



KEY DASHBOARD INDICATORS OF PROGRESS TOWARD AWC College-Wide Objectives 2010-2011

adopted by the Arizona Western College District Governing Board August 10, 2010



● Achieved	● Good Progress	● Some Progress	● Still Pending
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AWC College-Wide Objective #1	Aug '10	Oct '10	Jan '11	Mar '11	May '11
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- Formalize and expand pathways to higher degrees through articulation agreements, marketing and recruitment and partnerships with universities and colleges in Arizona and beyond. ● ● ● ● ●

Responsibility:

Bryan Doak, Vice President for Student Services
 Lori Stofft, Director of Public Relations & Marketing
 Dr. Joann Linville, Vice President for Learning Services

Summary of Progress:

AWC has formalized articulation agreements with ASU (with specific degrees identified in Engineering and Business) and New School of Architecture Design. AWC is finalizing agreements with University of Phoenix and Grand Canyon University. AWC is strengthening partnerships and agreements with NAU-Yuma and the University of Arizona, including new identified degrees in Family Studies and Engineering.

All transfer partnerships and articulated agreements to students during our high school visits, college fairs, presentations, and campus tours. Every information packet and every goody bag that prospective students receive from AWC includes marketing materials about university partnerships. Additionally, AWC has strengthened the collaboration with NAU-Yuma enrollment services and very often work together on tours, events, and other outreach efforts to highlight the partnership.

"I'm Going To College" is a twice-annual mini-college day that reaches almost 300 5th graders. The program was recently expanded to include elementary schools from South and East Yuma County.

Enrollment Services and Marketing have initiated a marketing plan for transfer services to help highlight four-year degree opportunities to all students.

Marketing has met with all three Arizona university partners this year to work on this objective.

AWC College-Wide Objective #2

- Plan for future student/faculty support, analyze the technology infrastructure and budget implications for student computer requirements, implementation of Human Resources Datatel module, and an online faculty appraisal system. ● ● ● ● ●

Responsibility:

Paul Neuman, VP for Information Technology Services
 Dan Hann, VP for Administrative Services
 Dr. Joann Linville, VP for Learning Services

This objective is divided into three components and will be reviewed in descending order.

Summary of Progress

1.) Student/Faculty Technology Analysis:

The AWC Technology Advisory Committee (TAC) undertook the first part of this college-wide objective pertaining to the analysis of the technology infrastructure and budget implications for student computer requirements. The key question asked was, “What would be the impact on both students and the college if students were required to purchase laptop computers for instructional purposes?”

TAC established subcommittees pertaining to this issue and those committees were as follows:

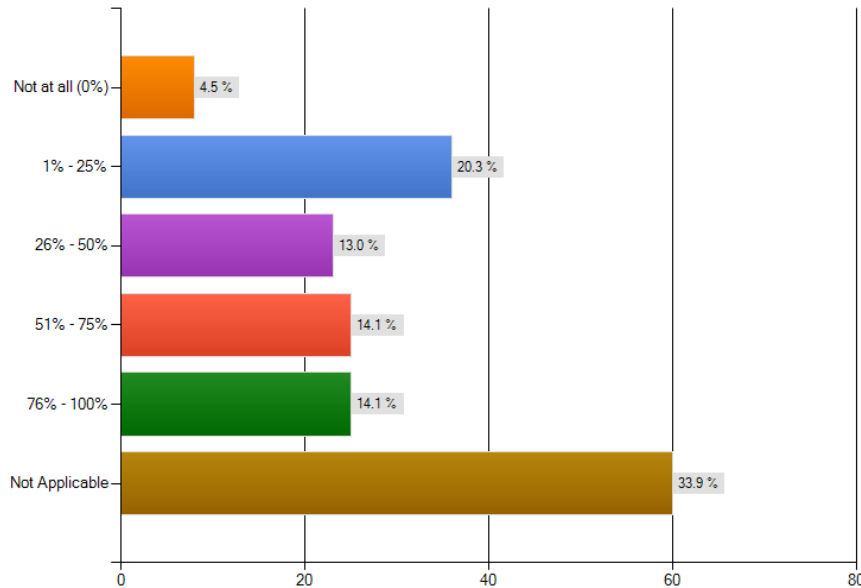
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|--------------------------------|--------------------------------|
| Faculty Questions and Issues | Student Questions and Issues |
| Financial Questions and Issues | Technical Questions and Issues |

The subcommittees met in order to determine the main issues in their respective areas and determine a series of questions to be asked and answered. Examples of questions developed by each subcommittee are noted below:

- How many AWC departments need their students to have laptop computers in the classroom?
- What will happen if some students have laptop computers and other do not? (equity issue)
- What advantages or disadvantages do faculty members see if computers are required?
- How will students pay for the laptop computers if required?
- Will PELL grants help to defer the costs of the computers?
- Will students be penalized if they cannot afford a computer or leave it at home?
- How do I get my computer repaired?
- Will AWC have a wireless network throughout the district so laptops can be use anywhere?

