



ARIZONA WESTERN COLLEGE

**Institutional Effectiveness,
Research, and Grants**

2011-2012 Institutional Research Plan



OUR MISSION: The Office of Institutional Effectiveness, Research, and Grants serves the Arizona Western College community by providing the most accurate information possible for decision-making, overseeing research, and pursuing external funding in support of institution-wide initiatives.

Annually our office publishes an Institutional Research Plan to define data needs across the college district. The annual process involves the following steps:

- Collecting district-wide requests for data or research for the upcoming academic year (August-July) from faculty and staff;
- Identifying trends and areas of overlap where data requests can be consolidated;
- Arranging out time and work to ensure that these requests can be met in a timely manner; and
- Incorporating all requests into a printed schedule organized by due data

Please note that scheduled requests receive priority over ad hoc requests. Ad hoc requests will be worked into our schedule as time permits. To schedule an ad hoc request, please contact [Betty Lopez](#).

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Visit us on the web at: www.azwestern.edu/Institutional_Research/

2011-2012 INSTITUTIONAL RESEARCH PLAN
Fall 2011 – Summer 2012
Arizona Western College

PROJECT #	DATE NEEDED	REQUESTED BY	RESEARCH QUESTION	DATA/INFORMATION REQUESTED	SPECIFIC POPULATION	SEMESTER/ YEAR	PURPOSE
12AUG01	08/10/11	Linda Elliott-Nelson – <i>Academic Services</i>	What grades were awarded in each course in Fall 2010 and Spring 2011?	Fall 2010 and Spring 2011 grade distribution by course prefix	All students	Fall 2010 and Spring 2011	Evaluate grade distribution by course prefix
12AUG02	08/10/11	Linda Elliott-Nelson – <i>Academic Services</i>	What was the ratio of full-time faculty to part-time faculty for teaching credit hours in the past 3 academic years?	Comparison of number and percentage of credits taught between full-time and part-time faculty in AYs 2008-09, 2009-10, and 2010-11	All credit courses and faculty	AYs 2008-09, 2009-10, and 2010-11	Review ratio of full-time vs. part-time faculty based on credit hours taught
12AUG03	08/10/11	Sotero Alvarado – <i>Science, Math, and Agriculture Department</i>	Are ACCUPLACER cut-off scores appropriate or should they be modified to increase course success rates?	Revise project #10MAY07A (Accuplacer Scores) to include math course grade distribution by placement score ranges 30-55 and 66-98 (5 above and 5 below cut-off scores)	Students who took the math ACCUPLACER test and who enrolled in their 1st math course	Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009	To ensure that students are placed in the appropriate math course
12AUG04	08/10/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	Which students and courses should be included in the official AY2010-11 Institutional Effectiveness, Research, and Grants annual FTSE database?	AY2010-11 students and courses as of the official census day of each term	Students enrolled as of 45 th day and June 30, 2011	Fall 2010, Spring 2011, Summer 2011, and AY2010-11 Open-Entry/Open-Exit and Short Term Courses	Ensure Institutional Effectiveness, Research, and Grants database includes official census day students and courses for reporting
12AUG05	08/15/11	Vanessa Natseway – <i>Academic Services/ Student Success Center</i>	Which courses had the highest failure rates in Fall 2010 and Spring 2011?	Fall 2010 and Spring 2011 failure rates by course, based on grades of D, F, and W only	All courses	Fall 2010 and Spring 2011	Target specific courses for academic support interventions such as supplemental instruction
12AUG06	08/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC student outcomes compare to other AZ colleges with respect to learning outcomes?	Ensure annual, semester, course, and degree files uploaded to ASSIST since 2005 are complete and accurate	All students, courses, and graduates	AYs 2005-06 thru 2010-11	Ensure delivery of a complete Statewide Longitudinal Data System that will provide data to enable effective planning and program improvement actions to ultimately increase student learning across the entire state of Arizona
12AUG07S	08/17/11	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-side	AY2011-12	Submit Peterson's Interim Expenses Update for Undergraduate Institutions by August 17, 2011

