



ARIZONA WESTERN COLLEGE

**Institutional Effectiveness,
Research, and Grants**

2010-2011 Institutional Research Plan

2010-2011 INSTITUTIONAL RESEARCH PLAN

Fall 2010 – Summer 2011

Arizona Western College

PROJECT #	DATE NEEDED	REQUESTED BY	RESEARCH QUESTION	DATA/INFORMATION REQUESTED	SPECIFIC POPULATION	SEMESTER/ YEAR	PURPOSE
11AUG01	08/02/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did Arizona Western College perform with respect to excellence, efficiency, effectiveness, equity, effort, and ethics?	Preliminary Annual and Five-year Institutional Benchmark Trends	All students	AY2005-06 thru AY2009-10	Report to Executive Committee and District Governing Board on Preliminary Institutional Benchmarks
11AUG02	08/02/10	Jill Loveless – <i>Humanities Division</i>	Of the students who tested into ENG 95 how many completed ENG 101?	<ul style="list-style-type: none"> number of students who enrolled in ENG 95 number of students who completed ENG 95 and enrolled in ENG 100 including ENG 100 completion rate number of students who completed ENG 95, ENG 100, and enrolled in ENG 101 including ENG 101 completion rate 	Students who tested into ENG 95	Fall 2007 & Spring 2008	Track success and completion rate in ENG 101 of students who test into ENG 95
11AUG03	08/05/10	Linda Elliott-Nelson – <i>Learning Services</i>	How effective is online math instruction compared to traditional math instruction?	Math (MAT) success rate comparison between all online MAT courses and equivalent traditional MAT courses, by semester	MAT courses (online vs. traditional)	Fall 2009 & Spring 2010	Determine effectiveness of online math instruction
11AUG04	08/09/10	Linda Elliott-Nelson – <i>Learning Services</i>	What were the 700 course series enrollment trends between AY2007-08 and AY2009-10?	700 course section series enrollment comparison including: <ul style="list-style-type: none"> headcount and percentage change in enrollment by location, discipline, and delivery mode number of initial courses intended, courses cancelled, and final courses offered by location, discipline, and delivery mode 	700 course section series (formerly WNTR course type)	AY2007-08 thru AY2009-10	Strategic Enrollment Management Committee (SEMC) 700 course section series enrollment analysis
11AUG05	08/11/10	Jill Loveless – <i>Humanities Division</i>	How do ESL students compare with non-ESL students with respect to degree-/certificate completion rates and time-to-completion?	Graduate headcount, and time-to-completion comparison between Spring 2010 graduates who took at least one ESL course and those who did not, including: <ul style="list-style-type: none"> AWC start date declared major 	Graduates (ESL vs. non-ESL)	Spring 2010	Track the number of ESL students who have earned a degree as a percentage of the entire graduating class
11AUG06	08/12/10	Mary Schaal– <i>Institutional Effectiveness, Research, and Grants</i>	What students met the specifications for inclusion in the 2009 Perkins cohort?	Perkins cohort file	Vocational students	FY2009-10	Submit (upload) the 2009 Perkins Cohort File to ASSIST by August 12, 2010
11AUG07R	08/12/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC perform in comparison to other Arizona community colleges in AY2009-10?	Community College Performance Measures (degrees and certificates conferred in 09-10, projected for 11-12 and 12-13; number of new 2+2 programs developed)	All students	AY2009-10	Annual Community College Performance Measures Report due to ACCPC by August 18, 2010
11AUG08	08/16/10	Linda Elliott-Nelson – <i>Learning Services</i>	Where were our online students located during the Summer 2010 semester?	List of online (WEB) students by zip code	Online (WEB) students	Summer 2010	Track residence of Summer semester online students

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11AUG09	08/16/10	Mary Schaal– <i>Institutional Effectiveness, Research, and Grants</i>	How did Arizona Western College perform with respect to excellence, efficiency, effectiveness, equity, effort, and ethics?	AY2009-10 and FY2008-09 data (<i>as of year end</i>), including: <ul style="list-style-type: none"> • General Information <ul style="list-style-type: none"> ○ governing board, college officers, college mission, history, service area profile • Student Demographics • Student Enrollment <ul style="list-style-type: none"> ○ Overall, degree-seeking and non-degree-seeking, by location, and by mode of learning • Student Performance <ul style="list-style-type: none"> ○ grade distribution, completion, success, withdrawal, graduates, degrees and certificates awarded, graduation rate, transfer-out rate, retention and persistence cohort studies • Faculty Information • Financial Information 	All students	AY2009-10 & FY2008-09	Distribute 2010 Fact Book (<i>as of year end</i>) by August 31, 2010 via Institutional Effectiveness, Research, and Grants website and to AWC’s President’s Cabinet in which AY2009-10 institutional performance is documented
11AUG10S	08/18/10	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC tuition rates compare to other two-year post-secondary institution rates?	Full-time and part-time undergraduate expense rates including: <ul style="list-style-type: none"> • tuition • required fees • room and board 	College-wide	AY2010-11	Submit Peterson’s Interim Expenses Update for Undergraduate Institutions by August 18, 2010
11AUG11	08/24/10	Linda Elliott-Nelson – <i>Learning Services</i>	How do students who successfully completed ORI 101 with an A, B, C or CR compare with students who did not take nor successfully complete ORI 101, with respect to success rates and GPA in AY2008-09 and AY2009-10?	Comparison between students who successfully completed ORI 101 (received grades of A, B, C, or CR), did not successfully complete ORI 101 (received grades of D, F, NC, AW, or W), and did not take ORI 101, by academic year including: <ul style="list-style-type: none"> • success rate • graduation rate • GPAs 	All students (ORI vs. non-ORI)	AY2008-09 & AY2009-10	Analyze success rates of students completing ORI 101 and the effect of successful completion
11AUG12	08/31/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC student outcomes compare to other AZ colleges with respect to graduation and transfer?	Degree file	All students	AY2009-10	Submit (upload) the 2009-10 Degree File to ASSIST by August 27, 2010 but no later than December 15, 2010
11AUG13	08/31/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC student outcomes compare to other AZ colleges with respect to retention and transfer?	Annual file	All students	AY2009-10	Submit (upload) the 2009-10 Annual File to ASSIST by September 1, 2010 but no later than February 26, 2011

