

## **CHAPTER 1**

# **Arizona Western College Self-Study Introduction**

*Voluntary accreditation of educational institutions... is a uniquely American process... .Voluntary accreditation has two fundamental purposes: quality assurance and institutional and program improvement.*

Arizona Western College values its affiliation with the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools and values the critical inquiry involved in maintaining accreditation. The College community recognizes the process of a self-study as an opportunity to esteem the institution's achievements and to achieve higher levels of excellence through thoughtful discussion, examination and recommendations. Although a self-study is developed and written to meet the requirements of the Commission, the primary audience is the College's own constituency, while the greater end is continued institutional excellence.

### ***Profile of the Arizona Western College District***

The Arizona Western College District, located in the southwest corner of Arizona, includes both Yuma and La Paz counties -- an area of approximately 10,000 square miles of desert with a rather sparse total population of 146,900. However, because of the attractiveness of southwest Arizona's mild climate during the winter months, the influx of part-time residents and visitors from the cooler states and Canada nearly double the population of the area. Demographically, the two counties may be identified as having a "minority-majority," with persons identified as Hispanic accounting for 52% of the population and 91% of the growth.

Arizona Western College (AWC) was the first community college established under the Arizona Community College Law. Prior to the establishment of the College, the closest Arizona institution of higher education was Arizona State University, approximately 200 miles from Yuma. In 1963, the first students were admitted to the College. At the time enrollment was optimistically projected to reach 600 students

within five years, while a projected total enrollment of 2,500 was to be achieved at an “undefined” point in the future. The initial optimism underestimated the community’s involvement in higher education. During the first Fall Semester of 1963, the newly found College enrolled 924 students, approximately 50% more than had been anticipated, and by the fall of 1997, 6,198 students, more than 150% of the projected future students, enrolled. In Spring Semester 1998, 7,971 students enrolled.

The main campus is located approximately 8 miles east of Yuma, with both day and evening classes offered at centers in Parker, San Luis, Somerton and Wellton.

### ***Student Demographics***

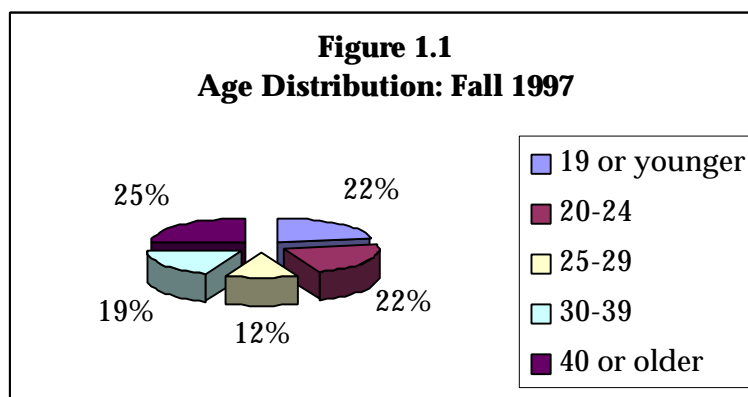
Based on figures for Fall Semester 1997, 6,198 students included:

- 26% full-time
- 59% female
- 46% Hispanic
- 44% Caucasian
- 3% African American
- 3% Asian
- 2% Native American

During Spring Semesters, the enrollment typically increases to approximately 7,500, an increase over the Fall Semester primarily related to the influx of the winter visitors who enroll in short term activity classes.

Further examination of Fall Semester, 1997, indicates:

- 90% of the full-time students and 50% of the total student enrollment received some form of financial aid.
- approximately 60% of the students were first-time AWC students.
- students ranged in age from under 20 to over 60 years. (See Figure 1.1)



As a result of the winter visitor influx in spring enrollments for 1998, 42% of the students were 40 years of age or above, 23% 60 years of age or above.

Arizona Western College has several consortium agreements with governmental, business and educational entities to provide educational services of benefit to the entire community. The most notable is the Northern Arizona University in Yuma and Arizona Western College partnership for education. This agreement provides opportunity for district constituents to earn college credit and degrees from the associate through the doctoral level.

### ***Mission***

Arizona Western College's recently approved mission statement and statement of purposes were adopted, June 1998.

*Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz counties.*

To fulfill this mission, Arizona Western College offers educational opportunities for transfer, employment, and individual enrichment to its diverse and widely dispersed population through a broad range of classes, programs and services. The College:

- awards associate degrees and certificates,
- enhances the cultural climate of students and the community,
- assists students to achieve success,
- creates an environment for growth,
- establishes opportunities for lifelong learning **and**
- provides access to learning.

The mission and purpose statements are central to all activities of the College.

### ***Programs***

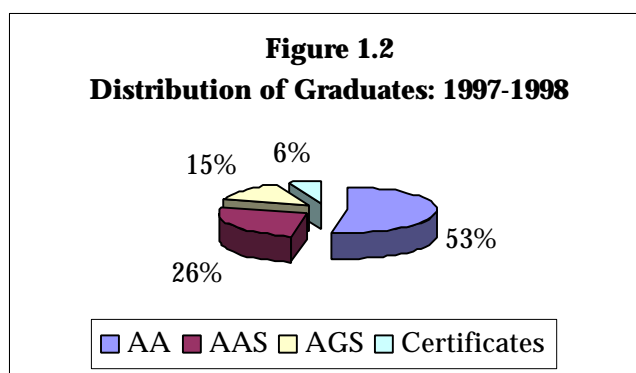
Arizona Western College offers transfer and vocational degrees, certificate programs, and continuing education classes in over 35 fields.

- Associate of Arts (AA) degrees are offered for students intending to transfer to baccalaureate programs. They are based in the traditional disciplines,

biological, physical and social sciences, modern languages, arts and humanities.

- Associate of Applied Science (AAS) degrees and certificates are offered for students in vocational programs. These programs are offered in communications, business, human services, industrial technology, and agriculture.
- Associate of General Studies (AGS) degrees are offered for students with educational plans requiring specific courses to transfer to specified programs in particular colleges or universities.

Figure 1.2 summarizes the distribution of degrees for 1997-1998.



### ***Changes/Significant Developments since 1988-89 NCA Evaluation***

Since the NCA Self-Study of 1988-89, the College has not only grown in the number of students it serves but in the nature of programs and services which enhance the quality of instructional opportunities. Throughout this Self-Study, the preceding decade of change is highlighted and discussed; the following, however, is a compendium of those changes.

- ***Innovative Partnerships***
  - Arizona Western College and Northern Arizona University in Yuma have on their shared campus developed a virtually seamless 2+2 program.
  - In cooperation with the surrounding school districts and Northern Arizona University in Yuma, Arizona Western College has developed

agreements which leverage resources to achieve a K-20 program for the local community.

- ***Leadership***

In January 1997, the College came under the direction of a new president, whose leadership and innovation have sparked a new wave of energy and development. Don Schoening came to AWC from Independence College in Kansas. He has been instrumental in assisting the College in developing a vision for the year 2005 and initiating progress toward living this vision. Among the accomplishments since his arrival are an increase in FTSE, a remodeled Student Services Building, Talent Search and Title III grants, and the new Mission and Purposes statement. Goals for 2005 address external resources, facilities enhancement, human resources and institutional effectiveness. Annual College-wide objectives are now adopted by the Governing Board and provide direction for measuring accomplishments as an institution.

- ***Facilities***

- On the main campus, the College has seen the expansion of the Learning Resource Building and construction of a new Academic Complex, shared with NAU-Yuma and housing a state-of-the-art computer center.
- Sites off campus include the development of centers in La Paz County and South Yuma County, while a career center is planned for downtown Yuma.

- ***Faculty and Staff***

- To meet the challenges of a student population increase of approximately 25% in the last decade, the College by the spring of 1999 will have increased the number of full-time employees by almost 40%.
- Facilitating the faculty development, the College has maintained a Center for Teaching Excellence, first developed with a Title III grant. A faculty appraisal system has been initiated to promote faculty development.

- **Programs**
  - Program reviews and institutional effectiveness studies have been instituted to sharpen the quality of instruction and student services.
  - The breadth of grant programs include School to Work, Tech Prep, Talent Search Title IV and Title III.

### ***Accreditation History***

Arizona Western College was founded in 1963 and applied for initial NCA accreditation in 1967. The team visited the campus in December 1967 and AWC was granted full accreditation in March 1968. The re-evaluation scheduled for spring 1978 was delayed one year due to administrative reorganization. Based on the March 1979 visit, AWC was formally reaccredited for ten-years. The most recent NCA accreditation of AWC was in 1989 with a ten-year reaccreditation granted in August 1989.

### ***Purposes and Audience of Report***

The purpose of this self-study is to demonstrate how and to what degree Arizona Western College realizes its mission to offer "... educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz counties." To achieve the purpose of the study, select subcommittees of college faculty and staff assessed the following five areas, which are expressions of the criterion for accreditation established by the Commission on Institutions of Higher Education.

- Arizona Western College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
- Arizona Western College has effectively organized the human, financial, and physical resources to accomplish its purposes.
- Arizona Western College is accomplishing its educational and other purposes.
- Arizona Western College can continue to accomplish its purposes and strengthen its educational effectiveness.

- Arizona Western College demonstrates integrity in its practices and relationships.

Because of the uniqueness of Arizona Western College, this study additionally focuses on the institution's partnerships/ collaboration with Northern Arizona University and other institutions, the diversity of its constituents, and the institution's effectiveness.

### ***Organization of Report***

The Arizona Western College Self-Study Report is composed of twelve chapters and seven appendices.

- Chapter One provides a brief description and profile of the College and its constituents, identifies major changes and developments since the previous Self-Study, and responds to concerns from the previous Evaluation Team Report.
- Chapter Two is the General Institutional Requirements.
- Chapters Three through Eleven form the body of the report. Each chapter focuses on an aspect of the North Central Accreditation criteria. Chapter Three, begins the body of the report, by focusing on a specific aspect of the North Central Accreditation, Mission and Purposes. Similarly, each chapter which follows, up to Chapter Eleven focuses on a distinct NCA criteria.
- Appendices are contained in this volume and include such information as:
  - a chart of the college's organization.
  - a list of the college's full-time faculty and their credentials.
  - Basic Institutional Data forms.
  - self-study assignments by subcommittee.
  - third party comment requests.
  - a list of AWC community partnerships.
  - Resource room file index.

### ***Self-Study Process***

The NCA self-study process began in the fall of 1996 with the appointment of a coordinator who worked with the Executive Counsel to develop the criteria to be used in the selection of members to serve on the steering committee. The Criteria defined what qualifications individual members of the committee should have and the demographic composition, overall, of the committee desirable for representation of the total institution. Nominations were sought from College leadership, and the President issued an invitation to members of the College community to volunteer to serve. The Steering Committee members were appointed in October 1996, and were given an orientation to their role, and to the North Central Accreditation criteria and self-study process. During this same fall, a timeline for completion of the project was established.

During spring 1997, the steering committee began its work with adoption of overall objectives for the self-study and began a group process to develop study questions for the adopted subcommittee structure. This process included the development of a series of grids matching the NCA Criteria and patterns of evidence, with resources available. These resources included documentation sources and contact persons. Once the resources were identified, members of the steering committee developed a document containing each subcommittee's charge, suggested study questions, and sources of evidence to consider.

Using as its goal broad representation of all campus groups, seven subcommittees were established, one each for Criteria One, Four and Five and two for Criteria Two and Three. An orientation was provided for the subcommittee co-chairs in which the entire NCA self-study process and the roles of the players, including the subcommittees were presented. One member of the Steering Committee served as a liaison to a subcommittee and provided ongoing input to the steering committee as the work of the subcommittees proceeded. The Director of Institutional Research served as a member of the steering committee and was available to assist all subcommittees with data collection and analysis.

During 1997-98 the subcommittees gathered data and prepared drafts of their respective chapters. A resource room was established to house the materials that had been identified by the subcommittees as important to the process. In January 1998, the

NCA Consultant visited with each subcommittee to discuss the progress and important issues to consider. Summer of 1998 was spent with the co-chairs synthesizing the drafts into a common format for review by the subcommittees and the steering committee in fall 1998.

Following this review and an editorial review by a member of the English faculty, the draft document was made available to the community via the NCA Web Page and the College library. It was also reviewed by the Executive Council and a copy provided to the NCA Consultant for comment. From this point, the document proceeded through the publication stages with forums provided for faculty, staff, students and the community at large to promote knowledge of the results of the study.

### ***Responses to 1988-89 NCA Team Report***

#### ***Concern #1***

The college does not have a formal, comprehensive procedure for tracking students and graduates to collect information to provide the database necessary for making sound decisions related to educational programs.

#### ***Response to Concern #1***

The current AWC tracking system attempts to measure: the attributes students bring with them to college, term by term academic persistence and achievement, changes in student attributes, and indicators of what happens to students after they leave AWC. This data is collected from students at various contact points, which include placement testing, admission and registration, classes and graduation. Additional student information is collected from surveys, focus groups, interviews, and other collection methods.

Most of this data is stored in a proprietary mainframe database. The only access to this database is through formal programming from the CIS Department. Consequently, a desktop version of the database was created to facilitate student tracking, statistical analysis and ad hoc reporting. Although severely limited, both systems provide information for data requests and publications such as the AWC

*Factbook*, *Student Outcomes Assessment Summary*, federal and state reports, and the statewide community college student tracking system.

AWC's primary focus is general student tracking. However, information is contributed by specialized programs such as: Student Support Services, Single Parent and Displaced Homemaker programs, and Carl Perkins cohort tracking. This information is analyzed to determine trends, to evaluate program effectiveness, and to evaluate institutional effectiveness. It is also incorporated into the decision-making process.

The college has committed to resolving the severe limitations of the current tracking system with the purchase of new database software. The Datatel system is scheduled for implementation during the 1998-1999 academic year.

***Concern #2***

For the most part, the physical plant on the main campus is more the twenty-five years old. Due to constraints of budget and legislation, maintenance and repair have not been adequately addressed. A plan for correcting many of the faults is partially complete and a bond election is planned. The team feels that if the election is not successful the college must find another way to address the facility deficiencies.

***Response to Concern #2***

The college successfully passed a general obligation bond in 1989 totaling \$19.5 million for the renovation and improvement of existing facilities and construction of new facilities on the main campus. All of these projects have been completed and a preventative maintenance program has been implemented.

***Concern #3***

Security of student records needs to be improved and provision made for duplicates of those records.

***Response to Concern #3***

The office of the Registrar is designated to be responsible for all official student academic records at Arizona Western College. The office has a staff of five full-time

employees including the Director of Admissions and Registrar and is located on campus in the recently renovated Student Services building. Recently, registration and financial aid staff were united so that both share the same office area.

Official AWC student transcripts and other grade related records are housed in the transcript room, a separate room within the boundaries of the Registrar's office. The locks on this room are not part of the regular campus lock system and cannot be opened by a building or campus master key. Fire extinguishers and alarm switches are available in case of an emergency. The room is only open during normal business hours or in special situations under the supervision of registration or financial aid staff. It is only accessible to authorized personnel.

Official student transcripts (paper documents) are stored within the confines of the transcript room in lockable fireproof file cabinets. The transcripts in existence prior to the 1988 summer session have been duplicated on microfilm and stored in a separate room within the Student Services Building and also, in a different building on campus. The paper based student transcript has been duplicated on the mainframe computer if active after 1985.

The official College seal, stamps and grade related materials are stored in the transcript room or another secure storage area. These are available only to authorized personnel.

Student information, including student demographics and grades, has been stored in a proprietary mainframe database since 1985. To access the system, users must enter an approved account number and password. Access to specific information may be further limited based on the priorities given to the individual's account number. Additional data security will be available in the new software system, Datatel,. The files are backed-up by the CIS Department on a regular basis and stored off site. A proposal has been made to protect the privacy rights of students through training and limited user access but has not yet been implemented.

**Concern #4**

A campus-wide system for faculty evaluation and development should be implemented with special emphasis given to “updating” faculty in disciplines that are changing rapidly.

**Response to concern #4**

**Faculty Evaluation.** In 1989, under a mandate from both the NCA and the AWC District Governing Board, the instructional administration of the college initiated steps to formulate a plan for faculty appraisal. A twelve-member faculty task force was selected to represent a cross-section of the teaching population. Two non-voting administrators were also included. A nationally recognized consultant was hired to review research in the field and to outline steps to follow when constructing appraisal systems.

The task force agreed that the appraisal system would serve a dual purpose, “to help faculty improve professionally and to assess the performance of faculty based upon established job descriptions and standards with the results used as one factor in determining continuing employment”. It was also agreed that those responsible for administering the system would identify and encourage the use of resources to assist faculty in meeting job expectations.

Faculty members were surveyed to define job components and to reach consensus on the relative importance of each component to the total effort. Months were spent in designing a system that made it possible to gather numerical data from multiple sources and to assign a weight to each component based on survey reports.

All full-time faculty members are now appraised each semester during their first three years of employment. Thereafter, faculty members are appraised every other year unless more frequent appraisals are determined essential. The Division Chair is responsible for supervising the schedule of appraisals, analyzing data from multiple sources, synthesizing the data into a comprehensive report and holding a conference with each instructor to discuss the results. The Center for Teaching Effectiveness (CTE) provides assistance by compiling, distributing and collecting student questionnaires. The CTE then scans the questionnaires and provides the Division Chairs with the results. If faculty fall below standards, a developmental plan is prepared with the input

of both the faculty member and Division Chair to address deficiencies. The CTE may also play an important role as a resource in formulating developmental plans.

A pilot of the system was carried out during spring semester, 1991. The pilot test yielded valuable data that the task force used in making revisions to the system. The new faculty appraisal system was officially approved in the fall of 1991. Since the implementation of the full time faculty system, an associate faculty process has also been initiated. In the spring of 1996, a Division Chair appraisal system was piloted and then officially implemented during the 1996/1997 academic year.

**Faculty Development.** Most faculty development activities are coordinated through the Center for Teaching Effectiveness (CTE). A Director who is a full-time faculty member serving a three-year term staffs the Center. A full-time secretary and office space is provided for operation of the Center. A library of resources is available to faculty through the Center. Workshops providing faculty opportunities for updating skills and for professional growth are sponsored throughout the academic year. Adequate money is budgeted to promote faculty travel to conferences, conventions, clinics and workshops to keep faculty current in their disciplines. "Brown Bag" lunch talks, roundtable discussions, and "Discovery Series" presentations by faculty promote interdisciplinary appreciation and awareness. An annual In-Service day is organized by faculty and is dedicated to enhancing personal and professional growth. Each year selected faculty participate in a master teacher experience called "The Ranch" in which faculties from several colleges get together to share teaching and learning successes. The Center has now extended its professional development opportunities by including our partner institution NAU in Yuma.

In 1990, the College also implemented a FLEX program for faculty development. This provides each full-time faculty member with four days of paid professional development within the 144-day annual teaching contract. A faculty FLEX Committee reviews proposals from each faculty member during the Fall Semester; and once the growth experiences are completed, recommends approval of the flex day professional development activities to the Vice President for Instructional Services during the Spring. Various growth opportunities are available to faculty members under the FLEX program.

As well, AWC provides all full-time employees, including full-time faculty, with Educational Growth opportunities and advancement on the salary schedule. Any employee who completes the equivalent of three semester units of pre-approved coursework, continuing education, or work experience, receives an adjustment in his or her base contract for the ensuing contractual period.

In 1997, associate faculty also received an incentive for professional growth at AWC. The college now provides each part-time faculty member with four semester credit hours of tuition-free coursework each year based on their teaching of at least one credit hour of coursework during either the fall or spring semesters. The tuition waiver must be used either during the fall, spring, or summer sessions in the school year in which the associate faculty member teaches at the College.

In January 1992 a task force was assembled to develop a mentoring program. A cadre of established faculty, Division Chairs and support service personnel were screened and appointed to a mentoring pool by the task force. The mentor program was instituted as a pilot project in the fall of 1992 with initial funding provided by a Title III grant. For this pilot phase, only newly hired, full-time faculty members were candidates for mentoring. Division Chairs matched mentors with mentees. Beginning with spring semester 1993, the program expanded to include new associate faculty, faculty teaching for the first time on the College's interactive television network (ITN), and faculty desiring mentoring. Also, a faculty member could be assigned a mentor by the Division Chair as part of a developmental plan. The mentoring program continues to expand each year by providing new services and opportunities to both full-time and part-time faculty.

***Concern #5***

A comprehensive system for program evaluation and development should be implemented campus-wide to insure that programs with a high demand have adequate support, that new programs are actually needed, and that programs no longer needed are eliminated or suspended.

***Response to Concern #5***

Instructional program review was instituted in 1993 as one part of evaluating institutional effectiveness at AWC. Under the instructional program review schedule, all instructional programs are scrutinized every five years. The reviews focus on how each program functions: its history, strengths, weaknesses, opportunities and threats presented by the present and in the future. The objectives and goals of programs are derived from the Arizona Western College Mission Statement and other criteria, such as those prescribed by accreditation agencies, state and federal guidelines and professional licensing boards. Over 35 programs were identified as being distinct and appropriate for program analysis. The reviews completed to date have resulted in programmatic changes in curriculum, staffing, and budgetary support. In addition, program reviews have directed attention to facility needs and have resulted in the elimination of a program where community, student, and institutional needs have changed.

The 5-year program review cycle of all certificate and degree programs was completed during 1997-98, assessing 38 instructional programs. A new 5-year cycle of program review began in 1998-99 with three instructional programs currently undergoing review. As well, a 6-E model of institutional effectiveness measures in the form of a Report Card is being pilot tested as part of a modified program review process. Some 50 core data elements and unique criteria appropriate to each respective program are part of the Report Card, as well as benchmarks and standards.

