Growing Our Communities
Arizona Western College Strategic Planning

Arizona Western College

Strategic Planning Update

Implementation Action Plans, Innovation Fund Applicants 2019, Linking Strategic Planning to Enrollment Plans

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Introduction from the President

Dear AWC Colleagues –

What you have before you is the accumulated work of nearly 100 of your co-workers. You might remember we began our journey into Strategic Planning almost two years ago, and after arriving at shared Mission, Vision, Values and Strategic Directions, we launched our Implementation teams in March of this year with the task of some preliminary research and getting teams energized around Action Plan work.

That is what you have here today – **Action Plans to help us deliver on our 19 Strategic Objectives**, all of which have a horizon sometime between this past October, and July of 2025. As much effort as our college put in to create a shared strategic vision, and as much work as it took to create these action plans, here is where the real work begins. I appreciate everyone who has worked on these plans to date, and those that will opt in in the months and years to come.

Now the work must shift to the areas most impacted by the work. This means our teams will be proceeding thoughtfully and purposefully in a manner that connects them to the work units mostly closely aligned with the core of their objective. In many cases, that's already taking place (think Institutional Learning Outcomes / Guiding Principles for Learning connected to faculty and curriculum and assessment).

The two other things we must consider as a team – and this is big, cultural stuff – is linking these action plans to budget, and creating priority status for them, which will require a conversation about what we're NOT going to continue doing. We'll have some scheduled opportunities for campus conversations around budgeting and stop-doing lists in the near future, so stay tuned.

I'm taking this chance to tie our **Strategic Plan** to our **Strategic Enrollment** effort – the SEP Council delivered to me 7 enrollment plans that we're seeking to either connect to current Implementation work, or to stand up separate teams to bring them to life. You'll find these projects at the back of this booklet and if you have any questions or suggestions, please contact me or Lori Stofft.

Finally, I'm delighted to be part of the second year of **Innovation Fund** proposals. All of these ideas really impressed our team, and even though we couldn't fund them all, we continue to be inspired and motivated by your creativity, your passion and your vision.

The transformational work you guys are engaged in inspires and motivates me every day, and I'm proud to be your president. As always, It's a Great Day to be Matador!

Dr. Daniel P. Corr

President, Arizona Western College

Strategic Directions and Objectives, Timeline

	Strategic Direction	Key Word(s)	2018	2019	2020	2021	2022	2023	2024	2025
1	AGILITY	Shared Governance		January						
2	AGILITY	Sensible Work Flows		July						
3	AGILITY	Cross Training		July						
4	AGILITY	Professional Development			January					
5	TECH	IT Audit Remediation			December					
6	TECH	Tech Literacy				August				
7	TECH	Student Services Automation					July			
8	TECH	Tech Rich Environment					August			
9	TECH	Tech in Teaching					August			
10	ACCESS	Guided Pathways	November							
11	ACCESS	Data-driven class schedule			June					
12	ACCESS	HS Readiness			June					
13	ACCESS	Accelerate Completion					January			
14	ACCESS	Open Educational Resources (OER)					July			
15	ACCESS	Resources Management								July
16	PROSPERITY	Institutional Learning Outcomes (ILO)	October							
17	PROSPERITY	Prior Learning		July						
18	PROSPERITY	Workforce Gap			January					
19	PROSPERITY	Interdisciplinary Programs			June					

Agility: Shared Governance, Policies & Procedures (Sensible Work Flows), Prof. Dev, Cross Training

Objective: Establish an equitable model of shared governance that builds a culture of empowerment by minimizing hierarchy and broadening decision making.

Desired Results/Accomplishments:

Subcommittees	Shared Governance	Policies & procedures (Sensible Workflows)	Professional Dev. Model	Cross training Model	
January 2019	All campus workshop for Deal Makers/Deal Breakers January 9, 2019	Reconvene subcommittee- Establish meeting schedule and chair by Feb.1, 2019	Reconvene subcommittee- Establish meeting schedule by Feb.1, 2019	Reconvene subcommittee- Establish meeting schedule Feb.1, 2019	
February 2019	Agility Website up and employees notified by Feb. 15th Analyze, correlate data and input from Jan. 9th workshop and post to website	Find data on history of how committee formation/structure etc. Review AWC's Committee formation policy	Turn in action plan by March 1, 2019	Turn in Action Plan by March 1, 2019	
March 2019	Work on rough draft of AWC model				
April 2019	Rough Draft of AWC model completed by April 29, 2019				
May 2019	Send out or announce first draft of model to campus week of May 6th and 12th				
June 2019	Pilot First Draft of Model				

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

Technology: Student Services Automation

Objective: Make Student ID Pictures available in Colleague

Desired Results/Accomplishments: We would like to assist students that need to meet with Student Services or other District Wide Services by having a picture ID available in case they forget their ID.

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers A. What individuals or organizations might resist? B. How?	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Research Software and Equipment Needs	**Registrar's Office, Campus Life & ITSS**	**03/01/2019**	**Ellucian Financial need**	**Cost Time**	**This will be a collaborative effort between Registrar's Office, Campus Life, Ellucian and ITSS with monthly meeting**
Step 2: Purchase Software & Equipment	**Unknown**	**04/01/2019**	**Need Financial Support**	**Cost**	**Work with Campus Life, ITSS & Registrar's Office meeting weekly to update progress**
Step 3: Implementation	**ITSS Ellucian**	**05/01/2019**	**Ellucian Provider-unknown at this time ITSS**		**Evaluated progress Registrar's Office, Campus Life, Ellucian and ITSS with weekly meeting**
Step 4: Testing	**Registrar's Office, Campus Life**	**07/01/2019**	**Ellucian Time Collaboration**	**Cost Time**	**Evaluated progress Registrar's Office, Campus Life, Ellucian and ITSS with weekly meeting**
Step 5: Production	**ITSS**	**08/01/2019**	**Ellucian Provider-unknown at this time ITSS**		**Follow up meetings monthly to verify working as expected.**

Evidence of Success: Student ID pictures will be available in Colleague starting Fall 2019

Evaluation Process: SSA Workgroup will be meeting monthly to verify progress District wide. We will monitor and make adjustments as needed.

Objective: Transcript Evaluation Automation

Desired Results/Accomplishments: Streamline the process for transcript evaluation

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources *Resources Available* *Resources Needed (financial,* *human, political & other)*	Potential Barriers *What individuals or* *organizations might resist?* *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: **Research Software and Equipment Needs**	**Transfer Services & ITSS**	10/01/2018	**Ellucian** **Time**	**Time & Resources**	**This will be a collaborative effort between Ellucian, ITSS and Transfer Services.**
Step 2: **Implementation**	**Transfer Services**	12/31/2018	**Ellucian** **ITSS**		**ITSS & Transfer Services may need to meet monthly to ensure the proper procedures are in place.**
Step 3: **Testing**	**Transfer Services**	02/01/2019	**Ellucian** **ITSS**		**Review the process and verify implementation has gone as expected with weekly meetings**
Step 4: **Process in Production**	**Transfer Services**	03/01/2019	**Ellucian** **ITSS**	**Time & Resources**	**Follow up meetings monthly to verify working as expected.**

Evidence of Success: SSA Workgroup will be verifying the process as we proceed to ensure that Transfer Services has the necessary resources to succeed.

Evaluation Process: SSA Workgroup will be meeting monthly to verify progress with Transfer Services. We will monitor and make adjustments as needed.

Objective: Document Imagining/Automated Workflows/E-Forms

Desired Results/Accomplishments: Implement Softdocs program for District wide use.

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources *Resources Available* *Resources Needed (financial, human, political & other)*	Potential Barriers *What individuals or organizations might resist?* *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: **Research Software and Equipment Needs**	**Softdocs Student Services Purchasing Accounts Payable HR ITSS**	**01/01/2018**	**Softdocs**	**Time** **Server needs** **Cost**	**This will be a collaborative effort between Softdocs, ITSS and District wide users**
Step 2: **Implementation**	**Softdocs ITSS**	**12/31/2018**	**Softdocs ITSS**	**Time, Server &** **Cost**	**Continuously working with Softdocs and ITSS via email, zoom and in person meetings**
Step 3: **Training – ITSS Admin**	**ITSS Softdocs**	**07/2018** **12/2018** **02/2019**	**Softdocs ITSS**	**Time**	**Continuously working with Softdocs and ITSS via email, zoom and in person meetings**
Step 4: **Training-End users**	**ITSS, HR Admissions/ Registrars, Purchasing, Accounts Receivable, Campus Life**	**03/01/2019**	**Softdocs, ITSS, HR Admissions/ Registrars, Purchasing, Accounts Receivable, Campus Life**	**Time**	**Week long meeting with Softdocs and ITSS via email, zoom and in person to train end users**
Step 5: Production	**ITSS, HR Admissions/ Registrars, Purchasing, Accounts Receivable, Campus Life**	**02/02/2019**	**Softdocs, ITSS, HR Admissions/ Registrars, Purchasing, Accounts Receivable, Campus Life**	**Time**	**Continuously working with Softdocs and ITSS via email, zoom and in person meetings to verify it's working as expected**

Evidence of Success: We will no longer use Image Now and only use Softdocs.

Evaluation Process: SSA Workgroup will be meeting monthly to verify progress District wide. We will monitor and make adjustments as needed.