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11AUG14	08/31/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC student outcomes compare to other AZ colleges with respect to performance and enrollment?	Course file	All courses	AY2009-10	Submit (upload) the 2009-10 Course File to ASSIST by September 1, 2010 but no later than March 26, 2011
11AUG15	08/31/10	Jill Loveless – <i>Humanities Division</i>	<ol style="list-style-type: none"> How do English (ENG) 95, 96, 100, 101, and 102 successful students (received grades of A, B, C, or CR) compare to non-successful students (received grades of D, F, or W) with respect to the number of students who repeated the same course, the number of times a course was repeated, retention rates, and graduation rates? Are there similar factors between the students who only took the course once and succeeded and those who did not succeed? 	<ol style="list-style-type: none"> Comparison between ENG 95, 96, 100, 101 and/or 102 students who succeeded (received grades of A, B, C, or CR) and those who did not succeed (received grades of D, F, or W), by semester including: <ul style="list-style-type: none"> number of students who repeated the same ENG course number of times the same ENG course was repeated retention and graduation rates Comparison between ENG 95, 96, 100, 101 and/or 102 students who succeeded (received grades of A, B, C, or CR) and those who did not succeed (received grades of D, F, or W) on their first attempt, by semester including: <ul style="list-style-type: none"> full-time/part-time status first-time student status first-generation student status ENG instructor age-groups course location and delivery mode 	ENG 95, 96, 100, 101, and 102 students	Fall 2009 & Spring 2010	Analyze the different trends occurring and strategically improve students' abilities to pass English on their first attempt
11SEP01	09/01/10	Michael Miller – <i>Humanities Division/Communications Department</i>	<ol style="list-style-type: none"> Over the past 5 years, what has been the success rate of students taking Basic Writing I (ENG 95) for the first time by English placement test score levels? Over the past 5 years, what has been the success rate of students taking Basic Writing I (ENG 95) for the first time by Reading placement test score levels? 	<ol style="list-style-type: none"> Five-year first-time ENG 95 student success rate comparison by initial English placement score levels (10-point increments) Five-year first-time ENG 95 student success rate comparison by initial Reading placement score levels (specifically 0-19, 20-39, 40-53, 54-60, 61-64, and 65-69) 	First-time ENG 95 students	Fall 2005 thru Spring 2010 (<i>Fall, Spring, & Summer</i>)	Determine the effectiveness of the entrance placement-test score structure for required English writing courses, and for the Reading placement test as related to success in required English writing courses as part of the current English program review
11SEP02	09/01/10	Laura Sandigo – <i>Student Services/ ACCESSability Resource Services</i>	Based on students registered in the ACCESSability Resource Service (ARS) Office, which students were actively enrolled in Summer 2010 and Fall 2010?	List of actively enrolled students with disabilities, by term including: <ul style="list-style-type: none"> student ID student name 	Students with disabilities	Summer 2010 & Fall 2010	To ensure accurate count of active students in ACCESSability program and distribute reminder of ARS Office accommodations available