As a follow-up to program reviews, each year the Center for Teaching Effectiveness distributes upward of \$10,000 in the form of mini-grants to faculty members for curriculum development, modification of programs, professional development, needs assessment efforts, and other activities which are an outgrowth of program reviews. A faculty committee coordinated by the CTE Director recommends funding of the program review mini-grants.

***Concern #6***

The nature, role and function of Division Chairs needs to be examined in relation to issues such as release time from teaching, contract length and outreach responsibilities.

***Response to Concern #6***

From 1989 to the present, the Division Chair's roles and responsibilities have expanded dramatically. The present formula for Division Chair release hours was established in 1986. In 1995, the Council of Division Chairs requested that the release time formula be adjusted to recognize the increased workload. Issues include growth in numbers of associate faculty, expansion of district-wide responsibilities to include multiple sites, increased need to be available without compensation during summer, additional supervision responsibilities involved with such programs as Distance Learning, Weekend College, Program Review, Contract Training, School to Work and Tech Prep, College Express and many others. Surveys of other Arizona community colleges indicate that the Division Chair job at AWC is far more comprehensive. Discussion continued in an effort to resolve these issues.

In the Spring of 1996, an in-depth study was conducted by the Office of Instruction to compare the role and responsibilities of AWC's Division Chairs with those at other two-year colleges in the State, Southwest region, and nationally. Internet listserves, telephone calls, and national surveys were used to compare the level of responsibility expected and the amount of release time given. Comparisons were also made concerning extended contracts and additional pay.

As a result, a more consistent framework between and among the Division Chairs was established. The following was implemented:

1. An instructional Division with a Division Chair can be established when 10 or more full-time faculty exist within similarly grouped instructional areas. Based on this new criterion, the PERS Division combined with the Industrial Technology and Agricultural Sciences Division. The PERS Division supported five faculty positions; ITAS supported six full-time faculty members. This decision was based upon the timely retirement of the Division Chair in PERS.
2. The release time for Division Chairs now remains consistent among the divisions with nine semester hours of release time to perform administrative duties and responsibilities each semester with six hours of teaching required. This change in policy moved two Division Chairs off of 12 hours release and

the teaching of one three credit hour class each semester to the newly adopted standard. It also increased one Division Chair from six hours of release time to the new standard of nine each semester.

3. The new plan maintains the extra-duty assignment of eight additional contractual days for Division Chairs with two days before and after each semester. This plan provides the Dean of Instruction and Vice President for Instructional Services the flexibility of scheduling the eight days as needed to carry out the administrative responsibilities of the instructional divisions.

There was no change in pay as a result of this change in Division Chair structure; however, it was determined that the current structure for Division Chair remuneration was appropriate and competitive with other peer institutions based on their assigned duties and responsibilities. Division Chairs are paid as follows:

1. Annual faculty contracted salary remains in effect, based on degrees and years of experience.
2. They receive 10% of the master's level salary base for serving as Division Chair plus an 1% of the base for each full-time faculty member in their Division.
3. Division Chairs also receive a pro-rata add-on to their regular salary (based on the daily rate) for the eight additional days of their extended contract..
4. Division Chairs are on call during the summer months to assist with selection of new faculty members and to address emergency situations deemed essential by the Dean of Instruction and Vice President for Instructional Services.

## **CHAPTER 2**

# **General Institutional Requirements**

### *Purpose of General Institutional Requirements*

The General Institutional Requirements represent the broadest, reasonable boundary that may encompass the affiliated members of the Commission on Institutions of Higher Education. The Requirements establish the initial threshold for affiliation with the Commission. These requirements define the basic expectations of the affiliated institutions.

### *Arizona Western College and the General Institutional Requirements*

The General Institutional Requirements were reviewed by the NCA Steering Committee of Arizona Western College, in consultation with appropriate college administrators. Based upon this review, the Steering Committee finds that Arizona Western College meets all the General Institutional Requirements of the Commission on Institutions of Higher Education.

#### ***I. Mission***

- 1. Arizona Western College has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

Formally adopted during a regular meeting of the College's Governing Board in May of 1997, Arizona Western College's Mission Statement declares that:

*Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz Counties.*

Subsequently, a subcommittee of faculty, staff and administrators carefully developed a series of purposes consistent with the Mission Statement and reflective of the work of the College. These purposes were adopted by the Governing Board on April 14, 1998.

The Mission Statement and its associated purposes are appropriate to an institution of higher education. The mission is consistent with the definition of a community college provided in the Arizona statutes and similar to those of most two year colleges.

Since the date of the statement's adoption by the Governing Board, the College has deliberately and consistently worked to increase the community's awareness of the Mission Statement. In addition to its inclusion in the annual College Catalog, the statement is also posted at several locations around the campus and is printed on the professional cards of campus employees.

***Documentation of Compliance with Requirement:***

District Governing Board Minutes of May 13, 1997	Resource file B10-00
District Governing Board Minutes of June 16, 1998	Resource file B10-20
<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120

**2. Arizona Western College is a degree-granting institution**

Although Arizona Western College offers both degrees and certificates, the dominant focus is on degree programs. The college offers associate of arts degrees in twenty-two different areas, twenty-six associate of applied science degrees, and an associate of general studies degree, while certificates are offered in twenty programs. Annually, degrees are conferred upon students during an appropriate public ceremony.

***Documentation of Compliance with Requirement:***

<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120
AWC-NAU Commencement Program, May 18, 1998	Resource file H60-00

## **II. Authorization**

- 3. Arizona Western College has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

The College is authorized by the State of Arizona and the Arizona State Board of Community Colleges to award certificates and degrees to students who have met the appropriate requirements set by the institution and approved by the board.

The College has all the necessary operating authority from the State of Arizona and from Yuma and La Paz Counties, where it conducts activities. The College does not offer degree programs outside these counties. The College offers courses on its main campus in Yuma and has general agreements to offer services and/or curricula to these Arizona locations: Parker, San Luis, Somerton, and the Yuma Proving Grounds.

***Documentation of Compliance with Requirement:***

*Arizona Revised Statutes*, Title 15

Resource file B0-01

- 4. Arizona Western College has legal documents to confirm its status; not-for-profit, for-profit or public.**

Arizona State statute establishes the Arizona system of community colleges, all of which are public, not-for-profit institutions of higher education. Arizona Revised Statutes, 15-1401 begins the statutes that effect community colleges.

***Documentation of Compliance with Requirement:***

*Arizona Revised Statutes*, Title 15

Resource file B0-01

### **III. Governance**

**5. Arizona Western College has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

Under Arizona statute, the Governing Board of Arizona Western College bears legal responsibility for the College. As part of its authority under ARS 15-1444, the Governing Board is granted the powers and duties to:

- enforce the courses of study prescribed by the State Board.
- examine the college's management, condition and needs.
- appoint and employ officers and employees as it deems necessary.
- determine the salaries of employees it appoints and employs.
- remove officers or employees in the interest of education.
- award degrees, certificates and diplomas upon completion of programs.

During regular and public meetings, the College's Governing Board establishes and reviews the policies that govern the institution and protect the College's integrity, prudently exercising all powers and duties assigned to it by state statute.

***Documentation of Compliance with Requirement:***

*Arizona Revised Statutes, 15-1444*

Resource file B0-01

**6. Arizona Western College's governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

Consistent with *Arizona Revised Statutes, 15-1442*, members of the College's Governing Board file nominations and are publicly elected during a general election.

To provide autonomy from the College's administration and ensure integrity, the College's Governing Board complies with Arizona statute which prohibits employees or their spouses from holding membership on the Board.

***Documentation of Compliance with Requirement:***

<i>Arizona Revised Statutes, 15-1441</i>	Resource file B0-01
<i>Arizona Revised Statutes, 15-1442</i>	Resource file B0-01
Governing Board resumes	Resource file B1-100

**7. Arizona Western College has an executive officer designated by the governing board to provide administrative leadership for the institution.**

The Arizona Western College Governing Board has appointed Dr. Don Schoening as the chief executive officer of the college. He assumed office in January, 1997; the President's resume is available in the Resource Room.

***Documentation of Compliance with Requirement:***

Dr. Don Schoening's resume	Resource file B1-120
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**8. Arizona Western College's governing board authorizes the institution's affiliation with the Commission.**

After the institution's founding in 1963, the Governing Board of Arizona Western College authorized the College's initial candidacy for affiliation. The College's inaugural Self-Study Report was issued on April 15, 1967, with an accreditation team visit the following December and the receipt of full accreditation in March of 1968. Since that date, the College has maintained its affiliation with the Commission. Upon the direction of the College's Governing Board, the College willingly complies with Commission affiliation requirements and is authorized to seek re-accreditation.

***Documentation of Compliance with Requirement:***

District Governing Board Minutes of May 18, 1965	Resource file B10-40
District Governing Board Minutes of May, 1996	Resource file B10-00

***IV. Faculty***

**9. Arizona Western College employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

The faculty members of Arizona Western College, as certified through the Arizona Community College Board, are required to have a minimum of a Master's degree in their teaching field or a Master's plus twenty-four semester hours of upper division and/or graduate credit in the field to be taught. The exception to this graduate degree requirement is faculty teaching in vocational areas, who are required to have a Bachelor's degree and three years of appropriate occupational experience or an Associate's degree with at least five years of relevant experience.

Arizona Western College exceeds the minimum standards established by the Commission, with approximately 92% of the full-time faculty holding a Master's degree or higher during the 1997-1998 academic year. During that same academic year, 36% of the part-time faculty held graduate degrees.

***Documentation of Compliance with Requirement:***

Arizona Western College Faculty List	Appendix B
Basic Institutional Data, Form C	Appendix C
<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120

**10. A sufficient number of the faculty are full-time employees of the Arizona Western College.**

During the 1997-1998 academic year, Arizona Western College offered 49 programs that led to an Associate of Arts, Associate of Applied Science or Associate of General Studies. Of these degree programs, only one -- an occupational area -- is not designated to have a full-time faculty member to teach courses specific to the degree; however, because of the difficulty in recruiting full-time faculty, one occupational program has been instructed by part-time faculty only.

The College employs almost 100 full-time faculty and approximately 200 part-time faculty. Although the size of the full-time faculty is only half that of the part-time faculty, the full-time faculty account for 56% of the credit hour load.

***Documentation of Compliance with Requirement:***

Arizona Western College Faculty List	Appendix B
Basic Institutional Data, Form C	Appendix C
<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120

**11. Arizona Western College's faculty has a significant role in developing and evaluating all of the institution's educational programs.**

Faculty members of Arizona Western College are an integral, primary and critical element in the development of the institution's educational programs, through their participation within Divisions and through their service upon the College's Curriculum Committee. Within Divisions, faculty systematically evaluate programs to initiate improvements.

***Documentation of Compliance with Requirement:***

Committees, Councils and Advisory Groups	Resource file B5-00
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**V. Educational Programs**

**12. Arizona Western College confers degrees.**

During the 1997-1998 academic year, Arizona Western College offered 49 degree programs, culminating in Associate of Arts (A.A.), Associate of Applied Science (A.A.S.), or Associate of General Studies (A.G.S.) degrees. The College confers degrees in December and May; however, an appropriate public ceremony is only conducted annually in May. During the academic year 1997-1998, the College conferred the following number of degrees and certificates:

Associate of Arts	184
Associate of Applied Science	92
Associate of General Studies	54
Certificates	20

**Documentation of Compliance with Requirement:**

<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120
Basic Institutional Data, Form F	Appendix C

**13. Arizona Western College has degree programs in operation, with students enrolled in them.**

During the Fall of 1997, approximately 59% of the enrolled students at Arizona Western College were degree seeking; however, the relative frequency of degree seeking students is strongly effected by their enrollment status.

For example:

Percentage of full-time students who are degree seeking	83%
Percentage of part-time students who are degree seeking	46%

The markedly lower percentage of part-time students who are degree seeking reflects the use of the College's educational resources by people of the community to up-grade skills or for personal improvement, rather than to earn a specific degree.

***Documentation of Compliance with Requirement:***

Basic Institutional Data, Form A

Appendix C

**14. Arizona Western College's degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.**

A tripartite expression within Arizona Western College's Mission Statement declares that the College offers "... educational, occupational and lifelong learning opportunities... ." The degree programs of the College directly reflect this statement, with a general education and academic degree programs that prepare students for transfer to universities, with occupational/technical degree programs that prepare students for specific careers in the community, and with developmental and continuing education programs that address individual student needs. In addition, the College offers student development, community service and economic development in support of its mission.

***Documentation of Compliance with Requirement:***

*Arizona Western College Course Catalog, 1998-1999*

Resource file H40-120

**15. Arizona Western College's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of programs.**

The College's transfer courses and programs are comparable to those offered in four-year institutions. The College has a history of working closely

with the state's community colleges and universities to establish appropriate course nomenclature. Through its participation with the Arizona Commission for Postsecondary Education, the College submits names and descriptions of courses it recommends for transfer to the state's universities. These courses then undergo a rigorous evaluation to determine transferability.

Several occupational programs require external certification or lead to licensing in a profession or vocation. The College's occupational programs are similar to terminal degree programs in other two-year colleges.

***Documentation of Compliance with Requirement:***

<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120
<i>Arizona Higher Education Course Equivalency Guide, 1997-1998</i>	Resource file H22-20

**16. Arizona Western College's undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.**

Exhibiting the degree to which it values General Education, Arizona Western College declares in its 1997-1998 General Catalog:

... AWC commits faculty and students to the pursuit of wholeness in learning by providing a curriculum that focuses intensely on values and meaning, knowledge and understanding, imagination and creativity, reasoning and judgment, consciousness and existence.  
(p. 45)

Arizona Western College has, therefore, attached General Education requirements to all of its degree programs. In addition to adopting a General Education Statement, the College is conducting a comprehensive course and

program review centered on general education outcomes. Further information on the the College's efforts to strengthen the General Education program are described in Chapter 10.

***Documentation of Compliance with Requirement:***

Arizona Western College Course Schedule, 1998-1999	Resource file H40-120
Arizona Western College NCA Self-Study	Chapter 8
Arizona Western College General Education Criteria	Resource file H20-20

**17. Arizona Western College has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.**

The College adheres to an "open-door" policy that is consistent with its Mission. This position has been modified by tuition structures to provide adequate funding and by policies to ensure that entering students are capable of participating in the College's educational program and can benefit from available College services. To mitigate the effect that tuition may have upon the College's open-door policy, the institution provides or has access to more than twenty scholarships funds and assists students in their application for Federal Financial Aid. For those students who may need second language or developmental assistance to benefit from the "open-door" policy, the College provides a variety of support and educational opportunities to assist students in achieving their academic or occupational goals.

***Documentation of Compliance with Requirement:***

Arizona Western College Course Catalog, 1998-1999	Resource file H40-120
Arizona Western College Scholarship List	Resource file C15-160

**18. Arizona Western College provides its students access to those learning resources and support services requisite for its degree programs.**

The College provides students, without charge, access to a number of College services appropriate and necessary for students' academic success, including:

- academic advising
- career advising
- counseling
- testing
- tutoring
- learning resource of a complete collegiate library
- computing capability through open access computer facilities, with e-mail and internet access.

***Documentation of Compliance with Requirement:***

Arizona Western College NCA Self-Study	Chapter 6
Arizona Western College NCA Self-Study	Chapters 8 & 9

**VI. *Finances***

**19. Arizona Western College has an external financial audit by a certified public accountant or a public audit agency every two years.**

Arizona Western College is audited on an annual basis by the State Auditor General's Office and has received an unqualified audit opinion on every audit. In addition, the District has not received a "Letter of Recommendation" from them, listing any problems found by the auditor which need to be brought to the attention of management and the District Governing Board.

***Documentation of Compliance with Requirement:***

Audit Reports, 1989-1996

Resource file E1

**20. Arizona Western College's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.**

The responsibility for expending the institution's financial resources is shared by the College administration. A planning process document for the budget is distributed each fall, describing who is involved, timelines and the expected results. This process involves broad participation by the whole College, beginning in September and finishing in June with the public hearing and final adoption by the District Governing Board.

Accounting records are maintained in accordance with generally accepted accounting principles and are consistent with the Uniform System of Accounting and Financial Reporting for Arizona Community College Districts.

***Documentation of Compliance with Requirement:***

Annual Budget Planning Process Document

Resource file E10-00

**21. Arizona Western College's financial practices, records, and reports demonstrate fiscal viability.**

The State Auditor General's staff annually audits College records. Arizona Western College has consistently received an unqualified audit opinion.

***Documentation of Compliance with Requirement:***

Audit Reports, 1989-1996

Resource file E1

**VII. Public Information**

**22. Arizona Western College's catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; learning resources; admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.**

The College annually publishes a catalog that presents educational programs, charges and refund policies, the academic credentials of faculty members and administrators, and many of the policies and procedures affecting students.

Printed semester schedules include similar student information as well as semester course offerings. Policies and procedures pertaining to students are printed and included in the College Catalog and Student Handbook. The College strives to maintain accuracy in all its public information materials.

***Documentation of Compliance with Requirement:***

<i>Arizona Western College Course Catalog, 1998-1999</i>	Resource file H40-120
<i>Spring 1998 Schedule of Classes</i>	Resource file H45-120
<i>Arizona Western College Student Handbook, 1998-1999</i>	Resource file C35-80

**23. Arizona Western College accurately discloses its standing with accrediting bodies with which it is affiliated.**

The College's accreditation with the North Central Association of Colleges and Secondary Schools and its membership with the American Association of Community and Junior Colleges is accurately disclosed in the College's catalog.

***Documentation of Compliance with Requirement:***

*Arizona Western College Course Catalog, 1998-1999*

Resource file H40-120

**24. Arizona Western College makes available upon request information that accurately describes its financial condition.**

The College provides upon request the most recently audited financial statements and other accurate financial information that has been reviewed and accepted by the Governing Board.

***Documentation of Compliance with Requirement:***

*Arizona Western College Fact Book, 1998*

Resource file G5-15

## CHAPTER 3

### Criterion 1: Mission and Purposes

*The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

#### ***Understanding Criterion One: Mission and Purposes***

A college's mission statement represents a broad, general declaration, with the potential for a variety of applications. The college's multiple purposes, meanwhile, declare the specific ends the institution intends to achieve -- "ends" which, unlike the mission statement, may be evaluated by either qualitative or quantitative measures. The Commission instructs that these ends be directly related to a college's mission statement, i.e., that they flow from the mission statement, that they support the values of higher education, such as freedom of inquiry, and that they inform institutional decision-making. Because the potency of the purposes of a college may be gauged by their application to planning and decision making, the Commission further integrates their use throughout much of the self-study process, establishing the stated purposes as the standard for evaluation for all but one of the remaining criterion.

#### ***Patterns of Evidence for Criterion One – Purposes***

When evaluating its purposes, the Commission suggests an institution consider to what degree it has:

- long- and short-range institutional and educational goals.
- processes, involving its constituencies, through which the institution evaluates its purposes.
- decision-making processes that are appropriate to its stated mission and purposes.
- understanding of the stated purposes by institutional constituencies.
- efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures.

- support for freedom of inquiry for faculty and students.
- institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students.

### ***Criterion One Subcommittee***

The subcommittee assigned to study the college statements of mission and purposes, consisted of one administrator, two full-time faculty, one division chair, one counselor, one professional/administrative staff member, two classified staff members, and one full-time student. The administrator and one of the faculty members served as the committee's co-chairs, with the faculty member managing the overall process and the administrator providing support.

### ***Purposes of Arizona Western College***

#### ***Historical Background and Critical Considerations***

Since the College's inauguration in 1963, the institution's mission statement and purposes have been revised five times. As this study commenced, a new President had only recently brought about an abbreviated mission statement, through a college wide collaborative approach. However, the existing seven objectives (or purposes) dated back to the catalog of 1987-88. These objectives had been drawn from the Arizona State Community College Board statement of philosophy on the role of community colleges. An additional eleven statements, identified as "opportunities," addressed teaching and learning in philosophical terms but were not used as a foundation for institutional planning.

While the existing statements allowed for growth, they gave no direction for the growth. None of the objectives addressed a developing institutional commitment to student learning and learning environments, nor did any directly address an institutional commitment to service through viable partnerships. Overall, clarity and specific direction was needed to help identify where the institution was and guide where it was going.

### ***Analysis of the College's Purposes***

At the beginning of this study the College had already begun reshaping how it defined and communicated its mission, but the existing objectives had not been examined for ten years. Clearly the most pressing initial task of the committee was to clarify the College's purposes and to update its purpose statements, consistent with current developments, institutional direction and future planning.

***Analysis of Purpose Related Documents.*** To trace the influence of existing objectives on institutional planning, the committee compared leading statements from various published planning documents. In the process of examining documents, a number of statements were found, variously identified as "objectives," "opportunities," "assumptions," "values," and "expanded statements." Some directly aligned with the seven college objectives, while others were more difficult to connect.

The following documents were the focus of this analysis.

- *The 1997-1998 College Catalog* listed seven objectives and eleven opportunities, a total of eighteen statements, previously discussed.
- *The Master Plan for 1992-1997* listed ten guiding "assumptions" and a number of specific goals that grew out of an extensive campus-wide process of self-definition and goal setting involving faculty, staff, and administration. The assumptions were not directly linked to the College's seven objectives, although conceptual relationships could be identified in most cases.
- *The Strategic Plan for 1996-2001* listed eleven guiding "values." These value statements reflected the direct influence of the master plan. As with the master plan, links to the objectives listed in the college catalog could be identified in concept although the connections were indirect.
- *The Student Academic Achievement Plan for Outcomes Assessment of July 1995* contained fifteen "Expanded Statements of Institutional Purpose." These statements were precisely based on the objectives listed in the college catalog. Some of the "opportunity" statements listed under college mission were also found in this document at varying levels although none appeared as key statements.

- *2005, A Vision in Progress*, set forth the current president's vision of the direction in which the college is moving.