Objective: BlackBoard/Self-Service integration with dashboards and portal

Desired Results/Accomplishments: Allow students, faculty and staff to access to BlackBoard/Self-Service with dashboards and portal

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources *Resources Available* *Resources Needed (financial, human, political & other)*	Potential Barriers *What individuals or organizations might resist?* *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Research Software and Equipment Needs	ITSS Blackboard Student Services	07/01/2019	Ellucian Distance Education Blackboard ITSS Student Services Curriculum & Instruction	Time Cost	This will be a collaborative effort that will require monthly meetings to address: Resources Cost Desired outcome
Step 2: Implementation	Ellucian ITSS	11/31/2019	Ellucian Blackboard ITSS	Time & Cost	Continuously working with Blackboard, Ellucian and ITSS via email, zoom and in person monthly meetings
Step 3: Testing	ITSS Student Services	01/01/2020	Student Services Distance Education ITSS	Time	Continuously working with Blackboard, Distance Education, Student Services, Ellucian and ITSS via email, zoom and in person monthly meetings
Step 4: Put into Production	ITSS Student Services	02/02/2020	Ellucian ITSS	Time	Continuously working with Blackboard, Ellucian and ITSS via email, zoom and in person monthly meetings

Evidence of Success: Students will be able to access information needed through Self-Service

Evaluation Process: SSA Workgroup will be meeting monthly to verify progress District wide. We will monitor and make adjustments as needed.

Objective: Review & revise payment plan systems

Desired Results/Accomplishments: Make a viable payment plan available for Students

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources *Resources Available* *Resources Needed (financial, human, political & other)*	Potential Barriers *What individuals or organizations might resist?* *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: **Research Software and Equipment Needs**	**ITSS** **Ellucian** **Accounts Receivable**	**02/01/2019**	**Ellucian** **ITSS** **Accounts Receivable**	**Time & Cost**	**Work with Accounts Receivable to research and find solutions with weekly/monthly meetings**
Step 2: **Implementation**	**Ellucian** **ITSS**	**05/01/2019**	**Ellucian** **ITSS**	**Time & Cost**	**Continuously working with Ellucian and ITSS via email, zoom and in person meetings**
Step 3: **Testing**	**ITSS** **Accounts Receivable**	**06/01/2019**	**Accounts Receivable** **ITSS**	**Time**	**Continuously working with Ellucian, Accounts Receivable and ITSS via email, zoom and in person meetings**
Step 4: **Put into Production**	**ITSS**	**08/01/2019**	**Ellucian** **ITSS**	**Time**	**Continuously working with Ellucian, Accounts Receivable and ITSS via email, zoom and in person meetings**

Evidence of Success: Students will have access a payment plan that will be functional and reliable.

Evaluation Process: SSA Workgroup will be meeting monthly to verify progress District wide. We will monitor and make adjustments as needed.

Technology: Elimination of Negative IT Audit Findings

	Action Steps		Responsibilities	Timeline	Resources		Potential Barriers		Communications Plan		
	Summary	*Detail*	*Who Will Do It?*	*By When? (Day/Month)*	*Resources Available*	*Resources Needed (financial, human, political & other)*	*What individuals or organizations might resist?*	*How?*	*Who is involved?*	*What methods?*	*How often?*
Technology: Eliminate Negative IT Audit Findings	IT risk management and data protection	Update and implement new risk assement procedures, based on industry standards and collaboration with The Arizona School Risk Retention Trust (The Trust). Implement software tools to work in conjunction with feedback from AWC departments and divisons to identify and inventory data.	ITSS, Emergency Response Team, Risk Management, Data Classification Committee	09/30/19	ITSS	* AWC employees * AWC Managers * $100,000 for software	* AWC Employees	Feedback is required to for ITSS and the Data Classification Committee to properly identify where data is stored, what kind of data is stored, and how it is secured. Data considation efforts will require some employees to update the way they store and access sensitive data.		Email, in-person training	Continuous as the Committee drafts policies and procedures. Risk assesment result to be delivered to Cabinet annually.
	Manage electronic and physical access to IT resources	Update procedures for granting access to network and physical IT resources by following the principle of least priviledge. Automate workflows to ensure timely management of account access.	ITSS, Human Resources, Purchasing, Risk Management	02/28/19	ITSS, Data Loss Prevention (DLP) tools	* AWC employees * AWC Managers					
	Implement proactive system & user log monitoring	Evaluate and purchase a security information & event management (SIEM) solution to enable real-time analysis and alerting of user and system activity. Work with third-party partners to ensure their monitoring and alerting practices are in-line with AWC's.	ITSS	09/01/19	ITSS	* ITSS Staff * $150,000 for software					
	Implement enhanced security for devices and remote access	Evaluate the use of encryption on additional AWC-owned devices, following data classification policies determined by Data Classification Committee. Implement a new VPN solution for remote access using multi-factor authentication.	ITSS, Data Classification Committee	12/31/19	ITSS, VPN software	* AWC employees * AWC Managers				Email	At least 30 days prior to implementing new VPN solution.

Modernize change management process	Update the IT change management procedures based on Information Technology Infrastructure Library (ITIL) best practices. Policies and procedures will be updated and all actions will be recorded in change management tickets.	ITSS	02/28/19	ITSS,	* ITSS Staff				
Enhance security incident protection and management	The IT security incident response plan will be updated to detail detection methods, metrics for measuring the response capability, and required reporting per AZ Revised Statutes. Software will be purchased and implemented to provide security training to all AWC employees. System security patch managment and vulnerabilitiy scanning and remediation procedures will be updated and implemented.	ITSS, Emergency Response Team, Risk Management,Purcha sing	03/31/19	ITSS	* ITSS Staff * $20,000 for software	* AWC Employees	Employees will be required to participate in training on IT security risks and their responsibilities to ensure systems and data are protected.		
Expand disaster recovery and business continuity capabilities	The DR/BC plan will be expanded to include details on restoring critical operations, prioritization of services, and backup and recovery procedures. This plan will be tested annually.	ITSS, Emergency Response Team, Risk Management	06/30/19	ITSS	* ITSS Staff				

Technology: Tech Enabled / Tech Literate Workforce

	Action Steps		Responsibilities	Timeline	Resources		Potential Barriers		Communications Plan		
	Summary	*Detail*	*Who Will Do It?*	*By When?*	*Resources Available*	*Resources Needed (financial, human, political & other)*	*What individuals or organizations might resist?*	*How?*	*Who is involved?*	*What methods?*	*How often?*
Technology Literate Workforce	Develop local Subject Matter Experts (SMEs)	Designate and train individuals in each department to be SMEs for various applications who can help their coworkers. Employees wanting to know if or how something can be done can then ask someone in their department, who can teach them how or help them.	AWC departments	Ongoing	ITSS & more	Commitment from department and division managers and leaders to investing in raising the level of technology literacy of their areas	* AWC employees * AWC managers	* Employees must make a commitment to attend and focus on the training provided * Managers must designate time and ensure that employees attend training			
	Establish Microsoft Office training provider	AWC must commit staff to teach classes focused on AWC technology training needs	ITSS	March 1, 2019	Sandra Hernandez	$1000 for additional levels of training					
	Provide Microsoft Office training	Conduct trainings for AWC employees on Word, Excel, and PowerPoint at three proficiency levels. Curriculm will be custom developed to provide maximum value to AWC employees and also prepare them to pass the Microsoft certification exam.	Downtown Center AWC Employees	Ongoing, quarterly	Downtown Center	Budgets need to include the cost of training and certification	* AWC employees * AWC managers	* Employees must make a commitment to leaving work and focusing on the training provided * Managers must make time available and ensure that employees attend training			
	Provide Microsoft 365 (M365) exposure and first-touch training	Help AWC faculty, staff, and students understand basic capabilities of M365 applications and their use	ITSS	Quarterly through 2019	ITSS staff Web Developers	* ITSS staff need to become knowledgeable in the use of M365 applications * Users in the M365 pilot program need to thoroughly exercise and provide feedback to ITSS	* ITSS staff * Users in the M365 pilot program	* ITSS staff who will be involved in educating AWC employees and students need to understand that this is an awareness effort and not a formal training effort * Users may not spend the time required to truly exercise the applications with an open mind and work collaboratively with ITSS staff to learn about the applications and troubleshoot issues			
	Assist with Microsoft 365 adoption	Help departments find opportunites to leverage M365 applications and guide them through the process	ITSS	December 31, 2019	ITSS Tier 1 Technicians		ITSS Tier 1 Technicians	Working with departments to understand business processes and propose new ways of doing business is a culture change. This is a dedicated direction for ITSS but the culture shift will take time.			

	Goal	Description	Owner	Timeline	Partners	Notes	Audience	Challenges			
	Assist with technology adoption and implementation	Help departments find opportunites to leverage various applications and facilitate / guide them through the process	ITSS	Ongoing	ITSS Tier 1 Technicians	ITSS need to think of themselves as partners with users and proactively think of ways to help improve users' technology literacy	ITSS Tier 1 Technicians	Working with departments to understand business processes and propose new ways of doing business is a culture change. This is a dedicated direction for ITSS but the culture shift will take time.			
	Improve general technology literacy (Windows, Office, …)	Facilitate and provide opportunities for greater technology literacy throughout the college	ITSS & Others	Ongoing, quarterly	* Established AWC professional development groups and opportunities * Microsoft	Lunch 'n Learn Snack 'n Learn Professional Development Day CEA meetings Departmental meetings Class meetings Startup Week Online video library Cheat sheets			College Publications		
	Improve cybersecurity posture	Implement full cybersecurity program consisting of: * Cybersecurity training * Cybersecurity awareness * Phishing tests	ITSS	March 31, 2019	ITSS	* We will ideally need Dr. Corr and Cabinet to announce that we will be starting a comprehensive an ongoing cybersecurity training and awareness program that will likely have monthly engagements for all employees * AWC managers and leaders to commit to investing time in becoming more cyberaware and cyberliterate, and to hold their employees accountable for completing training and other assignments	AWC faculty and staff	Training requires a time commitment, and it is hard for many people to commit to more time for more work	* ITSS * College Publications	* Configure automated emails from cybersecurity awareness and training partner * Assist with occasional poster design and help spread the word about cyberawareness	* As required * As required
	Colleague training	EASS will develop training programs to help onboard new AWC employees who will be using Colleague. EASS will also develop training programs as part of rolling out new or significantly updated modules as required.	ITSS	As identified	EASS Ellucian		Departments	Departments may not be interested in EASS onboarding their staff as part of getting access to Colleague, preferring instead to do it themselves			

Technology: Tech Rich Environment / Tech in Teaching

Improve student success by leveraging technology that personalizes the student experience and increases organizational effectiveness

Strategic Objectives:

1: Develop a technology-literate workforce that embraces IT as a component to improve responsiveness, efficiency, pedagogy, and student learning. *August 2021*   In this objective we will only be focusing on faculty part of the technology literate workforce as it relates to "responsiveness, efficiency, pedagogy, and student learning."