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11SEP03	09/01/10	Laura Sandigo – <i>Student Services/ ACCESSability Resource Services</i>	What were the persistence, graduation, transfer-out, and attrition rates of students with disabilities from Fall 2007 through Spring 2010?	Persistence, graduation, transfer-out, and attrition rates of students with disabilities by semester	Students with disabilities	Fall 2007 thru Spring 2010 (<i>Fall & Spring only</i>)	Assess ACCESSability program by tracking student persistence, graduation, transfer-out, and attrition rates
11SEP04	09/07/10	Bertha Avila – <i>Assessment and Program Review</i>	What were the success, retention, persistence, transfer-out, and graduation rates of students who received any type of athletic scholarship or academic scholarship from AY2000-01 thru AY2009-10? What is the correlation between the type of scholarship a student receives and their success rate across a broad spectrum or institutional benchmarks?	10-year performance comparison of students who received any type of athletic scholarship or academic scholarship, by term including: <ul style="list-style-type: none"> • success, retention, persistence, transfer-out, and graduation rates • declared major • GPA 	Students who received athletic or academic scholarships	Fall 2000 thru Spring 2010 (<i>Fall and Spring only</i>)	Track retention, persistence, and success rates for outcomes assessment discussion
11SEP05	09/09/10	Linda Elliott-Nelson – <i>Learning Services</i>	What were the Summer 2010 enrollment trends by prefix, and location?	Enrollment data by prefix and location including: <ul style="list-style-type: none"> • FTSE and headcount 	All students	Summer 2010	SEMC Summer 2010 enrollment analysis
11SEP06	09/15/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What are the job placement rates of AWC students?	Department of Economic Security income and employment quarterly data	All students	Jan. 1, 2010 – June 30, 2010	Fulfill Carl Perkins and other college reporting needs
11SEP07	09/15/10	Larry Lebsock – <i>Tech Prep</i>	How effective has Tech Prep been in attracting high school students to enroll at AWC?	List of newly identified Tech Prep students	Newly identified Tech Prep students	Summer 2010 & Fall 2010	Ensure that Datatel records include the most up-to-date Tech Prep student information
11SEP08	09/16/10	Bertha Avila – <i>Assessment and Program Review</i>	<ol style="list-style-type: none"> 1. How do MAT 105, MAT 122, MAT 142, and MAT 151 compare with respect to retention, persistence, and success? 2. How many students repeated the same math course? How many times was the same math course repeated? 	<ol style="list-style-type: none"> 1. Five-year retention, persistence, and success comparison of MAT 105, MAT 122, MAT 142, and MAT 151 students, by academic year 2. Five-year comparison of number of students repeating the same math course, and number of times the same math course was repeated, by academic year 	MAT 105, MAT 122, MAT 142, and MAT 151 students	AY2005-06 thru AY2009-10	Student Learning Outcomes Assessment
11SEP09R	09/23/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What was the academic performance of Arizona high school students who graduated in AY2008-09 who attended AWC in AY2009-10?	AWC academic performance data of recent high school graduates including: <ul style="list-style-type: none"> • student demographics • academic performance in their first English and math courses taken at AWC 	AY2008-09 high school graduates who attended AWC in AY2009-10	AY2009-10	Academic Performance of High School Graduates Report (2040 Report) due to ACCPC by September 29, 2010
11OCT01	10/04/10	Jill Loveless – <i>Humanities Division</i>	What were the success rates among ENG 95, ENG 96, ENG 100, ENG 101, and ENG 102 students in Fall 2009 and Spring 2010?	Final grade distribution and success rate, by semester	ENG 95, ENG 96, ENG 100, ENG 101, and ENG 102 students	Fall 2009 & Spring 2010	Identify trends and success in ENG 95, ENG 96, ENG 100, ENG 101, and ENG 102 courses
11OCT02	10/04/10	Jill Loveless – <i>Humanities Division</i>	How many AWC Spanish declared majors transferred to an Arizona public university?	Number of Spanish declared majors who transferred to an Arizona public university	Spanish declared major students	Fall 2009 & Spring 2010	Spanish major program assessment measurement tool

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11OCT03	10/04/10	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Institutional data including: <ul style="list-style-type: none"> • general information • enrollment and persistence • freshman admission • transfer admission • academic offerings and policies • student life • annual expenses • financial aid • instructional faculty and class size • degrees offered and awarded • administrative officers • list of majors 	College-wide	AY2009-10	Post 2010-2011 Common Data Set on Institutional Effectiveness, Research, and Grants website and use as reporting tool when coordinating completion/ submission of higher education surveys conducted by participating publishers (College Board, Peterson's, and U.S. News & World Report)
11OCT04R	10/07/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many students were enrolled at AWC in AY2009-10 that were under the age of eighteen who had not yet attained a high school diploma or equivalent?	Under the age of 18 student data, including: <ul style="list-style-type: none"> • unduplicated headcount • course description of the top 10 courses taken by students under 18 • policies adopted by the District Governing Board regarding students under 18 	Students under the age of 18 who have not yet attained a high school diploma or equivalent	September 2009-August 2010	Under 18 Report due to ACCPC by October 14, 2010
11OCT05	10/07/10	Lynn La Brie – <i>Workforce Development</i>	<ol style="list-style-type: none"> 1. What courses were offered and what was the enrollment headcount at the AWC Somerton location in AY2008-09 and AY2009-10? What were the grade distribution, success, completion, retention, and persistence rates in these courses? 2. How many students were enrolled from Somerton (zip code 85350) in AY2008-09 and AY2009-10? 3. Based on census data, what are the demographics (income, education, etc...) for Somerton, AZ, for special designations such as Colonia, Empowerment Zone or other special designations, and for Cocopah Indian Tribe? Also, any economic indicators for the community. 	<ol style="list-style-type: none"> 1. Enrollment, grade distribution, success, completion, retention, and persistence rates for Somerton location 2. Enrollment, grade distribution, success, completion, retention, and persistence rates of students with Somerton zip code 3. Census data for Somerton, AZ, special designations Colonia, Empowerment Zone (and any others), and Cocopah Indian Tribe. Economic indicators for the community 	<ol style="list-style-type: none"> 1. Somerton location courses 2. students with Somerton zip code (85350) 3. Census data for Somerton, AZ 	AY2008-09 & AY2009-10	Estimate potential impact on Somerton facilities and Somerton students given higher transportation costs and limited bus service. Also, to obtain data for writing a HUD/OUP/HSIAC grant application to compete for the 2011 awards
11OCT06	10/11/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did Arizona Western College perform with respect to excellence, efficiency, effectiveness, equity, effort, and ethics?	Final Annual and Five-year Institutional Benchmark Trends	All students	AY2005-06 thru AY2009-10	Report to Executive Committee and District Governing Board on Final Institutional Benchmarks