TAC also developed and administered an institutional technology survey to gather information pertaining to faculty and student use of computers in the classroom. An important question asked of the faculty was optimally how much time should students use computers in their classrooms. The following chart shows the data collected:

What percentage of time, optimally, would you recommend students use classroom computers in your subject area.



Currently, the majority of faculty members only use computers in the classrooms less than 50% of the time. Faculty members on TAC met with their respective divisions in order to discuss the idea of requiring student computers. After many meetings and much discussion the subcommittees made their recommendations to the main Technology Advisory Committee.

RECOMMENDATION:

AWC is not currently ready to require students to purchase laptop computers and bring them to class. Technology is changing very rapidly with iPads, tablet computers, smart phones, etc. being the main form of communication by students. With AWC raising tuition and PELL grants currently being cut back by the federal government there will be less money for students to pay for tuition, books and supplies. Requiring the purchase of a computer at this time would be just another burden.

AWC should concentrate on its continued deployment of wireless technology throughout the district. The college needs to be able to “dock” with any device the students may bring to campus. This would allow students to use an existing device for instructional purposes rather than being required to purchase a new one.

The concept of student computer technology in all classrooms is still valid, but one which AWC will need to address again in the future.

2.) Human Resources Datatel Module

Several meetings reviewing the Datatel module with the technology programming staff have been completed along with the flow charting of the current manual processes and some testing. The technology programming staff has been extremely busy with other technology requests and with the departure of the human resources director along with the illness of the primary human resource person, progress on this objective has been minimal. This portion of the objective will be continued in FY 11/12.

3.) Online Faculty Appraisal System

The AWC Faculty Appraisal system was put in place as a result of a 1989 College-Wide Objective. The system has been reviewed and updated through the Faculty Appraisal Committee which has been in place since 1995. During the 2009-2010 and 2010-2011 academic years, this Committee concluded a thorough assessment of the current process identifying the following weaknesses:

- 1.) The paper and pencil process is costly, cumbersome, and an inefficient means for process over 8,000 student evaluations each academic year;
- 2.) The data is not always reliable since students do not always completely fill out the bubble forms resulting in inaccurate machine reading of the input;
- 3.) The evaluation data is not provided to faculty in a timely manner because they need to be completed by the students early in the semester in order for the lengthy processing to be conducted;
- 4.) The current process only allows faculty to receive input on their teaching effectiveness on selected classes every other year limiting the opportunity for faculty to utilize timely feedback to improve their instruction.

The utilization of an electronic online faculty appraisal system will allow the institution to change a process that requires in excess of 270 hours of processing time to a matter of a few hours. A complete review of the current systems available, cost, and recommendations for implementation have been compiled and will be submitted to the President for review. A pilot study of a selected electronic online system is planned to be conducted in the Fall Semester 2011. A final analysis of feasibility and cost will be provided to the Vice President for Academic and Student Services in February 2012.

AWC College-Wide Objective #3

- Launch green energy curriculum and workforce development programs surrounding solar thermal, solar photovoltaic, weatherization, engineering and the AWC solar array project. Seek partnerships locally, regionally and nationally to support local economic growth.



Responsibility:

Dr. Joann Linville

Summary of Progress:

On June 22, 2010, the College received notice that the grant proposal developed by the Vice President for Learning Services to the Rocky Mountain Solar Instructor Training Network for Solar Photovoltaic and Solar Thermal instructor training had been approved. This funding of \$24,902.95 allowed the College to send 3 full-time faculty members to be trained in solar technology education, provided curriculum for the college to utilize and monies to begin purchase of equipment for solar technology education. These funds combined with Carl Perkins funding facilitated the College to implement and complete its first solar photovoltaic installer course and receive NABCEP approval to offer the entry level installer exam at AWC. This first class of nineteen students completed the program and NABCEP testing as of April 2011. The solar thermal course will be completed by the end of June 2011.

Additionally, AWC established an articulation agreement with the University of Arizona for a degree in Systems Engineering with an emphasis on Renewable Energy. The final stages of the agreement are currently being conducted with the first graduates completing their final year of this degree at the UA this spring semester.