2: Develop a stable, well-supported, technology-rich teaching and working environment dedicated to current and equitable technological resources. *August 2022*

3: Deliver upgraded technology that reflects best-practices in teaching and learning and supports an enriched student experience. *August 2022*

Initiative	Related details	Timeline	Responsible Parties
Create a new TAC = new role, new mission	The Strategic Oversight Committee for Instructional and Informational Technology (SOCIIT) exists to construct cooperation, communication, and ongoing enhancements in all areas of technology of instruction, operations and support in a transparent way. The group will be made up of appropriate representation from campus groups with a focus on faculty. Students will also be represented.	Established by January 2019. Then regular evaluation of new committee and mission.	Faculty representation, Classified and PA. Participation by Technology Department in a support role.
Wi-Fi Audit	The foundation of a personalized student experience is BYOD and that is cemented in a robust, reliable, and fast Wi-Fi system.

The consensus is that we need an outside evaluation of our current Wi-Fi and what we need in place by 2022 to support AWC as a BYOD campus- all campus locations. | Wi-Fi will need to support BYOD by 2022. Audit to evaluate needs should be started by May 2019. | SOCIIT committee. Technology Department. |
| Student portal | Open to comment on technology experience- on going -always available. Active campaign to educate students on submitting tickets when they have tech problems | January 2020 | SOCIIT committee. Technology Department. |
| Help Desk including Plan to educate students about submitting tickets | There needs to be an ongoing information plan to constantly allow and encourage students to let the Institution know of any technology problems they are experiencing.

Links on various website pages.

The Help Desk needs to start collecting and analyzing what kinds of tickets they are getting and get that information collated and shared so that SOCIIT can see exactly what is going on with technology and service. We need to see a published audit of what is being submitted and responded to in a way that enables us to analyze it.

After reviewing audits, an action plan will be developed. | Begin by January 2019. | SOCIIT committee. Helpdesk Staff. Marketing Department. |
| Inventory of all software on Campus computers/ available. | We have a list now so that list needs analyzing and a plan is needed to find out what training is available for the software that is being used. We need a published inventory so everyone knows what is available. Training modules/ resources/ links need establishing. Where will it be housed? How will it be accessed/ Who will do what training? What are the logistics? This will be initially be created and indexed by Distance Ed staff- Jaime/Nic/ Ernest | Initial indexing of current list by January 2019. Working inventory and tools by January 2020 | Distance Ed Staff, Helpdesk, SOCIIT. |

	Start by culling the list that was provided.		
Substantial library of how-to instructional videos-indexed/searchable.	Available training for students to do all sorts of tasks – use Blackboard, use WIX, email, 365 tools, etc. We need to develop a list of what we want in the how-to **instructional videos-** **Start on this** Distance Ed staff- Jaime/Nic/ Ernest. We need to create a master starting list.	Preliminary library of tools by May 2019. More extensive list by May 2020.	Distance Ed staff Library, Helpdesk, Faculty, SOCIIT.
Wi-Fi available printing.	Evaluate current equipment and determine requirements and cost for Wi-Fi printing. This needs to work with BYOD.	Evaluation of needs, costs by May 2019. Implementation timeline to follow	Helpdesk, SOCIIT
Move to get 90% of students with lap top then start scaling back on computer classrooms.	We must foster and promote BYOD. We need some type of inventory of student numbers of lap top ownership. We need a plan to get those without a lap top a lap top. Retail for what they need is under 400. Payment plan like tuition? Can the college leverage buying power for discount? Campaign of culture that going to college requires a computer.	December 2022.	Marketing Department, SOCIIT, Student Services
Software help bar for students.	Remodel front of helpdesk. Make it inviting. Open it up. Other possible locations include the 3C in the entrance area and the Library (additional locations not alternate locations). Also need to discuss other (non-Yuma campus) locations. Partner with upper division students for internship – discussed in the past to have help in the library. We have to get innovative here and help students with software issues on their devices.	January 2021	Library, SOCIIT, Helpdesk
Helpdesk open in evenings when classes are on.	AWC offers many classes outside of 7 to 5 Monday to Thursday. Support is required for students, including distance students	January 2019	Helpdesk, IT Department, SOCIIT
Institutional Text tool for classes.	There are limited numbers of teachers using free tools. We need to explore institutional level products and products that integrate with our systems.	May 2019 for evaluation and pricing. Implementation plan to follow	Faculty, SOCIIT, IT, Student Services Reps.
E-Portfolios	There are systems being currently explored in conjunction with assessment tools.	Evaluation and selection by December 2019.	SOCIIT, Assessment, Faculty
Technology Budgets	We need to develop a revised process for access and purchasing technology. A list of standard equipment will be developed. Items on this list can be obtained from the Technology Department. A process for technology funding outside the standard list will be developed, including proposing purchases/projects to SOCIIT.	December 2019.	IT, Business Services, SOCIIT.

Accessibility: Guided Pathways

Pathways Implementation Action Plan

<u>**1. Establish Meta-majors**</u>   **Timeline:** January 2019

Meta-majors are collections of academic majors that have related courses. Within each *Meta-major* are degrees and certificates that have related courses. The intent of selecting a *Meta-Major* is to help students choose a *major* and degree based on their interests, knowledge, skills and abilities.

Objective: Create Meta-major draft to circulate to faculty for feedback & revision

Task-force Composition: Division Chairs, Faculty Senate Rep/CIE Rep, SP Faculty Tri-Chair (ex-officio)

<u>**2. Design Success Course**</u>   **Timeline:** Pilot by Fall 2020

Objective: Design a Success Course tailored to each Meta-major, with the following essential elements:
- Orientation (ORI) course revamped
- Mandatory 1st semester, as appropriate
- Co-taught by faculty & advisors
- Tailored for each meta-major
- Includes successful student mentors
- Major/Career exploration
- Offered in varied delivery modes & times to align students with level of support needed

Task-force:
- Advisor with ORI teaching expertise [Omar Heredia]
- Faculty with Dev Ed expertise [Donna Taylor]
- Faculty with Curriculum Development expertise [Jennie Buoy]
- Staff with Retention & Success expertise [Michelle Thomas]
- Faculty/Staff with AVID curriculum expertise [Julia Howe]
- Staff with Student Support expertise [Vanessa Natseway]
- Staff with Major/Career/Transfer expertise [Mel Parker/Maria Guzman*post-maternity leave]
- SP Faculty tri-chair (ex-officio) [Ellen Riek]
- Additional faculty/staff (Cristina Gonzalez + up to 3 more)

Note: Elaine Groggett & Martha Cordova serve as resources as needed

<u>**3. Align & Sequence Coursework**</u>   **Timeline:** Complete by Spring 2020

Objective: Ensure Programs and Courses are intentionally sequenced & aligned within and across meta-majors, to include:

- FT & PT student educational plans
- 15 credits per semester encouraged when possible
- Early alert system
- Coordinated learning and peer support for high-risk courses and at risk students
- Intentional & Systematic advising (faculty advisors/academic advisors) with redirection as necessary

Task-force:
- Faculty Division Chair [Monica Ketchum]
- Staff with Advising expertise [Marco Diaz]
- Faculty with Advising expertise [Patty Powers]
- CTE Director [Reetika Dhawan]
- 1 Faculty from each Division (8 total, excluding Nursing) [Math: Aman Ghebremicael]
- General Education Curriculum Committee representative
- Staff with Student Support expertise
- SP Faculty tri-chair (ex-officio) [Ellen Riek]
- Additional faculty/staff (up to 2)

Note: Elaine Groggett & Martha Cordova serve as resources as needed

4. Design Capstone Course   **Timeline:** Pilot by Fall 2020

Objective: Design a capstone course tailored to each Meta-major with the following essential curricular elements:
- Complete transfer/job applications
- Develop resumé and/or scholarship essays
- Secure internships/job shadowing
- Prepare Webportfolio for program & institutional assessment of learning outcomes (i.e., Program/GE)

Task-force:
- Faculty Division Chair [Eric Lee]
- Staff with Transfer expertise
- Faculty with Disciplinary Writing expertise (1 for each Meta-major)
- Writing Curriculum Committee Representative
- Staff with Internship design expertise
- Faculty with portfolio expertise
- SP Faculty tri-chair (ex-officio) [Ellen Riek]
- Additional Faculty (up to 3)

Note: Elaine Groggett & Martha Cordova serve as resources as needed

Accessibility: Data-Driven Class Schedule

Data-Driven Schedule Group: Strategy 1

Objective: Develop and implement a multiyear data-driven class schedule that aligns with program offerings and transfer/workforce demands to increase enrollment by 5% at all campuses.

Develop and implement an institutional, standardized scheduling system that maximizes student success by identifying course demand and need.