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11OCT07R	10/14/10	Marcus Johnson – <i>Career and Technical Education</i>	How effective are Vocational programs at AWC to achieve prescribed outcomes?	CAR Form III - Participant and Concentrator Enrollment Reports/Tech Prep	Vocational students	PY2009-10 <i>(July 1, 2009 to June 30, 2010)</i>	Fulfill Postsecondary Perkins Basic Grant reporting requirements by Oct. 14, 2010
11OCT08S	10/14/10	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How did campus crime compare in AY2009-10 by location?	Crime statistics (including crime statistics received from local or state police) which occurred either on campus, in residence halls, on non-campus buildings/ properties, and/or on public property by location including: <ul style="list-style-type: none"> • criminal offenses [murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible/non-forcible (incest and statutory rape only)), robbery, aggravated assault, burglary, motor vehicle theft, arson] • the above criminal offenses as well as crimes of larceny-theft, simple assault, intimidation, and destruction/damage/vandalism of property that manifested evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity/national origin or disability • crimes resulting in arrests for illegal weapons possession, drug law violations, and liquor law violations • fire statistics (number of fires and cause of each fire, number of deaths related to the fire, number of injuries related to the fire that resulted in treatment at a medical facility, and value of property damage related to the fire) 	College-wide	AY2009-10	Submit the Campus Crime and Security Survey in fulfillment of federal reporting requirements, due October 14, 2010
11OCT09	10/18/10	Linda Elliott-Nelson – <i>Learning Services</i>	What students declared a major within the Science, Math, and Agriculture (SMA) Division?	List of actively enrolled students who declared a major in: <ul style="list-style-type: none"> • Agriculture • Biology • Chemistry • Crop Production • Engineering • Environmental Science • Geology 	AGRIC, AGOCC, AGBUS, BIOLO, CHEMI, CRPRO, ENGIN, EGRTC, ESGEO, ESBIO, GEOLO declared majors	Fall 2009 thru Spring 2010 <i>(Fall & Spring only)</i>	Track Science, Math, and Agriculture declared majors and assist in comparison of actual SMA declared major students and students with intention of declaring a SMA major
11OCT10S	10/20/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC perform with respect to excellence, efficiency, and effectiveness compared to IPEDS peers?	Fall IPEDS data collection including: <ul style="list-style-type: none"> • Institutional Characteristics (IC) • Completions (C) • 12-Month Enrollment (E12) 	All students	AY2009-10	Submit Fall IPEDS Survey Components in fulfillment of federal reporting requirements by October 20, 2010

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11OCT11R	10/25/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i> Joann Linville – <i>Learning Services</i> Dan Hann – <i>Administrative Services</i>	What were the FY2010 workforce development expenditures compared to estimated plan expenditures along with private sector contributions?	Workforce and non-workforce FTSE	Vocational students	FY2010	Workforce Development Expenditures Report due to ACCPC by November 1, 2010
11OCT12R	10/25/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC compare to other Arizona community colleges during AY2009-10?	Yuma and La-Paz Counties Facts-at-a-Glance data including: <ul style="list-style-type: none"> • annual FTSE count and unduplicated headcount • overall Fall headcount and Fall headcount by: <ul style="list-style-type: none"> ◦ full-time/part-time, gender, residency, and ethnicity/race • Fall instructional staff count by full-time/part-time • previous academic year major accomplishments, and upcoming academic year issues 	All students and instructional staff	AY2009-10	Annual Report due to ACCPC by November 1, 2010
11OCT13S	10/29/10	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	Did athletic participation, staffing, revenues and expenses, differ between men’s and women’s teams?	Athletically related data including: <ul style="list-style-type: none"> • participation, staffing, revenues and expenses, by men’s and women’s teams 	Athletic students, staff, and programs	AY2009-10	Submit the Equity in Athletics Survey in fulfillment of federal reporting requirements by October 29, 2010
11NOV01R	11/04/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC compare to other Arizona community colleges with respect to workforce development and vocational programs during AY2010-11?	Yuma and La-Paz Counties workforce and vocational data based on EMSI including: <ul style="list-style-type: none"> • educational attainment and gender demographics • educational attainment • unemployment summary by occupation • unemployment by industry • 5-year job growth projection by occupation • AWC program profile by CIP • comparison between AWC programs & annual job opportunities & education level • current jobs by industry 	Yuma and La-Paz Counties workforce	AY2010-11	Distribute Semi-Annual 2010-11 Workforce Development and Vocational Standard Reports via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
11NOV02	11/08/10	Terry Shove – <i>Upward Bound and Educational Talent Search</i>	Among the 2010 Upward Bound (UB) and Educational Talent Search (ETS) graduates who transferred-out and where did they transfer to?	List of UB and ETS graduates who transferred-out and college/university to which they transferred	UB and ETS graduates (<i>list will be provided</i>)	2010	Annual UB and ETS program review