AWC College-Wide Objective #4

- Continue to seek ways to reduce district expenditures and increase sustainable practices through implementation of AWC solar array project, recycling, document efficiency and waste reduction at its source. ● ● ● ● ●

Responsibility:

Bryan Doak, Vice President for Student Services
 Lori Stofft, Director of Public Relations & Marketing
 Dr. Joann Linville, Vice President for Learning Services
 Dan Hann, Vice President for Administrative Services

Summary of Progress:

Reducing district expenditures, waste reduction at its source, document efficiency:

Student communications management tools are being used to better connect with students and to complete business, like Toro e-mail, priority registration, pre-requisite drop notification, admissions acceptance letter, probation/suspension, graduation eligibility and deadlines, commencement highlights;

Change of grades and student academic petitions are sent and stored electronically;

All incoming transcripts are scanned and available to various departments for viewing (i.e. advising, athletic eligibility);

No longer printing individual student schedules, but are directing students to Webadvisor;
 Scanning all Prop 300 supporting documentation instead of printing;

Course Schedule booklet is now the condensed "Registration Guide" and is available online;

Multiple-page View Book is now an "At A Glance" saving cost, paper, shipping, storage;

Most of the discipline process is now online and paperless (Maxient – judicial database online tool);

AWC Student Handbook and Residential Life Handbook now online for cost savings of \$12,000;

Bi-annual Student Services Newsletter now available online, for total cost savings of \$7,000.

Sustainability & recycling: The AWC Sustainability Council was established, including students, staff, and faculty along with NAU-Yuma and Sodexo representation. Early goals include awareness and engagement in sustainable issues around campus. In the first 6 months the council created the sustainability awards and set up a documentary film series to be shown in the Eatery in Fall 2011. The council is also exploring carpooling parking and sustainable practices for food & beverage service. Sodexo has already offered \$3 reusable take out boxes that have been very popular.

As part of the AWC Science Club, and in collaboration with Facilities Management, yellow recycle bins were placed around campus.

Residence Halls had a "Go Green" living and learning community which instituted recycling.

Facilities and Planning Management consistently monitors energy efficient practices, reuses and recycles materials wherever possible.

AWC Science Club has been involved in reforestation of the Lower Colorado through tree cloning, growing and planting program.

Skills USA and AWC has continued their practice of making sculptures and welding projects for use on campus and in the community out of welding scraps. In addition, they collaborated with the AWC Science Club to build a special trailer pulled by a bicycle to collect campus recyclables.

AWC College-Wide Objective #5

- Select the model for institutional reaffirmation through the North Central Higher Learning Commission in preparation for institutional change in 2012. ● ● ● ● ●

Responsibility:

Dr. Joann Linville

Summary of Progress:

Arizona Western College has determined it will move to the Open Pathways process for reaffirmation of accreditation status beginning with the 2012-2013 academic year which will be deemed year four (4) in the ten (10) year cycle of reaffirmation.

The Open Pathway seeks to achieve the following goals:

- To enhance institutional value by opening the Improvement Process for stable, healthy institutions so that they may choose Quality Initiatives to suit their current circumstances.
- To reduce the reporting burden on institutions by utilizing as much information and data as possible from existing reports and collecting them in electronic form as they naturally occur over time.
- To enhance rigor by using a system that checks institutional data annually, allows for additional assurance review as needed, and looks in depth twice in the 10-year cycle.
- To integrate as much as possible all HLC processes and Commission requests for data into the Assurance Process and continued accreditation cycle.
- To be as cost efficient as possible.

The process for ongoing assurance under the Open Pathways program includes the following requirements:

- The institution files an Annual Institutional Data Update (AIDU).
- The Commission reviews financial and non-financial indicators annually and follows up as needed.
- The Commission conducts other monitoring as required through substantive change approval processes, progress and monitoring reports, focused visits, and the five-year multi-site review process.

The Assurance Review

- Assurance Reviews are conducted in years four and ten of a ten-year cycle. (This requirement for a four year review will be waived for AWC as it enters the process in year 2012-13)
- Assurance is based on evidence that is stored electronically.
- The fourth-year Assurance Review typically takes place at distance, supplemented by telephone or video conferences as needed.
- In exceptional cases, the team may request a visit to explore uncertainties in the evidence. (The institution may request a visit if the team does not.)
- The tenth-year Assurance Review includes a visit.
- In both reviews, the team writes a report and recommendations.

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AWC College-Wide Objective #6

- Develop and implement the Native American Studies A.A. degree program in cooperation with the Colorado River Indian Tribes in La Paz County.