> Activity 1: Launch a formal campaign to move students from WebAdvisor to Self-Service for Fall 2019 registration
>> Activity 1a: Develop campaign for students and faculty
>> Activity 1b: Provide training and resources for students and faculty
> Activity 2: Standardize class section start times and sessions dates beginning with the summer 2019 schedule of classes
> Activity 3: Develop a standardized full academic year class schedule for 2020-2021 that maximizes student opportunity for success based on course need and increases enrollment.
>> Barrier: Faculty overload, qualified faculty shortage, and flexible faculty scheduling options must be addressed to adequately meet the enrollment growth projected.

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*	Resources *Resources Available* *Resources Needed (financial, human, political & other)*	Potential Barriers *What individuals or organizations might resist?* *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Activity 1					
Step 1: Request approval/support to move students from WebAdvisor to Self-Service prior to Fall 2019 registration and develop marketing campaign	Data-Driven Scheduling Group	Nov 2018- Received approval to redirect students to Self-Service from WebAdvisor for Fall 2019 registration			Registrar Advising Data-Driven Scheduling Group President's Cabinet Accessibility Co-Chairs
Step 2: Develop marketing plan	Data-Driven group College Pubs.	Nov/Dec 2018- develop marketing materials	**A.** Marketing department **B.** advertising budget	Advertising budget	Registrar Advising Data-Driven Scheduling Group College Pubs.
Step 3: Begin marketing Self-Service; move from WebAdvisor	Registrar Advising Learning Srvcs. Faculty Advisors Web Services Data-Driven Scheduling Group	January 2019- begin Self-Service campaign	Registrar Advising Learning Srvcs. Faculty Advisors Web Services		
Step 3a: Present preview of move to faculty	Registrar and Advising present move from WA to SS to faculty	January 2019- all faculty startup meeting- 10 minute introduction to move from WA to SS			Registrar Advising Learning Srvcs.

Step 3b: Get the word out to students- moving from WebAdvisor to Self-Service	Registrar Advising Learning Srvcs. Faculty Advisors Faculty	January-April 2019- provide students with opportunities to learn about/how to use Self-Service	Marketing materials	Reaching out to student audiences	Registrar Advising Learning Srvcs. Faculty Advisors Faculty Data-Driven Scheduling Group
Step 4: Working session for faculty to introduce them to the faculty tools in Self-Service as well as navigating Self-Service to help guide students	Registrar and Advising present SS to faculty	February 2019- PDD session to provide faculty instruction on the section permissions in Self-Service as well as help them become familiar so they can better direct students	PDD session approval pending	Not being approved for PDD session Faculty not attending session	Registrar Advising Learning Srvcs. Faculty Advisors CIE
Activity 2					
Step 1: Request approval/support to develop standardized class section start times, session start and end dates beginning with the summer 2019 classes	Data-Driven Scheduling Group	Nov 2018- Received approval to develop standardized class section start times, session start and end dates beginning with the summer 2019 classes			Registrar Advising Data-Driven Scheduling Group President's Cabinet Accessibility Co-Chairs
Step 2: Assemble work group to discuss AWC summer session calendar, YUHSD 2019 calendar, financial aid summer session length requirements, and standardizing session dates and class start times to develop standard class schedule for summer 2019	Data-Driven group Financial Aid Calendar Committee Rep Curriculum office	Nov 2018- develop summer session calendar and standard class start times based on financial aid regulations, high school calendar, and AWC course offerings and calendar		Financial aid 10 week summer session requirement	Registrar Advising Data-Driven Scheduling Group Financial Aid Calendar Committee Rep Curriculum office
Step 3: Present standard summer session dates and class start times to academic divisions and faculty senate	Data-Driven group	Nov 2018- Present standard summer session dates and class start times to academic divisions; explain why dates and times were selected as well as gather input from academic divisions		Faculty may not agree with standardizing start times and or session dates across the College	Data-Driven Scheduling Group Learning Srvcs. Faculty Senate Academic Divisions
Step 4: Discuss suggested changes to standardized session dates and class start times	Data-Driven group Calendar Committee Rep Curriculum office	Nov 2018- make adjustments if needed and distribute new standardized sessions dates and class start times for summer terms beginning with summer 2019		Faculty may not agree with standardizing start times and or session dates across the College	Data-Driven group Learning Svcs.
Step 5: Adjust academic class submissions and build summer 2019 classes under new guidelines in Colleague	Curriculum office Academic Divisions Learning Svcs.	Nov/Dec 2018- work with academic divisions to adjust class offering dates and or class start times		Faculty may not agree to make changes to the summer class offerings	Curriculum office Learning Svcs.
Step 6: Post summer 2019 standardized class schedule	Curriculum office IT	January 2019- build classes in Colleague and post summer 2019 class schedule to web schedule of classes and Self-Service			Curriculum office

Activity 3					
Step 1: Restructure the Curriculum Office to assume the additional responsibilities and work load of overseeing the College's centralized scheduling	Human Resources President's Cabinet	Dec 2018-Jan 2019- Restructure job of the Director of Assessment, program Review, Curriculum and Articulation to Associate Dean of Curriculum and Institutional Assessment; Restructure job of the Curriculum Specialist to a PA position of Curriculum Coordinator; Search and hire a part-time, 12 month Curriculum Scheduling position	Two of the three personnel needed are currently available but will need to be compensated for the additional duties and responsibilities that will be required of the office when moving to long term centralized scheduling Part-time position needed at minimum wage cost, 19 hours per week for 12 months each year	Current personnel may be unwilling to assume a greater workload and responsibility without compensation, in title, pay, and restructuring of current job descriptions	Curriculum Office Human Resources President's Cabinet
Step 2: Analyze current course and section offerings and enrollment, student planning report (PLSC), and course scheduling applications	Curriculum Dept. Registrar Advising Data-Driven group Academic Divisions	January 2019- Analyze current and past course and section offerings and enrollment, student planning report (PLSC)	Utilize reports from Colleague Self-Service (PLSC) and Web-Intelligence	Some doubts exist regarding reliability and or access to data due to issues with standard report as well as ongoing issues with Web-Intelligence Potential problems may arise from a lack of faculty to teach all sections and or faculty unwillingness to change schedules	Data-Driven group Advising Registrar Academic Divisions
Step 3: Review data and or potential of data-driven scheduling using course scheduling applications	Curriculum Dept. Registrar Advising Data-Driven group	Dec/Jan 2019- Demo of system capabilities by Civitas in December 2018 Demo of system capabilities by AdAstra in January 2019		Potential problems may arise from a lack of faculty to teach all sections and or faculty unwillingness to change schedules regardless of data provided	Data-Driven group Advising Registrar
Step 4: Share data-driven analysis findings with Academic divisions, faculty senate	Data-Driven group	January 2019- Share data driven analysis findings with Academic divisions, faculty senate		Lack of long term data based on student planning Potential problems may arise from a lack of faculty to teach all sections and or faculty unwillingness to change schedules regardless of data provided	Data-Driven group Divisions Chairs Faculty Senate VPLS Advising Registrar
Step 5: Develop a standardized institutional scheduling system that maximizes student opportunity for success based on course need and increases enrollment.	Academic Divisions Advising Curriculum Dept. Registrar Data-Driven group	February –November 2019- develop four term (fall, winter, spring, summer) 2020-2021 course offerings	Utilize reports from Colleague Self-Service (PLSC) and Web-Intelligence to provide data to develop standardized one year academic class schedule	Some doubts exist regarding reliability and or access to data due to issues with standard report as well as ongoing issues with Web-Intelligence Potential problems may arise from a lack of faculty to teach all sections and or faculty unwillingness to change schedules	Data-Driven group Divisions Chairs Faculty Senate VPLS Advising Registrar Provide updates in division meetings and open forums as progress is made to share examples of work- TBD how often based on progress
Step 6:	Academic Divisions Advising	November 2019-		Some doubts exist regarding reliability and or access to data	Open forum to all faculty and staff

Present final 2020-2021 standardized course offerings	Curriculum Dept. Registrar Data-Driven group	2020-2021 course offerings presented to AWC faculty, staff		due to issues with standard report as well as ongoing issues with Web-Intelligence Potential problems may arise from a lack of faculty to teach all sections and or faculty unwillingness to change schedules	
Step 7: Build 2020-2021 classes in Colleague	Curriculum Dept.	December 2019-February 2020			
Step 8: Post 2020-2021 classes on Self-Service and schedule of classes (4 terms, fall, winter, spring, & summer)	Curriculum Dept. Web Services	Late February 2020			Course offerings for each term for 202-2021 will appear in appropriate systems
Step 9: Analyze 2020-2021 section offerings and enrollment, student planning report (PLSC), and course scheduling applications to begin building 2021-2022 year schedule	Curriculum Dept. Registrar Advising Data-Driven group Academic Divisions	August 2020- build 2021-2022 schedule of classes to be posted late February 2021			Curriculum Dept. Registrar Advising Data-Driven group Academic Divisions

Evidence of Success

Success of activities will be measured by objectives met or not met. When and if activities are not met, the group will work to determine why the objective was not met (personnel, resources, time) and will adjust accordingly to get back on the set timetable.

Evaluation Process

The success of each step and the ability to move forward with the next will allows us to evaluate how well the process is going.

Data-Driven Schedule Group: Strategy 2

Objective: Develop and implement a multiyear data-driven class schedule that aligns with program offerings and transfer/workforce demands to increase enrolment by 5% at all campuses.

Increase student access to postsecondary education through alternative scheduling opportunities targeting non-traditional (25+) students.

      Activity 1: Develop a targeted outreach program for a 'weekend transfer degree' pathway.

      Activity 2: Develop a targeted outreach program based on increasing weekend general education course offerings.

          Barrier: Faculty overload, qualified faculty shortage, and flexible faculty scheduling options must be addressed to adequately meet the enrollment growth projected.