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11NOV03R	11/08/10	Marcus Johnson – <i>Career and Technical Education</i>	What is the effectiveness of Perkins and Tech Prep funded programs at AWC?	CAR Form IV – Grant Accountability Report and CAR Tech Prep Indicators 1P1, 2P1, 3P1, 4P1, 5P1, 5P2, 1PTP1, 1PTP2, 1PTP3, 1PTP4, 1STP1, 1STP2, 1STP4, 1STP5	Vocational students	July 1, 2009 to June 30, 2010	Fulfill Postsecondary Perkins Basic Grant reporting requirements by November 12, 2010
11NOV04	11/15/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC Fall 2010 performance compare to prior years, with respect to excellence, efficiency, effort, and equity?	Fall data (<i>as of census day</i>), including: <ul style="list-style-type: none"> • Facts-at-a-Glance • Student Enrollment <ul style="list-style-type: none"> ◦ 5-year comparison, by division and department, by location, and by mode of learning • Student Performance <ul style="list-style-type: none"> ◦ persistence and cohort comparison (<i>first-time student cohorts</i>), 3-year transfer-out rate comparison, retention and comparison by cohort 	Students reported in the official 45 th day FTSE report	Fall 2010	Distribute Fall 2010 Standard Repots (<i>as of census day</i>) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
11NOV05	11/15/10	Linda Elliott-Nelson – <i>Learning Services</i>	What were the Fall 2010 enrollment trends by prefix, by location?	Enrollment data by prefix and location including: <ul style="list-style-type: none"> • FTSE and headcount 	All students	Fall 2010	Strategic Enrollment Management Committee (SEMC) Fall 2010 enrollment analysis
11NOV06R	11/18/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	Were students without legal immigration status attempting to access resident-only funding sources? (<i>This is a legislatively required report</i>)	Proposition 300 semi-yearly data including: <ul style="list-style-type: none"> • total number of students entitled to be classified as an in-state student • total number of students not entitled to classification as an in-state student because the student was not a citizen or legal resident of the United States or is without lawful immigration status • total number of students who applied for tuition waivers, fee waivers, grants, scholarship assistance, financial aid, tuition assistance or any other type of financial assistance that is subsidized or paid in whole or in part with state monies • of those who applied, the total number of students not entitled because they were not citizens or legal residents or not lawfully present in the United States 	All students	May 16, 2010- Nov. 15, 2010	Proposition 300 Semi-Yearly Report due to ACCPC by December 1, 2010
11NOV07	11/22/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	To be determined by College President	District-wide data for Annual Educator-Legislator Forum Presentation	District-wide	AY2009-10	Annual Educator-Legislator Presentation in <i>December</i>
11NOV08	11/30/10	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC students outcomes compare to other AZ colleges with respect to retention and transfer?	Fall semester registration file	Students reported in the official 45 th day FTSE report	Fall 2010	Submit (upload) the Fall 2010 Semester Registration File to ASSIST by November 30, 2010

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11DEC01S	12/14/10	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Institutional data including: <ul style="list-style-type: none"> • general information • enrollment and persistence • freshman admission • transfer admission • academic offerings and policies • student life • annual expenses • financial aid • instructional faculty and class size • degrees offered and awarded • administrative officers • list of majors 	College-wide	AY2009-10	Submit College Board Annual Survey of Colleges by December 14, 2010
11DEC02	12/14/10	Linda Elliott-Nelson – <i>Learning Services</i>	Where were our online students located during the Fall 2010 semester?	List of online (WEB) students by zip code	Online (WEB) students	Fall 2010	Track residence of Fall semester online students
11JAN01	01/17/10	Jill Loveless – <i>Humanities Division</i>	At what rate did ESL students who completed ESL 94W or ESL 94S in Fall 2009 or Spring 2010 demonstrate adequate placement test scores for admittance into ENG and/or RDG courses?	Rate at which students who successfully completed ESL 94W or ESL 94S scored adequately on Accuplacer to be placed into ENG and/or RDG courses, by semester	ESL 94W & ESL 94S students	Fall 2009 & Spring 2010	ESL assessment measurement tool
11JAN02S	01/26/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to peer institutions?	Winter IPEDS data collection including: <ul style="list-style-type: none"> • Human Resources (HR) 	College-wide	AY2009-10	Submit Winter IPEDS Survey Component in fulfillment of federal reporting requirements, by January 26, 2011
11FEB01	02/01/11	Mary Schaal – <i>Institutional Effectiveness, research, and Grants</i>	What were the final student performance outcomes in Fall 2010?	Final Fall data (<i>as of semester end</i>), including: <ul style="list-style-type: none"> • Student Performance <ul style="list-style-type: none"> ◦ grade distribution, completion, success, withdrawal, graduates, degrees and certificates awarded, and credentials awarded by major 	Students reported in the official 45 th day FTSE report	Fall 2010	Distribute Final Fall 2010 Standard Repots (<i>as of semester end</i>) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
11FEB02	02/01/11	Laura Sandigo – <i>Student Services/ ACCESSability Resource Services</i>	Based on students registered in the ACCESSability Resource Service (ARS) Office, which students were actively enrolled in Spring 2011?	List of actively enrolled students with disabilities, by term including: <ul style="list-style-type: none"> • student ID • student name 	Students with disabilities	Spring 2011	To ensure accurate count of active students in ACCESSability program and distribute reminder of ARS Office accommodations available
11FEB03	02/01/11	Nancy Blitz – <i>Humanities Division/ Language Department</i>	How many students exited ESL Level 4 in Fall 2010 and placed into RDG 93, or higher, and/or ENG 95, or higher and enrolled in the course they placed into in Spring 2011?	Number of students exiting ESL Level 4 in Fall 2010 who placed into RDG 93, or higher, and/or ENG 95, or higher who enrolled in the course they placed into in Spring 2011	Fall 2010 ESL Level 4 students who placed into RDG 93, or higher, and/or ENG 95, or higher	Fall 2010 & Spring 2011	Assessment measurement tool for ESL course clusters 3, 4, & 5

