The agribusiness partnerships that AWC has with the NAU-Yuma Branch Campus and the University of Arizona provide opportunities for the business community to use AWC facilities to keep abreast of the latest developments in the field of agriculture. AWC students benefit from hands-on training and exposure to modern agribusiness equipment, techniques and technologies.

The AWC partnership with Yuma Regional Medical Center (YRMC) has resulted in increased enrollment in the Nursing program, and also in the creation of the Radiological Technology (RAD Tech) program. Graduates of these programs are helping to meet the needs of our growing community.

AWC also partners with Yuma Proving Ground and local businesses to provide internships for students in the Engineering career field.

In the 2007-2008 academic years, a full-time Military Services Coordinator was hired to coordinate, develop, and deliver additional educational opportunities for military personnel, their families, and dependents located at the Marine Corps Air Station-Yuma and Yuma Proving Ground.

Participation of External Constituents in AWC's Activities and Co-curricular Programs

AWC offers many activities for the community and students—yearly job fairs, social events such as Family Night and theatre productions, and educational activities for students of all ages such as Week of the Young Child, camps, tours and transfer fairs. All of these activities are attended by constituents throughout our service area and from a variety of age groups and programs, including the business community, military families, senior citizens, local schools, community members, and international students. Courses also are provided within the local prison system.

AWC maintains an open and American Disabilities Act (ADA) accessible environment to provide public access to academic and athletics events, as well as to cultural events such as the chili cook off, Family Night and Science Fairs. The Matador Athletic Association (MAA) provides sponsorship opportunities and athletic events to local business enterprises.

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Yuma and La Paz winter visitors use the Main Campus and other sites including local golf courses for lifelong learning opportunities.

AWC also provides music programs and scholarly opportunities such as Odyssey of the Mind to the community. The Yuma Youth Choir, a group of 40 talented students between the ages of ten and twenty-one, is the creation of Dr. Elizabeth Tibbs, a member of the AWC Music faculty. The group has performed across Europe twice (summers 2006 and 2008) and has commissioned Dr. Dale Worland, an Emmy Award nominee, to create an original piece for them to perform. (*Sed Amore, 2008*)

AWC Facilities Available to the Community

Arizona Western College opens its doors to community members in many venues throughout the campus and the community as a whole.

The AWC/NAU-Yuma Academic Library's reference services and collections, including the federal document depository and the Southwest Border collection, are available to the public. The Library works in conjunction with the Curriculum and Diversity Coordinator and Office of Campus Life to provide readings, films, and guest speakers for the community.

KAWC AM 1320 and FM 88.9, AWC's radio station, includes programming from NPR and community-oriented service programs. In addition, the College also has access to cable channel 74 which features work produced and developed by students in AWC's Media Arts and Communications degree and certificate programs.

AWC classrooms are available for meetings and events. The AWC Theater is available to local groups of musicians and thespians. Conference rooms are available for meetings, with the Arizona Western College Foundation board room also available as an in-town location. The Entrepreneurial Center is available for meetings and used heavily due to its convenience and location.

All satellite sites (Parker, Salome, Quartzite, Wellton, Yuma, and LaPaz) as well as partnering high schools and community centers are available for public meetings and events. The AWC television and radio stations also are available to the community for academic learning, entertainment, and advertising.

In 2007, Arizona Western College partnered with Gila Ridge High School to construct Veterans Memorial Stadium, an athletic complex open to any visitors wishing to watch the scheduled events.

AWC Programs for Licensed Professionals

Arizona Western College is pleased to be able to provide programs to meet the needs of licensed professionals in the community. The various campuses provide leaning centers for State of Arizona teacher certification as well as substitute-teacher training and certification. AWC also provides Continuing Education Units (CEU) credit courses on its campuses. Child Development Associates and Early Childhood Education (ECE) courses are available to working child-care professionals as well.

AWC is a regional provider for law enforcement, fire science, and paramedic and first responder training. The U.S. Border Patrol uses the Main Campus facilities for K-9 training and promotional testing.

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AWC/NAU-Yuma Branch Campus, in partnership with the Yuma County Library District, use campus Interactive Television Network classrooms to downlink the College of DuPage “Soaring to Excellence” teleconference series. This annual series provides continuing-education opportunities for library professionals throughout the community.