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*	Resources C. Resources Available D. Resources Needed (financial, human, political & other)	Potential Barriers C. What individuals or organizations might resist? D. How?	Communications Plan *Who is involved? What methods? How often?*
Activity 1					
Step 1: Work with appropriate groups to develop a schedule of courses so targeted students can complete an associate degree in 2 ½ years by attending only on weekends	Academic divisions Curriculum Office Advising Registrar	Sept-Dec. 2019- Develop a schedule of course offerings to complete an AA degree on weekends in 2 ½ years		Some faculty may not be willing to teach on weekends and or at a variety of campus locations	Academic divisions Curriculum Office Advising Registrar Learning Srvcs

				May need additional incentive for non-traditional students (reduced tuition for first semester of weekend degree participants)	
Step 2: Develop a marketing campaign for current students and in the community	Data-Driven Scheduling Group Marketing Dept	Oct-Dec 2019-		Developing marketing for the targeted audience	Marketing responsibilities will include academic divisions, marketing department, outreach, administration Media campaign (electronic, radio, newspaper, flyers/posters, word of mouth)
Step 3: Present degree path at Town Hall	Data-Driven Scheduling Group	January 2020-			
Step 4: Begin marketing weekend transfer degree pathway	Academic divisions Curriculum Office Advising Registrar	Feb. 2020- begin advertising weekend college transfer degree pathway	**B.** advertising budget	May need additional incentive for non-traditional students (reduced tuition for first semester of weekend GE courses)	Academic divisions Advising Registrar Marketing Dept Learning Srvcs
Step 5: Highlight fall 2020 weekend college sections on web schedule	Marketing Dept Curriculum Office	April 2020- add filter to web schedule to highlight weekend college pathway sections			Academic divisions Advising Registrar Marketing Dept Learning Srvcs
Step 6: Monitor weekend college enrollment	Academic divisions Advising Registrar Learning Srvcs Data-Driven Scheduling Group	April-August 2020- monitor weekend college enrollment and make adjustments as needed	**B.** faculty	May need additional incentive for non-traditional students (reduced tuition for first semester of weekend GE courses)	Academic divisions Advising Registrar Learning Srvcs Data-Driven Scheduling Group
Step 6: Kick off for first weekend college sections	Data-Driven Scheduling Group Marketing Dept Registrar Learning Srvcs	August 2020- start weekend classes	**B.** faculty; kickoff celebration funds		Data-Driven Scheduling Group Marketing Dept Registrar Learning Srvcs
Step 7: Assess weekend college pathway		Summer 2021- assess course enrollment and student progress; survey students enrolled to get their feedback on program	**A.** Qualtrics		Data-Driven Scheduling Group Advising Registrar
Activity 2					
Step 1: Work with appropriate groups to increase weekend general education course offerings.	Academic divisions Advising Registrar Learning Srvcs Data-Driven Scheduling Group Curriculum Office	Sept-Dec. 2019- Analyze past and current weekend GE course offerings and develop rotation of course offerings		**A.** faculty; incentives for potential students **B.** Some faculty who teach general education courses may not be willing to teach on weekends and or at a variety of campus locations	Academic divisions Curriculum Office Advising Registrar Learning Srvcs

Step	Responsible	Timeline	Resources	Barriers/Incentives	Responsibilities
				May need additional incentive for non-traditional students (reduced tuition for first semester of weekend GE courses)	
Step 2: Develop a marketing campaign for current students and community	Data-Driven Scheduling Group Marketing Dept	Nov-Dec 2019		Developing marketing for the targeted audience	Marketing responsibilities will include academic divisions, marketing department, outreach, administration Media campaign (electronic, radio, newspaper, flyers/posters, word of mouth)
Step 3: Begin marketing weekend general education course offerings.	Academic divisions Curriculum Office Advising Registrar	Feb. 2020- begin advertising weekend GE course offerings	**B.** advertising budget	May need additional incentive for non-traditional students (reduced tuition for first semester of weekend GE courses)	Academic divisions Advising Registrar Marketing Dept Learning Srvcs
Step 4: Monitor weekend GE course enrollment	Academic divisions Advising Registrar Learning Srvcs Data-Driven Scheduling Group	April-August 2020- monitor weekend GE course enrollment and make adjustments as needed	**B.** faculty	May need additional incentive for non-traditional students (reduced tuition for first semester of weekend GE courses)	Academic divisions Advising Registrar Learning Srvcs Data-Driven Scheduling Group
Step 5: Assess weekend GE course offerings		Summer 2021- assess course enrollment and student progress; survey students enrolled to get their feedback on weekend GE course offerings	**A.** Qualtrics		Data-Driven Scheduling Group Advising Registrar

Evidence of Success Success of activities will be measured by objectives met or not met. When and if activities are not met, the group will work to determine why the objective was not met (personnel, resources, time) and will adjust accordingly to get back on the set timetable.

Evaluation Process The success of each step and the ability to move forward with the next will allows us to evaluate how well the process is going.

Accessibility: High School Readiness

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources E. *Resources Available* F. *Resources Needed (financial, human, political & other)*	Potential Barriers E. *What individuals or organizations might resist?* F. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Identify high schools for pilots & cultivate relationships	Dr. Eric Lee and Steve Moore	December 2019	**A.** Relationships already in place **B.**	**A.** High school constituents & AWC faculty **B.** May be resistant to implementing a new curriculum in a new delivery mode	We have already begun communication with Yuma High and Gila Ridge and plan to continue open, respectful lines of communication as our committee progresses.
Step 2: Test juniors and determine needs	Testing Center & Advisors (AWC?)	March 2019	**A.** **B.** Additional budget for testing to cover cost of placement tests	**A.** Testing center **B.** Not enough employees to cover extra work	The juniors who have already tested will need to be identified and advised accordingly. Ongoing advisement will also need to take place as more students test.
Step 3: Research similar models and potential alternatives	Scan team sub-committee	1/31/19	**A.** **B.**	**A.** **B.**	The sub-committee will report to the committee at our 1/31/19 meeting.
Step 4: Determine Impacts	Impact team sub-committee	1/31/19	**A.** **B.**	**A.** **B.**	The sub-committee will report to the committee at our 1/31/19 meeting.
Step 5: Connect with WPA to continue research and potential assessment of multiple placement measures	Jennie Buoy & Dr. Sarah Snyder	January 2019	**A.** **B.**	**A.** **B.**	
Step 5: Implement a placement boot camp	AWC English and Math faculty	February 2019	**A.** **B.** Compensation for faculty planning and delivery	**A.** **B.**	The faculty will have to communicate with the high schools to deliver the boot camp at a convenient time.
Step 5: Host a community conversation with stakeholders to establish ways to collaborate	Constituents from local high schools, AWC administrators, & AWC English and Math faculty	March 2019	**A.** **B.** Budget for food	**A.** **B.**	Planning for this step will begin in early January 2019. This event will be held on a date and time that works for all parties involved.

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*
- Progress will be evaluated by the development of an implementation model. The completion of these steps will inform our next moves to develop a pilot model of implementing our developmental curriculum.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
- The goals set forth in this stage will be reached when we are at the point of frequent communication with the high schools about their needs and our expectations.

Accessibility: Accelerate Completion (Wrap-Around Services)

Objective: Develop and deliver "wrap-around" services that accelerate student time to completion.
Desired Results/Accomplishments: System-wide early alerts and academic and non-academic interventions. The committee is also looking to identify what other strategic plan committees are doing to provide wrap-around services.

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources G. *Resources Available* H. *Resources Needed (financial, human, political & other)*	Potential Barriers G. *What individuals or organizations might resist?* H. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: **Research and recommend an early alert and referral system that includes alerts for both academic and non-academic concerns**	**Wrap-Around Committee Members**	June 30, 2019	A. Webinars, Websites, College Visits/phone conversations, IT B. Time to research models, money to purchase product, technological/system expertise	A. Faculty & staff; AWC B. Financial burden; viewed as extra work, not one's responsibility; dissatisfaction with chosen product or system	**Bi-weekly committee meetings and email communication as necessary among members and campus community**
Step 2: **Collect and review internal institutional data related to psycho-social issues; examine current resources and practices to identify gaps in services.**	**Wrap-Around Committee Members**	February 28, 2019	A. Institutional data, Current AWC departments B. Student feedback; cooperation from AWC departments	A.; Staff may feel is not related to their job B. Limited data; reluctance to change current practices	**Bi-weekly committee meetings and email communication as necessary among members and campus community**
Step 3: **Establish a task force to identify and collaborate with community agencies to coordinate social services (on and off campus)**	**AWC Cabinet to designate internal Task Force members** **Task Force expands to community**	March 1, 2019 October 1, 2019	A. Existing community partners B. Task-Force Members, Facilities, Community participation	A. Staff too busy with their current obligations B. Community organizations may not participate; financial or space constraints	**Ongoing communication between task force and wrap-around committee with report to campus community as needed**
Step 4: **Communicate & coordinate with other sub-committees to ensure full wrap-around services and avoid duplication**	**Wrap-Around Committee Members**	Ongoing	A. Blackboard, email B. Regular communication; cooperation from other committees	A. Other committees B. Difficulty getting everyone together; time constraints	**Bi-weekly committee meetings and email communication as necessary among members and campus community**

Evidence of Success *(How will you know that you are making progress? What are your benchmarks?)*
- Minimum of 10 Early Alert/Referral models researched by deadline
- Report of findings from research and student feedback by Feb. 28th, 2019
- Task-force established by October 1, 2019
- Monthly communication with other committees

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
- Task-Force will be assigned with defined working strategy and referral system
- Early Alert/Referral System adopted and implemented during Fall 2019
- Number of students who used the referral system; outcomes and satisfaction
- Number of gaps in the services and the number of corrective actions to minimize the gaps

Accessibility: Open Educational Resources

OER, part 1

Objective: Have one individual, a full time-faculty member, serve as the Coordinator of OER implantation at AWC

Desired Results/Accomplishments: This individual will be the person with chief responsibility and authority to coordinate and direct the college-wide implementation.