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11FEB04	02/15/11	Bertha Avila – <i>Assessment and Program Review</i>	How did programs and course clusters perform with respect to excellence, efficiency, effectiveness, equity, effort, and ethics?	Program review data for, by academic year, including: <ul style="list-style-type: none"> • retention rates (as percent) • number of declared majors • success rates (grades A, B, C, D, I or CR) • number of graduates/completers • number of graduates transferring to baccalaureate programs • number of completers employed in the field of preparation, enrollees, majors, and graduates/completers by gender and ethnicity/race • total enrollment and number of sections by location • number of classes under minimum enrollment by location • number of Internet, ITN, and Telecourses (cable TV), enrollment and sections by location • class size (smallest, largest, average) • faculty count (associate and full-time) • FTSE by faculty type 	1. AA.ADMJU, AAS.ADMJU 2. AAS.ARCH, CERT.ARCH 3. 800 course section series 4. AS.ENGLI 5. AS.ESBIO 6. AS.ESGEO 7. FRE 101, 102, 115, 116, 201, 202; GER 101, 102, 115, 116, 201, 202 8. AGS.GENST 9. PED 102, 120, 160, 161, 163, 165, 166, 166, 167, 260, 261, 263, 265, 266, 267 10. PEM 100, 101, 105, 201, 202, 203, 204, 205, 206 11. PER 100, 101, 102, 103, 104, 106, 107, 108, 110, 111, 112, 113, 114, 115, 126, 129, 131, 134, 135, 136, 137, 138, 140, 141, 143, 144, 145, 146, 147, 148, 149, 150, 151, 153, 155, 156, 157, 158, 159, 160, 161, 164, 165, 166, 170, 171, 180, 181, 182, 183, 184, 185, 186, 187, 264, 270, 271, 280, 281, 282, 283, 284, 285, 286, 287 12. AA.SPANI	AY2004-05 thru AY2009-10	2010 Program Reviews: 1. Administration of Justice Studies 2. Architectural Technology 3. Dual Enrollment 4. English 5. Environmental Science (Biology Emphasis) 6. Environmental Science (Applied Geology Emphasis) 7. Foreign Languages 8. General Studies 9. Physical Education 10. Physical Education Management 11. Physical Education Recreation 12. Spanish
11FEB05	02/21/11	Bertha Avila – <i>Assessment and Program Review</i>	What trends were evident in Student Learning outcomes for AY2010-11?	Disaggregated report of results related to writing, critical thinking, quantitative and technology assessments by: <ul style="list-style-type: none"> • ethnicity, gender, location, credential, & age 	Graduating students	Fall 2010	Provide deeper insight into Learning outcomes to guide instructional planning

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11MAR01	03/03/11	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Institutional data including: <ul style="list-style-type: none"> • general & institutional information • enrollment • admissions • costs and financial aid • student affairs • academic programs 	College-wide	AY2009-10	Submit ACT Institutional Data Questionnaire (IDQ) by March 4, 2011
11MAR02R	03/07/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC compare to other Arizona community colleges with respect to workforce development and vocational programs during AY2010-11?	Yuma and La-Paz Counties workforce and vocational data based on EMSI including: <ul style="list-style-type: none"> • educational attainment and gender demographics • educational attainment • unemployment summary by occupation • unemployment by industry • 5-year job growth projection by occupation • AWC program profile by CIP • comparison between AWC programs & annual job opportunities & education level • current jobs by industry 	Yuma and La-Paz Counties workforce	AY2010-11	Distribute Semi-Annual 2010-11 Workforce Development and Vocational Standard Reports via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
11MAR03	03/24/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What are the job placement rates of AWC students?	Department of Economic Security income and employment quarterly data	All students	July 1, 2010 – Dec. 31, 2010	Fulfill Carl Perkins and other college reporting needs
11MAR04	03/31/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What students met the specifications for inclusion in the 2009 Perkins cohort?	Perkins cohort file	Vocational students	FY2010-11	Submit (upload) the 2010 Perkins Cohort File to ASSIST by April 1, 2011
11MAR05R	03/31/11	Marcus Johnson – <i>Career and Technical Education</i>	How does AWC compare to other college districts with respect to vocational students in poverty?	Community College District Federal Vocational Education Funding Report data including: <ul style="list-style-type: none"> • Number of Pell Grant recipients enrolled in a vocational program as defined • Number of BIA assistance recipients enrolled in a vocational program as defined • Total unduplicated headcount <i>(reported data is to be unduplicated, a student enrolled in both semesters would be counted as "one"; a student receiving both a Pell Grant and BIA financial aid would be counted only once)</i> 	Vocational students	AY2010-11 <i>(Fall & Spring)</i>	Community College District Federal Vocational Education Funding Report due to Arizona Department of Education (ADE) by mid-April