Responsibility:

Dr. Joann Linville

Summary of Progress:

Working closely with the Colorado River Indian Tribe, an Associate of Arts Degree in Native American Studies was developed during fall semester 2010. Courses were started in La Paz County for this degree in spring 2011 with the final approval of the program by the College District Governing Board at their April 2011 meeting. The degree program in its entirety will be available beginning fall 2011 as approved by the Arizona Western College District Governing Board at its April meeting.

AWC College-Wide Objective #7

- Make college-wide curriculum changes necessary to implement common course numbering as mandated by state legislature SB1186 which includes all public institutions of higher education. ● ● ● ● ●

Responsibility:

Dr. Joann Linville

Summary of Progress:

The Vice President for Learning Services served on the community college and university Shared Numbering Task Force which developed a proposal approved by the Joint Council of Presidents of the Community Colleges and Universities on November 12, 2010, and endorsed by the Arizona Board of Regents on December 8, 2010. As stipulated in session law, the selected approach was reported in the annual report to the legislature on transfer and articulation on December 15, 2010.

Phase I of this project is expected to be completed by the end of fall semester 2011 which is to include development of a Shared Unique Numbering System (SUN) for the 72 courses that are approved as equivalent across both educational systems. Phase II will begin in the fall semester 2011 and will include development of the SUN for the remaining 114 course identified by the Legislature in SB 1186. AWC will implement the SUN for the first 72 courses and make changes as necessary to its internal systems and student transcripts to complete Phase I by June 2011.

AWC College-Wide Objective #8

- Program, staff, support and promote college-wide efforts to improve learning outcomes in math and writing district-wide in a measurable, demonstrable way, that includes the Writing Matters and Mathematics Matters programs, and bringing online the new Math Center and Writing Center.

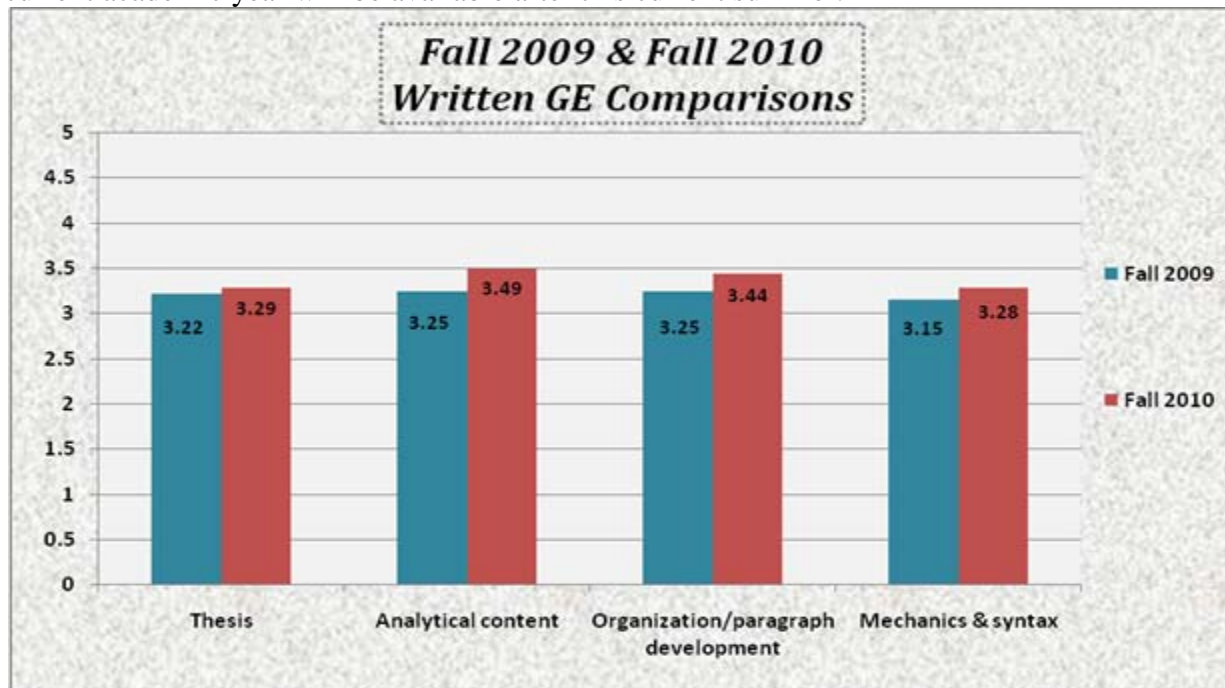


Responsibility:

Dr. Joann Linville

Summary of Progress:

Utilizing the work begun by the Writing Task Force in the 2009-2010 academic year, it has been determined that adjustment needs to be made in how AWC assures our students attain writing skills expected of graduates of the College. AWC is one of three community colleges in Arizona that utilizes a method of embedding “Writing Intensive” coursework required by the AGEC in all general education courses. The Task Force is close to making a recommendation to modify this methodology to make a transition to a new system during the 2011-12 academic year and full implementation during the 2012-13 academic year. Improvement in student writing outcomes at the institutional level have improved from 2008-09 to 2009-10. Results from assessments for the current academic year will be available after this current summer.