Criterion Five

Strengths

- Community involvement with partnerships are extensive.
- Television and radio stations ensure regular public communication and community-oriented service programs.
- AWC has community service and volunteer activities.
- AWC’s diverse communities recognize the College’s activities in a positive way
- AWC has a strong partnership with NAU-Yuma.

Opportunities for Advancement

- Create a uniform definition of “partnership” and categories for such partnerships (e.g., financial, business, community, education).
- Expand the AWC student population based on the growth of Yuma and La Paz counties.
- Redesign campus signage and maps.

Recommendations

- Examine existing partnerships to determine equity, benefit, and financial viability across the entire District in relation to the College’s mission.
- Continue to maintain the quality and service to all constituents in the current economic environment.
- Address community concerns about parking, construction, and signage.
- Fully develop and implement service learning model.
- Institutionalize regular and formalized community educational needs assessment in cooperation with NAU-Yuma.
- Continue to review how well various training programs fit the stated needs of specific community segments.
- Ensure that new programs are fiscally sound, in addition to meeting community needs.
- Continue to look for opportunities to maintain, present and reinforce a positive public image of College leadership through collaborative processes to overcome recent years’ personnel issues.



Federal Compliance and Title IV

Credits, Program Length, and Tuition

Arizona Western College's courses are based upon the classroom contact time of 800 minutes of classroom contact time per one instructional unit. Lecture classes require 800 contact minutes per credit. Other types of instruction, including laboratory, clinical and recitation instruction, also require 800 contact minutes per instructional unit. One lecture hour is counted as one credit hour; one lab, recitation, or clinical hour is worth 0.5 credits. All credit courses must be approved by the Arizona Western College Curriculum Committee (see Arizona Western College Curriculum Manual) and, ultimately, the Vice President for Learning Services and the AWC District Governing Board. The course schedules of the college may be reviewed periodically by AWC administration to determine that the contact hours are in compliance with the designated ratios.

Most fall and spring semester courses are 16 weeks in length; however, there are many courses that vary in length in order to meet student needs. Late starting courses and courses less than 16 weeks in length are available to meet student needs and provide multiple entry points to education at AWC.

Other scheduling options include on-line classes, hybrid classes, which combine traditional classroom structure with on-line activities and content; and telecourses, which combine television viewing of content with on-line learning activities. On-line, hybrid, and telecourses are assessed for content consistency, teaching effectiveness and student learning equivalency to traditional courses by the instructional administrator for the area and the Associate Dean of Distance Education. The process and principles for ongoing assessment of hybrid and on-line courses are established and reviewed by the Distance Education department, the academic deans, and the Faculty Appraisal Committee.

The College also provides students the means to earn college credit for non-college or experience-based learning obtained outside the sponsorship of accredited postsecondary educational institutions through standardized exams (such as CLEP, DANTES, International Baccalaureate or Advanced Placement), military or training academies, and institutional challenge examinations. Detailed information about credit for prior learning is found in the AWC Catalog, 2008-2009 on pages 10-11. Go to our website at www.azwestern.edu to obtain applications and instructions.



Institutional Compliance with the Higher Education Reauthorization Act

Arizona Western College complies with the Title IV requirements of the Higher Education Reauthorization Act as amended in 2008. AWC's Federal Student Aid Program loan default rates for the past three years fall beneath the Title IV default rate threshold of 10%. FY 2003= 9.9%, FY 2004= 8.4%, FY 2005=8.4%. Default rates tend to fluctuate with similar patterns in the local economy. The department



holds all documents relevant to Title IV compliance: The Program Participation Agreement (PPA); Eligibility and Certification Renewal (ECAR) and The Federal Student Aid Handbook for the current year.

The Office of Financial Aid administers and coordinates aid from federal, state, institutional, and private resources. The major categories of funding include Federal Student Aid Programs which are Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-study, and Federal Student Loans, The Office of Financial Aid also awards institutional scholarships, The Arizona LEAP Grant, and local area scholarships.