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11MAR06	03/31/11	Linda Elliott-Nelson – <i>Learning Services</i>	What were the 700 course series enrollment trends between AY2008-09 and AY2010-11?	700 course section series enrollment comparison including: <ul style="list-style-type: none"> • headcount and percentage change in enrollment by location, discipline, and delivery mode • number of initial courses intended, courses cancelled, and final courses offered by location, discipline, and delivery mode 	700 course section series (formerly WNTR course type)	AY2008-09 thru AY2010-11	Strategic Enrollment Management Committee (SEMC) 700 course section series enrollment analysis
11APR01	04/04/11	Larry Lebsock – <i>Tech Prep</i>	How effective has Tech Prep been in attracting high school students to enroll at AWC?	List of newly identified Tech Prep students that need to be flagged in Datatel	Newly identified Tech Prep students	Spring 2011	Ensure that Datatel records include the most up-to-date Tech Prep student information
11APR02S	04/13/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to IPEDS peer institutions?	Spring IPEDS data collection including: <ul style="list-style-type: none"> • Fall Enrollment (FA) • Finance (F) • Student Financial Aid (SFA) • Graduation Rates (GRS) • 200% Graduation Rates 	College-wide	AY2009-10 & Fall 2010	Submit Spring IPEDS Survey Components in fulfillment of federal reporting requirements by April 13, 2011
11APR03S	04/14/11	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other post-secondary institutions who award federal student financial aid?	Financial and non-financial institutional data including: <ul style="list-style-type: none"> • contact information • federal compliance • student headcount by level • student headcount by category • total entering undergraduate headcount • institutional headcount • educational programs • certificates & degrees awarded • off campus activities <ul style="list-style-type: none"> ○ other campuses ○ sites ○ in state course locations ○ out of state course locations • dual enrollment • distance education programs • collaborative education • operating expenses & revenues 	College-wide	AY2009-10 & Fall 2010	Submit Higher Learning Commission Annual Institutional Data Update by April 15, 2011
11APR04	04/14/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	First-time freshmen data including: <ul style="list-style-type: none"> • social security number • Spring overall GPA • 2nd-year returnee indicator • Fall cohort year 	First-time Freshmen	Fall 2009	Submit 2009-2010 Freshman prediction, retention/attrition service files to ACT by April 30, 2011

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11APR05	04/14/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC Spring 2011 performance compare to prior years, with respect to excellence, efficiency, effort, and equity?	Spring data (<i>as of census day</i>), including: <ul style="list-style-type: none"> • Facts-at-a-Glance • Student Enrollment <ul style="list-style-type: none"> ◦ 5-year comparison, by division and department, by location, and by mode of learning • Student Performance <ul style="list-style-type: none"> ◦ persistence and cohort comparison (<i>first-time student cohorts</i>), 3-year transfer-out rate comparison, retention and comparison by cohort 	Students reported in the official 45 th day FTSE report	Spring 2011	Distribute Spring 2011 Standard Repots (<i>as of census day</i>) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
11APR06S	04/28/11	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year post-secondary institutions who offer distance learning?	Distance education data including: <ul style="list-style-type: none"> • general information and degree programs 	Distance Education courses & students	AY2009-10 & Fall 2010	Submit Peterson’s Distance Learning Program Online Survey by April 29, 2011
11APR07	04/28/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC student outcomes compare to other AZ colleges with respect to retention and transfer?	Spring semester registration file	Students reported in the official 45 th day FTSE report	Spring 2011	Submit (upload) the Spring 2011 Semester Registration File to ASSIST by April 29, 2011
11MAY01R	05/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	Were students without legal immigrant status attempting to access resident-only funding sources? (<i>This is a legislatively required report</i>)	Proposition 300 semi-yearly data including: <ul style="list-style-type: none"> • total number of students entitled to be classified as an in-state student • total number of students not entitled to classification as an in-state student because the student was not a citizen or legal resident of the US or is without lawful immigration status • total number of students who applied for tuition waivers, fee waivers, grants, scholarship assistance, financial aid, tuition assistance or any other type of financial assistance that is subsidized or paid in whole or in part with state monies • of those students who applied, the total number of students not entitled above because the student was not a citizen or legal resident of the US or not lawfully present in the US 	All students	Nov. 16, 2010- May 15, 2011	Proposition 300 Semi-Yearly Report due to ACCPC by May 30, 2011

