



Growing Our Communities

Arizona Western College Strategic Planning



Growth and Development in Yuma & La Paz Counties

Kathy Ocampo, Susanna Zambrano, Jennie Buoy, Liza Martinez, Sam Hovan, Lorayne Chandler

Scope of Scan

- The team looked at demographics of each community served, including population, population under 18, projected growth, language spoken at home, and educational attainment levels
- The team also researched by feeder HS college preparedness markers, including English and Math proficiency, AP test markers and graduation rates.
- The team dug into the issue that for many students in AWC's service area, home does not function as an educational resource, many families lack educational capital, and are hampered by generational poverty.
- The team researched how below-average educational attainment can hamper economic growth, and what the benefit would be to Arizona if the state equalized education race-by-race.

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Impact Statement #1

In Yuma/La Paz counties, we primarily serve a young, Hispanic, educationally underprepared, low-income community, who will eventually become a “young and energetic workforce”. As a result, we must redesign our approach and resources towards: placement, advising, peer mentors, ELL curriculum, developmental education sequence and curriculum, and degree pathways. Another opportunity for AWC could be a developmental education department and/or coordinator.

Impact Statement # 2

Partnerships with K-12 increase the likelihood that students will enroll in college, increase the amount of students who are ready upon enrollment, and help students persist once they become college students. AWC can work with local school districts to streamline the pipeline from middle or high school to college; in San Luis, more students could take dual credit courses at AWC to count towards both their high school diploma and associate's degree.

Impact Statement #3

Many residents in Yuma and La Paz counties meet the requirements of entry level positions. However, in addition to the heightened demand for more highly educated workforce, local employers are calling for training in all areas of business including mid-management, supervisors, administrators, plant managers, etc. AWC could potentially work with local employers to meet these workforce needs by transforming curriculum, course offerings, scheduling, etc.

Impact Statement #4

By 2020, 7 out of 10 jobs in Arizona will require post secondary education. As a result of this need, AWC will need to be flexible in aligning certificate and degree pathways with industry needs and standards as well as program creation to develop stackable certificate and degree pathways.

In particular, agriculture has increased demands in areas such as technology; food safety, production, and engineering; testing and experimenting; equipment maintenance.

Other important areas to consider are Health Services (LPNs, RNs, NAs), Education, Accounting (CPAs), Engineering (Aerospace/defense), hotel and restaurant management and trades; for instance, manufacturing, and welding.

Impact Statement #5

The community has expressed concerns about incoming and current employee preparedness. In order to prepare our students for the demands of a modern workforce, AWC could form partnerships with local businesses to provide students with the opportunity to gain experience before graduating in the form of volunteering or an internship.



Growth and Development in Yuma & La Paz Counties

- Discussion w/participants



Alignment of AWC Programs and Forecasted Workforce Demands

*Alison Howell, Eddi Devore, Lee Altman, Jim
Hutchinson, Marcela Castro, Maria Aguirre*

Scope of Scan

- Researched current AWC programs and transfer degrees
- Researched community needs
- Coordinated with Institutional Research for current trends
- Coordinated with Student Services for current AWC trends

Resources Used

List all resources used in developing the impact statements

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Impact Statement 1

There will be an increase of 1,800 job opportunities in the Arizona Western College (AWC) service areas over the next five (5) years and will continue to grow in the top five industry areas (Health Care, Agriculture, Retail, Accommodations and Food Services, and Education). Therefore, this increase will require AWC to explore and invest in its program research and development.

Impact Statement 2

If our service area is to meet skill needs of employers and provide workers with skills required for higher levels of employment and earnings, Arizona Western College must explore the attainment of more portable, stackable, transferrable, and industry recognized credentials in career areas with the most opportunity for employment (Health Care, Agriculture, Retail, Accommodations and Food Services, and Education).

Impact Statement 3

Arizona Western College needs to think clearly about occupational goals and the different ways credentials can enable access to the fields students aspire to enter. Thus, Arizona Western College should explore the service area workforce needs and ensure the appropriate credential opportunities are attainable and customize a scheduling model that is accessible to professionals already working in their fields (Health Care, Agriculture, Retail, Accommodations and Food Services, and Education).