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12AUG08R	08/18/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC perform in comparison to other AZ community colleges in FY2010-11?	Community College Performance Measure Report including: <ul style="list-style-type: none"> • number of degrees and certificates conferred in FY2010-11 • number of degrees and certificates estimated to be conferred in FYs 2011-12 and 2012-13 • number of new applied Baccalaureate programs collaboratively developed with universities in FY2010-11 • number of applied Baccalaureate programs estimated to be collaboratively developed with universities in FYs 2011-12 and 2012-13 	All students	FYs 2010-11 thru 2012-13	Annual Community College Performance Measures Report due to ACCPC by <i>August 18, 2011</i>
12AUG09	08/23/11	Rakesh Pangasa – <i>Science, Math, and Agriculture Division</i>	What was the Engineering and STEM enrollment in AY2010-11?	AY2010-11 overall and STEM enrollment, by term including: <ul style="list-style-type: none"> • total enrollment headcount <ul style="list-style-type: none"> ◦ full-time student equivalent (FTSE), % minority, % female, AA degrees/yr, AS degrees/yr • STEM students <ul style="list-style-type: none"> ◦ Female, Native American, Hispanic, African American • Pre-Engineering • Transfers/yr 	All students and STEM students	Fall 2010, Spring 2011, and Summer 2011	Fulfill NSF METSTEP Grant Annual Reporting requirements
12AUG10	08/31/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What degree and certificate programs does AWC offer in 2011-12? Which programs require gainful employment requirement disclosures?	List of all 2011-12 AWC degree and certificate programs by program including: <ul style="list-style-type: none"> • award type, Classification of Instructional Program (CIP) code, title, description, total credits for completion, duration (typical-in years), URL, contact info. (first name, last name, phone, email), tuition (typical for full-time student) <p><i>Additionally, for gainful employment certificate programs (at least 19 credits required for completion):</i></p> <ul style="list-style-type: none"> • on-time graduation rates; job placement rates; median loan debt incurred by students 	All degrees and certificates	AY2011-12	Career Coach site launch and Gainful Employment Compliance

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12AUG11	08/31/11	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-out?	Degree file	All students	AY2010-11	Upload the 2010-11 Degree File to ASSIST by August 31, 2011 but no later than Dec. 16, 2011
12AUG12	08/31/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC perform with respect to excellence, efficiency, effectiveness, equity, effort, and ethics?	Annual and ten-year institutional benchmark trends including: <ul style="list-style-type: none"> • AY2010-11 enrollment summary • FTSE and unduplicated headcount trend • trend of enrollment by ethnicity • trend of student age: average and median • cost per FTSE trend • trend of academic success measures • trend of academic success and withdrawals • trend of credentials awarded • full-time faculty equivalent (FTFE) to FTSE trend 	All students	AYs 2001-02 thru 2010-11	Report to President’s Cabinet and District Governing Board on Institutional Benchmarks
12SEP01	09/01/11	Steve Moore – <i>Humanities Division</i>	<ol style="list-style-type: none"> 1. What were the ENG 100, 101, and 102 grade distribution and success trends? 2. How do graduation, retention, transfer-out, and attrition rates compare between students who passed ENG 100, 101, and/or 102 and those who failed? 	<ol style="list-style-type: none"> 1. ENG 100, 101, and 102 course grade distribution and success, by term 2. Graduation, retention, transfer-out, and attrition rate comparison between ENG 100, 101, and 102 students who passes and those who failed, by term 	ENG 100, 101, and 102 students	Fall 2009, Spring 2010, Summer 2010, Fall 2010, Spring 2011, and Summer 2011	Track grade distribution, success, graduation, retention, transfer-out, and attrition
12SEP02	09/01/11	Steve Moore – <i>Humanities Division</i>	<ol style="list-style-type: none"> 1. How successful are ENG 100, 101, and 102 students who failed, in a given term, in their next attempt the subsequent semester? 2. What are the demographics of those ENG 100, 101, and 102 students who did not retake the same course? 	<ol style="list-style-type: none"> 1. ENG 100, 101, and 102 course grade distribution in subsequent term of those student who failed in a given term 2. ENG 100, 101, and 102 student demographics of those who did not retake the same course including: <ul style="list-style-type: none"> • gender • race/ethnicity • age-group • residency 	ENG 100, 101, and 102 students	Fall 2009, Spring 2010, Summer 2010, Fall 2010, and Spring 2011	Track grade distribution of ENG 100, 101, and 102 students in subsequent term who fail in a given term, and track student demographics of those who do not retake the same course

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12SEP03R	09/01/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do AWC’s dual enrollment program compare to others in AZ?	Dual Enrollment (DE) Report including: <ul style="list-style-type: none"> • number of DE graduated students and high school graduation rate • number of DE graduated students enrolled in Community College or Universities • DE high school GPA vs. CC/University GPA • Average GPA in CC/University courses after graduation (success rate), per discipline or occupational field for students who took DE courses in same discipline or field 	High school dual-credit students	2008 and 2009 high school graduate cohorts	Dual Enrollment Report due to ACCPC by September 1, 2011
12SEP04	09/06/11	Cecilia Vigil – <i>Science, Math, and Agriculture Division</i>	<ol style="list-style-type: none"> 1. Which STEM courses had the highest dropout rates in the past 5 years? 2. Which STEM courses lost the most students during drop/add compared with STEM courses losses later in the semester in the past 5 years? 3. Which STEM courses correlate with completion of an associate degree and completion of a bachelor’s in a STEM major in the past 5 years? 	<ol style="list-style-type: none"> 1. List of STEM courses with the highest dropout rates from AYs 2006-07 to 2010-11 by semester, including overall average 2. STEM course headcount (unduplicated) comparison as of 1st day, after add/drop period, and as of semester end from AYs 2006-07 to 2010-11 by semester, including overall average 3. List of STEM courses that correlate with completion of associate and bachelor degrees from AYs 2006-07 to 2010-11 by semester 	All AST, BIO, CHM, EGR, GLG, & PHY courses, MAT 187 & above courses, & CIS 120 & above courses	AYs 2006-07 thru 2010-11	OASIS grant report and SSTEM grant reapplication
12SEP05	09/08/11	Laura Sandigo - <i>Student Services/ ACCESSability Resource Services</i>	Which disability students were actively enrolled in Summer 2011 and Fall 2011?	List of Summer 2011 and Fall 2011 actively enrolled students with disabilities, by term including: <ul style="list-style-type: none"> • student ID • student name 	Students with disabilities registered in the ACCESSability Resource Services (ARS) Office	Summer 2011 and Fall 2011	To ensure accurate count of active students in ACCESSability program and distribute reminder of ARS Office accommodations available
12SEP06	09/12/11	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-out?	Annual file	All courses	AY2010-11	Upload the 2010-11 Annual File to ASSIST by September 12, 2011 but no later than February 29, 2012
12SEP07	09/14/11	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	AY2010-11	Upload the 2010-11 Course File to ASSIST by September 12, 2011 but no later than March 30, 2012