During this current academic year, Mathematics Matters has been the new focus on assuring adequacy of quantitative analysis skills for AWC students. It has been determined that the current outcome assessment for mathematics at the institutional level needs to be reviewed. A pilot study of a new assessment tool is planned prior to the end of the academic year to determine if a new tool will provide the faculty with better information about our students’ quantitative skills.

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AWC College-Wide Objective #9

- Streamline, coordinate, and comprehensively promote college events and activities through integrated marketing efforts to reach the goals of increased attendance and more internal and external engagement.



Responsibility:

Lori Stofft, Director of Public Relations & Marketing

Summary of Progress:

Launched new online calendaring tool and trained 24 users across the district to input their own events. (Calendar is sortable by category, and information can be extracted for multiple uses.) Increased use of social media to connect, engage and inform people interested in AWC. Use of Facebook, Twitter includes upcoming events, news stories about the school, and other engagement techniques. Usership has risen steadily on both channels over the year. Implemented digital marquee sign January 2011. Marquee sign use includes upcoming events, visiting guests and important deadlines (scholarships, registration). Continue to support district events through press releases, integrated marketing plans, and college publication projects like fliers, posters, brochures, and web graphics.

AWC College-Wide Objective #10

- Engage faculty, students and alumni to generate scholarships, lend financial assistance and enhance awareness of the AWC Foundation to support students.



Responsibility:

Ruth Whisler

Summary of Progress:

An important part of community awareness and scholarship growth this year has been led by individual Directors on the Arizona Western College Board of Directors. All Board members are either alumni, current or prior full time or adjunct faculty, or have family attending/attended Arizona Western College.

The Foundation Board of Directors has been linked to student and faculty success in the following ways;

- Providing scholarship funds for academic victory celebrations
- Creating academic scholarships for 8-12 students
- Provide funds for students to attend professional conferences
- Provide funds for faculty to attend seminars, etc.
- Provide funds to bring guest lecturers and speakers to the campus

The Foundation staff and Board are also working within the communities we serve in the following manner:

- Positive news media reports (TV, radio, newspapers)
- Positive and informative interviews at satellite locations

The largest connective undertaking is the strategizing, planning, and the roll out of the *Dreams to Reality Endowment Campaign*. This new campaign is scheduled to house \$10million within 20 years, and to include a major Title V federal grant. This event is involving the community in the following ways:

Students: The staff has collected short videos of their AWC experiences and why they recommend the College; what it means to their future(s). Students are involved in the planning and implementation of the design and marketing of the campaign through working on the *Dream Team Board* and campus discussions.

Faculty & Staff: Heavily involved in bringing the conceptualization to reality. Off sites are connected to the main campus meetings by IT. These are also the spokespersons, wearing and giving T-shirts and other small but meaningful items to enhance awareness. Some of these people will or have been videoed telling why they want to give to the Foundation.

District Governing Board & Foundation Board of Directors: Both of these groups have been videoed providing their initial contribution and a brief statement why they believe the Foundation is the best entity to succeed at this campaign – and why they support the Dream but give to the reality.

Other employees: Police officers are aware of the campaign and have already contributed. Their support will continue.

Alumni: This group will have its initial start up event during Homecoming, 2011. As it becomes a genuine identity, with an identifiable mission, location, and operating funds, it will be a vital part of the Foundation mission and activities. As noted, the entire Foundation Board has the bragging rights to claim *alumni and friends*.

AWC College-Wide Objective #11

- To better serve recreation and athletic demands in the Yuma area and investigate the feasibility of women's soccer and men's and women's golf. ● ● ● ● ●

Responsibility:

Bryan Doak, Vice President for Student Services

Summary of Progress:

This project has been put on hold due to budget concerns. It will be reviewed again in 2011-12 for implementation in the 2012-13 school year.

Budget was presented to implement women's soccer in fall of 2011. We were included in the ACCAC conference schedule for fall 2011. We continue to work toward completion of the new soccer fields with partnership with City of Yuma and some community members. A projected budget for men's and women's golf was presented to the Vice President of Student Services and forwarded onto the President. Due to Arizona state wide budget constraints the men's and women's golf programs and women's soccer are postponed at this time.