The budget process, capital improvement program, and curriculum process were also cited by executive leadership as being based on college purposes, although these were not analyzed by this committee. Policy manuals, the student handbook, the college catalog and schedules were considered to reflect college purposes as well.

***Analysis of Campus Survey of College's Purposes.*** Concurrent with the document analysis, the committee discussed with campus associates the College's purposes. Out of these discussions, the committee developed thirteen limited-concept statements. After a review by the Executive Committee, these thirteen statements were then sent out to the entire faculty and professional-administrative staff for their assessment, using a Likert type scale. Respondents were asked to indicate to what degree they agreed the college was doing the things identified in each statement. Open-ended comments were also invited, though none were given.

Approximately 165 surveys were distributed; 114 responses were received – a 69% response rate. Among respondents, the agreement ratios, combining “agree” and “strongly agree,” ranged from 62% to 87%, with an average agreement rate of 72% for all statements. Such results suggest the committee, in formulating the statements, was reasonably representative of the campus community's perception of the College's purposes. No comments suggested purposes had been omitted, while others intimated there were “too many” statements and that the College was trying to be “all things to all people,” a criticism also attributed to the existing objectives.

Only one statement drew less than 62% agreement. A mere 49% agreed with a statement that specified the provision of opportunities for individual fulfillment and enrichment through a wide range of programs and services.

Negative responses may be useful in revealing areas about which faculty members have questions. For example, in rating the College's purposes:

- 12% disagreed about the creation of an environment for growth, performance and impassioned teaching and learning.
- 16% disagreed about the provision of opportunities for individual fulfillment and enrichment through a wide range of programs and services.

- 12% disagreed about the free exchange of ideas and divergent viewpoints and acknowledgement and embracing of cultural diversity.
- 12% disagreed with offering and supporting visual and performing arts, student activities, and athletics.
- 11% disagreed with anticipating and responding to changes in technology, delivery, structures, and markets.

***Analysis of Administrators' Perception of College's Purposes.*** The committee inquired into how key decision-makers had been using the objectives listed in the college catalog, by meeting with the Director of Research and Planning, the Executive Committee, and the College President. Insights from members of the district governing board, division chairs, an off-campus director, and faculty members serving on the curriculum committee were also garnered. An in depth discussion with the full Executive Committee focused on how stated objectives influenced matters of policy, planning and expenditures.

While basing decisions on the college mission was a consistent theme, a number surveyed drew primarily from an internal sense of mission rather than specific statements. Statements such as, "They are global and cannot be separately or individually applied," "I use them indirectly as a filter to test my decisions. . . ," "They are similar to other community colleges across [the] nation," and "I use them 'by default,' not by referring back to them for guidance" were telling. Meanwhile, some in middle leadership positions admitted they did not use them or did not use them often.

Identifying strengths, respondents said that the existing statements allowed a broad latitude in deciding the acceptance of a course or program, so they could fit any program into the statements. On the other hand, respondents suggested the weaknesses included the reality that one could find at least one objective to justify any course, curriculum, or program, but because the philosophical nature of some, they were hardly quantifiable. Said one, "The statements are global, non-quantifiable and subject to different interpretations."

### ***Birth of New Purpose Statements***

After its investigation of purpose statements and the processes, the committee forwarded four comprehensive purpose statements to the President, whereupon the President added two substantive statements, which from his vantage-point were critical to the operations of the college. These administrative additions were adapted to the style of the committee-prepared statements, and the full set of six statements was returned to the President for final approval. The committee's goal of preparing an updated Statement of Purposes to accompany the College's new mission statement was successfully concluded when the purposes were enthusiastically accepted by the President of the College. The full statement of mission and purposes were presented to the District Governing Board on April 14, 1998, approximately one year after approval of the new mission statement. Their creation and approval was announced in the local newspaper, *The Yuma Daily Sun*.

### ***Purposes Fulfilling Arizona Western College's Mission***

The new statement of mission and purposes is heavily directed toward the learner and his/her enlightenment and success, as well as toward the enrichment of the community as a whole. Each new purpose statement accurately reflects many time-honored activities of the college. Some of the evidences of this follow:

**Purpose 1:** *The college awards associate degrees and certificates to students who successfully complete programs of study and prepares students for work, for meeting personal goals, or for transition into other studies.*

These are fundamental functions of the Arizona Western College, awarding over 200 associate degrees each year in 49 different degree programs and over 50 certificates in short-term training programs. More than 150 AWC students transfer annually to four-year colleges and universities, and over 4,000 individuals enroll in courses for personal enrichment and for upgrading and retraining purposes. Feedback from program completers and employers reveal students are well-prepared technically and

academically to enter or advance in the job market. Reports from the three public universities in Arizona suggest the College's transfer students are well-prepared.

**Purpose 2:** *The college enhances the cultural climate through visual and performing arts and offers physical and recreational development to the community.*

The college plays a significant role in enhancing the cultural climate of the community through a variety of college academic and cultural enrichment programs that are generated across disciplines.

- The Art Department operates Gallery Milepost Nine on campus, displaying the art of both professional artists and students. The Yuma Symposium attracts nationally known presenters.
- The Theatre Department produces dramatic and musical works.
- The Music Department present concerts and recitals year round, and a Performing Arts Series brings professional guest artists to Yuma. To develop community potential for an orchestra, the college is part of a consortium effort which provides a string music program.
- The Honors Program sponsors prominent lecturers on a variety of topics, while the Speaker's Bureau arranges for faculty and staff to speak before civic and community organizations.
- The Arizona College Writing School develops creative writers and helps them find avenues for publishing their works. Annually the school publishes works in its literary magazine, *Colorado Crossing*.
- The college radio studio operates two stations, KAWC-AM and KAWC-FM; the latter is the first in the area for classical music and jazz.

In the area of physical culture, as a member of the Arizona Community College Conference, the Athletic Department fields competitive teams in softball, football, basketball, baseball, volleyball and soccer. For general community development, activity classes are offered in swimming, archery, badminton, golf, tennis, volleyball, billiards, karate, judo and racquetball.

**Purpose 3:** *The college assists students to achieve success by providing support services, including academic advising, career counseling, financial direction, learning support, and activities for student enrichment.*

The faculty and Student Services staff work together as a team to serve the diverse student population, providing:

- learning support outside of class by both faculty and/or through individual tutoring in the Learning Assistance Center.
- guidance, counseling and student success classes through the Counseling Center, as well as assistance for students with disabilities.
- federal and state funded programs to assist high-risk students.
- career counseling, augmenting the efforts of the Career Development Center.
- financial assistance and student work placement, directed by Student Services' Financial Aid office.

Because students may attend programs away from the main campus, off-campus centers extend services throughout the district.

Student government, student clubs, a fine arts series, an annual career fair, intramural sports, and an international student program foster student growth and development.

**Purpose 4:** *The college creates an environment for growth through impassioned teaching and learning that encourages higher orders of thinking and performance, advocates the free exchange of ideas, and is responsive to changes in technology, delivery structures, and markets.*

Our resources and our academic and support structures are heavily directed toward student growth.

- All general education courses emphasize writing and critical inquiry.
- The Honors Program challenges highly motivated students, with its success evidenced by the placement of students for two consecutive years on the All-USA Academic First Team.

- A quality developmental program assists students whose needs are not well served, academically or personally, by participation in the general education program or advanced level courses.

Instructors are encouraged to engage students in collaborative learning and to extend learning beyond the classroom, such as through community assignments.

- In the human development, administration of justice, and automotive programs, internships and field experiences relate theory to practice.
- Modern language students engage in language learner exchanges through which students take turns helping one another practice.
- Embedded in the general education curriculum is an intellectual engagement with a diversity of perspectives.
- Math/Science brown bag discussions encourage an exchange of ideas.

An important part of the learning environment is the institution's Library/Learning Resources Center shared by the College and Northern Arizona University in Yuma (NAU in Yuma). The open access computer lab provides students with connections to people and ideas beyond the classroom, with smaller labs available for on-line courses.

The Interactive Television Network (ITN) has expanded access to courses through an integrated system with Mohave Community College as well as NAU in Yuma. This system currently transmits courses to off-campus sites at San Luis, Parker, and the Yuma Proving Grounds and receives courses from off-campus. Beginning July, 1999, east Yuma County sites will also be served.

Enhancing the quality of instruction, the Center for Teaching Effectiveness (CTE) provides professional growth and evaluation for all faculty. CTE programs offered throughout the academic year include:

- a faculty mentor program,
- an annual Faculty Seminar
- the Ranch Experience (a Master Teacher retreat)
- Interactive Television Network (ITN) workshops.

- the Faculty Appraisal Process, wherein faculty are evaluated by students and division chairs, while division chairs are evaluated both by their faculty and by the Dean of Instruction.

**Purpose 5:** *The college establishes opportunities for lifelong learning through partnerships with public/private schools and colleges, universities, governmental agencies, and economic development organizations.*

This statement gives appropriate prominence to the partnership building that has enriched the educational climate of the community and broadened the capacity of the college to serve its communities. A critical example of the college's involvement is the K-20 Educational Consortium in Yuma. This consortium includes three public school districts, NAU in Yuma and the College and provides an effective combination of resources (human and capital) in the areas of transportation, computers, and purchasing services.

The AWC/NAU in Yuma partnership continues to develop educational programs and coordinate student services areas. Students, superintendents and employers indicate that the program provides opportunities for human resource and economic development by creating educational access for our citizenry. NAU in Yuma alone has granted over 1,300 baccalaureate and master's degrees in the past 10 years with most local students continuing on from AWC to NAU.

The College also participates in a three-way higher education consortium with NAU in Yuma and the University of Arizona. The Agriculture Technology Management program co-located on the AWC campus serves over 80 students.

Arizona Western College also receives over 1.5 million dollars annually from the Yuma Private Industry Council (YPIC) to offer JTPA programs; over 500 economically disadvantaged students are served each year through the JTPA programs. An AWC skills center is currently being established to serve welfare recipients and economically disadvantaged individuals through short-term training.

**Purpose 6:** *The college provides access to learning for students, staff, and community through environmentally safe and sound facilities and equipment.*

The quality of facilities is important to the creation of a learning environment. Committed to provide safe and sound facilities and equipment, the College maintains a three-year Capital Improvement Program (CIP) facilities and grounds improvements schedule. The program designates expenditures for systematically constructing, maintaining, upgrading, expanding and replacing capital assets. Expenditures include plant renewal projects, Americans with Disabilities Act projects, building code compliance, and changes in classrooms and labs to accommodate changing technologies. In addition, general repairs, maintenance and equipment are handled in the current operating budgets. The Office of Environmental Safety recently published an Emergency Preparedness Plan and conducts training on safety issues for staff and faculty of the College.

### ***Assuring a Common Understanding***

Communication of the College's mission and purposes to those not specifically involved in planning and policy making has been limited. While the new mission statement is widely posted around campus and printed on College business cards, the previous mission statement, objectives and opportunities were found in only two places -- the College catalog and the expired master plan. The catalog has general circulation among students, faculty, and staff; however, presentation of the previous mission was poorly organized and visually congested, unlikely to provide a clear idea of institutional purposes. Even committee members who had long been with the College were, at the beginning of this study, unable to say for sure what the previous mission statement had been or which statements could be taken as institutional purpose statements.

### ***Constituent Survey***

To obtain a sense of the general public's perception of the College's purposes, face-to-face interviews were conducted with both students and community members.

The results of 49 individual surveys and two group interviews, listed below in frequency of responses from highest to lowest, focused on six response categories:

- to provide, simply stated, “education.”
- to provide specific occupational preparation, e.g. nursing or business, was the second most frequent response.
- to provide various aspects of community service and enrichment, including social, cultural, and linguistic development.
- to provide the traditional transfer function.
- to provide personal enrichment
- to grant degrees.

Many people seem unaware of the College’s uniqueness. Most referred to the positive and friendly environment, while the second most frequent response citing areas of institutional uniqueness touched on the AWC-NAU connection and the uses of technology (computer labs and the ITN). In a full-class interview, a student enthusiastically blurted out, “We can talk to students in Parker and San Luis!” The bi-cultural climate of the campus was noted by some, convenience through proximity and links to communities by others.

Comments about lack of services were minimal. The most frequent comments suggested a need for more relevant and accessible work-related courses. Scheduling relevant courses at times more convenient to working adults (e.g., late afternoon and weekends) was expressed. Some wondered if the college might take more leadership in addressing community concerns, such as battered women. Others wished for more access whether through improved transportation, expanded services at outlying branches, scheduling adjustments to fit special populations, like migrant workers, classes closer to town.

Under represented in the constituent survey were the people of outlying areas, especially LaPaz County. The distance from the main campus and limited availability of staff to assist in interviewing was a problem.

### ***Evaluating the Purposes of Arizona Western College***

If the “value of higher education” is defined in economic terms, then we might share the view of Cohn and Geske that “investments in human capital formation, such as formal education. . . can be evaluated on the basis of their ability to generate future returns in terms of additional lifetime income and greater personal satisfactions.” (“Benefit-Cost Analysis of Investment in Higher Education” in *Values in Conflict: Funding Priorities for Higher Education*, McKeown and Kern, eds. Ballinger Publishing Company, 1986). The College’s purposes support the enhancement of the community in terms of its intellectual and cultural climate. The College, by exercising its purposes, contributes to the generation of future returns within the community through greater satisfaction for individuals, through an enhanced quality of community life, and by creating a more attractive place to entities that have capital to invest in new locations.

The Statement of Mission and Purposes of Arizona Western College supports the essential elements of a higher education: intellectual and social development, preparation for work, and community service and enhancement with an eye to the adult learner’s need for lifelong learning.

#### ***Strengths Exhibited within the Patterns of Evidence***

- **Long and short-range goals.** Under the leadership of the current administration, the College has embarked on a thoughtful process of establishing long and short-range goals and of evaluating the College’s progress against the achievement of those goals. The College fosters a visionary climate that encourages development and growth.
- **Constituencies evaluate purposes.** The development of the College’s purposes represents a high watermark in participation by the institution’s constituency. Their formulation represents participation by the broad spectrum of the College constituency and reflects collective reasoning and evaluation.
- **Decision-making processes appropriate to mission and purposes.** Consistent with its mission to provide educational, career and lifelong learning opportunities to the people of Yuma and LaPaz counties, the College

uses a decision-making process that includes the needs and welfare of the community. Participation in the process includes faculty recommendation and evaluation, as well as representation from the broader community at large.

- **Purposes understood by constituencies.** Comments by the College community and the community-at-large suggest that constituents have a basic understanding of the purposes of the College.
- **Public kept informed of institutional and educational goals.** The College has conscientiously sought to keep the public informed about its institutional and educational goals, through the use of college publications and the public media.
- **Support for freedom of inquiry for faculty and students.** Embedded within the curriculum design and the instructional purposes is the encouragement to exercise the free exchange of ideas.
- **Institutional commitment to excellence in teaching and the learning.** Arizona Western College fosters an environment of growth through impassioned teaching, encouraging higher orders of thinking.

***Concerns Exhibited within the Patterns of Evidence***

- **Decision-making processes appropriate to mission and purposes.** A diligence in the development of new vision together with the preparation of a number of planning documents has led to a proliferation of statements that inform decision making. A process of ongoing review that included the tracking of relationships among planning statements might have forestalled the creation of so many alternative sets. Such a variety of statements carries a potential for masking the core purposes of the institution. At minimum, they tend to obscure institutional direction for those outside the circles where plans and policies are set.
- **Purposes understood by constituencies.** Although the College has been diligent in publicizing its mission and purposes, this effort may still not be a sufficiently energetic effort to be sure an even wider range of the

constituency had a clear sense of institutional purposes and direction. Many apparently operate on their basic understanding of what a community college is. Perhaps few have a comprehensive sense of what the college is actually doing.

### ***Recommendations***

1. A process by which purpose statements are kept up to date so that they are always in touch with new developments and emerging needs might be helpful. It would be useful, for example, to have some means of keeping track of and correlating statements that inform decision making at the college to guard against unnecessary discrepancies. It might also be helpful to keep track of plans and decisions that do not seem to fit comfortably into one of the existing statements to see if patterns emerge that justify further revision.
2. There should also be a more extensive effort to make stated college purposes visible and more clearly a part of decision making at all levels. In addition to posting new purposes and tightly aligning all future planning with those statements, a publication perhaps entitled “Arizona Western College: Fulfilling Its Mission” might be published identifying under each statement what the college is doing in fulfillment of that purpose. For one thing, this could help to give faculty and staff a more comprehensive understanding of college direction and commitments and help each to see how individual functions fit into the whole. It might also open new visions for networking within and beyond the institution to better serve students. Finally, it could be a powerful tool for enlightening the public, making visible the ways in which the college serves its communities, and demonstrating how it all fits together.
3. There should be clearer dialogue between the institution and its publics about their relationships, one with another. Outlying communities in particular, especially at the north end of the district, might benefit from such dialog. In general, all constituencies could be better helped to see the college not just as a college, but as their own unique institution with a personality that reflects the needs of its communities.

## CHAPTER 4

### Criterion 2 – Part A: Governance

*The institution has **effectively organized** the human, financial, and physical resources necessary to accomplish its purposes.*

#### ***Understanding Governance***

The guidance provided by the Commission suggests that although a key concept of Criterion Two – *effectively organized* – includes the structures and process of an institution’s governance and administration, the descriptive characteristic specified in this criterion also refers to the ways in which these structures and processes have been shaped by the common understanding in higher education of effective governance and administration. Effective and efficient may not be sufficient, if the highly valued process of shared governance, which involves an appropriate faculty role, is abrogated in institutional decision-making. The *effectively organized* institution has communication and decision-making processes that are well understood by the members of its community.

#### ***Patterns of Evidence for Criterion Two – Governance***

When evaluating its governance, the Commission suggests an institution consider the degree to which it has:

- governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to reserve the institution's integrity.
- effective administration through well-defined and understood organizational structures, policies, and procedures.
- qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.
- systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes.

### ***Governance Criterion Subcommittee***

The Self-Study Steering Committee elected itself to review the governance of the College, rather than forming a separate subcommittee, which was the case for all other criterion. The data collection for this section of the Self-Study was spearheaded by the Steering Committee Chairs, after which it met as a full committee to review the information and observations to formulate recommendations. This committee membership included three faculty members, two administrators, a classified staff member, and the director of institutional research.

### ***Governance at Arizona Western College***

The governance structure of Arizona Western College, when diagrammed, *suggests* a hierarchical organization, with a layered decisions-making process; **however**, the dynamics of the College's processes allow for appropriate faculty and staff participation. (The College's organizational chart is available in the appendix.) By statute, the State and District Boards, as guardians of the College, pursuant to public interest, have primary policy making responsibility. The President of the College, as the chief executive officer, has primary responsibility for implementing policies of the Boards and is responsible for overall administration of the College. Nevertheless, faculty and staff, principally through advisory councils and committees, are provided multiple organizational opportunities to speak to the needs and future of the College. Therefore, upon review of the governance structure, one should not assume that the College's top-down administrative structure assumes no bottom-up participation or involvement in appropriate elements of the decision-making process.

The ensuing descriptions provide a brief encapsulation of the components of the College's governance structure.

### ***State Board of Directors for Community Colleges***

At the highest level of the community college governance structure is the State Board of Directors for Community Colleges of Arizona -- a fifteen member board, with Governor appointed representation from each county and ex-officio representation from

the Arizona Board of Regents, Superintendent of Public Instruction, and the Director of the Board of Vocational Education. Within its statutory charge, the State Board is responsible for setting standards for the operation and accreditation of community colleges in the state and for establishing qualifications and arranging for certification of community college instructors.

### ***Arizona Western College District Governing Board***

As provided in the *Arizona Revised Statutes*, the Governing Board of the Arizona Western College District consists of five members, who are elected from each of five designated districts in Yuma and La Paz counties and who serve six-year terms. As outlined in Title 15 of the *Statutes*, Resource File B0-01, the Board has responsibility for:

- enforcing the course of study prescribed by the State Board.
- examining the College's management, conditions and needs.
- determining salaries.
- appointing or removing employees as it deems necessary, including the College's president.

### ***Administration***

The College's chief executive officer is the President, who bears responsibility for overall administration and serves as a liaison between the District Board and the body of the institution's employees. In support of his administrative responsibilities, the President is assisted by the three Vice-Presidents: Instructional Services, Business and Administrative Services, and Student Services. These three officials, with ex-officio participation by the Director of Personnel, constitute the Executive Committee, which formulates and interprets procedures and regulations governing the operation of the College, subject to the approval of the President. Under each of the Vice-Presidents is a cadre of Deans, Division Chairs and Directors, who have the direct administrative responsibility for implementing policies and procedures.

### ***Committees, Councils, and Advisory Groups***

A review of the College's Procedure 204.1, signed by the current President, Don Schoening, suggests no dearth of committees, councils and advisory groups at Arizona Western College, with the document outlining twenty-four College councils or committees, three employee groups, and twenty occupational advisory committees. Full details about the committees are available in the College's Resource Room (Resource File B5-20); nevertheless, a brief description of a few salient committees, which have faculty membership, provides a flavor of the involvement of faculty in the planning and decision making processes of the college.

- ***Planning Advisory Committee.*** With a membership that includes three faculty members, the committee participates in the institutional planning process, fostering communication about planning with the College constituency.
- ***Policies and Procedures Committee.*** Through broad representation by the College's faculty, staff and administration, the committee functions as the clearing and coordinating group for formulation, review, and revision of all policies and procedures.
- ***Institutional Effectiveness Steering Committee.*** With a membership of nine administrators but only three faculty members, this committee defines the philosophical basis and structure for review of instructional programs and support services, developing and evaluating models for program and support services. Ironically, the committee makes recommendations to the Executive Committee, of which all three members sit on this committee.
- ***Curriculum Committee.*** Undoubtedly among the most faculty dominated body of all the committees, since all officio participants are faculty members from every vocational and academic division, this committee recommends additions, deletions, and modifications of the College curriculum to the Vice-President for Instructional Services. The duties of committee also include advising the Vice-President on matters of instructional planning and academic standards.