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12SEP08	09/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What are the job placement rates of AWC students?	Department of Economic Security (DES) quarterly income and employment data	All students	Jan. 1, 2011 – June 30, 2011	Fulfill Carl Perkins and other college reporting needs
12SEP09	09/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC perform with respect to excellence, efficiency, effectiveness, equity, effort, and ethics?	AY2010-11 and FY2009-10 data (<i>as of year-end</i>), including: <ul style="list-style-type: none"> • service area profile • student demographics • student enrollment • student performance • financial aid awarded • faculty demographics and headcount • financial information 	All students	AY2010-11 & FY2009-10	Distribute 2011 Fact Book (<i>as of year-end</i>) by September 15, 2011 via Institutional Effectiveness, Research, and Grant website and to AWC's District Governing Board in which AY2010-11 institutional performance is documented
12SEP10	09/21/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What grades did DESERT scholar students earn in Fall 2010 and Spring 2011?	Fall 2010 and Spring 2011 DESERT Scholar grade distribution by semester including: <ul style="list-style-type: none"> • subject, course number, section, and credit hours 	DESERT scholars	Fall 2010 and Spring 2011	DESERT grant evaluation
12SEP11R	09/29/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What was students' return on investment for program completion in AY2010-11?	Gainful employment data for each affected program, by program and Classification of Instructional Program (CIP) code including: <ul style="list-style-type: none"> • total students enrolled at the end of award year • identifying information for those students <p><i>For students who began attending the program during the award year:</i></p> <ul style="list-style-type: none"> ○ program name and CIP code <p><i>For students who completed the program in that award year:</i></p> <ul style="list-style-type: none"> ○ program name and CIP code ○ date student complete the program ○ amounts student received from private education loans, and institutional financing plans ○ whether student matriculated to a higher credentialed program at the institution or if available, evidence that the student transferred to a higher credentialed program at another institution 	Any Title IV eligible non-degree program (certificates with 19 or more credits needed for completion)	AY2006-07 thru 2009-10, separately	Gainful Employment Report due to the Department of Education (ED) by October 1, 2011
12SEP12	09/29/11	Jill Loveless – <i>Humanities Division</i>	What were the success and retention rates in Summer 2011 Humanities courses?	Summer 2011 Humanities course success and retention rates	Students enrolled in a Humanities course	Summer 2011	Develop a summer schedule that reflects the expectation of our students and their success

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12SEP13	09/29/11	Jill Loveless – <i>Humanities Division</i>	How do Fall 2010 success rates compare between ENG 101 students and ENG 101 students who took the embedded writing assessment?	Comparison between Fall 2010 embedded writing Learning Outcomes Assessments (LOA) results and ENG 101 course success	ENG 101 students and students who completed the embedded writing LOA	Fall 2010	Compare success rates with LOA outcomes and evaluate those areas of possible grade inflation
12SEP14R	09/29/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What was the academic performance of AZ high school students who graduation in AY2009-10 who attended AWC in AY2010-11?	AWC academic performance data of recent AZ high school graduates including: <ul style="list-style-type: none"> • student demographics • academic performance in their first English and math courses taken at AWC 	AY2009-10 high school graduates who attended AWC in AY2010-11	AY2010-11	Academic Performance of High School Graduates Report (2040 Report) due to ACCPC by September 29, 2011
12SEP15R	09/29/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i> Daniel Barajas – <i>Career and Technical Education</i>	How do AWC projected vocational student outcomes compare to other AZ 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 2009-10, 2010-11, and 2011-12; and FYs 2010, 2011, 2012, & 2013	Governor’s Council on Workforce Policy Annual Report due to ACCPC by September 29, 2011
12OCT01	10/03/11	Jill Loveless – <i>Humanities Division</i>	What were the success, failure, and retention rates of students who took the English placement test?	Fall 2010 and Spring 2011 success, failure, and retention rates including placement scores	All students who took the English placement test and an English course	Fall 2010 and Spring 2011	Examine appropriate entry scores for all English courses
12OCT02	10/06/11	Larry Lebsock – <i>Tech Prep</i>	How effective has Tech Prep been in attracting high school students to enroll at AWC?	List of Summer 2011 and Fall 2011 newly identified Tech Prep students	Newly identified Tech Prep students	Summer 2011 and Fall 2011	Ensure that Datatel records include the most up-to-date Tech Prep student information
12OCT03R	10/13/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many students were enrolled at AWC in AY2010-11 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 2010-August 2011	Under 18 Report due to ACCPC by October 13, 2011