Impact Statement 4

Arizona Western College needs to consider the occupational goals of the workforce already in the field of interest and who seek additional skills enhancement for a higher paying job. Thus, Arizona Western College must explore how a more learning-based, student-centered credentialing system could function to produce tangible benefits for students, workers, and employers in the service area (Health Care, Agriculture, Retail, Accommodations and Food Services, and Education). Partnerships and ongoing communication will be a must to ensure workforce needs are being met.



Alignment of AWC Programs and Forecasted Workforce Demands

- Discussion w/participants



High School Student Choice: Where They Go to College and Why?

Carlos Ramos, Ana English, Sharon Register, Maria Guzman, Vanessa Natseway, Nicole Harral

Scope of Scan

- National research on enrollment trends & student satisfaction
- AWC institutional data
- Original research through survey of current AWC students and high school students
- Information on Hispanic students in particular
- Generation Z (Born mid 90's-2000's, next generation to enter AWC in 2025)

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Impact Statement #1

National trends and local survey data support that high school students select cost as a primary factor when choosing a college. For Generation Z students not only the cost, but also the value for the cost is significant. Therefore, AWC must remain an affordable choice that provides the best return for student investment. Marketing our costs and value, career opportunities for graduates, and debt repayment will help students make an informed decision.

Impact Statement #2

The availability of financial aid is a major factor for students nationally (48%) and locally (61%) when selecting a college. Providing wrap-around financial aid advising and mentoring services throughout the process (application, award and continuation) will help AWC ensure a solid pathway from college admission to completion.

Impact Statement #3

Sixty-two percent (62%) of locally surveyed students indicated that the availability of preferred program of study impacts college choice. In addition, geographic location is a strong indicator of final college selection (69%). Providing a variety of programs, flexible course offerings and strong university partnerships to meet local economic needs will allow AWC to remain competitive and promote a thriving community.



High School Student Choice: Where They Go to College and Why?

- Discussion w/participants



Identify Trends in Instructional Delivery & Student Learning

Robin Cooper, Gary Neumeyer, Joe McLain, Julia Howe,
Susan Dempsey, Junior Castro



Scope of Scan

- Non-traditional and underrepresented student needs
- Effective instructional techniques
- Skills students need to be successful in the workplace
- Professional development methods found to be successful in aiding faculty and staff keep pace with a quickly changing environment.
- Facilities and instrumentation impact on students ability to attain skills needed to be successful both academically and professionally
- Formal and informal learning environments
- Guided pathways
- Collaborative learning as a social construct
- Align K-12 education, college, and career readiness
- Metaliteracy/digital literacy
- Technological opportunities : Predictive analytics, open source textbooks, maker spaces, augmented & virtual reality
- Social & emotional factors influence student success
- Social inclusion strategies
- Key transition points critical to student retention
- Intentional data collection and analysis that drives decision making



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Impact Statement #1

Adaptive Organizational Culture

Today's fast-paced, rapidly changing global economy mandates AWC foster an adaptive culture that supports an innovative school environment employing evidence-based instructional delivery practices that support student learning and allow students to thrive educationally and professionally.



Impact Statement #2

Technological Opportunities

The speed of technological change offers unprecedented opportunities for AWC to offer flexible and expanded learning opportunities that address students needs, enhance student services and supports, and provide enhanced and innovative personalized learning experiences in a cost-effective, flexible, timely, and informed manner.



Impact Statement #3

Guided Pathways: Coordinated Programs and Student Supports

In order for the region to thrive economically, adult education attainment levels must rise, thus AWC must offer coordinated, collaborative and cohesive programs that align with K-12 education as well as local industry needs while engaging students at an early age and fostering educational and professional success for a diverse student population.



Impact Statement #4

Evidence Based Instructional Strategies

With greater emphasis being placed on college completion tied to employment, an ever-increasing diverse student population, and rapidly evolving industries, instructional delivery strategies and modes must be highly engaging, relevant, and effective.



Impact Statement #5

Evidence Based Student Supports

In the last 10 years, AWC enrollment has decreased -3% while at-risk student enrollment has increased up to +36%. By providing additional supports for at-risk students, AWC will be able to significantly increase retention, graduation rates, and transfer rates.