- **Faculty Professional Development Committee.** Another strong faculty committee, consisting solely of faculty members, the committee develops programs and activities for faculty, which lead to professional growth and career enhancement.
- **Faculty Appraisal Committee.** Primarily a committee of faculty members, it evaluates the College's Appraisal System and makes recommendations to the Vice-President for Instructional Services regarding the system's design, procedures and implementation.
- **Technology Users Group.** With a majority of faculty members, the committee is the primary resource group for developing guidelines for the implementation of instructional technology in the classroom throughout the district.

### ***Student Participation in Governance at Arizona Western College***

Although some may view it as a rather limited role, students do have some involvement in the decision making processes at Arizona Western College, through the inclusion of five students on three standing College committees: Environmental Health, Safety and Security; Student Affairs, and Student Services Committees. This limited role is mitigated by the College's Associated Student's Governing Board (ASGB), which allows students, "... insofar as possible... to manage their own affairs and assume responsibility for programming" (*Student Handbook, 1997-1998, Resource File C35-80*). For this purpose, the ASGB has been established and recognized by the College and for the purpose of promoting student activities and the general welfare of the student body, its authority delegated by the District Governing Board and the administration of the College. Furthermore, the ASGB has a working relationship with the District Governing Board, wherein they provide a monthly report to the Board.

### ***Evaluating Governance at Arizona Western College***

The Self-Study Steering Committee evaluated the governance of the College by reviewing and discussing the governance structure of the College, by examining sample

surveys of the College's on campus constituency regarding communication issues and by conducting focus groups across the breadth of the governance hierarchy.

***Strengths Exhibited within the Patterns of Evidence***

- **Informed and Responsive Board**
  - Representing the people of Yuma and LaPaz counties, 50% of the Governing Board for the Arizona Western College District has served for ten years or more.
  - Inspection of their resumes provides evidence of backgrounds that they are aware and interested in the community and understand education. (Resource File B1-100)
  - Upon inquiry during a focus group, the Board recognized that despite the College's strengths of flexibility, partnerships, community support, and distance learning, the College must also consider issues related to retention, remedial education, transient populations, and diversity.
- **Effective Organizational Structure**
  - The College has established both an organizational structure and manual of polices and procedures, which allows for effective operation of the institution. (Appendix A of Self-Study and Resource Room Bookshelf)
  - Although the governance organization at Arizona Western College is hierarchical, with ultimate responsibility for governance of the College vested in the State Board, the District Board and the College's administration -- a structure consistent with statute and Board directives - - the potential for participation by the faculty, as well as staff, innervates the College's organization. Authority and responsibility suggests a top-down model; however, such a model does not obviate participation by the College's constituency.
- **Qualified Administrative Personnel**
  - The resumes of the College's President and Vice-Presidents demonstrate that the institution is endowed with professionals with length and breadth of higher education experience, an observation which is also,

without equivocation, true for its Deans, Associate Deans, and Directors.  
(Resource File B1-120, B1-140)

- Across the College's range of constituency, a common comment in the focus groups was the sense that a new and elevated momentum is rippling through the college, allowing for an increased flow of ideas which are given heightened credibility.
- Although any change may promote a sense of revitalization and renewed momentum, the College's new President describes the College as an exciting, "frame-breaking," organization, which allows for broad participation by the institution's constituency. Within a year of assuming his responsibilities in Yuma and most recently in the Fall of 1998, he developed and distributed to the campus community a descriptive prospectus of the College's, "2005: A Vision in Progress." (Resource File B1-00) Under his leadership and vision, the College also applied and received funding for both Federal Title III and Talent Search Grants.
- The College's President has initiated and continues to stress, with the Governing Board's approval, a decision making standard that uses six values to guide decision making: Excellence, Equity, Efficiency, Effort, Effectiveness, and Ethics. A model is now in development to measure instructional departments and administrative units against this standard.
- The College has seen increased accountability in the planning process. Historically, goals and plans may have come and gone without a critical review of their achievement, but faculty comments suggest that within the last five years accountability has acquired a keener edge.
- **Constituent involvement**
  - The system and structure are in place for the College to realize and maintain an informed institutional constituency and to allow its constituency to participate in the decision making process; however, as discussed in the, "Concerns," section below, communication along the

hierarchy's vertical axis and horizontal plane may deserve some fine tuning to achieve optimal efficiency and confidence.

***Concerns Exhibited with the Patterns of Evidence***

- **Constituent involvement**
  - **Vertical Communication.** The governance structure of Arizona Western College allows its constituency to participate in the decision making through councils and committees. However, comments from faculty and directors suggest that after ideas bubble-up from these committees and rise to the administrative level, insufficient communication descends the hierarchy to apprise faculty of the disposition of its ideas or how conclusions were drawn from the faculty's recommendations. The perceived inadequate feedback by the administration regarding faculty recommendations may tend to promote frustration and cynicism about the organization's efficacy and intentions.
  - **Horizontal Communication.** Within any system, a component of the system may be unexpectedly impacted by decisions made within another component. The College has an Executive Committee and several multi-divisional committees which would seem to reduce the potential for unexpected and adverse rippling across the College's organization; however, comments from directors, in particular, suggest that the horizontal impact of decisions may need be given increased attention.

***Recommendations***

1. Development of systems and standards that promote the distribution of information both vertically and horizontally within the College's organization. Broadly, this might include the development of a regular publication or newsletter distributed to all employees; however, in the process of policy development, information distribution may need to pinpoint individuals or groups who may be eminently impacted.

2. To guard against the solitude that may occur in committee work, have executive summaries of each year's work be prepared for each committee and made available to the campus community.

## CHAPTER 5

### Criterion 2 – Part B: Human Resources

*The institution has effectively organized the **human**, financial, and physical **resources** necessary to accomplish its purposes.*

#### ***Understanding Human Resources***

In what may aptly be described as a quantum leap from the Commission's early *standards*, e.g., a college should limit enrollments to thirty students in recitation classes, the Commission recognizes the great variability among colleges and universities, as institutions engage in the work of higher education and the achievement of their purposes. The recognition of this variability is readily exemplified by the Commission's instructions regarding resources, generally, and human resources, specifically. Within the framework of the Self-Study, for an institution to have necessary human resources, the resources must be sufficient to accomplish its purposes. If resources were not sufficient to meet an institution's purposes, then sheer numbers or any other mathematical formula the Commission might propose would be rendered moot. As the Commission shifted from *Standards* to *Criteria*, the focus has become less absolutely quantitative and more qualitative.

#### ***Patterns of Evidence for Criterion Two – Human Resources***

The pattern of evidence relevant to human resources provided by the Commission in the *Handbook of Accreditation* is somewhat spartan:

- Faculty with educational credentials that testify to appropriate preparation for the courses they teach.

However, within the Commission's discussion of "necessary" human resources, it is evident that the one single pattern of evidence requires more than a cursory nose-count of faculty and credentials. For the committee the task was to evaluate the full-breadth of human resources at Arizona Western College.

### ***Human Resources Criterion Subcommittee***

The composition of the subcommittee represented the diversity Arizona Western College's the employee population, including employee classification, ethnicity, and campus location. Membership included four faculty members, two of whom were located at off campus sites; to accommodate their participation, subcommittee meetings were conducted at an interactive television site. Other members of the committee included three classified employees and two administrative professionals, of which one came from the ranks of the College's vice-presidents.

### ***Human Resources at Arizona Western College***

The mission and purposes of Arizona Western College may only be realized by an assembled team of qualified and dedicated faculty, staff and administrators. Through the philosophy, policies, and practices of its human resources, the College has been able to bring together a team of professionals who exhibit the necessary qualifications and dedication to achieve its purposes. Meanwhile, as the institution assembles its team of qualified professionals, it promotes a variety of professional growth opportunities to sustain the quality of the professionals.

#### ***Faculty***

Arizona Western College employs approximately 100 full-time faculty and approximately 200 associate (part-time) faculty to provide educational services to a widely diverse service area and population. All faculty members are certified by the Arizona Community College Board in the field in which they teach. Requirements for full-time academic certification include:

- a minimum of a Master's degree in the field to be taught **or**
- a Master's degree with at least twenty-four semester hours of upper division and/or graduate credit in the field to be taught **and**
- successful completion of a 3 semester credit course called, "The Community College. "

Requirements for a full-time faculty member teaching in a vocational area include:

- a minimum of a Bachelor's degree with a least 3 years of directly related occupational experience **or**
- an Associate's degree with at least 5 years of directly related occupational experience in the field to be taught **and**
- successful completion of a 3 semester credit course called "The Community College".

In a *few* rare cases, the state's College Board issues a District Specific Certificate, which allows an individual with less than the required education and/or experience to teach. This certification is requested *only* when the College is unable to find any other faculty to teach. Upon examination, one finds that those circumstances for which this specific certification is required are rare and are typically limited to part-time faculty teaching courses not intended to transfer to universities.

A listing of all full-time faculty and the highest degree they hold, as well as their certification, is available in the Self-Study's Appendix (Appendix B). The College is proud that it may point to the fact that almost all faculty members have a minimum of a Master's Degree. Those who lack a Master's degree are either working on the completion of such a degree or are faculty who teach in vocational areas -- not transfer courses -- such as welding, automotive mechanics, or programs for which no Master's degrees generally exist.

***The Faculty's Evaluation and Professional Development.*** To provide an assessment of the quality of their instruction, the faculty members of Arizona Western College have developed their own evaluation tool, which includes a self-evaluation, as well as evaluations by a faculty member's division chair and students. All faculty members are evaluated on a semester-by-semester basis until they have completed their third year of teaching at the institution.

Addressing the need to sustain quality, the College's faculty members are encouraged to learn more about their subject matter, keep up with the increased pace of technology, interact with their peers, and increase their effectiveness in the classroom-- whether that classroom be traditional or virtual. To facilitate this purpose and to create

a window of opportunity, a “flex-model” has been developed, a model which allows faculty members, as part of their contract, four release days – the two days before classes begin each semester -- to explore different areas of professional growth. These flex days are carefully reviewed and evaluated by the College’s Flex Committee -- a committee of other faculty members.

As an incentive to seek greater depth and depth in their disciplines, faculty members who pursue advanced degrees are given a 3% increase in their salaries for each increment of fifteen semester hours they complete toward that advanced degree. This addition of 3% then becomes part of the new base salary. Salary enhancement is also provided to those faculty members who enroll in lower division courses such as Spanish and/or computer science.

The Center for Teaching Effectiveness (CTE) was established as part of a Title III Grant and institutionalized as part of the College’s commitment to excellence in the classroom. The CTE provides one-on-one coaching for enhanced classroom performance, provides workshops and seminars on a variety of subjects, and contains a growing library of tapes and videos dealing with teaching performance.

Additional professional development opportunities for faculty include:

- budgeted money for each faculty member to attend, no less than every other year, a workshop or seminar of his or her choice, with the intent of providing continued education in his or her field.
- a mentoring program for each new full-time faculty member, providing newcomers assistance in navigating the College’s seemingly complex bureaucratic maze, as well as providing an accessible role-model for teaching excellence.
- paid sabbaticals.

### ***Associate Faculty***

The associate faculty of Arizona Western College play an important role in the delivery of instructional services to the people of Yuma and LaPaz counties. A measure of the esteem the College places on their contribution to its purposes is even suggested by their title, associate faculty. In considering their value, the College’s Governing

Board agreed with the decision to designate part-time faculty as “associate faculty” rather than the perhaps more common “adjunct faculty.” The intent was to reinforce their position as *partners* with the full-time faculty in the educational process.

Although in number they are more numerous than the full-time faculty, less than half – 44% -- of the College’s equated load hours, taught during the spring and fall semesters, are taught by part-time faculty. To maintain continuity between those classes taught by full-time and those by associate faculty, common syllabi and textbooks are used. Many departments have also turned to a standard final examination, particularly for courses designed to transfer to universities.

***The Associate Faculty’s Evaluation and Professional Development.*** Because of the contribution associate faculty make to the purposes of Arizona Western College, a variety of vehicles have been developed to continue their professional development.

- Associate faculty members are evaluated by a process very similar to that used to evaluate full-time faculty. Associate faculty were asked their perspectives on professional practices and were, in this manner, actively involved in the decision making steps that led to the guide, forms and process of their own evaluation.
- Associate faculty members are, of course, afforded the opportunity and encouraged to attend all in-services; moreover, an in-service, designated to address their needs, is conducted at the beginning of each semester.
- Within the last few years, a mentoring program designed for full-time new faculty was extended to associate faculty, with each associate faculty person assigned a full-time faculty member as a role model and mentor.
- Since the fall of 1997, associate faculty members have also been given the privilege of taking a free class (up to 4 credits) during the semester in which they teach or in the following contiguous semester. This sets in place the beginning of a program to offer pedagogy classes, without charge to associate faculty, to help them become more effective in the classroom.
- Associate faculty members are included in the service area of the Center for Teaching Effectiveness.

- An *Associate Faculty Guidebook*, which is updated annually, is provided to all Associate faculty members.

***Staff -- Classified and Professional Administrative***

The College employs approximately 60 professional and administrative staff and more than 100 support employees, with about 60% of those employees serving in labor/trades and the other 40% providing clerical support. The College also employs more than 400 part-time personnel as either student-workers or regular part-time employees.

***The Staff Evaluation and Professional Development.*** Classified and professional/administrative staff are evaluated on an annual basis. In addition, newly hired staff members are evaluated at the end of three months and again at the end of six months. The evaluation instrument and procedures were developed by representatives of the classified and administrative employee groups, piloted for one year, then adopted by the District Governing Board. Recently there has been close to a 100% return on all formal evaluations.

Full-time employees are encouraged to continue their education through formal coursework, as well as through developmental workshops and seminars. Classified employees receive educational growth credit for all coursework toward an approved degree, i.e., for courses that enhance their effectiveness in the work place and for workshops and seminars designed to develop necessary skills. Each credit earned results in a \$.03 per hour salary increase.

Professional/Administrative employees also receive educational growth credit in the form of \$46 for each completed college credit which is part of an approved degree program or which provides necessary skills-training, such as computer science or Spanish. Money is budgeted for each of the two employee groups, classified and administrative, for an annual in-service. In past years, when money has been left over, classified employees have established a scholarship fund to allow other classified employees to attend workshops and seminars. A requirement of the scholarship has been that each employee attending a workshop present a brown bag lunch to share his or her new found knowledge. Professional/administrative staff also sponsor brown bag

lunches to let each other know what is happening on campus and to meet new employees on campus.

### ***The Faculty and Employee Selection Processes***

Arizona Western College's location in the extreme southwest corner of Arizona does make recruitment of qualified applicants challenging. However, the College has met and overcome these challenges, as is evident by the hiring standards and practices and in the fine quality of resultant hires. Advertisements are placed nationally for all vacant faculty positions and for most vacant administrative staff positions, while classified staff members are recruited locally. The College continues to require a minimum of a Master's degree in the field to be taught to ensure continued teaching excellence, while a minimum of a Bachelor's degree in vocational fields is preferred, with a requirement of a Master's for any transfer courses.

Because of the difficulty Arizona Western College has historically experienced in recruiting minorities to the College, it has taken a proactive, aggressive approach by placing advertisements in minority journals and in sending position announcements to a number of minority organizations. In exercising the strong emphasis it places on recruiting individuals who have an appreciation and understanding of diversity, the College lists as a necessity in each job announcement the "willingness to work with a diverse population". Each applicant's willingness to work with diverse populations is addressed and assessed in phone and in personal interviews.

***Hiring Process -- from Application to Offer.*** The sequential process involved in hiring personnel at Arizona Western College has been developed to be efficient, effective, and equitable, producing a pool of excellent employees for the College who are committed to provide their fullest efforts to fulfill the College's purposes. The College applies a high ethical standard of integrity and compliance with legal employment requirements.

- Selection committees are composed to assure a mix of gender, ethnicity, backgrounds, department representation, and employee classifications. Frequently selection committees include students and/or members of the Yuma community to enhance equal opportunity for each applicant.

- Each member of the Selection Committee reviews all the applications using an Applicant Review Sheet to focus on required skills, education, and experience.
- Applicants for interview are selected from these review sheets based on the number of votes to interview.
- Questions are developed by each committee for each position and may include phone interview questions as well as personal interview questions.
- All potential faculty members are required to give a teaching demonstration, while many applicants for professional/administrative positions are required to give a predetermined presentation.
- References are checked on finalists and then recommended to the appropriate Vice President, then to the President and District Governing Board (for faculty and professional/administrative staff) for final approval.

Results of the Institutional Effectiveness Survey suggest the College has developed an exceptional process for the recruitment, screening, and hiring of applicants. (Resource File G20-100). Applicants -- even those who are not successful in being hired by the College -- and employees give the College extremely high marks regarding the hiring process.

### ***Partnerships***

Although partnerships are addressed elsewhere in this Self-Study, failure to mention them, even if cursory, is to ignore an important element in the human resources that assists Arizona Western College in accomplishing its purposes. A minimum observation of the partnerships which the College has forged is that they work. The reality is that the community, as a whole, benefits economically, since costs are shared and the community has access to a broader range of opportunities than might come from a single entity. The College has been a front runner in forming partnerships, and in its planning continues to do so.

A list of the partnerships Arizona Western College has developed is included in the Appendix F.

### ***Evaluating Human Resources at Arizona Western College***

#### ***Strengths Exhibited within the Patterns of Evidence***

- The committee found strong indications to substantiate the College's success in meeting or exceeding the patterns of evidence for human resources. Although the criterion focuses particularly on the quality and expertise of faculty, the committee's work also considered the contributions made to the institution and students by the classified employees and professional administrators.
- The standards established by the Arizona State Community College Board and the adherence to these standards by Arizona Western College permit the College to maintain a qualified team of instructors.
- The most valuable resource at Arizona Western College in achieving its purposes and serving the people of Yuma and LaPaz counties is its people. The College is extremely proud of its faculty and staff and proud of the life-long learning opportunities it has created for them. A hallmark of the institution is its strong commitment to students, which is exercised through the efforts of the College's faculty and staff.
- The College provides its faculty and staff several options to realize professional growth, as well as implementing broad growth opportunities through the Center for Teaching Excellence.
- To encourage and enhance professional development, the College has established systematic feedback and evaluation procedures, allowing faculty an opportunity to identify their strengths and weaknesses.

#### ***Concerns Exhibited within the Patterns of Evidence***

- A dominant area of concern for Arizona Western College is the lack of diversity in the work force, especially among the faculty who serve as role models for students. Despite the presence of a substantial Hispanic population in the area served by the College and the enrollment of a large

number of Hispanic students, the College has experienced difficulty in attracting minority applications.

- Historically, little has been done in terms of formal multi-cultural sensitivity and diversity training for faculty and staff; however, it must be noted that this will soon be addressed with the implementation by the College of a recently awarded Title III Grant.
- Classified staff members continue to lack a formal mentoring program and any sort of “formal” training program to increase job skills.
- A Personnel/Classification/ Compensation has not been completed at Arizona Western College in almost twelve years. Some concern has risen that not all positions at the College are classified correctly.
- Although faculty and student numbers have grown, the numbers of support staff appear to not have grown at the same rate.

### ***Recommendations***

1. Recognizing that nationally the competition for qualified minority faculty and administrators is competitive, the College has, of late, turned to a process of “growing its own,” i.e., hiring applicants who have been Arizona Western College students or graduates. Many of the institution’s employees began their educational careers as students of Arizona Western College. If this is an avenue for the recruitment and retention of minority applicants, then it may serve the College well to formalize the process to increase the probability of its success. This need might be met by developing a mentoring program to groom Arizona Western College graduates and other potential candidates for administrative and faculty positions at this institution.
2. The perception that the number classified staff is not keeping pace with the increases in student population and other employee classifications suggests the need for an appraisal of the level of classified staffing.

3. To increase cultural awareness and sensitivity, the committee recommends formal diversity and sensitivity training for all College personnel, on a regular and routine basis.

## CHAPTER 6

### Criterion 2 – Part C: Physical Resources

*The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

#### ***Understanding Physical Resources***

Although qualified faculty and staff members are without question primary and critical to the delivery of higher education, without appropriate physical resources, a college's attempt to produce an effective learning experience and to achieve its purposes would be markedly impaired. Higher education's standard for physical resources is, however, more than counting buildings and square footage. The Commission suggests that, when an institution effectively organizes its physical resources, it has a process for evaluating their condition and usefulness for academic programs, both in the short-term and long-term. Although there must be sufficient space for classroom uses, necessary physical resources must also include libraries, laboratories, and any other specially equipped space that may be necessary for the College's purposes.

#### ***Patterns of Evidence for Criterion Two - Physical Resources***

The Commission has included the following list for an institution to examine for patterns of evidence, when considering the breadth of physical resources:

- physical plant that supports effective teaching and learning.
- conscientious effort to provide students with a safe and healthy environment.
- academic resources and equipment adequate to support the institution's purposes, e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers.

#### ***Physical Resources Criterion Subcommittee***

The Self-Study subcommittee that reviewed the physical resources of Arizona Western College included three faculty members, three classified employees and a full-time

student who resided in an on campus residence hall. The committee was co-chaired by a faculty member and the Director of Facilities Management. The committee met every two to four weeks from September 1997, to March 1998. Informal meetings attended by the Co-chairs and the Steering Committee Liaison were more frequent. Each committee member was assigned “guiding questions”. The staff of facilities management provided the data for the study.

### ***Physical Resources at Arizona Western College***

Arizona Western College takes pride in providing physical resources and facilities of the quality and technology needed to ensure an appropriate learning environment for students and the communities of La Paz and Yuma counties. To attain the flexibility needed in a rapidly growing metropolitan area, the College has at its disposal a wide variety of leased, shared and owned facilities to offer educational opportunities. The College is committed to cost effective space utilization of its classroom and support facilities. Equally as important, the College strives to ensure a safe work and study environment for staff, faculty and students.