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12OCT04S	10/13/11	Betty Lopez – <i>Institutional Effectiveness, Research, and Grants</i>	How did campus safety and security compare in AY2010-11 by location?	Safety and security statistics (including local 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 • 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 	College-wide	AY2010-11	Submit the Campus Safety and Security Survey in fulfillment of federal reporting requirements, due October 13, 2011
12OCT05R	10/17/11	Daniel Barajas – <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	PY2010-11 (July 1, 2010 to June 30, 2011)	Fulfill Postsecondary Perkins Basic Grant reporting requirements by Oct. 17, 2011
12OCT06S	10/19/11	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	AY2010-11	Submit Fall IPEDS Survey Components in fulfillment of federal reporting requirements by October 19, 2011
12OCT07	10/25/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do Yuma and La Paz counties unemployment rates compare to the state and nation over the past ten years?	2001 to 2011 unemployment rate comparison between Yuma County, La Paz County, Arizona, and U.S. by region, year, and month	Yuma and La Paz Counties, Arizona, and U.S.	2001 to 2011 thru September	Post Yuma County, La Paz County, Arizona, and national unemployment rate comparison reports to Institutional Effectiveness, Research, and Grants website
12OCT08	10/27/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	Which students and courses should be included in the official Fall 2011 Institutional Effectiveness, Research, and Grants annual FTSE database?	Students and courses as of the official Fall 2011 census day	Students enrolled as of 45 th day	Fall 2011	Ensure Institutional Effectiveness, Research, and Grants database includes official census day students and courses for reporting
12OCT09S	10/27/11	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	AY2010-11	Submit the Equity in Athletics Survey in fulfillment of federal reporting requirements by October 27, 2011

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12NOV01R	11/01/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC compare to other AZ community colleges during AY2010-11?	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 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	AY2010-11	Annual Report due to ACCPC by November 1, 2011
12NOV02R	11/01/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i> Eric Soulsby – <i>Academic and Student Services</i> Carole Coleman – <i>Administrative Services</i>	What were the FY2011 workforce development expenditures compared to estimated plan expenditures along with private sector contributions?	Workforce and non-workforce FTSE	Vocational students	FY2011	Workforce Development Expenditures Report due to ACCPC by November 1, 2011
12NOV03	11/02/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many Biology and Environmental Science declared majors were actively enrolled in Fall 2011 as of the 45 th day and who were they?	List of Biology and Environment Science declared majors actively enrolled in Fall 2011 as of the 45 th day	Biology and Environment Science declared majors actively enrolled as of the 45 th day	Fall 2011	SSTEM grant evaluation
12NOV04	11/07/11	Eileen Knight – <i>NAU-Yuma</i>	How many first-time freshman enrolled at AWC in Fall 2011?	List of Fall 2011 first-time freshman enrolled at AWC including: <ul style="list-style-type: none"> • last name, first name • date of birth • social security number • address 	First-time freshman	Fall 2011	Outreach to first-time AWC students
12NOV05	11/08/11	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 2011 semester registration file	Students reported in the official 45 th day FTSE report	Fall 2011	Upload the Fall 2011 Semester Registration File to ASSIST by November 30, 2011
12NOV06	11/09/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does student success compare between students on add/drop list and others based on mid-term grades?	Success rate comparison between add/drop students and others as of mid-term	All students	Fall 2011	Decision making regarding appropriateness of late add/drop
12NOV07R	11/14/11	Daniel Barajas – <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, 2010 to June 30, 2011	Fulfill Postsecondary Perkins Basic Grant reporting requirements by November 14, 2011

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12NOV08	11/14/11	Rosalia Delgado – <i>College Assistance Migrant Program (CAMP)</i>	Do students that participate in the CAMP program succeed at higher rates than those who do not?	Fall 2011 CAMP student mid-term grades	CAMP students	Fall 2011	Evaluate effectiveness of CAMP program and fulfill CAMP grant reporting requirements
12NOV09	11/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC Fall 2011 performance compare to prior years, with respect to excellence, efficiency, effort, and equity?	Fall 2011 data (<i>as of census day</i>), including: <ul style="list-style-type: none"> • Facts-at-a-Glance • Student Enrollment (overall, by course location and delivery mode, and by division and department) • Student Performance (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 2011	Distribute Fall 2011 Standard Repots (<i>as of census day</i>) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
12NOV10	11/21/11	Terry Shove – <i>Upward Bound and Educational Talent Search</i>	Among the 2011 Upward Bound (UB) and Educational Talent Search (ETS) graduates, who transferred-out and where did they transfer to?	List of 2011 UB and ETS graduates who transferred-out and college/university to which they transferred	UB and ETS graduates (<i>list will be provided</i>)	2011	Annual UB and ETS program review
12NOV11	11/22/11	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	AY2010-11	Annual Educator-Legislator Presentation in <i>December</i>
12DEC01R	12/01/11	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, 2011- Nov. 15, 2011	Proposition 300 Semi-Yearly Report due to ACCPC by December 1, 2011
12DEC02R	12/01/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many students were enrolled in the Yuma/La Paz Community College District on the Fall 2011 45 th day?	Fall 2011 45 th day unduplicated headcount and FTSE	Students reported in the official 45 th day FTSE report	Fall 2011	Fall 45th day HC and FTSE Report due to ACCPC by December 1, 2011