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11MAY02	05/15/11	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other community colleges?	Full-time, first-time, degree or certificate seeking undergraduate, and student athletes that received athletically-related financial aid data, including : <ul style="list-style-type: none"> • Single year cohort and subcohort graduation/completion and transfer-out rates • Four-year average cohort and subcohort graduation/completion and transfer-out rates • Enrollment headcount 	Full-time, first-time, degree or certificate seeking undergraduates and student athletes that received, or are receiving, athletically-related financial aid	AY2007-08 & AY2009-10 cohorts/ subcohorts	Disclose 2010 -2011 Graduation/Completion and Transfer-out Rates in compliance with the Higher Education Act of 1965, as amended (Student Right-to-Know Act) and to update the Institutional Effectiveness, Research, and Grants website with public notice
11MAY03S	05/26/11	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year post-secondary undergraduate institutions in the US?	Institutional data including: <ul style="list-style-type: none"> • institutional information • enrollment and persistence • admission • academics & major degree program offered • expenses • computer technology • campus life, athletics, sustainability 	College-wide	AY2009-10 & Fall 2010	Submit Peterson’s Annual Survey of Undergraduate Institutions by May 27, 2011
11MAY04	05/30/11	Linda Elliott-Nelson – <i>Learning Services</i>	What are the Spring 2011 enrollment trends by prefix, by location?	Enrollment data by prefix and location including: <ul style="list-style-type: none"> • FTSE and headcount 	All students	Spring 2011	Strategic Enrollment Management Committee (SEMC) Spring 2011 enrollment analysis
11JUN01	06/01/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC students outcomes compare to other AZ colleges with respect to dual enrollment?	Dual enrollment cohort file	Dual enrolled students	AY2008-09	Submit (upload) AY2008-09 Dual Enrollment Cohort File to ASSIST by June 1, 2011 but no later than July 31, 2011
11JUN02	06/08/11	Linda Elliott-Nelson – <i>Learning Services</i>	What were the retention, persistence, and success rates of developmental MAT, RDG, and ENG students in AY2010-11?	Developmental student data including: <ul style="list-style-type: none"> • retention rates • persistence rates • success rates 	Developmental MAT, RDG, and ENG students	AY2010-11	Track retention, persistence, and success rates in developmental math, reading, and English courses
11JUN03	06/08/11	Linda Elliott-Nelson – <i>Learning Services</i>	Where were our online students located during the Spring 2011 semester?	List of online (WEB) students by zip code	Online (WEB) students	Spring 2011	Track residence of Spring semester online students

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11JUN04	06/13/11	Mary Schaal – <i>Institutional Effectiveness, research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Institutional data including: <ul style="list-style-type: none"> • service area and enrollment and fiscal information • completion and transfer • transfer performance • persistence • student satisfaction • student goal attainment • college retention and success • developmental course retention and success • first-time developmental student retention and success • career preparation • academic success • credit grades • high school student and minority participation • workforce development • section size, student to faculty ratio, course load • distance learning • student services staff • HR statistics • Instruction and development/training costs 	All students	Fall 2009 & AY2010-11	Submit National Community College Benchmarking Project (NCCBP) workbook data by mid June
11JUN05	06/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What are the district-wide data and/or research needs for AY2011-10? Are there any trends and/or areas of overlap where district-wide data requests could be consolidated?	District-wide data and/or research requests	College-wide	AY2011-12	Produce the 2011-12 Institutional Research Plan and finalize by June 30, 2011 and plan staffing
11JUN06	06/30/11	Mary Schaal – <i>Institutional Effectiveness, research, and Grants</i>	What were the final student performance outcomes in Spring 2011?	Final Spring data (<i>as of semester end</i>), including: <ul style="list-style-type: none"> • Student Performance <ul style="list-style-type: none"> ◦ grade distribution, completion, success, withdrawal, graduates, degrees and certificates awarded, and credentials awarded by major 	Students reported in the official 45 th day FTSE report	Spring 2011	Distribute Final Spring 2011 Standard Repots (as of semester end) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
11JUL01	07/14/11	Mary Schaal – <i>Institutional Effectiveness, research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Instructional courseload and cost data	AJS, BIO, CIS, ENG (<i>excluding developmental</i>), ESL, MAT, MUS, NUR, PSY, PHI + REL, SOC	AY2010-11	Participate in Kansas Study and provide electronic data by mid July

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11JUL02R	07/21/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i> Joann Linville – <i>Learning Services</i>	How do AWC projected vocational student outcomes compare to other Arizona community colleges?	AWC workforce and occupational program data including: <ul style="list-style-type: none"> • actual and estimated direct expenditures, by type • actual and projected enrollment and FTSE counts • Carl Perkins III Performance Indicators • Carl Perkins IV Performance Indicators 	Vocational students	PYs 2008-09, 2009-10, & 2010-11 & FYs 2009, 2010, 2011, & 2012	Governor’s Council on Workforce Policy Annual Report due to ACCPC by <i>late July/early August</i>
11JUL03	07/28/11	Bertha Avila – <i>Assessment and Program Review</i>	What trends were evident in Student Learning outcomes for AY2010-11?	Disaggregated report of results related to writing, critical thinking, quantitative and technology assessments by: <ul style="list-style-type: none"> • ethnicity, gender, location, credential, & age 	Graduating students	Spring 2011	Provide deeper insight into Learning outcomes to guide instructional planning

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APPENDIX

IR Standard Definitions for Reporting:	Institutional Research standard definitions for reporting and interpretation purposes can be found on the AWC Institutional Effectiveness, Research, and Grants website at: http://www.azwestern.edu/Institutional_Research/ir_standard_definitions_for_reporting.html
Project Number(#):	All projects are assigned a project number. Each project number begins with the academic year and month in which the project will be completed and ends with a two digit number (i.e., 11AUG01). Furthermore, projects associated with reporting requirements will end with an R, and those associated with survey completion will end with an S. Please note that project number assignment does not reflect preference of any sort-project numbers are used for record keeping purposes only.
Standard Reports:	Published standard reports can be found on the AWC Institutional Effectiveness, Research, and Grants website at: http://www.azwestern.edu/Institutional_Research/standard_reports.html