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*	Resources I. *Resources Available* J. *Resources Needed (financial, human, political & other)*	Potential Barriers I. *What individuals or organizations might resist?* J. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Develop the roles and responsibilities for an OER Coordinator	OER Group	October 2018- OER Group defined OER Coordinator responsibilities			OER Group
Step 2: Develop a formal job description and receive approval from Cabinet	OER Group Human Resources Office President's Cabinet	Jan 2019- Develop a formal job and submit to President's Cabinet for review and approval	A. Release time needed, 12 hours B. 10 month appointment; extra month pay = $4,500 (before taxes)	A. Possible reluctance or objection by full-time faculty members B. Rejection by President's Cabinet; why? 1. release time requested, or 2. authority of position	OER Group Human Resources Office President's Cabinet
Step 3: Post position	OER Group Human Resources Office	Feb 2019- announcement of the position will be made with an closing date of Feb 2019; position start date of August 2019		A. Possible reluctance or objection by full-time faculty members B. Rejection by President's Cabinet; why? 1. release time requested, or 2. authority of position	OER Group Human Resources Office
Step 4: Select and interview applicants	OER Group Librarian(s)	March 2019- screen applicants and select best candidates for interviews to be completed before the end of spring term		A. Possible reluctance or objection by full-time faculty members B. Rejection by President's Cabinet; why? 1. release time requested, or 2. authority of position	Human Resources Office will announce selected individual
Step 5: Discuss OER goals with OER Coordinator	OER Group Librarian(s) OER Coordinator	August 2019- Discuss OER goals with OER Coordinator and establish plan of action for year 1			OER Group Librarian(s)
Step 6: Assess OER Coordinator progress	OER Group Librarian(s) OER Coordinator	May 2020- assess the OER adoption rates, activities, progress		A. Possible reluctance or objection by full-time faculty members	OER Group Librarian(s) OER Coordinator

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)* ***A full-time faculty member begins the job by August 2019***

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

OER, part 2

Objective: Having a transparent, easily understood, readily available guide to which courses in a given semester are offered using OER

Desired Results/Accomplishments: Provide this information on the AWC home page Class Schedule

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*	Resources K. Resources Available L. Resources Needed (financial, human, political & other)	Potential Barriers K. What individuals or organizations might resist? L. How?	Communications Plan *Who is involved? What methods? How often?*
Step 1:	**Elaine Groggett and her staff**	**Implement the necessary coding by early 2019**	**A. Cooperation of the division chairs, faculty members, and AWC book store** **B.**	**A. Having a clearly defined set of criteria as to what constitutes OER** **B. Persuading faculty (and chairs) to begin adopting OER as the standard choice**	**Working with Elaine's office, the book store, and division chairs, keep open the channels to enter correct, current information into the Class Schedule**
Step 2:	**Elaine Groggett and her staff and OER committee**	**Spring semester 2019**	**A.** **B.**	**A. Will some faculty have enrollment concerns if their sections aren't OER?** **B.**	
Step 3:	**System will be fully operational by spring semester 2020**	**Fall semester 2019**	**A.** **B.**	**A.** **B.**	
Step 4:			**A.** **B.**	**A.** **B.**	

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)* ***The online schedule for fall 2019 will clearly show which course sections are OER-structured and which ones aren't.***

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)* ***Feedback from students (primarily), as well as from faculty and administration, will help gauge how successful this platform is in conveying the information.***

Accessibility: Resource Management (Facilities Master Plan)

Facilities Master Plan – Allocate appropriate resources to meet the growing community and educational needs in South County and other district priorities as identified by the Facilities Maser Plan – January 2025

Desired Results/Accomplishments: January 31st, 2019

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*
Step 1: Regroup as a committee	**Associate Dean for SYC Services**	**20/12**
Step 2: Recommended building phases for the residence halls and include in PowerPoint Presentation	**Interim Director of Housing**	**10/01**
Step 3: Create a survey for AWC employees and faculty community to provide feedback on building priorities	**Associate Dean for SYC Services**	**10/01**
Step 4: Finalize PowerPoint Presentation	**Associate Dean for SYC Services**	**31/01**
Step 5: Presentation to DGB	**Associate Dean for SYC Services Director of Housing Director of Library Services**	**TBD**

Prosperity: Guiding Principles of Learning (Institutional Learning Outcomes)

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources M. *Resources Available* N. *Resources Needed (financial, human, political & other)*	Potential Barriers M. *What individuals or organizations might resist?* N. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Guided Principles Learning Workgroup	**Prosperity Subcommittee Members:** Shara Roberts Angelica Gonzalez Jodi Trout Josie Uriarte **ILO Workgroup**	October 31, 2018 Completion Date: November 14, 2018	**COMPLETED**	A. Students Faculty Administrative Leadership University partners	**Who is involved?** ILO Work Group Faculty Students **What methods?** Student Focus Groups Faculty Focus Groups Community Forums Surveys **How often?** Monthly

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

Work was completed in November of 2018 and will continue implementation in 2019.

Guiding Principles for Learning - Adopted by Arizona Western College November 2018
The purpose of Guiding Principles for Learning is to create common areas of inquiry & practice that characterize the AWC student experience.
1. *Aesthetics & Creative Thinking*
Students will develop an expanded awareness and appreciation of the arts and sciences through the exploration of the human imagination and its expression.
2. *Analytical Reasoning & Metacognition*
Students will think critically and self-evaluate to identify, analyze and solve problems in a variety of situations and areas of study.
3. *Collaboration & Inclusion*
Students will communicate and cooperate in order to respect similarities and differences among diverse perspectives and experiences.
4. *Ethical Growth & Wellness*
Students will act ethically and responsibly in personal, academic, and professional settings and strive to develop overall well-being.
5. *Application & Creation of Knowledge*
Students will apply learning in new contexts and create knowledge in innovative ways.

Prosperity: Prior Learning

Prior Learning, pt 1

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. *Resources Available* B. *Resources Needed (financial, human, political & other)*	Potential Barriers A. *What individuals or organizations might resist?* B. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Research current models being used to earn credit on experience and prior learning	Objective #3 Sub-Committee Group	Explore Three Models by Jan 2019	A. Faculty, Division Chairs, Other Institution's practices	A. Faculty B. Committee members availability	Faculty, Division Chairs, College Partners and committee members
Step 2: Explore current exams such as DSST, CLEP, AP, and Ability to Succeed. Research Portfolio criteria. Explore of exams geared for Military and Life experience.	Objective #3 Sub-Committee Group	Feb 2019	A. Specific Testing Sites	A. Faculty, Financial Aid, Accreditation Department, AZ Department Of Education	Faculty, Division Chairs, Community Members
Step 3: Explore Models	Objective #3 Sub-Committee Group Focus Groups	April 2019	A. Community members,	A. Faculty, Business Owners	Non-Traditional Students, Community Members and College Partners
Step 4: Approval of Model	Objective #3 Sub-Committee Group	May 2019	A. Proposal Submitted	A. Faculty, Business Owners	Faculty, Division Chairs, Cabinet, President
Step 5: Implementation of Model	AWC	July 2019			

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*
Success will be measured by the objectives being met or not met. The group will work to make sure the timetable is being met and will adjust accordingly. Plus the implementation of such model.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
The success of each step

Prior Learning, pt 2

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. *Resources Available* B. *Resources Needed (financial, human, political & other)*	Potential Barriers A. *What individuals or organizations might resist?* B. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1:	Objective #3 - Prosperity	Completed	A. State of Arizona Department of Education (*A.R.S. § 15-702*)	A. Faculty/Staff	Faculty, Division Chairs, College Partners and committee members

Develop a College Credit Pathway for individuals not enrolled in school or have not received a high school diploma.					
Step 2: Marketing and Outreach	All Student Program Coordinators	Immediate, Upon Approval	A. Publication-Communication and Marketing B. All Student Program Coordinators	A. Faculty/Staff	Faculty, Division Chairs, College Partners and committee members
Step 3: Distribute College Credit Pathway in detail	All Student Program Coordinators	Immediate, Upon Approval	A. See Attached College Credit Pathway Document	A. Faculty/Staff B. Financial Aid – See Attachment	Faculty, Division Chairs, College Partners and committee members
Step 4: Survey workforce education providers	Objective #3 - Prosperity	April 2019	A. Committee members	A. Lack of response from community	College Partners and committee members
Step 5: Summarize Findings from Survey	Objective #3 - Prosperity	July 2019	A. Committee members	A. Lack of response from community to meet deadline	College Partners and committee members

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*
Success will be measured by the survey results.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?) The Success of each step*

Supporting College Credit Pathway Information:

WHAT IS IT?
College Credit Pathway is a new option available for individuals who are not enrolled in school and have not earned a high school diploma. They now have the opportunity to enroll in Arizona Western College's College Credit Pathway program and earn a High School Equivalency Diploma (HSE).

WHAT IS NEEDED TO ENROLL?
- For teens 16 and 17 of age, the following are required in order to enroll in this program:
    1) A signed and notarized consent form from a parent or legal guardian, and
    2) An official withdrawal form from the last school attended which verifies the former student is no longer enrolled
- All others would follow the regular enrollment process for Arizona Western College.

HOW DOES THE PROGRAM WORK?
In order to obtain the HSE Diploma, participants must successfully complete twenty-five college credits in the required courses below, with a grade of 'C' or above. In addition, students will be required to pass the **Arizona Civics Test**.
The required courses are:

Subject Area	Credits
English Arts	*6*
Mathematics	*6*
Social Studies (history, economics, government, political science)	*3*
Science (biology, physical science, earth, and space science)	*4*
Computer (CIS)	*3*
College/Career Planning	*3*

Arizona Civics Test	Pass

Understanding the importance of experiencing both the academic and social aspects of college culture for local community students, AWC will be offering reduced tuition for those committed to the program. It is anticipated that scholarships may also be available.