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12DEC03	12/06/11	Jill Loveless – <i>Humanities Division</i>	What was the grade distribution in Fall 2010 and Spring 2011 Humanities Division courses?	Fall 2010 and Spring 2011 grade distribution in Humanities Division courses, by term and faculty	Humanities Division courses and faculty	Fall 2010 and Spring 2011	Evaluate areas where grade inflation or other student learning might be affected
12DEC04	12/08/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i> Leticia Martinez – <i>Testing Services</i> Lynn LaBrie – <i>Business and Workforce Development</i>	How many students who completed a GED enrolled in at least one course at AWC and at what level?	Number of 2009-10 GED completers who actively enrolled in at least one course at AWC after completing their GED by: <ul style="list-style-type: none"> • course type (college-level, developmental, ESL, and all others) • course type and GED test location • course type and adult education program attended • course type and gender • course type and race/ethnicity 	2009-2010 GED completers who actively enrolled in at least one course at AWC	Fall 2011	Monitor effectiveness of GED preparation programs and enrollment patterns
12DEC05	12/12/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many students who graduated from high school in AY2009-10 enrolled at AWC in AY2010-11	Percentage of high school graduates enrolled at AWC	High school graduates enrolled at AWC	AY2010-11	Monitor effectiveness of high school recruiting programs
12DEC06S	12/14/11	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 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	AY2010-11	Submit College Board Annual Survey of Colleges by December 14, 2011
12DEC07R	12/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Community college long-term strategic vision data	All students	AY2010-11	Community College Long-term Strategic Vision
12DEC08	12/15/11	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	Does AWC meet Title V eligibility requirements for FY 2012?	Title V Eligibility form	All students	Fall 2009 and FY 2009-10	Title V eligibility

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12JAN01	01/12/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC compare to other AZ community colleges with respect to workforce development and vocational programs during AY2011-12?	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	AY2011-12	Distribute Semi-Annual 2011-12 Workforce and Economic Reports via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
12JAN02	01/12/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do Yuma and La Paz counties unemployment rates compare to the state and nation over the past ten years?	2001 to 2011 unemployment rate comparison between Yuma County, La Paz County, Arizona, and U.S. by region, year, and month	Yuma and La Paz Counties, Arizona, and U.S.	2001 to 2011 thru December	Post Yuma County, La Paz County, Arizona, and national unemployment rate comparison reports to Institutional Effectiveness, Research, and Grants website
12JAN03	01/17/12	Linda Elliott-Nelson – <i>Learning Services</i>	Where were our online students located during the Fall 2011 semester?	List of Fall 2011 online (WEB) students by zip code	Online (WEB) students	Fall 2011	Track residence of Fall semester online students
12JAN04	01/19/12	Rosalia Delgado – <i>College Assistance Migrant Program (CAMP)</i>	Do students that participate in the CAMP program succeed at higher rates than those who do not?	ENG and MAT course retention, persistence, and success comparison between CAMP students and all others	All students	Fall 2011	Evaluate effectiveness of CAMP program and fulfill CAMP grant reporting requirements
12JAN05	01/19/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What changes need to be made to and/or how much additional funds will be needed in Institutional Effectiveness, Research, and Grants' FY 2013 budget?	FY 2013 budget changes and additions	Institutional Effectiveness, Research, and Grants budget	FY 2013	Ensure Institutional Effectiveness, Research, and Grants has enough funds for FY 2013 and that funds are in the correct budget
12JAN06	01/25/12	Rosalia Delgado – <i>College Assistance Migrant Program (CAMP)</i>	Do students that participate in the CAMP program succeed at higher rates than those who do not?	Grade distribution comparison between CAMP students and all others, and between CAMP students and other residence hall students	All students	Fall 2011	Evaluate effectiveness of CAMP program and fulfill CAMP grant reporting requirements
12JAN07	01/31/12	Steve Moore – <i>Humanities Division</i>	<ol style="list-style-type: none"> 1. What were the ENG 100, 101, and 102 grade distribution and success trends? 2. How do graduation, retention, transfer-out, and attrition rates compare between students who passed ENG 100, 101, and/or 102 and those who failed? 	<ol style="list-style-type: none"> 1. ENG 100, 101, and 102 course grade distribution and success, by term 2. Graduation, retention, transfer-out, and attrition rate comparison between ENG 100, 101, and 102 students who passes and those who failed, by term 	ENG 100, 101, and 102 students	Fall 2011	Track grade distribution, success, graduation, retention, transfer-out, and attrition