#### ***Profile of Physical Resources at Arizona Western College***

***Main Campus.*** The main Arizona Western College campus is within the city limits of Yuma, on 40 acres of a 520-acre parcel conveyed to the College by the Bureau of Reclamation for educational purposes. The campus consists of thirty-four College-owned buildings, constructed between 1963 and 1971, totaling approximately 364,000 square feet. The College also has available a recently constructed joint-use, 52,600 square foot academic building owned by Northern Arizona University. The facilities provide a wide range of instructional, support and living space designed for maximum flexibility. State of the art technology is evident in the design of all new and renovated systems and includes extensive ITN capability, and open access computer labs.

***Parker, La Paz County.*** Instructional services are provided for La Paz County in facilities located in Parker, Arizona. The La Paz Center is a 5,300 square foot structure, with administrative and general classrooms (including ITN capability). In 1989 the College purchased a 28,400 square foot warehouse and converted it into the La Paz

Vocational Center, housing the library and a twenty-four station computer lab. The College also partners with several secondary schools districts to offer computer instruction and general education courses.

***South Yuma County.*** Arizona Western College partnered with the Somerton School District to construct a joint-use six-classroom pod in 1992. This facility is used by the school district during daytime hours and by the College during evening hours. In 1994, the institution partnered with the Gadsen Elementary School District to build another 5,740 square foot instructional pod, with a twenty-eight station joint-use computer lab, based on a purpose similar to the first pod. A third pod was constructed in 1995 and serves both educational entities. These facilities have allowed the College to expand its educational services to a population previously unable to access educational opportunities because of the distance to the main campus and limited transportation.

***Downtown Yuma.*** The College provides a wide variety of instruction in its downtown Yuma Community Education Center (CEC), a 8,400 square foot leased facility, with twelve general classrooms, sixteen station computer lab, a language laboratory, and several administrative offices. An old building, it is used to its maximum capacity, days and evenings. Other downtown leased spaces include,

- the 2,000 square foot Pace building used for aerobic and dance classes.
- a 4,740 square foot building housing the Job Training Partnership Act program (JTPA), which includes two classrooms and a computer lab.
- a small office complex for the Small Business Development Center.

The College is consolidating a large portion of its downtown educational functions in a new 22,000 square foot career center scheduled for completion in June, 1999.

The College maintains comprehensive records on physical facilities in the Director of Purchasing's office, the Controller's office and in the Facilities Management Department. The current replacement value for all College-owned property is estimated at 39.6 million dollars, excluding the land dedicated to the College. Table 6.1 at the end of this chapter provides a profile for all College owned, shared or leased property.

***Focus on Academic Resources and Equipment***

To serve more than 7,000 students per semester within an area the size of the State of Vermont and to accomplish its other purposes, Arizona Western College has invested in a variety of academic resources and technology. Although these resources are referenced or discussed in other sections of this Self-Study and even this chapter, the following is a compendium of those resources.

***Computer Resources***

- On campus, the College provides students access to 385 computers.
- At off-campus sites, an additional 100 computers are available to students in the San Luis, Somerton, Quartzsite and Parker areas.
- Of the computers available to students on campus and off campus, approximately 80% have internet connections.
- Under a recently awarded Title III Grant, the College will be provide an additional twenty-five computers for computer-aided instruction as part of a Student Success Center.

***Interactive Television Network***

- Eleven to twenty ITN classes are offered through the College's facilities each semester.
- ITN classrooms are available in Parker, San Luis, and the Yuma Proving Grounds, with a scheduled connection by the spring of 1999 for east Yuma County.

***Library Facilities***

- The library collection includes 62, 700 volumes.
- From its collection, 45, 545 volumes were circulated to students.
- The library's "seat ratio", i.e., seats to students, based on the College's head count is 1:11.

***A Decade of Changes in Physical Resources at Arizona Western College***

After the Self-Study of 1989, a twenty-one million dollar capital development project was executed, where in complete renovations were accomplished on the three residence halls, the Business Administration building, and the Chemistry building, and

several roofs were replaced on other structures. Renovation of the old library included adding 44,000 square feet to create the Learning Resource Center (LRC); the project expanded campus instructional computer and telecommunication capabilities.

The campus infrastructure overhaul included major improvements of the College's central heating and cooling system, the sewer system and irrigation pumping system, and construction of a new electrical distribution system, which has given the College the capability to accommodate foreseeable campus expansion. In cooperation with the Yuma Educational Consortium, a new state-of-the-art wastewater treatment facility which serves the main campus, the Consortium Transportation Center, and Yuma School District schools, was constructed. The facility still possesses enough excess capacity to handle an additional 35% sewer discharge load .

The 1989-91 capital development program also remedied several safety-related problems. The installation of an automated fire alarm system with centralized monitoring in the facilities management and campus police buildings provided an extra safety margin for the College and eliminated the need to install sprinkler systems in newly constructed or renovated facilities. Over three million dollars was spent for an intensive asbestos abatement project, encompassing the majority of the College's main campus buildings and resulting in the removal of all friable asbestos materials in twelve residential and instructional buildings. Finally, a campus exterior lighting system was installed, providing an extra margin of safety for students traversing the campus after dark.

Since the completion of this capital development program, instructional computer capability has been greatly expanded at the main and outlying campuses, with labs created at San Luis, Somerton, La Paz Center, and at the downtown center. The construction by Northern Arizona University of the 52,600 square foot Academic Complex provides instructional resources and technology needed to support their current and future educational programs. The College constructed a new amphitheater in 1996, using funding provided through the AWC Foundation to support the Fine Arts program as well as other student activities. Additionally, the Student Services Building was completely renovated in spring 1998, adding 3,700 square feet to accommodate joint NAU/AWC registration, counseling and financial aid functions.

A Parking Lot Improvement Program was initiated in December 1995 to schedule expansion of lots, in general, and reconstruction of all lots needing repair by the year 2002. Over the past two years the campus has gained an additional 150 spaces and five of the seventeen lots have been reconstructed at a cost of over \$250,000 paid for by funds generated by parking permit fees.

***Partnerships and Physical Resources at Arizona Western College***

The Northern Arizona University and Arizona Western College partnership has flourished and expanded over the past ten years. Useful to this partnership has been the joint-use Academic Complex, which houses both instructional facilities and faculty offices, a cohabitation which facilitates the College's ability to expand course variety and to increase distance learning opportunities. The College and NAU purchased a telecommunication cabling system from U.S. West and installed a new digital phone switch, giving the institutions a transparent pathway between the campuses.

1991 ushered in the birth of the Yuma Educational Consortium for the College, university, and local school districts. Many physical resource support functions provided individually by its members have been centralized. The Transportation Center was established as a focal point for all vehicular maintenance, reducing workforce and funding requirements. The consortium concept has also allowed for centralized computer hardware maintenance, resulting in reduced downtime for computer equipment and measurable savings for the College. The wastewater treatment facility, maintained by the College's Facilities Management, was constructed with Consortium funding and gives many of the participants the opportunity to expand their campuses without incurring the infrastructure costs normally associated with new construction.

Arizona Western College, along with the Gasden, and Somerton school districts, share costs and use of instructional facilities in San Luis and Somerton, which redirects scarce funding for instructional purposes.

The City of Yuma and Arizona Western College finalized an Intergovernmental Agreement (IGA) in 1997, in which the College gave the City twenty acres of their dedicated land adjacent to the main campus for construction of an operational fire station and regional training facility. In return, the City has agreed to build a 2,500

square foot classroom facility and to dedicate space for faculty offices, to be used by the fire science and emergency medical support personnel for instructional and curriculum purposes.

***Plans for Capital Improvements at Arizona Western College***

The most significant development in resource allocation in recent years is the creation of the College's Capital Improvement Program (CIP), which plans a three-year schedule of physical improvements to facilities and grounds for all campuses. The program establishes expenditures and systematically prioritizes construction, maintenance, upgrade, expansion, and replacement of College capital assets. The program includes eight categories, which are based upon the nature or function of the improvement. The CIP is not just a schedule of expenditures. It is a statement of budgetary policy and a formal planning document. Therefore, it has given the College the ability to adjust to changing instructional and support demands in a more organized, flexible manner. The most recent year's CIP provides for expenditures exceeding 1.8 million dollars from auxiliary, general, and unexpended plant funds.

The Facilities Management Department has an approximate 2.1 million dollar Operations & Maintenance budget and a current staff of thirty-eight employees, who perform preventive and reactive maintenance in all the standard labor skills, including a certified wastewater treatment operator. Off-campus facilities are maintained by contracted services, College maintenance personnel, or through intergovernmental agreements with school districts.

Since 1995 the Facilities Management Department has focused on adopting asset management as their maintenance strategy, a program which operates as a pyramid built on the basics of preventive maintenance, maintenance work flow and control, and a computerized maintenance management system (CMMS). Applying the techniques of predictive and total productive maintenance, the College now has the ability to financially optimize its physical assets.

This approach has resulted in a number of improvements in the department's response-time to service calls, work quality, and service provided.

- Over the past year, 93% of all emergency service calls were completed within the 24-hour response time dictated
- 81% of priority two calls were successfully closed out within the ten working day requirement.
- Repeat calls for equipment malfunctions declined to less than 1% of the 4,400 service calls and 1,600 work orders generated last year.
- Most significant is the 0.6% class cancellation rate due to maintenance or equipment failure experienced during fiscal year 96-97.

These successes are the direct results of the continuous improvement loop of self-evaluation, benchmarking, upgrading, and renovation of facilities and equipment.

Space management or space allocation is decentralized and regulated by individual division chairs and department heads. Tracking of classroom utilization is accomplished through the Dean of Instruction's office; however, space standards for classrooms, laboratories, as well as faculty and administrative office requirements, have been established by the Facilities Management using the guidelines of the Western Interstate Commission on Higher Education. These standards are utilized in the construction and renovation of all College facilities. Although this decentralized management provides efficiency in space allocation for the instructional areas, other space usage data are difficult to monitor and analyze for purposes of facility planning.

Classroom utilization for the following 1997 academic sessions is tabulated in Table 6.2.

**Table 6.2**  
**Classroom Utilization**

<u>Category</u>	<u>Usage Rate (Fall)</u>	<u>Usage Rate (Summer)</u>
General Classrooms	67%	29%
Science Labs	41%	22%
Computer Labs	61%	45%

The instructional space usage identified above clearly indicates that the College has adequate classroom availability at the present time. However, it should be noted that potential problems could exist if educational offerings continue to expand.

### ***Special Needs and Physical Resources at Arizona Western College***

Arizona Western College completed an Americans with Disabilities Act (ADA) facilities audit in 1993. Several corrective actions were identified and significant progress has been taken to implement them. The College's Special Needs Coordinator works closely with the Facilities Management Department to resolve areas still needing action. Priority registration for special needs students is offered by the College. All new construction and renovation are required to incorporate ADA standards in their design with particular attention paid to accessibility and signage concerns.

First priority is placed on purchasing the remainder of the ADA signage needed for instructional buildings and remedying the last of the entryway discrepancies identified in the audit. To ensure adequate funding is available and protected for ADA compliance, a separate account has been established within the general fund, which can only be used for the purposes intended. Current funds are limited though. The 1998-2001 CIP will address the most significant remaining concerns. The La Paz Center in Parker, an off-campus site, is in ADA compliance while the Vocational Center is not.

### ***Physical Resources' Safety Program at Arizona Western College***

Arizona Western College is fully committed to providing a safe and healthy workplace for its entire faculty and staff. In response to this commitment, a full-time Director of Environmental and Safety Services (DESS) was hired in January 1997. The primary function of the position is to ensure a safe and healthy working environment through the incorporation and oversight of a comprehensive Environmental and Safety Management Program. He is the point-of-contact for all environmental and safety issues that may affect the College.

An Emergency Procedures flipchart, developed by DESS, was distributed to all academic divisions in spring 1998. The flipchart serves as a response template for emergencies until proper medical assistance arrives.

***OSHA Requirements.*** Since 1995 the College's Facilities Management Department has simultaneously been following and developing a comprehensive Safety Management Program. This program, which includes all the required written programs under the Occupational Safety and Health Act (OSHA), has recently been incorporated

as an official college policy, and thus has extended its scope to all College faculty and staff. Department/Division Safety Representatives (DSR's) have been appointed throughout the College to provide representation for each program on safety and environmental issues, which elevates the level of responsibility and commitment of a safe and healthy workplace to the department or division level.

Documented procedures help DSR's and all other employees maintain a hazard-free workplace. One procedure that assists in this process is the Arizona Western College Hazard Report, providing DSR's with the ability to document existing hazards and accidents that may result from these hazards. This report is forwarded to the Director of Environmental and Safety Services for review and investigation. It is the belief that determination of accident causes can assist in the prevention of future accidents of like nature. Likewise, existing hazards can be abated quickly with the use of the Hazard Report, avoiding the potential for employee injury.

OSHA facility audits, usually provided through insurance audits, are now performed internally on a regimented schedule. All thirty-four College-owned buildings are inspected at least biennially for compliance with OSHA regulations. Five buildings are inspected annually due to the nature of training or education performed. Since its inception in January 1997, internal OSHA audits have yielded over 180 minor discrepancies, which have since corrected.

Monthly training meetings are performed for Facilities Management employees on required and non-required safety topics, thus providing for a greater sense of safety awareness in a department that falls under the auspices of a majority of OSHA-required programs.

The summer of 1997 saw the first formulation and enactment into College policy of a Chemical Hygiene Plan (CHP). Covering operating procedures, lab safety issues, and environmental compliance, the plan applies to all College laboratories that use hazardous chemicals as defined by OSHA. The plan includes a provision for annual inspections specifically designed to ensure proper procedures are used by both faculty and students in the handling and disposal of chemicals. Control of chemical procurement has been established by the implementation of Hazardous Materials Purchasing Procedures (HMPP), which mandate approval by the Director of

Environmental and Safety Services for all chemical purchases. The HMPP has reduced purchasing of highly toxic chemicals, thereby reducing campus hazardous waste generation.

The College has also established a program to recycle fluorescent lamps and electrical ballasts, eliminating other potential sources of hazardous materials.

Recycling was institutionalized in fall 1996. Arizona Western College, in partnership with a local non-profit organization, began recycling steel, aluminum and paper products. Drop-off stations are located throughout the campus and are delivered weekly to a central collection facility. In the first year the College recycled more than twelve tons of material.

The Environmental, Safety and Security Committee (ESSC) is the vehicle for developing policies related to campus safety, security, and environmental matters. The ESSC provided the framework for the first campus-wide drug testing policy in 1997, reflecting a commitment to a drug-free workplace.

### ***Support for Physical Resources at Arizona Western College***

The Association of Higher Education Facilities Officers (APPA) developed the Strategic Assessment Model (SAM) to benchmark quantifiable universal criteria which can accurately reflect how well the institution is doing in supporting and maintaining its resources. The model allows for a direct comparison with the College's annual planning process, the Capital Improvement Program, and the focus on mid-term and long-term planning through the strategic planning process. SAM also provides the College with indicators of weaknesses and strengths. It is noteworthy that the most recent post survey conducted by APPA indicates 80% of all higher education institutions rated at level three or below.

The bold benchmarks are the results of the College's fiscal year 1996-97 survey. (See Table 6.3 at the end of this chapter.) This assessment model is evidence of Arizona Western College's financial and philosophical commitment to provide the best in instructional and support facilities for students, faculty, and staff.

The College has consistently placed the highest priority in funding for the necessary equipment and projects to keep pace with the promise to provide quality

resources for the community. An equipment replacement program has been implemented and promises to ensure the College will have the ability to respond to any obstacle that may hinder the College's accomplishment of its stated mission. Instructional technology budgets have experienced a steady climb each year as the College has continued to develop its distance learning education and computer technology. This trend is expected to continue for the foreseeable future.

### ***Evaluating Physical Resources at Arizona Western College***

#### ***Strengths Exhibited within the Patterns of Evidence.***

- ***Physical plant supports effective teaching and learning.***
  - Classroom space and availability, in light of usage rates, are adequate to accommodate the College's current student population.
  - Implementation of a preventive facilities management system has already decreased facilities infrastructure breakdown, keeping to a minimum any class cancellations.
  - The District Governing Board and the College's chief administrators have been supportive of the development of a Facilities Master Plan.
- ***Safe and healthy environment.***
  - A campus wide Environmental and Safety Management Program.
  - A Chemical Hygiene Plan for science and vocational programs.
  - Recycling measures to eliminate potential hazardous materials.
  - Campus wide distribution of an Emergency Procedures flipchart.

- ***Adequate academic resources and equipment.***

The partnerships and consortiums the College has developed has expanded the quantity and quality of physical and human resources available to the local communities, including the use of instructional space, computer technology, distance learning, and transportation. The cooperative nature of these partnerships speaks volumes about the unity of the local community and the College's recognition of its vital role in meeting the community's needs.

*Concerns Exhibited within the Patterns of Evidence*

***Physical plant supports effective teaching and learning***

- Neither the Chemistry nor Science buildings, which provide instructional classroom and lab space, has had any major alterations since their construction in the 1970's and early 1960's, respectively. Labs have serious electrical, chemical storage and mechanical systems deficiencies and neither building meets ADA accessibility compliance. A consultant's report from 1997 reinforced the view that current lab facilities are marginal at best and will become inadequate based upon the enrollment predictions indicated in the 1995 Science Program Review.
- The deteriorating condition of the Community Education Center in downtown Yuma, in conjunction with the decentralization of other business-oriented and educational activities, is not cost-effective or adequate. Consolidation of the CEC activities, JTPA, the Small Business Development Center, School-to-Work program, and other interrelated programs is a major step in solving that problem. As a result of a collaborative effort with the City of Yuma, the College has completed a land swap with the City and will construct a 22,000 square foot education complex in the Jose Maria Redondo Center to consolidate and house all of its downtown activities. This building will start in late 1998 or early 1999.

***Recommendations***

1. Construction of a new chemistry and science building. A plan for a new building has been incorporated in the College's Capital Improvement Program; nevertheless, because of the urgency to replace this building, it is included as recommendations for the Self-Study.
2. The development and implementation of a consistent program to review capital equipment to assure their timely replacement.

**Table 6.1**  
**Arizona Western College: Facilities Profile**  
**1997-1998**

Facilities	Year of Construction	Total Square feet	Classrooms	Computer Labs	Technology Labs	Science Labs	Leased/shared
Main AWC Campus	1963-71	364,000	51	3 1 (IITV)	10	5	
NAU Academic Complex	1997	52,600	7	3 6 (IITV)			Yes
Community Education Center	1958	8,400	12	1			Yes
JTPA, 4th Ave	1983	4,740	2	1			Yes
Somerton Center	1992	8,670	6	1			
San Luis Center	1994	5,740	6	1			Yes
La Paz Vocational Center	1978	28,400	4	1		1	
La Paz Center	1988	5,325	4	1 (IITV)			

**Table 6.3**  
**Arizona Western College: Strategic Assessment Model, 1997-1998**

Level	Strategy	Financial Perspective	Internal Processes	Innovation & Learning	Customer Satisfaction
5	Interdependent Planning and Budget	Plant Adaptation \$/CRV 4% Deferred Maint \$/CRV 0-5% Facility \$/GIE \$ 15% Cost/Square foot \$8	Safety .5% % Task/Std 90%	Trng Costs 5%	Services Measured 90% Stakeholders Measured 90%
4	Integrated Strategic Plan	Plant Adaptation \$/CRV 1.5-2% Deferred Maint \$/CRV 5-10% <b>Facility \$/GIE \$ 12-15%</b> Cost/Square Foot \$6-8.00	<b>Safety .5-1%</b> <b>% Task/Std 60-90%</b>	Trng Costs 5%	<b>Services Measured 60-75%</b> Stakeholders Measured 60-75%
3	Clearly Defined Goals and Objectives	Plant Adaptation \$/CRV 1-1.5% <b>Deferred Maint \$/CRV 10-15%</b> Facility\$/GIE \$ 10-12% <b>Cost/Square Foot \$4-6.00</b>	Safety 1-1.5% %Tasks/Std 30-60%	Trng Costs 4%	% Services Measured 40-60% Stakeholders Measured 40-60%
2	Mission Communicated and Effective	<b>Plant Adaptation \$/CRV 0.5-1%</b> Deferred Maint \$/CRV 15-20% Facility \$/GIE 8-10% Cost/Square Foot \$3-4.00	Safety 1.5-2% %Tasks/Std 10-30%	<b>Trng Costs 3%</b>	% Services Measured 20-40% Stakeholders Measured 20-40%
1	Mission Statement	Plant Adaptation\$/CRV 0.5% Deferred Maint\$/CRV 20% Facility \$/GIE 8% Cost/Square Foot \$3.00	Safety 2% %Tasks/Std 10%	Trng Costs æ 2%	% Services Measured 20% <b>Stakeholders Measured 20%</b>

- Current Replacement Value (CRV)** Estimated cost in current dollars to replace the institution's educational and general facilities and utility systems.
- Gross Institutional Expenditures (GIE).** The institutions total expenditures for educational and general purposes excluding auxiliary functions.
- Plant Adaptation** Expenditures required to meet the evolving physical needs and to meet compliance mandates. Includes ADA, code compliance, changes to accommodate technology or programmatic needs.
- Deferred Maintenance** Maintenance projects not included in the budget process because of a lower perceived priority.
- Safety:** Job injury time as a percentage of total available hours.
- Tasks/standards:** Percentage of tasks performed for which standards or guidelines are in place.