For the 2007-08 academic year, the Office of Financial Aid awarded over 18.3 million dollars in Financial Aid. \$16.8 million in Federal and State Aid, \$893,000 in institutional, and an additional \$647,000 in Tribal funds and private donor scholarships.

Federal Compliance Visits to Off-Campus Locations

Arizona Western College recognizes the following off-campus sites: Parker Learning Center, San Luis Learning Center, Somerton Learning Center, and the Yuma Entrepreneurial Center.

Campus Crime and Graduation Rate Statistics

In compliance with federal regulations, AWC sends to each student annually a newsletter containing all required information to meet the requirements of Campus Crime Reporting, Student Right To Know, Drug Free Schools and Communities, and Voter Registration information from the Office of the Vice President for Student Services. This newsletter informs students directly or provides information about where the information can be accessed.

AWC's Campus Safety compiles and releases an annual report (Jeanne Clery Act Informational Report) of AWC's campus crime. Campus Crime Statistics and information on Campus Safety are available on-line to current and potential students.

AWC provides information about completion and graduation rates on AWC's website. Information about crimes on campus and public safety programs are published in the class schedule each semester and are available from the Public Safety Office. This is in compliance with the Federal Student Right to Know and Campus Security Act. Individuals interested in knowing about AWC's financial status are assured that AWC is subject to the State's Open Records Act, as an agency of the State of Arizona.

Advertising and Recruitment Materials

Arizona Western College provides accurate information regarding its programs, services and policies in the AWC Catalog, AWC Student Code of Conduct Handbook, Schedule of Classes, program brochures, the college website and other advertising and recruitment materials. The college provides information about its affiliation with the Higher Learning Commission, and the Commission's address and telephone number are listed in the AWC Catalog, the Course Schedule and the college website.



Professional Accreditation

Arizona Western College does not hold any specialized accreditation with a single agency that covers one-third or more of either the college's offerings or its students.

The Following AWC Programs Are Accredited/approved by Special Agencies:

- Automotive Technology: Automotive Service Excellence (ASE), National Automotive Technicians Education Foundation (NATEF)
- Construction Trades Management: National Homebuilders Association and District Advisory Board, National Center for Construction Education and Research (NCCER)
- Culinary Arts: ARA
- Dietetics: DMA
- Air Conditioning: RESE, ESCO, NATE
- Emergency Medical Services: Paramedic: National Registry Test for EMT (NREMT), National Registry of Emergency Medical Technicians, American Heart Association and National Safety Council
- Fire Science Academy: Arizona State Fire Marshal
- Law Enforcement: Arizona Peace Officer Standards and Training Board (AZPOST)
- Nursing: National League of Nursing, Arizona State Board of Nursing, NCLEX-RN
- Practical Nursing: Arizona State Board of Nursing, NCLEX-PN
- Nursing Assistant: Arizona State Board of Nursing, Nurse Assistant Certification Exam
- Radiologic Technology: JRCERT American Registry of Radiologic Technologists (ARRT)
- Welding: American Welding Society

Requirements of Institutions Holding Dual Institutional Accreditation

Arizona Western College is not affiliated with another CHEA or federally-recognized institutional accrediting body and is affiliated only with the Higher Learning Commission of the North Central Association of Colleges and Schools.

Public Notification of Comprehensive Evaluation Visit

The community constituents served by Arizona Western College were notified in December 2008 of the self-study process and, through advertisements placed in the newspapers in Yuma, San Luis, and Parker, Arizona, invited to submit Third Party Comments to the Higher Learning Commission. The notice was also sent to local chambers of commerce. Letters inviting third-party comment were sent to local school districts and public officials, and this request was also posted on the AWC website (www.azwestern.edu) and published in the college's student newspaper.



Institutional Records of Student Complaints

To comply with the Higher Learning Commission policy, Arizona Western College maintains records of the formal, written student complaints filed with the college officers.

Definitions

Complaint A formal, written complaint is one regarding some alleged type of adverse action against a student from a decision made by the institution alleged violation of student rights. A grievance may or may not be a complaint based on the above guidelines. Appeals which request a reexamination of a decision are not considered a complaint unless there is some type of adverse action against a student from the decision or some alleged procedural unfairness is documented.