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12JAN08	01/31/12	Steve Moore – <i>Humanities Division</i>	<ol style="list-style-type: none"> How successful are ENG 100, 101, and 102 students who failed, in a given term, in their next attempt the subsequent semester? What are the demographics of those ENG 100, 101, and 102 students who did not retake the same course? 	<ol style="list-style-type: none"> ENG 100, 101, and 102 course grade distribution in subsequent term of those student who failed in a given term ENG 100, 101, and 102 student demographics of those who did not retake the same course including: <ul style="list-style-type: none"> gender race/ethnicity age-group residency 	ENG 100, 101, and 102 students	Summer 2011	Track grade distribution of ENG 100, 101, and 102 students in subsequent term who fail in a given term, and track student demographics of those who do not retake the same course
12FEB01	02/01/12	Laura Sandigo - <i>Student Services/ ACCESSability Resource Services</i>	Which disability students were actively enrolled in Spring 2012?	List of Spring 2012 actively enrolled students with disabilities, by term including: <ul style="list-style-type: none"> student ID student name 	Students with disabilities registered in the ACCESSability Resource Services (ARS) Office	Spring 2012	To ensure accurate count of active students in ACCESSability program and distribute reminder of ARS Office accommodations available
12FEB02	02/02/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does student success compare between students on add/drop list and others based on end of semester?	Success rate comparison between add/drop students and others as of semester end	All students	Fall 2011	Decision making regarding appropriateness of late add/drop
12FEB03	02/02/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What were the final student performance outcomes in Fall 2011?	Final Fall 2011 data (<i>as of semester end</i>), including: <ul style="list-style-type: none"> Student Performance (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 2011	Distribute Final Fall 2011 Standard Repots (<i>as of semester end</i>) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
12FEB04S	02/08/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to IPEDS peer institutions?	Winter IPEDS data collection including: <ul style="list-style-type: none"> Human Resources (HR) Student Financial Aid (SFA) 	College-wide	AY2010-11	Submit Winter IPEDS Survey Component in fulfillment of federal reporting requirements, by February 08, 2012

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12FEB05	02/16/12	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?	AYs 2005-06 thru 2010-11 program review data, 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. AAS.AIRCR, CERT.AIRCR 2. CERT.AGECA, CERT.AGECEB, CERT.AGECS 3. CERT.AWS 4. AAS.WELDT, CERT.WELDG 5. CERT.GMAW 6. CERT.SMAW	AYs 2005-06 thru 2010-11	2011 Program Reviews: 1. Air Conditioning and Refrigeration 2. Arizona General Education Curriculum (Arts, Business, and Science) 3. AWS (American Welding Society) Entry Level 1 4. Welding 5. Welding Certificate of Proficiency GMAW (Gas Metal Arc Welding)/FCAW (Flux Core Arc Welding) Plate 6. Welding Certificate of Proficiency SMAW (Shielded Metal Arc Welding) Plate
12FEB06S	02/28/12	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	AY2010-11 & Fall 2011	Submit Peterson’s Annual Survey of Undergraduate Institutions by February 28, 2012
12MAR01S	03/01/12	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	AY2010-11	Submit ACT Institutional Data Questionnaire (IDQ) by March 1, 2012

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12MAR02	03/15/12	Jill Loveless – <i>Humanities Division</i>	At what rate did ESL students who completed ESL 94W or ESL 94S in Fall 2010 or Spring 2011 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 2010 & Spring 2011	ESL assessment measurement tool
12MAR03S	03/14/12	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	AY2010-11	Submit Wintergreen Orchard House Survey by March 14, 2012
12MAR04	03/22/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What are the job placement rates of AWC students?	Department of Economic Security (DES) quarterly income and employment data	All students	Jul. 1, 2011 – Dec. 31, 2011	Fulfill Carl Perkins and other college reporting needs
12MAR05	03/29/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	Which students and courses should be included in the official Spring 2012 Institutional Effectiveness, Research, and Grants annual FTSE database?	Students and courses as of the official Spring 2012 census day	Students enrolled as of 45 th day	Spring 2012	Ensure Institutional Effectiveness, Research, and Grants database includes official census day students and courses for reporting
12MAR06	03/29/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What students met the specifications for inclusion in the 2011 Perkins cohort?	Perkins cohort file	Vocational students	FY2011-12	Upload the 2011 Perkins Cohort File to ASSIST by April 1, 2012 but no later than Aug. 12, 2012
12APR01	04/09/12	Eileen Knight – <i>NAU-Yuma</i>	How many first-time freshman enrolled at AWC in Spring 2012?	List of Spring 2012 first-time freshman enrolled at AWC including: <ul style="list-style-type: none"> • last name, first name • date of birth • social security number • address 	First-time freshman	Spring 2012	Outreach to first-time AWC students
12APR02	04/11/12	Larry Lebsock – <i>Tech Prep</i>	How effective has Tech Prep been in attracting high school students to enroll at AWC?	List of Spring 2012 newly identified Tech Prep students	Newly identified Tech Prep students	Spring 2012	Ensure that Datatel records include the most up-to-date Tech Prep student information
12APR03	04/11/12	Rosalia Delgado – <i>College Assistance Migrant Program (CAMP)</i>	Do students that participate in the CAMP program succeed at higher rates than those who do not?	Spring 2012 CAMP student mid-term grades	CAMP students	Spring 2012	Evaluate effectiveness of CAMP program and fulfill CAMP grant reporting requirements
12APR04S	04/11/12	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) • Graduation Rates (GRS) • 200% Graduation Rates 	College-wide	AY2010-11 & Fall 2011	Submit Spring IPEDS Survey Components in fulfillment of federal reporting requirements by April 11, 2012