## CHAPTER 7

### Criterion 2 – Part D: Financial Resources

*The institution has effectively organized the human, **financial**, and physical **resources** necessary to accomplish its purposes.*

#### ***Understanding Financial Resources***

Although the evaluation of an institution's financial resources might appear to be merely an examination of its "bottom line," the instructions from the Commission suggests at least three questions:

- What is the nature and strength of the institution's financial resources?
- Who is involved in the decision making process in the expenditure of those resources?
- How are decisions reached about the utilization of those financial resources?

In the examination of such questions, an institution determines to what degree the college's economy supports programs and activities and if the means of obtaining and distributing the financial resources is consistent with values widely held by other institutions of higher education. The strength of the bottom line is not prima facie documentation of an institution's fiscal integrity and viability, **if** in the process of achieving its solid financial position, the institution poorly funds some programs or ignores long range needs, such as physical maintenance or its library collection.

#### ***Patterns of Evidence Criterion Two – Financial Resources***

The Commission suggests two elements among the patterns of evidence that have particular reference to financial resources:

- a pattern of financial expenditures that shows the commitment to provide both the environment and human resources necessary for effective teaching and learning.
- management of financial resources to maximize the institution's capability to meet its purposes.

***Financial Resources Criterion Subcommittee***

The primary source of documentation for the financial resources of Arizona Western College is the Vice-President for Business and Administrative Services. Having been provided with the basic information on financial resources, the Self-Study Chairs prepared a report to give to the committee reviewing human resources and to the Steering Committee. Both committees critically analyzed how the College met this criterion on financial resources.

***Financial Resources at Arizona Western College***

Encompassing Yuma and La Paz Counties, the Arizona Western College Community College District is one of ten community college districts in the Arizona Community College System. The District is authorized by the statutes of the State of Arizona and by the rules of the State Board of Directors for Community Colleges of Arizona to operate a college district. The appropriate Arizona statutes and the State Board Rules and Regulations are available for review in the Self-Study Resource Room (Resource File B0-00).

***Financial Resources***

The Arizona Western College District has three primary revenue sources: local property taxes, state appropriations based on enrollment (state aid), and student tuition and fees. The District also receives restricted funds through statewide federal grants and contracts. Capital state aid is received for the primary purpose of construction and/or equipment purchases. In addition, the District can finance capital construction projects through either revenue bonds, general obligation bonds or lease purchase arrangements. Revenue bonds and lease purchase arrangements pledge tuition and fees to retire the debt and must be approved by the State Board. General obligation bonds use local property taxes to retire the debt and must be approved by the voters.

### ***Financial Accountability***

Arizona Western College's financial resources are managed by the Vice President for Business and Administrative Services. The responsibility for expending these resources is shared by the College administration.

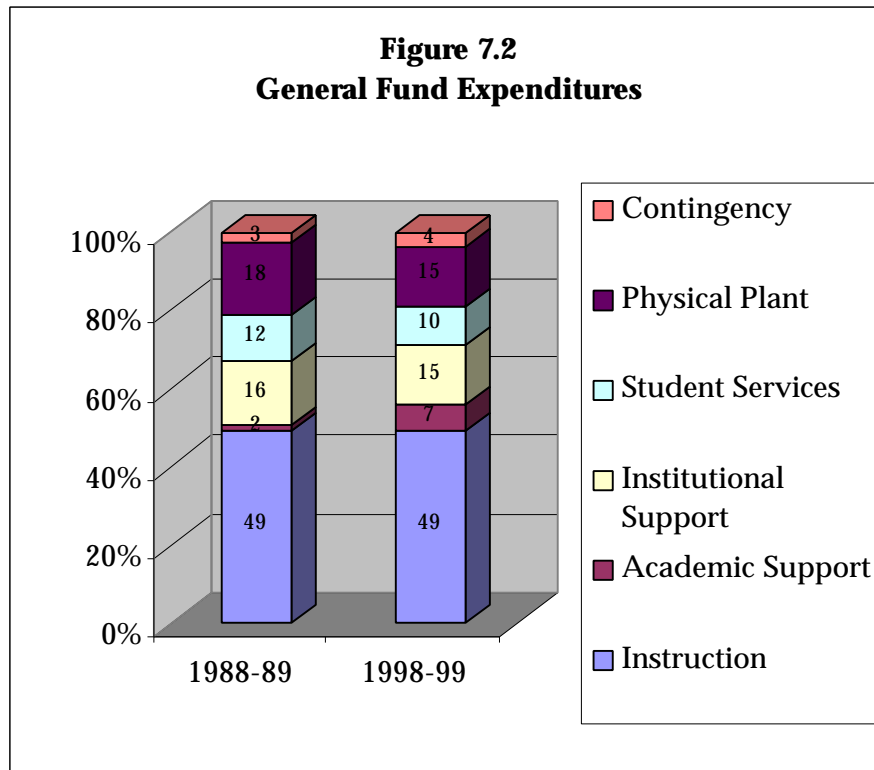
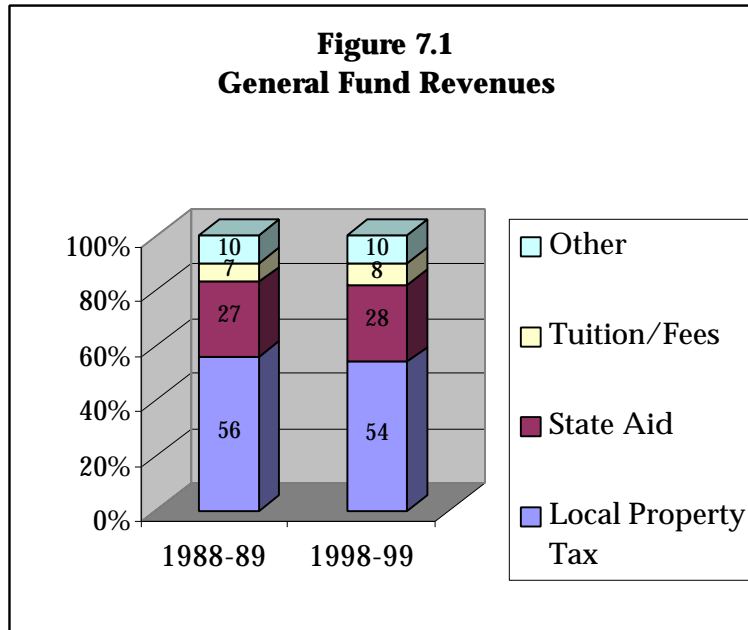
The Vice President for Business and Administrative Services distributes the planning process for budget development each fall. This document describes the tasks, who is involved, timelines and the expected results. The budget process involves broad participation by the whole College, begins in September and is completed in June with the public hearing and final adoption by the District Governing Board. Copies of the budgets are available in the resource room.

The District maintains its accounting records in accordance with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board of the American Institute of Certified Public Accountants and consistent with the Uniform System of Accounting and Financial Reporting for Arizona Community College Districts as promulgated by the Arizona State Auditor General and the State Board.

Arizona Western College is audited on an annual basis by the State Auditor General Office and has received an unqualified audit opinion on every audit. In addition, the District has not received a "Letter of Recommendation" from the auditors. A "Letter of Recommendation" lists problem areas found by the auditor that need to be brought to the attention of management and the District Governing Board. Copies of the audits from 1989-1996 are in the resource room.

### ***Financial Stability***

AWC is financially sound and continues to address the needs of its communities. Figures 7.1 and 7.2 below reflect the percentage comparisons of budgeted revenues and expenditures by source for the general fund for fiscal years 1988-89 and 1998-99.



During this 10-year period, local property taxes were as high as 62.0% of budget and state aid was as low as 24.7%. Property taxes are a significant resource supporting the College; they are critical to the financial health and stability of the District.

Public support for the District is evident by both counties supporting one of the highest tax rates of all the community colleges in the state. The District Governing Board is sensitive to the rate and is taxing at 80% of the maximum tax rate it could set by law for fiscal year 1998-99.

### ***Evaluating Financial Resources at Arizona Western College***

The Arizona Western College District lies within largely rural counties that face economic challenges; nevertheless, the College and its administration have worked within the confines of the economic challenges and effectively utilized available financial resources to meet the needs of the District's population. Recognizing the financial limitations has not prevented the Board and administration from delivering quality instructional programs consistent with the College's mission and purposes.

#### ***Strengths within the Patterns of Evidence***

- ***Financial commitment for effective teaching and learning.***
  - Since fiscal year 1988, the District Governing Board has approved 50 new positions, of which 23 have been new faculty.
  - The District continues to improve technology by ensuring that all faculty have computers and the necessary training to assist them in using this technology.
- ***Financial management to maximize the institution's capability.***
  - The District continues to maintain a strong financial position with adequate reserves.
  - The District's revenue sources are very stable, reliable and predictable.
  - The District has lowered its property tax in each of the last four years.
  - The resources are managed to maximize the District's ability to meet its Mission.

***Concerns within the Patterns of Evidence***

- ***Financial management to maximize the institution's capability.***
  - The District is concerned that state aid will not keep pace with inflation and growth, which will place a greater reliance on the local taxpayer and to students for increased tuition and fees to balance the budget.
  - Beginning in fiscal year 1999-00, the state will require community colleges to submit biennium budgets. At this time the methodology for figuring state aid has not been identified.

## CHAPTER 8

### Criterion Three – Part A: Educational Purposes

*The institution is accomplishing its **educational** and other **purposes**.*

#### ***Understanding Educational Purposes***

Criterion Three focuses on the educational purposes of Arizona Western College. Specifically the Commission refers to the College offering coherent and appropriate programs and to the assessment of the programs to determine effectiveness. With a focus on higher education, the Commission suggests our offerings should require students to use their intellect, stimulate student examination of values, teach students the importance of divergent viewpoints, and challenge students to engage with co-students and faculty in an exchange of ideas and attitudes.

#### ***Patterns of Evidence for Criterion Three – Educational Purposes***

Due to increasing emphasis being placed on assessment of student academic achievement, the self-study process looked for evidence of the following, student:

- proficiency in skills and competencies appropriate to college educated adults;
- completion of an identifiable general education component; and
- mastery of the appropriate level of knowledge for the degree or certificate earned.

In evaluating our AWC general education component, the following evidence was considered:

- a clearly stated philosophy and objectives;
- identifiable courses that stimulate students' understanding of personal, social and civic values; and
- courses ensuring proficiency in essential skills for college educated adults.

### ***Criterion Three – A Subcommittee***

The members of the subcommittee appointed to study the College compliance with the instructional component of Criterion Three included four faculty, the Dean of Instruction, Dean of Off-Campus Services, Director of the South Yuma County campus, one counselor and one student. The Dean of Instruction and one faculty member served as co-chairs for the subcommittee.

### ***Instructional Assessment at Arizona Western College***

#### ***Student Academic Achievement Plan***

The Assessment Plan, which focuses on learning, teaching and content assessment, evolved from faculty, staff, administration, and student conceptualization of institutional effectiveness. Teaching and learning have been identified as the main functions of the College. The plan was implemented in 1995.

Principles underlying the assessment plan are to:

- assess measurable objectives indicative of instructional effectiveness;
- include a broad base of stakeholder in the assessment;
- analyze the outcomes of the assessment; and
- adjust programs accordingly.

The student assessment plan states that the AWC will provide:

- the foundation for transfer to any Arizona public university with students able to complete a baccalaureate degree within three year after transfer;
- occupational AAS and certificate graduates with the technical knowledge and skills for entry into their major occupational fields;
- students with training for advancement in their current occupation with contract training being one avenue; and
- students with essential re-training required for re-entry into the work force.

#### ***Program Review***

Instructional assessment serves as a key element of institutional effectiveness at Arizona Western College. Program review serves as a major process for institutional

improvement. In the academic area, program reviews are scheduled for each program every five years. The first five-year cycle of instructional program reviews was completed in May 1998 with eight instructional programs areas completed in 1996-1997 and eleven in 1997-1998. Reviews of service and support units are also conducted.

Assessment techniques used in program review for instructional areas include:

- analysis of syllabi and course outlines;
- student final grades in courses;
- Perkins Performance measures;
- student and faculty focus groups, competency lists; and
- demographic data that includes national, state and local trend data.

Measures used to demonstrate effectiveness include:

- questionnaires and surveys;
- course schedules and catalogs;
- student transfer studies;
- general education;
- standardized testing; and
- the co-curricular transcript.

Assessment is designed to promote improvement in student achievement through collection and analysis of data with accompanying action plans. Each review focuses upon the goals of the program, what function is performed, for whom, by whom, when, how and how well. Strengths, weaknesses, opportunities for growth, and threats to the program are identified through a SWOT analysis. Based upon this, recommendations are made for improvement of student learning, program performance and student services.

To provide a defined summative analysis of institutional initiatives and to assist in institutional decision-making, a 6E Model is currently being pilot tested in three instructional programs. The 6E's are:

- Efficiency
- Effectiveness
- Effort
- Excellence
- Equity
- Ethics

As the College pilot tests the 6E model in three instructional program reviews in 1998-99, data elements have been defined as either being either “common” or “specialized”. Specialized elements are those that support the unique aspects of each program.

***Patterns of Evidence - Program Review***

In a sample of six academic and vocational program reviews completed in 1997-98 the following were identified as strengths and supportive of student achievement:

- quality of full-time faculty with proper credentials and up-to-date professional development;
- interdisciplinary subject matter;
- extensive offerings throughout Yuma and LaPaz Counties; and
- excellent computer technology and instructional resources.

Program reviews of these same programs identified the following as weaknesses limiting student achievement:

- lack of qualified associate faculty;
- lack of marketing strategies for programs, resulting in lack of student awareness of options;
- insufficient student tracking;
- lack of full-time faculty teaching at off-site campuses; and
- lack of physical resources for technical programs.

The program reviews have identified opportunities for their respective programs as:

- coordination of course offerings with other College departments;
- creation of specific programs to meet community needs;
- updating placement and tracking processes; and
- increasing NAU/AWC partnership program offerings.

Identified threats to one or more programs included:

- lack of marketing and advising efforts hindering recruitment for program;
- lack of qualified associate faculty in numbers sufficient to schedule courses;
- competition from private institutions; and

- need to increase full-time faculty.

Examples of recommendations with the corresponding responses by the College, based on the program reviews include:

- **Recommendation:** Increase the number of full-time faculty.  
**Response:** Full-time faculty positions have been added in Business, Computer Information Services, English, Mathematics, English as a Second Language, Administration of Justice, Science, and Reading.
- **Recommendation:** Develop marketing strategies to attract students into majors.  
**Response:** Brochures are being published for all programs. Faculty and staff participate in the area career fairs, serve as guest instructors in high schools and middle schools and talk with potential students at these events. High school students are invited to campus for tours, academies, and institutes for student leadership.
- **Recommendation:** Increase off-campus and evening course offerings.  
**Response:** The offering of off-campus classes has increased by nearly 40% over the past five years. Evening classes are offered on the main campus and on all of the satellite campuses. All of the academic divisions offer evening classes.
- **Recommendation:** Design courses that are responsive to community needs; i.e. technology based courses and modular instruction.  
**Response:** A technology committee was established to develop guidelines for technology based courses. Faculty grants for development of three technology-based courses were offered and three Internet and courses were piloted in 1997-98. Computer with CD ROM and multi-media programs and other Web-based technology are used in over 50% of all courses.

### ***Other Forms of Assessment***

Other components of academic assessment that are used to assure programs are providing students with quality preparation include both external organizations and internal committees. Examples of these include:

- Advisory committees assist vocational educators in establishing, operating, and evaluating programs that serve the needs of students.
- Business and industry members provide expertise pertaining to technological change thereby assisting faculty in maintaining up-to-date curriculum that is relevant to current practice in specific disciplines.
- External accreditation is required for some programs. These include but are not limited to: the Nursing Program by the National League for Nursing Accreditation Commission (NLNAC) and the Arizona State Board of Nursing; the EMS programs by the Arizona Department of Health Services (DHS); the Human Services Program by the Council for Standards in Human Service Education; and Law Enforcement Training Academy by Arizona Police Officer Standards and Training Board.
- The AWC Curriculum Committee, comprised of faculty representing all seven instructional divisions, reviews and approves new programs and courses and curriculum modifications. The Committee also advises the Dean of Instruction and Vice President for Instructional Services on general curriculum issues, instructional planning and academic standards.

Instructional assessment is also carried out through a series of informal pathways, which include the individual instructor's assessment of courses and student learning through a variety of in-class feedback mechanisms. Faculty hold department and/or division meetings on a regular basis to discuss student feedback on courses and programs, to make suggestions and to share new instructional ideas to improve and enhance student learning. Faculty and other members of the instructional team conduct informal assessment of student learning and courses through a variety of methods such as anecdotal self-reporting, classroom assessment strategies and observation.

### ***General Education***

The ultimate goal of general education at AWC is to enable students to continue to participate with active, discerning commitment in the political, ethical and aesthetic life of the community. AWC commits faculty and students to the pursuit of wholeness in learning by providing a curriculum that focuses intensely on values and meaning,

knowledge and understanding, imagination and creativity, reasoning and judgment, consciousness and existence. As a responsive program, the general education requires writing, critical reading, quantitative thinking, including the analysis and synthesis underlying reasoning. The general education curriculum is designed to assist students in examination of the links between various disciplines and the relationships among areas of knowledge. Besides acquiring basic skills, students are prepared by their learning to become global citizens with knowledge in the areas of intensive writing and critical inquiry; race, ethnic and gender awareness; global/international awareness; and historical awareness.

Students who intend to transfer to one of the State's public universities and are seeking an Associate of Arts (AA) degree, may take a minimum block of 41 semester hours of lower division core general education courses at AWC. These courses are part of the Transfer General Education Core Curriculum (TGECC) which was approved by the ten Arizona community colleges and the three public universities. This block of approved courses may be used to fulfill lower division general education requirements upon transfer to another Arizona public educational institution. Embedded within the TGECC courses are intensive writing and critical inquiry, global and historical awareness, and ethnicity, race and gender.

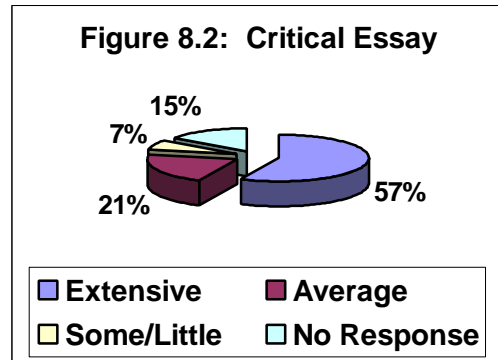
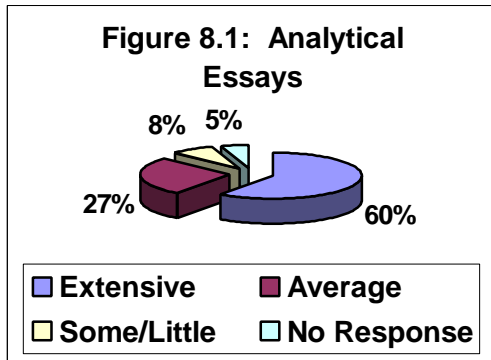
### ***Patterns of Evidence - General Education***

In May 1998, a survey of 220 graduates (166 responses) to determine how their learned skills and competencies correlate with the AWC goals of general education was conducted. Seventy-eight percent (78%) of the graduates indicated they had either an average or an extensive degree of learning in sixteen subject and imbedded areas (Student Survey to Assess General Education, 1998). In the survey, students responded to the statements shown regarding their learning to provide an assessment of how well AWC is meeting its general education goals in each specified area.

### ***Freshman Composition:***

Figures 8.1 and 8.2 depict the responses of the student sample to the two comments related to the composition course requirements for general education as stated below.

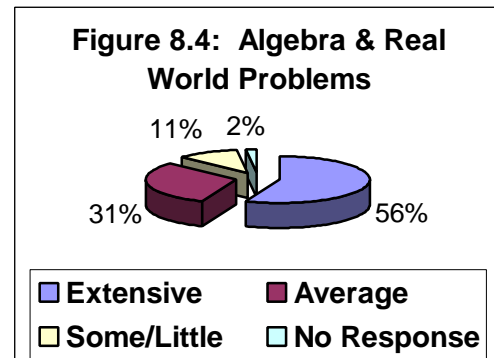
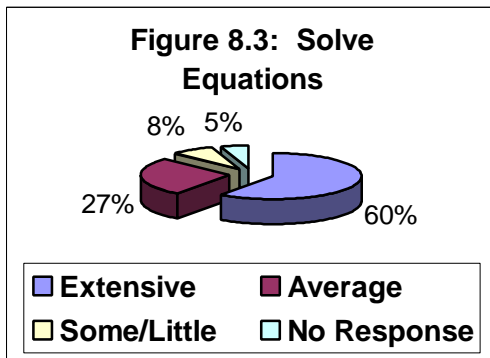
- I can now write clear, coherent, well organized analytical essays with thesis statements, adequate support, and a variety of effective sentence structures.
- I can now write unified and coherent documented critical essays.



**Mathematics**

Figures 8.3 and 8.4 demonstrate the student responses to questions related to the benefits of mathematics in the general education curriculum.