Prosperity: Workforce Gap

Workforce Gap, pt 1

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. *Resources Available* B. *Resources Needed (financial, human, political & other)*	Potential Barriers A. *What individuals or organizations might resist?* B. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Identify committees that relate to our objective	Debra Vega, Renee Smith, Sandy Hernandez, Mo Salveson, Reetika Dhawan, Gladys Anaya	April 2018	**A. AWC Committee List** **B.**	**A.** **B.**	Committee Chairs
Step 2: Research what is currently in place for internships/service learning. Meet with Mel Parker and Donna Lay	Gladys Anaya Reetika Dhawan Renee Smith	October 2018	**A.** Existing Career and Technical Education partnerships in community Existing Continuing Education partnerships in community	**A.** Current Workforce Development Service Providers Small Business Owners Current economic realities of pay wages **B.** Already spread out thin and may not have the time to provide such in depth information.	AWC Career Development Department
Step 3: Meet with city admin and GYEDC to discuss industry needs	Reetika Dhawan Renee Smith		**A.** Existing Workforce Development Board and Education Board partnerships and participation Existing GYEDC partnership and projects		GYEDC, YPIC, Adult Education Providers, Agriculture Community, Manufacturing Community
Step 4: Research a community needs assessment to identify strengths & weaknesses for AWC	Gladys Anaya	October 2018	A. Institutional Assessment, Research and Grants Office - GYEDC		AWC Committees: - Academic Operation - Course Inventory Group - Guided Pathways - Program Development - SEP Retention & Success - SEP Inventory management
Step 5: Research institutions with effective internship programs	Sandy Hernandez	January 2019	**A.** Oklahoma State Technical College and Alamo College District **B.** Establish a point of contact with these institutions to discuss their model	A. This time of year it might be hard to establish a POC.	

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*
Establishing a cohesive service learning program for students and making it available to all. Analysis of industry needs to produce a well-developed workforce.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

Workforce Gap, pt 2

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. *Resources Available* B. *Resources Needed (financial, human, political & other)*	Potential Barriers A. *What individuals or organizations might resist?* B. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Survey local manufacturing industry to determine short-term training needs	Continuing Education Customized & Contract Training	2017	**A.** Work with Greater Yuma Economic Development Corporation to develop business and industry contact list **B.** Technology needed to provide cost-effective distance trainings	**A.** Identifying and contacting the appropriate target market	AWC Continuing Ed, GYEDC, local manufacturers
Step 2: Researched feasibility of providing cost-effective trainings	Continuing Education Customized & Contract Training	Jul 2017	**A.** Utilized Internet to explore current in-demand, short-term industry training needs	**A.** Outdated business and industry contact list **B.** Lack of knowledge of local area needs	AWC Continuing Ed, GYEDC, local manufacturers
Step 3: Identified ISO training needs in Yuma such as non-credit PLC, QC, Workplace Safety	Continuing Education Customized & Contract Training	Aug 2017	**A.** Met with local manufacturers to determine specific trainings needed, i.e. Microbiology for the Non-Microbiologist; EO Sterilization	**A.** Determining if trainings would be cost-effective **B.** Finalizing acceptable pricing proposals	AWC Continuing Ed, local manufacturers
Step 4: Implementing local industry training request	Continuing Education Customized & Contract Training; and, Yuma Campus Distance Education Department	Jun 2018	**A.** Designed and built Real Time Distance Training (RTDT) classroom utilizing Zoom technology **B.** Jun 2018-held first successful RTDT	**A.** Obtaining timely internal approvals and inter-departmental communication hurdles **B.**	AWC Continuing Ed, other AWC departments
Step 5: Outreach to Yuma region and AZ-MX Megaregion	Continuing Education Customized & Contract Training	On-going	**A.** Develop marketing materials and set time-line for beginning outreach efforts	**A.** Adequate staffing and staff time to implement and sustain on-going outreach efforts	AWC Continuing Ed

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*
By continuing to hold short-term, cost-effective trainings as requested by business and industry.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

Prosperity: Interdisciplinary Programs

Desired Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. *Resources Available* B. *Resources Needed (financial, human, political & other)*	Potential Barriers A. *What individuals or organizations might resist?* B. *How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Survey current collaborations between AWC and the community	Objective #4 Sub-Committee Group	May 2019	A. Faculty, Division Chairs, Other Committee's, University Partners B.	A. Faculty B. Availability to be part of this committee	Faculty, Division Chairs, University Partners, other Committees
Step 2: In collaboration with Workforce Subcommittee meet with industry representatives to determine workforce needs that could be met by AWC	Workforce Subcommittee and Division Chairs	March 2019	A. Other Subcommittees (Prosperity Group: Subcommittee Objective #3: Create Regional Economic Growth by collaborating with key business and industry partners to develop programs tailed to meet the existing employee deficit)	A. B.	Prosperity Group: Subcommittee Objective #3: Create Regional Economic Growth by collaborating with key business and industry partners to develop programs tailed to meet the existing employee deficit
Step 3: Meet with AWC Division Chairs and universities representatives to create a model that can be replicated as we continue to develop and deploy interdisciplinary programs that fit local industry needs using flexible delivery models.	Objective #4 Sub-Committee Group	May 2019	A. University input and guidance, faculty, examples from other institutions	A. Faculty B. Availability to be part of this committee	
Step 4: Meet with AWC Division Chairs and universities representatives to outline potential credential programs based on local industry needs and prioritize those were most resources are already in place	Division Chairs and Objective #4 Sub-Committee Group	May 2019	A. Information or statistical data available regarding local industry needs. B. Need faculty to be part of this subcommittee	A. Universities and Local Industry B. Programs might not be 100% applicable into universities. (Applicability of interdisciplinary programs is questionable at this moment). Interdisciplinary programs are not what local industry seems to want. Creating interdisciplinary certificates is probably not a priority and might not contribute to our institution's ultimate goal - our B.H.A.G.	Faculty, Division Chairs, University Partners, other Committee's
Step 5: Articulate curricula for three new credential programs	Division Chairs, Faculty, Office of Curriculum & Articulation	June 2020	A. Utilize reports and statistical data to determine local industries needs B. Faculty, Subcommittees	A. B.	
Step 6: Promote program in the community, the High School district and current AWC undecided students	Admissions Staff, Faculty, Career & Advising	June 2020	A. Marketing & Publications, Advising, Faculty, Office of Recruitment B. Creating marketing materials	A. B.	

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)* Success will be measured by objectives met or not met. The group will work to determine why the objective was not met (personnel, resources, time, other) and will adjust accordingly to get back on the set timetable.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)* The success of each step and the ability to move forward will allows us to evaluate how well the process is going.

Innovation Fund Awards Proposals – Complete List 2019

#	Submitted by	Proposal Name	Amount
1	Martinez, L	Knowledge for College	$1,000
2	Aguirre, M	Community on Campus: Downtown center	$12,000
3	Roberts, S	Power Up the Ramadas	$19,999
4	Roberts, S #2	Andale's Pantry	$5,500
5	Doten, M	Lighting the Path for Women in Tech Careers	$12,200
6	Guzman, M	Flexible Teaching Somerton	$38,610
7	Natseway, V	Adding Calculators Subtracts Barriers	$13,500
8	Keehn, A	International Student Referral Program	$10,000
9	Thomas, M	Improving Native American Experience at AWC	$16,640
10	Hamilton, M	Gardening and Mud Kitchen Equipment	$5,410
11	Duke, K	Interactive Bat Habitat Construction	$25,000
12	Cordova, M	Peer Mentor for Secondary Ed	$6,000
13	Ocampo, K	Grow Your Own EDU Jumpstart: Parker	$3,750
14	Martinez, B	Woman Resource Center	$18,500
15	Velazquez, O	Art Curiosity's project	$1,538
		TOTAL Requested	$ 189,647

Total available: $86,000

Funded projects announced this morning, and emails will go out to all applicants the week of Dec 10.

Thanks to our screening committee: Dr. Eric Lee, Ashley Macawile, Bryan Doak, Elaine Groggett, Ila Peterson, Josh Madden, Madison Callahan, Martha Martinez, and Michelle Landis.