Identify Trends in Instructional Delivery & Student Learning

- Discussion w/participants



Apprenticeship & Internship Programs

*Reetika Dhawan, Steve Eckert, Joann Chang, Josh
Madden*

Scope of Scan

Members researched how apprenticeship and internship programs are currently used at Arizona Western College. Members also researched best practices, peer college use, and national trends on the benefits of such programs for students and their communities.

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Impact Statement 1

Apprenticeship programs are used successfully at peer institutions. Graduates of these programs finish with zero debt, and as students they earn a living wage while learning real-world skills for their “sponsor” company. AWC could grow enrollment, bridge the gap in regional workforce needs, and cement ties with industry partners by creating from scratch an apprenticeship program, with particular emphasis in the building trades area.

Impact Statement 2

AWC's small internship program replicates a powerful "intentional learning activity" used by secondary and post-secondary schools around the globe. Students in internships have higher retention, persistence and success rates; they demonstrate increased confidence and problem-solving skills; and they earn more money in their chosen field. AWC could leverage this existing program and with small investment expand the offerings to more of our students and community partners, to give students hands-on training and a hiring advantage. Other outcomes could include word-of-mouth recommendations for future students, and faculty connection to current market trends to impact curriculum.



Apprenticeship & Internship Programs

- Discussion w/participants



Contemporary Funding Models for Higher Education & How to Transition

*Fred Croxen, Diana Doucette, Silvia Kempton,
Mary Schaal*

Scope of Scan

- Members generated areas for further research based upon member questions and ideas, and investigated further through
 - Literature reviews of scholarly papers, NACUBO resources, and Internet searches;
 - a site visit at Yavapai College, and
 - in-person information gathering.
- Findings were grouped into topics and sub-divided into what AWC has done and other potential approaches

Resources

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Vintner/Winery program visitation and in-person interview at Yavapai College, Fred Croxen.

Impact Statement #1

Given that government and state support for higher education are projected to decline, AWC should investigate **revenue bonds** to provide means for mission-critical resources outside of seeking General Obligation bonds.

- G.O bonds require voter approval, and revenue bonds do not.
- Current housing funding could redirect back to pay back revenue bonds.
- Revenue bonds would require development of a new business model.

Impact Statement #2

Since federal and state support for higher education are projected to decline, AWC could benefit from **seeking external funding** in addition to current grants/contracts/ fundraising.*

- **Grants:** research grants from NIH, DHS, NSF, and grants or gifts from private/public/ charitable foundations or corporations.
- **Contracts:** The college may also benefit from investigating government contracts (i.e., military).
- **Fundraising:** Expanded AWC Foundation campaigns for planned giving, bequests and endowments.

**This may require additional capacity (staff, training, release time and extensive faculty involvement, grant administration, evaluation and reporting staff, matching funds, etc.)*

Impact Statement #3

Given that government and state support for higher education are projected to decline, AWC should seek ways to grow **innovative partnerships** which would provide **additional resources** without impacting property taxes.

Examples:

- **Public/Private Partnerships** (like the existing PPA solar partnership);
- **Co-location** with government entities or public services;
- **For-profit** partnerships (i.e., private residence halls); and
- **Corporate sponsorships** (i.e., CenturyLink Field, Cemex [imaginary example] Parking lot, Gowan Science Academy).

Impact Statement #4

Given that government and state support for higher education are projected to decline, AWC should explore designing **innovative programs** to provide authentic work experience, generate profit, and boost the regional economy.

Some examples in **learning + profit** include

- Hops/Brewmaster, Hotel/Culinary Arts, Maker programs
- Work college could provide access, job experience, reduce debt and reduce costs for the college.
- Internships also offer real-world experience and a hiring advantage once students are out in the job market.

Impact Statement #5

Given that government and state support for higher education are projected to decline, **AWC property and facility use should be maximized** to contribute to the college mission and financial stability.

- Leasing college space to/from partners,
- selling or trading property (i.e. 24th & Araby) and
- reconfiguring sites to generate fee-based revenues (i.e. regional testing centers)

could help the college shift resources to other areas where there is pressing need (i.e. San Luis).



Contemporary Funding Models for Higher Education & How to Transition

- Discussion w/participants