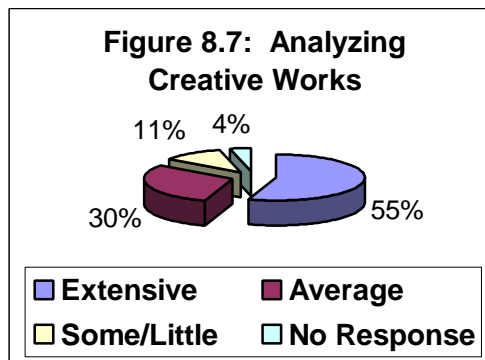
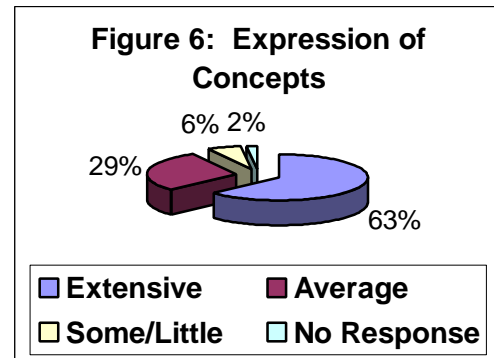
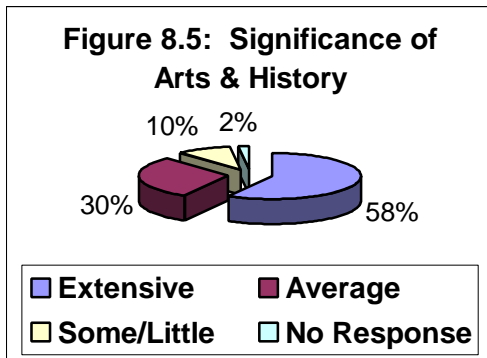
- I can now use algebraic skills to simplify expressions and solve equations; and
- I can now use computational and algebraic skills and technology to solved problems for real-world situations.



**Arts and Humanities**

Figures 8.5, 8.6 and 8.7 present graduate responses to the value of arts and humanities courses taken at AWC.

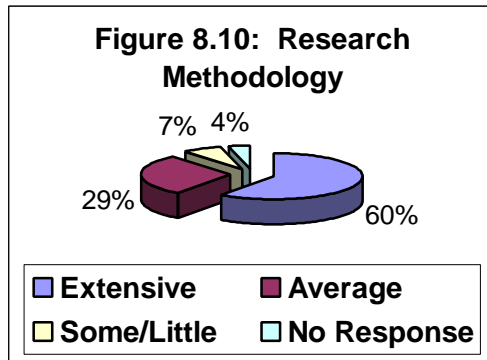
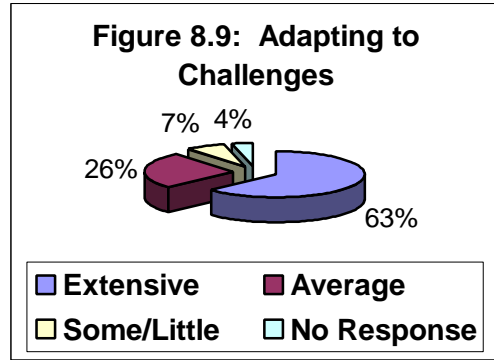
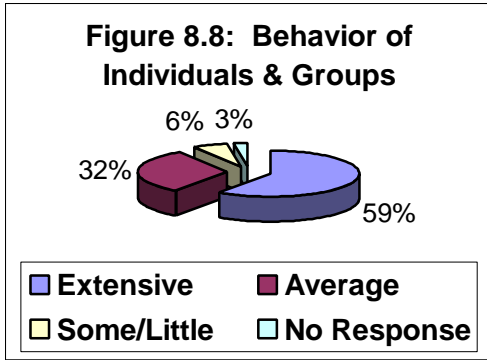
- I gained a broader a broader perspective of the significance of the arts and humanities throughout history.
- I gained new ways of perceiving the world through concepts expressed in the arts and humanities.
- I studied and analyzed significant creative works.



### ***Social and Behavioral Sciences***

Student responses to knowledge gained in social and behavioral science courses is graphically depicted in Figures 8.8, 8.9 and 8.10.

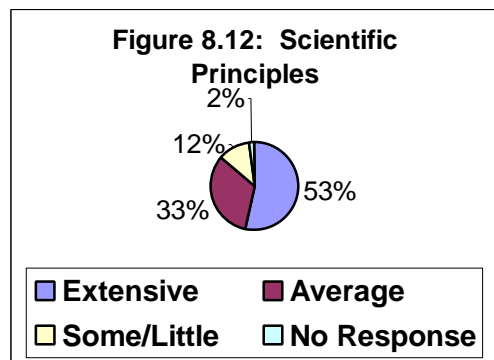
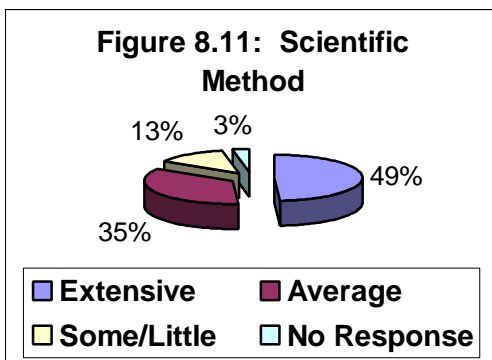
- I gained a better understanding of how people behave as individuals and groups.
- I gained ability to adapt to the challenges of everyday life.
- I increased my knowledge of research methodologies used in social and behavioral sciences.



**Natural Sciences**

Graduate responses to the questions below are reported on Figures 8.11 and 8.12.

- I can now apply the scientific method to the discovery and/or confirmation of scientific principles; and
- I can now describe fundamental principles of scientific disciplines and their applications to real-world problems.

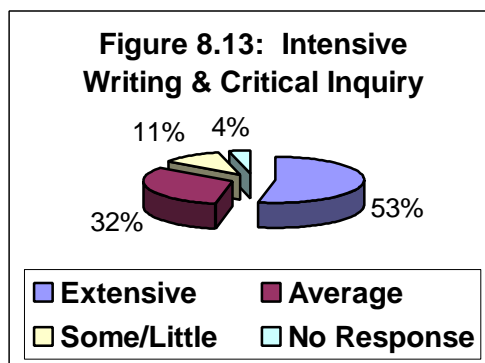


Other results of this survey, demonstrating how students perceive the relationship between general education criteria and their own proficiencies, are shown below.

### ***Intensive Writing/Critical Inquiry***

Figure 8.13 depicts the graduates perception of the relationship between intensive writing/critical inquiry writing and proficiencies they developed based on the survey question below.

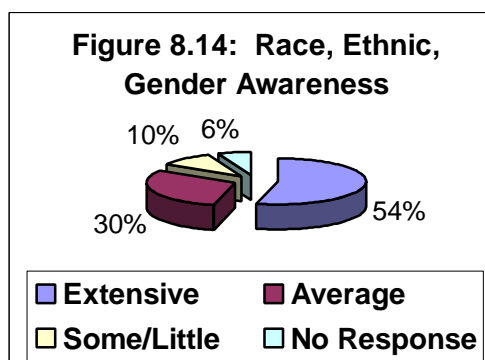
- I developed communicative competence in wiring papers, as well as gathering, interpreting and evaluating evidence.



### ***Race, Ethnic, and Gender Awareness***

Figure 8.14 demonstrates graduate responses to the following question designed to assess graduates perception to race, ethnic and gender awareness and their AWC coursework.

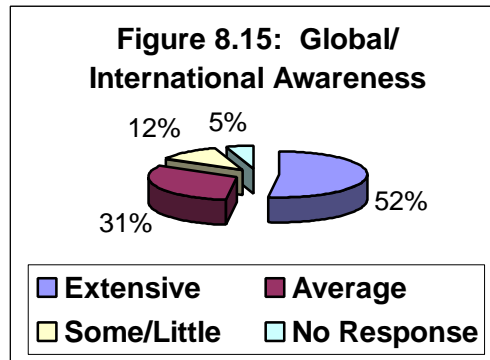
- I expanded my awareness of social, economic, political and psychological interactions between and among ethnic, racial and gender groups.



### **Global/International Awareness**

Figure 8.15 depicts the perception of graduates with regard to courses taken and changes in their global/international awareness based on the questions posed below.

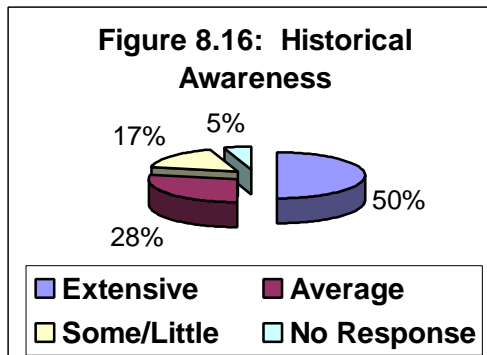
- I increased my understanding and appreciation of other peoples in a global (international) society.



### **Historical Awareness**

The relationship between AWC courses and historical awareness as perceived by graduates is demonstrated in Figure 8.16.

- With history as a major focus, I can now examine past human events, ideas, themes, or theories in a sequential manner.



In Summer 1997, there were 1,988 AWC students enrolled as transfer students in the three Arizona public universities: 321 at Arizona State University, 432 at the University of Arizona and 1,235 at Northern Arizona University. The average GPA for students transferring to the public universities was 2.90 at the point of transfer, and the average university GPA for these students was 2.87 at the time of the survey.

### ***Student Academic Support***

To assist students in achieving their educational and career goals, several forms of instructional support are provided for them. Students are aware of and make use of four instructional support initiatives:

- Tutoring Services
- Computer Services
- Library/Learning Resource Services
- Special Needs Population Services
- Assessment and Placement
- Educational Advising and Counseling

The support provided to the main campus and each of the eight off campus sites varies in a manner consistent with the size and characteristics of each site. Student awareness of instructional support services also varies from site to site.

***Tutoring services*** exist, in conjunction with classroom instruction, to support students' needs as they progress through courses and programs at AWC. The Learning Assistance Center (LAC) staff constantly strives to maintain quality and hire competent tutoring staff made up primarily of AWC students. To be eligible to serve as a tutor, students must have been successful in the course for which they provide tutoring, and they must be recommended by their previous instructors to tutor other students in the respective subject.

Main Campus surveys show that more than 50% of students at this site are aware and make use of these tutoring services: Student Support Services; Learning Assistance Center; and Each One Teach One. Surveys of those students who participate show satisfaction with the quality of tutoring. Although there are flyers and brochures posted around the campus, more students would likely take advantage of these services if publicity was institutionally organized. The same is true for tutoring services at three large off campus centers, South Yuma County's San Luis and Somerton Centers and LaPaz County's Parker Center. There is not an "Each One Teach One" tutoring system in place at these centers. This student support service could easily be implemented with an appropriate faculty/staff.

The AWC Community Education Center (CEC) and the Job Training Partnership Act (JTPA) Center are two relatively small AWC sites located in downtown Yuma. There are regularly scheduled tutoring sessions with students in the JTPA program, and the students report satisfaction with these. Students at the CEC report they could benefit from a modified “Each One Teach One” cadre of tutors with communication via telephone or email.

Other forms of support to enhance student success include computer labs, library services, placement testing and academic advisement and counseling. These services are provided through qualified staff who can provide students with guidance in selecting programs of study and achieving success in the associated courses.

Open access **computer services** are available for student use outside of regular classroom instruction. Surveys show that more than 50% of students are aware and make use of academic computing labs in the centralized and decentralized locations on the main campus. Satisfaction is rated as high. However, the use of the open access computer labs could be increased by institution-wide publicity, and having consistent hours of operation.

The same is true of computer services at two primary off campus centers, LaPaz and South Yuma County. In South Yuma County, there is limited accessibility to both students and faculty as the facilities are shared with local elementary schools. LaPaz Center in Parker has had a slow start and has also shared space with the local school district but now has a computer lab in one of its buildings. Students and staff using the CEC and JTPA Center report high satisfaction with numbers of workstations and access and guidance in the academic computer labs at these sites.

There is no academic computing lab capability in the two rural community sites of Wellton and Dateland where AWC student populations vary from 0 to 30 each semester. Establishing a few centers of communication via e-mail to these sites would help increase awareness and use of computing benefits.

**Library/Learning Resource Services** provides research tools, study group rooms, and resources to supplement students’ education. Main campus surveys show that more than 50% of students at this site are aware of and make use of library services. Surveys of those students who participate show satisfaction with the quality of library services. However, institutionally organized publicity could increase use by

community members, faculty, staff, and students. The role of the College's library has broadened from providing information to users to teaching the users how to navigate through information that continues to expand both in scope and format.

The same is true of library services at both large off-campus centers. The San Luis Center and Somerton Center, in South Yuma County, both receive library services via computer. Print documents and hard copies of texts are delivered via an AWC courier and through interlibrary loan services. LaPaz Center, CEC and the JTPA Center have limited library service. However, the inter-library loan system allows access to previously unavailable materials. Although fewer support services are offered at the off-campus sites, students report satisfaction with the level of quality.

The college has a **Special Needs** Coordinator, a Single Parent program and a Student Support Services program that deliver services to special populations. AWC provides services for students with disabilities (ADA), single parents, displaced homemakers, limited English proficient students, economically disadvantaged students, other at risk groups and first generation college students. Services include personal advisement, individual and group counseling support groups, Spanish/English and bilingual assistance, study skills workshops, and tutoring and special needs accommodations. In addition, special needs equipment is available to assist ADA students. The Curriculum Committee has taken steps to ensure the standardization of all course syllabi to include guidance for special needs students.

Basic skills **assessment and placement** tests are considered critical in planning a student's course of college study. The basic skill and placement tests assess the students' reading comprehension, writing skills, and mathematical ability. All degree-seeking students, as well as any student wishing to enroll in an English, mathematics class or general education course, are required to complete placement testing before registering. Students bring their placement test scores to counselors or advisors to discuss their educational and career plans as part of the advising and enrollment process. Sometimes, placement test scores are outdated due to an absence from school. This may result in a student receiving conflicting advice and consequently enrolling in classes that are not commensurate to their skill level. Placement test score rosters help to identify students who are registered in classes for which they do not possess the required skill level for the class, but this may create confusion during the first week of

classes. The new Datatel system scheduled to go on line by Fall 1999 has the potential to correct these misplacements. Since the adoption in 1991, there has been no formal review process established which addresses the effectiveness and the current computerized placement test (CPT). The College has begun evaluating the CPT with the establishment of a faculty-dominated assessment committee.

Faculty who serve as ***educational advisors and counselors*** are available to assist students in planning their program of study leading to the completion of degrees or certification requirements. This usually takes the form of the student selecting a major and, together with an advisor or counselor, planning a program of study to attain the students' educational and career goals. Each semester, students are required to have their program cards signed by a counselor or advisor. This helps ensure that either the students stay on track with their program requirements, or they modify career goals and plans.

### ***Student Tracking***

In an effort to improve data collection for tracking student activity, Datatel, an institutional software package, is being implemented at the College. As a result of receiving a Title III Grant, a second full-time staff person will be employed in the Institutional Effectiveness Office to enhance tracking and monitoring of student progress. Currently departments use a variety of tracking methods for to collect information regarding students in and graduates of their programs.

The public universities in Arizona supply reports to AWC on students who transfer to their institutions. These reports include data on GPAs, ethnicity and success rates in earning desired degrees. This information, in conjunction with anecdotal conversations, assist in the monitoring of AWC student success. The results of this information are recorded in the AWC Fact Book. For 1998, the current GPAs for graduates of AWC who transferred to the Northern Arizona University were higher than when they transferred, 3.08-3.21. The current GPAs for those who transferred to Arizona State University were almost unchanged from their transferring GPA, 2.79-2.76. For graduates transferring to the University of Arizona, their current GPAs were slighter lower than the transfer GPAs, 2.86 on transfer and 2.64 current.

***Evaluating Educational Purposes at Arizona Western College***

***Strengths Exhibited within the Patterns of Evidence***

- ***Student proficiency in skills and competencies.***
  - Students rate their learning in the areas of composition, mathematics and natural science as positive.
  - In the program review process, graduates identify ability to gain employment as positive and employers evaluate students as having the required skills and competencies to perform effectively.
  - The program review process provides an opportunity to assess the competencies of graduates and to provide guidance for ongoing revision of programs.
- ***Completion of an identifiable general education component.***
  - The Curriculum Committee ensures that courses are offered at a suitable level, that all general education requirements are met.
  - In evaluating their general education, 78% of the graduates indicate an their degree of learning in the 16 different areas related to general education between average and extensive.
- ***Mastery of the appropriate level of knowledge for the degree or certificate earned.***
  - Advisory committees and boards contribute to the appropriateness of vocational programs in relation to current industry standards.
  - Thorough assessment of specific programs using the Instructional Program Review process reveals the strengths and weaknesses, opportunities and threats to, all instructional programs with recommendations for improvement.
  - Vocational programs are in compliance with all external regulatory agencies that impact these programs.
  - AWC and NAU continue to articulate and expand programs, to benefit those individuals who value associate, baccalaureate and graduate degrees.

- Based on the information available, success rates of transfer students are high, and the students are maintaining their grade point averages in their upper division coursework at the three public universities.

***Concerns Exhibited within the Patterns of Evidence.***

- ***Student proficiency in skills and competencies.***  
Instruction could benefit from more systematic means to collect data on student proficiencies.
- ***Completion of an identifiable general education component.***
  - The Curriculum Committee adheres to a number of standards to guarantee proposed general education courses meet the general education criteria. However, members of the Committee do not interpret the standards consistently when new general education courses are brought forward for consideration.
  - New faculty could benefit from an orientation to the AWC general education philosophy and the supporting criteria.
- ***Mastery of the appropriate level of knowledge for the degree or certificate earned.***
  - AWC has limited comprehensive tracking of student success after transfer to upper division institutions, either as individuals or as graduate cohorts.
  - Likewise, there is limited data available to compare the success rates of transfer students with generic students at the States public universities.

***Recommendations***

1. DATATEL, once implemented, should improve student tracking by providing the data necessary for comprehensive instructional assessment.
2. The Curriculum Committee should continue to refine the general education criteria to better formulate measurable outcomes for the college's general education block.
3. Extend Each One Teach One to should be extended to satellite campuses.

## CHAPTER 9

### CRITERION 3 – PART B: STUDENT SERVICES

*The institution is accomplishing its educational and **other purposes**.*

#### ***Understanding Other Purposes***

Criterion Three, to meet the mission of the institution, incorporates the value of student services in meeting the mission of the institution in accomplishing its educational purposes. Student services provide critical assistance to students, helping them attain skills and competencies essential to college-educated adults, and also assisting them toward the completion of general and specific degree requirements in selected program of study.

The Commission suggests that institutional effectiveness goes beyond the educational effectiveness discussed in the previous chapter. Institutional effectiveness demonstrates how well the institution is accomplishing all of the purposes expressed in the mission and objectives, not only its educational ones.

#### ***Patterns of Evidence for Criterion Three - Student Support Services***

In developing the pattern of evidence to support this criterion, the Commission suggests evaluation of:

- transcripts that follow commonly accepted practices and accurately reflect student learning, and
- student services that effectively support the institution's purposes.

The College has assessed student services by applying Maslow's framework of basic needs as a frame of reference, and by asking the following questions whose answers reveal the impact of student services upon student needs:

- Are activities provided that challenge students to engage others in their environment in a free exchange of ideas and attitudes
- Do the activities stimulate examination and greater understanding of personal, social, and civic values?

- Do the services effectively support the institutional purpose?
- Is there effective delivery of these services to the entire AWC community?

### **Criterion Three-B Subcommittee**

The members of the subcommittee appointed to study the College compliance with the student service component of Criterion 3 included two faculty, the Vice-President for Student Services, three student service staff members, a member of classified staff and one student. The Vice President for Student Services and one faculty member served as co-chairs for the subcommittee. Surveys and focus groups were implemented to assess the effectiveness of student services and are available in the Self-Study Resource Room.

### **Student Services at Arizona Western College**

Arizona Western College's mission statement challenges all areas of the college to enhance people's lives through educational, career and lifelong learning opportunities. In order to be successful at this institution, students must fulfill not only their educational needs, but also personal and social needs. The area of Student Services is designed to provide an environment that supports and encourages growth of the whole person, including personal and social growth in order for students to also be successful academically. The primary goal of the student services programs is to assist students in becoming successful lifelong learners, which starts with academic success in the AWC educational setting.

### ***Level 1- Physiological/Survival Needs***

Food, drink, sleep, shelter, and basic health were identified as the physiological/survival needs. These most basic needs are related to biologic survival. If deprived at this level, a person has a strong drive to meet these needs often at the sacrifice of everything else.

Assessment of services available at AWC to meet basic physiological needs found the following:

***Financial Aid***

Per capita, AWC receives a substantial portion of the financial aid available for students. The amount is comparable to the aid received by other Arizona community colleges and universities. The staff is effective in identifying and blending resources (scholarships, loans, grants and work-study monies) so that students, depending on their qualifications, receive a combination of the sources to meet their financial needs.

AWC students have a variety of responsibilities. They struggle with cultural issues that at times restrict their academic progress; some have transportation problems; and many work to survive or to help support extended families. This creates a situation in which a large number of students lose their financial aid as a result of academic ineligibility.

Many students, even though the information is available, don't make themselves aware of the rules regarding financial aid. This results in students who give up on the process or don't use the process for re-entry into the financial aid arena. Few students apply by the priority date, resulting in confusion and frustration for students and staff when the semester begins. Those who apply late may not be funded, even when eligible for funding, due to depletion of monies allocated to AWC. Federal funding of certain programs is below the level-of-need for students at this institution.

***Health Services***

AWC is fortunate to have a health service on campus with registered nurses providing a wide variety of services. Students and staff have an opportunity participate in a variety of preventative, wellness and educational. Even though services are advertised through campus flyers and an Open House in the Health Services office, 48% of students indicated they were not aware of the services while 41% indicated awareness.

Although students, professional administrative staff, and faculty like the variety of free or minimal cost services available, including immunizations, health assessments,

blood drives, wellness program, crime prevention, mental health consultation and referrals, 59% of classified staff indicated the program has not been beneficial.

### ***Transportation***

Transportation has been an issue for students since the campus is located eight miles from the City of Yuma. A transportation system to provide access to the campus from the Yuma area was implemented two years ago. Buses are available to pick up and deliver students to campus and return them to town on a regular Monday through Thursday schedule. This service can also be used by dorm students who do not have vehicles and need to get into Yuma.