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12APR05	04/12/12	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 2012	Upload the Spring 2012 Semester Registration File to ASSIST by April 30, 2012
12APR06	04/16/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many Biology and Environmental Science declared majors were actively enrolled in Spring 2012 as of the 45 th day and who were they?	List of Biology and Environment Science declared majors actively enrolled in Spring 2012 as of the 45 th day	Biology and Environment Science declared majors actively enrolled as of the 45 th day	Spring 2012	SSTEM grant evaluation
12APR07R	04/16/12	Daniel Barajas – <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	AY2011-12 <i>(Fall & Spring)</i>	Community College District Federal Vocational Education Funding Report due to Arizona Department of Education (ADE) by mid-April
12APR08	04/19/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC Spring 2012 performance compare to prior years, with respect to excellence, efficiency, effort, and equity?	Spring 2012 data <i>(as of census day)</i> , including: <ul style="list-style-type: none"> • Facts-at-a-Glance • Student Enrollment (overall, by course location and delivery mode, and by division and department) • Student Performance (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 2012	Distribute Spring 2012 Standard Repots (as of census day) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
12APR09	04/24/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do Yuma and La Paz counties unemployment rates compare to the state and nation over the past ten years?	2001 to 2011 unemployment rate comparison between Yuma County, La Paz County, Arizona, and U.S. by region, year, and month	Yuma and La Paz Counties, Arizona, and U.S.	2001 to 2011 thru March	Post Yuma County, La Paz County, Arizona, and national unemployment rate comparison reports to Institutional Effectiveness, Research, and Grants website
12APR10S	04/26/12	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	AY2010-11 & Fall 2011	Submit Peterson’s Distance Learning Program Online Survey by April 26, 2012

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12APR11S	04/26/12	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 • dual enrollment • distance education programs • collaborative education • operating expenses & revenues 	College-wide	AY2010-11 & Fall 2011	Submit Higher Learning Commission Annual Institutional Data Update by April 26, 2012
12MAY01	05/17/12	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	AY2008-09 & AY2010-11 cohorts/ subcohorts	Disclose 2011-2012 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
12MAY02	05/28/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	1. How many students graduated from Yuma County and La Paz County high-schools in AY 2011-12? 2. Who were the students that graduated from Yuma Union High School District (YUHSD) in AY 2011-12?	1. AY 2011-12 number of Yuma/La Paz counties high school graduates 2. List of AY 2011-12 YUHSD graduates	Yuma/La Paz counties high school graduates	AY 2011-12	Academic Performance of High School Graduates and other college reporting needs
12MAY03R	05/30/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How many students were enrolled in the Yuma/La Paz Community College District on the Spring 2012 45 th day?	Spring 2012 45 th day unduplicated headcount and FTSE	Students reported in the official 45 th day FTSE report	Spring 2012	Spring 45th day HC and FTSE Report due to ACCPC by May 31, 2012
12MAY04	05/30/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How does AWC compare to other two-year postsecondary institutions?	Retention/Attrition service data including: <ul style="list-style-type: none"> • Spring 2010 overall GPA • 2nd-year returnee indicator • Fall cohort year 	First-time Freshmen	Fall 2010	Submit 2010-2011 Freshman prediction, retention/attrition service files to ACT by May 31, 2012

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12MAY05R	05/30/12	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, 2011-May 15, 2012	Proposition 300 Semi-Yearly Report due to ACCPC by <i>May 30, 2012</i>
12MAY06	05/31/12	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	AY2009-10	Upload AY2009-10 Dual Enrollment Cohort File to ASSIST by <i>June 1, 2012</i> but no later than July 15, 2012
12JUN01	06/07/12	Linda Elliott-Nelson – <i>Learning Services</i>	Where were our online students located during the Spring 2012 semester?	List of Spring 2012 online (WEB) students by zip code	Online (WEB) students	Spring 2012	Track residence of Spring semester online students
12JUN02	06/12/12	Rosalia Delgado – <i>College Assistance Migrant Program (CAMP)</i>	Do students that participate in the CAMP program succeed at higher rates than those who do not?	ENG and MAT course retention, persistence, and success comparison between CAMP students and all others	All students	Spring 2012	Evaluate effectiveness of CAMP program and fulfill CAMP grant reporting requirements
12JUN03	06/12/12	Rosalia Delgado – <i>College Assistance Migrant Program (CAMP)</i>	Do students that participate in the CAMP program succeed at higher rates than those who do not?	Grade distribution comparison between CAMP students and all others, and between CAMP students and other residence hall students	All students	Spring 2012	Evaluate effectiveness of CAMP program and fulfill CAMP grant reporting requirements