Student A student is an individual who is currently enrolled full or part-time or who has recently been enrolled in the institution. Previously enrolled students maybe considered a student if they meet the criteria to reenroll without having to reapply for admission.

Formal Written Complaint

Only complaints in writing that are mailed or delivered to an appropriate officer, or those referred back to the college by the Higher Learning Commission, are considered formal complaints. These written complaints must be addressed to an officer of the college and be signed by the student. Informal communications from students such as email or faxes will not be considered a formal written complaint.

Student Grievance Procedure

The institution recognizes the right of students to express grievances and to seek solutions to problems arising from complaints, disagreements with faculty/administrators or different interpretations of institution policy. Some concerns may involve academic freedom, course grades, financial concerns, and transfer credit awards. The procedure for expressing a grievance that does not fall under the Student Code of Conduct, Grievance for Specified Civil Rights Grievances (Procedure #455.2), Sexual Harassment Allegation (Procedure #460.1), or Change of Grade Petition is as follows: Any concern that is academic in nature should be first discussed with the immediate instructor. If resolution cannot be reached, the student may appeal in writing to the next ranking administrator. Formal grievances for instructional issues such as course substitution, academic renewal, grades, and/or instructor/course concerns should be directed to the Dean of Instruction. Similarly, if there is a concern in other areas of the institution, the student should first direct his/her complaint in writing to the Supervisor of the specific area the concern is about, then to the appropriate Dean or Director. Students may appeal for a refund due to issues such as a serious illness, death of immediate family member, or military duty assignment to the Dean of Enrollment Services and Director of Financial Services/ Controller. The final step to the appeal process is a written appeal to the appropriate Vice President depending on which person has responsibility for the area with which the complaint is associated: Vice President for Learning Services for academic matters,



Vice President for Student Services for student services matters, Vice President of Information Technology for technology matters, or Vice President of Business and Administrative Services for financial or business services matters. The Vice President may choose to handle the complaint or refer the matter to a grievance committee. The decision of the Vice President or grievance committee is final. Formal Grievance forms can be obtained from the Business Office, Learning Services, Student Services, and the Student Success Center.

Other Student Complaints

Students who have other complaints should be referred to college officers at their respective campus sites whose staff will assist the students by referring them to the appropriate campus office.





Request for Continuing Accreditation

Arizona Western College demonstrates, and has documented through a rigorous self-study process involving all segments of the campus community and District, that it fulfills the criteria for accreditation set for by the Higher Learning Commission. The college presents evidence throughout this report that it carries out its mission and actualizes its values of life long learning, the 6E Decision Making model of excellence, equity, efficiency, effort, effectiveness, and ethic through innovative partnerships to serve the citizens of Yuma and La Paz counties.

AWC operates with integrity and is a careful steward of public monies. The college plans for the future through a systematic, dynamic and participatory strategic planning process and allocates resources to accomplish those plans.

The College's commitment to effective learning is strongly stated in its mission, and that commitment is manifested in a multitude of ways throughout college programs and services. Student learning outcomes assessment has become a priority for the College and is visible across both academic and student services. AWC allocates its resources to accomplish the priority of support for teaching and learning across its 10,000 square mile District.

Scholarship and the acquisition and responsible use of knowledge are encouraged and recognized, particularly through the scholarship of teaching and learning. Faculty and staff professional development are prioritized at the institution and made accessible to all.

Finally, AWC takes its role in the community seriously; the college actively seeks out and engages with community constituencies and responds proactively to community needs and expectations.

The self-study process was conducted in a thoughtful manner and provided AWC and its learning communities with an opportunity for reflection. The mission and goals of the self study were pursued diligently and have been achieved, allowing members of the college community to document its strengths, opportunities for advancement and recommend a course of action for improvement of learning across the District and to better position the college for the future. These strengths, opportunities, and recommendations are fully articulated in the self-study report. Moreover, members of the entire college community had unique opportunities to collaborate and work together for the common good of the college.

Arizona Western College respectfully requests continued accreditation by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, for a period of ten years.







ARIZONA WESTERN COLLEGE
2009 **NCA Self Study**