Implementation Leadership

Agility	*Technology*	*Accessibility*	*Accessibility cont…*	*Prosperity*
Mary Kay Harton*	**Joe McClain***	**Kathy Ocampo***		**Maria Aguirre***
Biri Martinez*	**Ashley Macawile***	**Julissa Fitts***		**Sierra Bracamonte***
Kate Turpin*	**Steve Moore***	**Light Bryant***	Liz Renaud	**Bertha Avila***
Amelia Bowdell	Aman Ghebremicael	Aman Ghebremicael	Mandy Heil	Ashley Herrington
Brenda Warnock	Amelia Bowdell	Amelia Bowdell	Marco Diaz	Debra Vega
David Burris	Angle Luna	Angel Luna	Martha Cordova	Dubia Zaragoza
Delma Luna	Bradley Baird	Angie Creel	Martha Martinez	Gabriela Siqueiros-Herwig
Elena Valenzuela	Eric Lee	Angie Gonzalez	Mel Parker	Gladys Anaya
Ila Peterson	Holly Banes	Ashley Macawile	Monica Ketchum	Jan Jacobson
Jane Peabody	Jana Moore	Biri Martinez	Moses Diaz de Leon	Jodi Trout
Laura Alexandre-Sandigo	Jane Peabody	Brad Pease	Nicholas Byle	Marlene Salveson
Laura Shepherd	Mandi Soulliard	Christine Rouff	Nicole Harral	Martha Cordova
Leticia Martinez	Martha Martinez	David Burris	Oman Hereia Romero	Melody Price
Nicole Harral	Moses Diaz De Leon	David Sylvester	Reetika Dhawan	Nickzel Lezama
Nik Byle	Nicolas Hanhan	Donna Taylor	Renee Macaluso	Reetika Dhawan
Robin Cooper	Renee Macaluso	Dubia Zaragoza	Rita Brown	Renee Smith
Sharon Register	Sarah Snyder	Elaine Groggett	Robert Killin	Shara Roberts
Vanessa Lopez	Travis Mitchell	Ellen Riek	Robyn Harris	Sherry Needham
	Zeke Torres	Eric Lee	Sarah Snyder	Silvia Kempton
		Jana Moore	Scott Donnelly	
		Jane DeLaurier	Shara Roberts	
		Jane Peabody	Silvia Kempton	
		Jim Hutchison	Sonja Greiner	
		Joann Chang	Therese Dehne	
		Julie Floss	Tiffany Tipton-Pavey	
		Karyn Van Why	Tina Sibley	
		Lance Westmoreland	Vanessa Natseway	

*Team Leaders

Adopted Strategic Enrollment Plans (SEP)

The following plans were adopted by Dr. Corr in September of this year. These plans all have a three year window, with this current year (Fiscal Year 2019) being year zero. These plans either need to find integration with current Implementation Team / Strategic Objective work, or be supported by existing or new SEP teams.

Student Payment & Financial Aid Messaging

Coordinated High School Outreach Strategy that aligns closely with marketing and communications team

Flexible Course Schedule to decrease time to completion and increase enrollment

25+ Strategy including courses / sequences to market to 25+ year old students, develop tuition assistance Benefit Network

Program-specific Promotion

Refine deregistration including Automatic Payment Plan Enrollment

Assist PT to Completion including incentives, case management, and minor debt forgiveness

Target Demographic Goals

Based on these 7 plans, our goal is to grow enrollment in the following measurable demographic areas over the next three years. We based these growth goals on the selected projects and their target audiences.

Target demographic	Current	Year 1 - FY20			Year 2 - FY21			Year 3 - FY22		
		% growth	HC	FTSE***	% growth	HC	FTSE***	% growth	HC	FTSE***
25+ students	4,373*	1%	44		1%	44		1%	44	
Under 18	1,197**	10%	120		6%	79		4%	56	
Total growth			**164**	**77**		**123**	**57**		**100**	**47**

*AWC Fact Book, 2016-17
** Fall-Spring 2017-18
***Based on a calculation of an average of 7 cr/hr a semester

Key Performance Indicator Goals

Based on these 7 plans, our goal is to impact these specific key performance indicators:

- Part-time student to full-time student ratio, where we increase full time enrollment incrementally each year;
- Change (increase) in average credit hour per enrolled student, as a function of the college's 45th day FTSE and unduplicated headcount;
- Getting more Financial Aid-qualified students through the process of completing financial aid paperwork;
- Getting more Financial Aid-qualified students who have been selected for Verification through the verification process;
- Increasing high school capture rate, as a function of HS graduates who attend AWC within 12 months of graduation.

	Current	2019/20 Year 1	2020/21 Year 2	2021/22 Year 3
PT to FT ratio	80/20*	78/22	76/24	75/25
Change in average credit hour	8.3***	8.8	9.3	9.8
FAFSA funnel completion**	44%	47%	50%	53%
Verification Process completion	49%	52%	55%	58%
HS Capture Rate	46%*	47%	48%	49%

*AWC Fact Book, 2016-17
** FAFSA to deposit
***Fall 2017 Standard Report fall FTSE of 4,196 x 15 credit hours = total 2017 Fall credit hours of 62,940 / 7,557 unduplicated headcount = 8.333 average credit hours

Student Payment & Financial Aid Messaging and Outreach

Plan #1B
Action Plan Title: Financial Aid management, messaging, outreach
Goal: To improve student understanding of the financial aid process and policies. To increase the Financial Aid Student Satisfaction Inventory (SSI) ratings of online access to services by .13% to meet the national average of 6.03% (SSI 2016; question 28). To provide resources on the appeal and submission of Satisfactory Academic Progress (SAP); along with information on financial aid options. To improve communication and awareness between students and the Financial Aid Office regarding Satisfactory Academic Progress (SAP) appeals. To improve online access services for students by .13% to reach the national average on satisfaction (SSI 2016; question 28). To expand communication between students and the Financial Aid Office

on the submittal of documents required for the awarding of aid. To grow student satisfaction on financial aid counseling by .08% to exceed the national level of 5.61%n satisfaction. (SSI 2016; question 15)
Overarching Strategy: **Strategic Objectives:** **Accessibility:** Develop and deliver "wrap around" services that accelerate student time to completion. **Technology:** Deliver upgraded technology that increases automation in Student Services. **Agility:** Review processes, procedures and policies to improve efficiency and create sensible work flows to increase student and faculty/staff satisfaction.
Further Description/Explanation: A Financial Aid Blackboard shell will be created to educate students on the rules and policies governing financial aid at Arizona Western College. The Self-Service front page will be used to display urgent messages regarding the students' account, ranging from advising to registration. The call center will be dedicated to contacting students and informing them of missing documents needed to process their financial aid in time. The call center's duties will also include calling students who are failing at midterm as well as calling students who are close to defaulting on their student loans. This effort is purposed as an addition to other channels of communication such as email, self-service, text, and social media.

Coordinated High School Outreach Strategy

Plan #: 1a
Action Plan Title: Coordinated high school outreach strategy that aligns closely with marketing and communications team
Goal: Streamline the high school outreach efforts and work more closely with the marketing and communications team. Increase high school capture rates and work to make AWC a school of choice for local high school graduates.
Overarching Strategy: 1. Enhance and streamline current high school outreach to drive enrollment and centralize resources. 2. Streamline and enhance outreach to 17 and under (K-11) to increase enrollment and awareness.
Further Description/Explanation:

Flexible and Data Driven Course Scheduling

HYBRID – FLEXIBLE and Data Driven Course SCHEDULING
Action Plan Title: Flexible Scheduling, including weekends, hybrids, and rebranded "express" classes in the course students need most to reach their academic goals, use data and perhaps centralization to optimize use of classrooms, FT and adjunct faculty, and to anticipate and respond student needs

Primary Goal: To grow student enrollment through increased high-demand course offerings and to decrease time to completion, and increase retention
Overarching Strategy: To decrease time to completion; to aid retention, success and persistence; to increase course efficiency; to optimize district resources.
Further Description/Explanation: Our Action Plan includes starting from scratch and using data to rethink our course scheduling processes, including building/branding a sub-catalog of courses that are designed to be sequenced short-term, flexible courses. This course list should be built for targeted programs with completion in mind. The course list build should also include rebranding all 12-week and 2nd 8 week classes as "express" rather than late start.

25+ (year old) Student Recruitment Strategy

Online Courses and Degrees Targeted to 25+ year old Students
ACTION PLAN: Develop courses, sequences and other tools to market to 25+ year old students and create a tuition assistance benefit network and establish a coordinated outreach strategy to reach employers/employees
Primary Goal: Increase enrollment in online courses by 25+ year old students by 4%. Increase success in online courses by 25+ students by 3%
Overarching Strategy: Increase number of 25+ year old students who register for, take and are successful in F-t-F and online courses by building a more intentional schedule and adding support structures to improve student success.
Further Description: Plan will require marketing online courses and programs to target market. Plans will need to be put in place to train teachers to build content that supports student success as well as provide other services to students. We know there is room for growth in the 25+ enrollment category. People in that age range are likely working adults. Many employers offer tuition assistance or other educational benefits to their employees. The goal is to identify the employers that offer these benefits and work with them to encourage their employees to take advantage of them and assist them with their enrollment process. For employers that do not offer educational benefits we would like to still reach employees who may need to further their education for promotional opportunities, training opportunities, etc.

Academic Program-Specific Promotion

Plan # 1f
Action Plan Title: Program-specific Promotion
Goal: Allocate appropriate resources for program-specific promotion.
Overarching Strategy: 1-7

Further Description/Explanation: Provide thorough information about all of our programs. Such as program costs, program-specific documents, career overview, job outlook and more. Relevant information that can be used for promotion. Provide this information in flexible, easy to maintain manner that students can access both in print and online.

Refine Deregistration

Plan # 3
Action Plan Title: Refine deregistration, including Automatic Payment Plan Enrollment
Goal: Refine drop for non-payment, including more individual student contact to retain as many enrolled as possible; set up system for payment plan by certain deadline. To convey consistent and accurate communication from all departments. To increase student satisfaction of convenient ways for payment from 5.74% to the national average of 5.88%; +. 14% increase (SSI 2016; question 29).
Overarching Strategy: **Strategic Objectives:** **Agility:** Review processes, procedures and policies to improve efficiency and crate sensible work flows to increase student and faculty/staff satisfaction. Design a cross training model to support collaborative staffing resource flexibility. **Accessibility:** Develop and deliver "wrap around" services that accelerate student time to completion.

Assist Part-Time Students to Completion

Plan #	Increase completion rate of part-time students
Action Plan Title	To develop and implement a retention and success plan for all students
Goal	**Primary**: increase retention rates for persistence **Secondary**: decrease time to completion **Third**: increase part time enrollment **Fourth:** increase average # of credit hours per student **Fifth**: Increase FT to PT ratio (shift more students to more FT status)
Overarching strategy	To decrease the time of completion for all students
Further description/ explanation	Our action plan is to have an equitable success plan imbedded in institutional practices which will increase retention rates and decrease completion rates. Consider tactics like incentives, case management and minor debt forgiveness to bring stop-outs back to complete.