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12JUN04R	06/14/12	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, 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 & development/training costs 	All students	Fall 2010 & AY2011-12	Submit National Community College Benchmarking Project (NCCBP) workbook data by <i>mid June</i>
12JUN05	06/21/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How did AWC compare to other AZ community colleges with respect to workforce development and vocational programs during AY2011-12?	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	AY2011-12	Distribute Semi-Annual 2011-12 Workforce and Economic Reports via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board

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12JUN06	06/25/12	Steve Moore – <i>Humanities Division</i>	<ol style="list-style-type: none"> 1. What were the ENG 100, 101, and 102 grade distribution and success trends? 2. How do graduation, retention, transfer-out, and attrition rates compare between students who passed ENG 100, 101, and/or 102 and those who failed? 	<ol style="list-style-type: none"> 1. ENG 100, 101, and 102 course grade distribution and success, by term 2. Graduation, retention, transfer-out, and attrition rate comparison between ENG 100, 101, and 102 students who passes and those who failed, by term 	ENG 100, 101, and 102 students	Spring 2011	Track grade distribution, success, graduation, retention, transfer-out, and attrition
12JUN07	06/25/12	Steve Moore – <i>Humanities Division</i>	<ol style="list-style-type: none"> 1. How successful are ENG 100, 101, and 102 students who failed, in a given term, in their next attempt the subsequent semester? 2. What are the demographics of those ENG 100, 101, and 102 students who did not retake the same course? 	<ol style="list-style-type: none"> 1. ENG 100, 101, and 102 course grade distribution in subsequent term of those student who failed in a given term 2. ENG 100, 101, and 102 student demographics of those who did not retake the same course including: <ul style="list-style-type: none"> • gender • race/ethnicity • age-group • residency 	ENG 100, 101, and 102 students	Fall 2011	Track grade distribution of ENG 100, 101, and 102 students in subsequent term who fail in a given term, and track student demographics of those who do not retake the same course
12JUN08	06/26/12	Eileen Knight – <i>NAU-Yuma</i>	How many first-time freshman enrolled at AWC in Summer 2012?	List of Summer 2012 first-time freshman enrolled at AWC including: <ul style="list-style-type: none"> • last name, first name • date of birth • social security number • address 	First-time freshman	Summer 2012	Outreach to first-time AWC students
12JUN09	06/28/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What were the final student performance outcomes in Spring 2012?	Final Spring 2012 data (<i>as of semester end</i>), including: <ul style="list-style-type: none"> • Student Performance (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 2012	Distribute Final Spring 2012 Standard Repots (<i>as of semester end</i>) via Institutional Effectiveness, Research, and Grants website and to AWC District Governing Board
12JUN10	06/28/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	What are the district-wide data and/or research needs for AY2012-13? 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	AY2012-13	Produce the 2012-13 Institutional Research Plan and finalize by June 30, 2012 and plan staffing

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PROJECT #	DATE NEEDED	REQUESTED BY	RESEARCH QUESTION	DATA/INFORMATION REQUESTED	SPECIFIC POPULATION	SEMESTER/ YEAR	PURPOSE
12JUL01R	07/12/12	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 (excluding developmental), ESL, MAT, MUS, NUR, PSY, PHI + REL, SOC	AY2011-12	Participate in Kansas Study and provide electronic data by mid July
12JUL02	07/19/12	Mary Schaal – <i>Institutional Effectiveness, Research, and Grants</i>	How do Yuma and La Paz counties unemployment rates compare to the state and nation over the past ten years?	2001 to 2011 unemployment rate comparison between Yuma County, La Paz County, Arizona, and U.S. by region, year, and month	Yuma and La Paz Counties, Arizona, and U.S.	2001 to 2011 thru June	Post Yuma County, La Paz County, Arizona, and national unemployment rate comparison reports to Institutional Effectiveness, Research, and Grants website
12JUL03	07/31/12	Bertha Avila – <i>Assessment and Program Review</i>	What trends were evident in Student Learning outcomes for AY2011-12?	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	AY2011-12	Provide deeper insight into Learning outcomes to guide instructional planning

2011-2012 INSTITUTIONAL RESEARCH PLAN

Fall 2011 – Summer 2012

Arizona Western College

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., 12AUG01). Furthermore, projects associated with reporting requirements will end with an R, and those associated with survey completion will end with an S. <i>Please note that project number assignment does not reflect preference of any sort-project numbers are used for record keeping purposes only.</i>
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