### ***Residence Life***

Students living on campus view the residence halls as safe, convenient, and reasonable in cost. Head residents who have the minimum of a bachelor's degree and live on the premises staff the Halls. On campus housing allows students to be at the center of college life. Rules and regulations are enforced, explained at staff orientation held each semester, and there is mandatory residence hall orientation. The student residence handbook is revised yearly. Private and handicap accessible rooms are available. Although head residents and assistants staff the residence halls many students are not aware that they can talk about their concerns to the residence hall staff.

There are a variety of activities, including games, intramural sporting activities and services that support student achievement and growth in the areas of academic success and personal development. These experiences broaden students' cultural awareness, improve their social skills, and help them learn the values necessary to succeed in life. Students like the Each One Teach One (EOTO) program and the immediate availability of academic tutoring in the residence halls. The mentor, Each One Teach One and student life programs demonstrate the positive impact of student development programs.

With the changing programmatic needs of AWC, including the development of the international student and summer programs, residence halls will need to be available on a year round basis. Currently the dining room is closed during breaks and summer. There are no room phones, computer lines or kitchen facilities available.

However, phones and computer lines will be available in residence hall rooms beginning Fall 1998.

The coordination between Financial Aid disbursements to students, the Business Office and the Residence Halls creates problems for students. The processing for clearing students into the residence halls and the processing of meal waivers is time consuming.

### ***Dining Services***

Two forms of food services are available on campus. Through a contractual food provider, food is available *a la carte* in the snack bar and all-you-can-eat in the cafeteria. These services are available to all students and staff. The food service contractor also provides catering for approved meetings on campus. Food services are available during Fall and Spring terms, Monday through Friday until 6:00 pm. No food service is available on campus during vacations, summer or after 6:00 p.m. While the quality of the food has improved, students and staff continue to express concern about the cost and the limited availability during evenings and weekends. With increasing numbers of classes being scheduled for these times, requests have been made to investigate increasing availability of food on campus.

Monthly meetings are held to discuss issues related to food service, but customers who use the dining services do not attend due to lack of awareness of the meetings. These meetings could provide an opportunity to discuss prices, variety of food, evening and weekends service, and employee issues.

### ***Level 2- Safety and Security Needs***

Once Level 1 needs are temporarily met, we have the need to feel safe. Protection, order, structure, and freedom from fear were identified as safety and security needs for students. People want to feel physically free from fear of illness, injury and premature death, and psychologically free from the threat of ridicule and embarrassment.

### ***Residence Hall and Campus Security***

The College provides a 24-hour dispatch/patrol service for escorting, vehicle problems, emergencies, and message delivery. The majority of students and staff indicate they feel safe on campus. Seventy-five percent of campus employees and students know of the services available and believe the department does a good job. Residence hall students like the fact that there is security for residence halls at nights.

Although students and staff feel safe on campus, there is concern with regard to lighting on campus. Few people use the escort service and want to have more emergency and non-emergency phones readily accessible to request assistance or report a concern.

### ***Discipline***

A Code of Conduct for Students was last updated in the 1980's and is currently being updated. In a survey, 53% of the students indicated awareness of the Campus Code of Conduct. Residence Hall students receive this information in a comprehensive orientation program required of all students residing on campus and are better prepared to follow the rules than are students not residing on-campus. Of those aware of the Code, both students and staff indicated they believed it was enforced in an impartial and timely manner.

### ***Level 3- Social and Belonging Needs***

Love, affection, friendship, and intimacy were identified as social and belonging needs for AWC students. Students are social creatures and need relationships with others. Relationship needs include belonging to a group, acceptance and understanding, love and affection and emotional intimacy.

### ***College Union Programming, Student Activities and College Sponsored Clubs***

There are a multitude of free or low-cost cultural, recreational and intramural offerings available to students. Free or reduced cost activities are available in a variety of areas including intramurals and the performing arts. Performers in the Performing Arts Series represent the diversity of backgrounds present in the AWC student body.

Many of the programs and activities are provided at a minimal cost to the institution due to partnerships with other organizations. The intramural program is very inexpensive to fund. Activities are seen as a vital part of a thriving college community even though the majority of students indicate the social atmosphere is not their primary reason for selecting AWC.

Communication regarding programs offered is difficult, especially with the commuter students. Attendance and participation in the programs and activities are less than desired, and there is a lack of faculty involvement. There is no activity time set aside and most activities are scheduled on weekends. Because performances are only scheduled from October to the beginning of March, more than one production may be scheduled during a single week, consequently resulting in competition for the already limited attendance-pool.

#### ***Associated Students Governing Board (ASGB)***

The Associated Students' Governing Board (ASGB) provides students with an opportunity to play a key role on campus by promoting student activities and the general welfare of the student body. The ASGB represents each full-time and part-time student and holds open meetings on a weekly basis. Monthly reports on the activities of the ASGB are provided to the District Governing Board by the president of the ASGB. Due to the transient nature and multiple roles of community college students, active and continual participation in this area continues to be a challenge.

#### ***Athletics***

The skills of teamwork, dealing with defeat, self-discipline and goal-setting are fostered through the sports programs offered at AWC. When evaluating compliance with Title IX, AWC does not have equal opportunities for female athletes. At least one more female sport is needed to avoid sanction. AWC will be in compliance beginning Spring 1999 with the addition of Women's Basketball.

It is difficult to schedule the available facilities, gym and fields, for the needs of various athletic groups. Practices have to be juggled around the class schedules of students, cafeteria hours, teaching responsibilities of coaches, need of various athletic groups: basketball, volleyball, basketball, cheerleading, soccer and football.

#### ***Level 4- Recognition, Achievement, Success and Esteem Needs***

Competency, usefulness, ability, mastery and self-esteem were identified as student needs for recognition, achievement and esteem. Needs for productivity, achievement and accomplishment can also be called esteem needs, in that the only continuous source of our feelings of self-worth, respect and esteem is our own satisfactory achievement. This level is where learning/education takes place.

#### ***Academic Advising***

Advising is available in each division and as well as from the full-time counseling staff. There are advisors from each academic division. Some areas specifically focus on the advisement of their majors. An off-campus advisor is employed for students who attend the off campus sites.

Degree seeking students are required to get their advisor's signature when registering or changing classes. Some students are unhappy about being required to get this signature for every little thing. It is difficult for students to get signatures in the evenings, at off-campus registration, and during the summer when faculty advisors are not available.

Students often see their advisor only during registration, resulting in rushed advisement. Advisement is sometimes fragmented, duplicated and confusing to student and faculty. Few advisors are available off-campus in the evenings, during classes and semester breaks, and full-time faculty members are frequently not available during summer. There is some expressed confusion between the roles and responsibilities of counselors and academic advisors that could impact student success if students are provided with inconsistent or inaccurate information.

#### ***Registration/Admissions/Student Data***

The registration process, once so slow that some students were unable or unwilling to stand in line long enough to completely register, has been improved through phone-in registrations made available for selected students. Current technology prohibits phone and internet registration for degree seeking students which

could decrease this time barrier. The installation and usage of Datatel will be instrumental in solving some of the technological problems related to registration.

Pre-registration is difficult as students have to pay in the spring for classes that do not begin until August. It is also difficult to receive advisement from full-time faculty advisors when the faculty members are concurrently scheduled with teaching responsibilities. Students have requested a waiting list for high demand classes once the sections are filled. The drop/add period is felt to be too short for classes held only once a week. Students may have to drop a class due to cancellations and be unable to add another to meet financial aid requirements.

Transcripts are currently maintained manually, making this information slow to obtain. It is difficult to get grades posted in a timely manner since they have to be hand-typed on the transcripts. This, too, should be improved with the implementation of Datatel.

### ***Student Recruitment***

There are frequent contacts with the area high schools through the liaison program. At this point, student and employee input indicates these visits need to be more frequent, focused on all students, and not just honors students, and aggressively advertised for much greater exposure in the high schools. Some programs have faculty who make high school visits a part of their recruitment efforts for their programs, but there needs to be a more exhaustive effort college-wide. Incentives that attract students to AWC include:

- Guest and College Express programs;
- VICA;
- Honors;
- Scholarships; and
- Athletics.

Courses are more frequently being offered through non-traditional delivery, interactive television and internet. These courses are reaching some students who have never before considered courses at AWC previously.

AWC is challenged in its recruiting due to the vast service area and diverse population. There is limited data available to drive the recruitment process or to

indicate which population areas are under served. Many people in the community, especially the non-traditional potential students, are unaware of AWC. In a survey, 54% of community indicated they used no services at AWC. Fifty-one percent indicated they were not aware of AWC, while 33% identified that AWC was common knowledge. Seventy-three percent of the community that responded indicated they were not attending AWC.

### ***Personal Counseling***

Culturally and ethnically diverse counselors are well-trained and available on site to assist students. Referrals to counseling services are made through faculty and staff. Students and staff indicate counselors provide education, career and goal planning, help students identify their options and solve problems, and provide guidance. Students who have received personal counseling indicate it was a positive experience. Faculty appreciate that counseling is available for students needing help beyond what the faculty can offer. Counselors maintain a referral network within community agencies to help students in need of specialized mental health services.

The duties and multiple roles of counselors leave little time for proactive, preventive mental health work. The majority of a counselor's time is spent on advising, teaching, and committee work, not in mental health. The interchangeably used title of advisor and counselor leaves some students and faculty unsure of the counselor role. When personal issues are not resolved students have more difficulty being successful in their academic course work.

### ***Orientation***

The majority of students receive no orientation although orientation is provided for residence halls students and other students with special needs. Students receiving specific orientation, Title IV and Displaced Homemakers, have greater success and academic achievement while at AWC. Without orientation student problems may not be identified until the student has already given up or is far behind in classes, cannot salvage the semester, and/or is in the process of withdrawing.

### ***Student Success Courses***

Student success courses are a proactive source of information offered by counselors to help meet the needs of all students, especially “high-risk” students. These courses assist the student in developing study techniques and provide information and strategies for making vocational choices and for clarifying personal value systems. Vocational research indicates these types of courses have a positive effect on the retention of students. The sequencing for offering these classes has developed by trial and error over the years. Students can request additional offerings.

Student success courses are usually taken by only a few students, 50-100 per semester, and mainly by students who have not had academic success in the past. Many students who need this information are unaware of the offerings, so for many, courses are not taken preventively to avoid problems but instead after there are significant problems.

### ***Career Development Services***

Partnerships with businesses have been established in several areas. These businesses are willing to sponsor student tours, internships, mentoring and shadowing. One-third of the businesses responding to a survey hired one or more AWC graduates. Twenty percent indicated that employees have been referred to them through the Career Development Office. The input from businesses is used to further develop Career Services.

There is a wide variety of services available through this Career Development, and students value these services. Services include:

- vocational information;
- interest testing for students and the general public;
- career research information;
- information on college and universities in the United States; and
- career development workshops and presentations on a variety of topics including resume’ writing, interviewing techniques, career search techniques, and job/volunteer referral and placement through employer contacts, on campus interviews and COOP opportunities for exposure and experience in a work environment.

Career Development is in the process of developing marketing materials and strategies and a brochure for employers and students. These materials will provide a means for coordinating with other career development programs at AWC, such as Tech Prep, School to Work, Job Training Programs and Economic Development Services.

Concern was expressed because of the limited awareness of the Career Development Center, both by individuals within the College and by the general public. As awareness increases, more full-time staff specifically trained to provide these services might be required.

### ***Commencement***

Consistent with the partnership between AWC and NAU-Yuma, a joint commencement is held each May. The majority of faculty, 70%, and staff, 63%, believe the commencement program is meaningful and personal for the graduates, providing an opportunity for public celebration of student success. This celebration meets the needs of those students who choose to participate. Likewise, the majority of faculty, 64%, and staff, 63%, believe commencement is helping meet the college mission.

There is no college-wide celebration for people who complete certificates. Some programs have ceremonies, but this is not a campus-wide acknowledgment. Acknowledging and celebrating this level of accomplishment may encourage them to continue their education and training.

### ***Specialized Student Programs***

**Student Support Services (Title IV).** Student Support Services is a grant funded program which serves low-income, first generation students and students with disabilities who have an academic need. The AWC program, which is under Title IV, has a substantial impact on instructional effectiveness. Listed below are four activities that directly impact the College's instructional effectiveness:

- ***Tutoring:*** AWC offers tutoring services to program participants in areas of mathematics and writing. Through tutoring, the goal is to enhance students' academic performance in the classroom, thereby aiding instructional effectiveness. Tutoring has been found to increase students' grade point averages.

- **Workshops:** Throughout the semester, the program coordinators offer workshops designed to increase students' academic and personal skills to better prepare them to understand college and its demands. Workshops focus on time management skills, note taking, the freshman year in college, preparing for examinations, goal setting and stress management.
- **Progress Reports:** Progress reports are sent out to professors around mid-term to gather feedback on the progress of students in the program. This aids in pinpointing students who may be at risk of failing a course while there is time to assist the student in planning for success in the course.
- **Staff Presentations:** The Director and coordinators put together a mini-presentation for faculty and staff in an effort to demonstrate the students' unique academic and personal needs. There is also discussion of strategies that can be used to enhance student comfort in the classroom, making them more likely to achieve educational and career goals.

Student Support Services is meeting the needs of high-risk students that include many of the students registered at AWC. As these needs are met, the students experience more success and progress in their classes and retention is improved. Almost 90% of students in the program complete the academic year, 90% of those with a 2.0 or higher GPA. Sixty-two percent transfer or graduate from AWC within 6 semesters, with 48% transferring to 4-year colleges or universities.

Although 91% of the faculty members are aware of Student Support Services, the services provided are not well understood by the faculty. Faculty members are an important piece in the referral of students who would benefit if enrolled in this program. Approximately half of the AWC students are aware of the services offered through this program. Eighty-one percent of the classified staff indicated awareness of the services and 32% see the services as excellent. Thirty-one percent of the faculty identified the quality of the services as good, and 33% believe the services need improvement.

Some faculty members are concerned that students are not learning how to write their own papers due to so much editing by others. There is concern that the student's work is not what is being graded. Faculty members are concerned that this creates too

much dependence on others when completing their work resulting in the students having great difficulty with in-class writing as well as future courses at AWC and the next level if the student transfers. Information from Title IV indicates the faculty should not edit students' papers. This contradiction in faculty perception and Title IV information may be a result of inadequate communication between faculty and the program.

**ADA Compliance.** An ADA specialist linked to the counseling department is to assist self-identified ADA students in the meeting of their special needs while attending this institution. There is a mixed response from special needs students regarding satisfaction with services. Upon request AWC has provided accommodations such as the Reading Edge, voice-activated computers and CCTV for visually impaired students.

Some students do not see AWC as a disability sensitive culture, even though there is a yearly AWC Disability Awareness Day. Faculty and fellow students need more education and information regarding special needs students and accommodations. Even though there are information brochures, in-service presentations, flyers on bulletin boards, information in the catalogue and schedules on the program available to faculty and students, some special needs students still indicate they are not completely aware of the services available to them and indicate there is a lack of publications regarding these services.

AWC has a limited facilities management program but continues to strive to meet the ADA requirements. An advisory committee who clearly understands ADA regulations could be involved in re-evaluating the facilities and program to insure AWC is in compliance. AWC has to decide whether to just be in compliance or to establish a special needs "friendly" environment that goes beyond minimal compliance.

**Single Parent, Displaced Homemakers Program.** The STEP program partners and collaborates with a variety of Yuma agencies to advertise the services and also provide additional resources. Collaborations are with Department of Economic Security, Housing Authority, Western Area Council On Government, Yuma County Coordinating Council, and the Healthy Families Program. Each STEP participant receives an individual orientation to the program from the case manager followed by an academic assessment. An Individualized Vocational Education Plan (IVEP) is developed to identify social service needs such as counseling, transportation, and

dependent care. Individual goals and needs determine IVEPs. There is a three credit orientation course for students who are enrolled in this program.

There are more qualified applicants than available resources for this program. The welfare reform changes requiring full-time employment are affecting this program, making it difficult for many people to balance full-time employment, family obligations and school. Faculty lack knowledge about program STEP that can assist them in referring students who might be eligible to the program.

### ***Retention***

Various services are provided at AWC to help students continue to be successful during their education. Tutoring; Single Parent; Displaced Homemaker program incentives; career testing; career advising from Counseling and Guidance; Each One Teach One (EOTO) in residence halls; Learning Assistance Center; Title IV Student Success Services and personal counseling improve the chances of retention. Although all of these programs are available, students, faculty and staff are not always aware of the assistance offered at AWC.

The college is committed to the improvement of the retention rate. An enrollment management committee has been established to address retention. Data collected from non-returning students suggests the major reason for not returning is due to the conflict of family and work responsibilities. This data can be used by the enrollment management committee in the development of a plan to increase retention.

### ***Level 5 - Self-Actualization Needs***

Self-actualization at occurs at Level 5 of Maslow's hierarchy. Personal growth, reaching one's potential and development of new skills were identified as student self-actualization needs. Characteristics of a self-actualizing person are a heightened awareness of living, wholeness, joyfulness, transcendence, unforgettable moments, unity and understanding. Self-actualizing people are continually meeting their basic Level 1 and 2 needs. They have intimate and loving relationships with a few special people (Level 3). They have a life's work that is very important and gratifying to them

(Level 4). Level 5 needs are addressed through activities, service and outreach to the greater Yuma community in a variety of programs.

### ***Performing and Visual Arts***

There are a variety of programs offered for community enrichment such as the Performing Arts Residencies. Some of the programs are offered for residents in the outlying areas of the AWC service area. These programs are designed to meet the needs of a 10,032 mile service area. The quality of programs is ranked as being high. Speakers address topics people want to hear or discuss. Programs are offered through collaboration with local schools to fund programs and offer performances to a wider public audience. Local schools enjoy performances at the schools that are free to their students.

There is no staff designated for this program which results in minimal advertisement and publication of events. There is low attendance at many of the events due to the cost to attend, unavailable transportation and the difficulty in scheduling time to attend these performances around the multiple roles and responsibilities carried by many of students and community members.

### ***Leadership Institute***

The AWC Leadership Institute is in its third year of service. It is free for all AWC and NAU-Yuma students, faculty and staff. The Institute is open to the public for a nominal fee of \$5.00 per session and meets on the first Wednesday of each month. Topics for each month are scheduled from recommendations received from participants and local experts are generally used as guest presenters. The program strives to incorporate a variety of topics that will enhance the leadership skills of individuals from the College community and the overall College service area.

### ***Evaluation of Other Purposes at Arizona Western College***

#### ***Strengths Exhibited within the Patterns of Evidence***

- ***Student services***
  - A diligent financial aid staff assists students in obtaining necessary financial aid.
  - AWC has an on campus health service providing a variety of services for students and faculty.
  - Student success courses and orientation courses have proven beneficial for student academic success. AWC has a health office staffed by registered nurses offering a variety of services for students and staff.
  - A bus system has been implemented to address the needs of students without transportation.
  - There is an increase in the number of student clubs and people participating in student government.
  - The number of students graduating from AWC continues to increase, and commencement is a meaningful experience for the graduates, faculty and staff.
- ***Transcripts***

Student and graduate transcripts are accurate reflections of the students' achievements while attending AWC.

#### ***Concerns Exhibited within the Patterns of Evidence***

- ***Student Services***
  - There is no clearly defined plan to recruit potential students and no one individual responsible for recruiting.
  - Student success courses would benefit by aggressive marketing in areas where student weaknesses are likely to be identified specifically in the Learning Assistance Center.
  - Food service is not available during vacations, summer, or evening after at 6 p.m.

- ***Transcripts***

Currently, grades are entered manually onto transcripts. This can delay processing and create difficulties for students or graduates needing transcripts within a short time frame upon completion of a semester.

***Recommendations***

1. A marketing plan for services needs to be developed and implemented to increase awareness and understanding of the services by students, faculty, staff and community.
2. In order to assure that publications such as the Code of Student Conduct are current, the College should establish procedures and schedules for updating publications.
3. Development of a mandatory student orientation program would be advisable in light of the improved academic success of students who currently receive an orientation. This may be facilitated by the receipt of a Title III grant. It might also be advisable to develop a comprehensive program for all students that is specialized to meet the needs of the various target audiences specifically traditional students, residence hall students, returning students with multiple roles, special needs students such those in Title III, students with disabilities and Displaced Homemakers.
4. A systematic plan for advisement and recruitment of students consistent with the community and College populations should be considered.
5. An advisory group of special needs students, faculty and staff who are knowledgeable about ADA requirements for discussions of ADA services should be established. In this way, the College can take an active, advocacy-oriented role encouraging self-identification and then provision and accommodation for those self-identified students with disabilities.

## **CHAPTER 10**

### **Criterion 4: Educational Effectiveness**

*The college can continue to accomplish its purposes and strengthen its educational effectiveness.*

#### ***Understanding Educational Effectiveness***

Criterion Four assumes that Criteria One and Three are met, that the institution has clearly stated purposes that are understood and that those purposes are accomplished. The focus of Criterion, then, is on the institutional planning for educational improvement, building on the assessment of academic success and growing from the self-study process. With a focus on planning, the Commission defines an effective planning process as ongoing, as involving representatives of all constituencies, and as taking into account present and projected internal and external circumstances that might impact the institution. The result is a written updated document, for use throughout the institution, which enumerates accomplishments, obstacles and other changes.

#### ***Patterns of Evidence for Criterion Four***

The Commission suggests the following as demonstrating an appropriate breadth of review for Criterion Four:

- a current resource base, financial, physical and human;
- decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges;
- structured assessment processes that are continuous, involve a variety of institutional constituencies, and provide meaningful information to the planning processes, students, faculty and administration;
- plans as well as ongoing, effective planning processes necessary to continuance of the institution; and

- resources organized and allocated to support its plan for strengthening the institution and its programs.

#### ***Criterion Four Subcommittee***

The Criteria 4 subcommittee had membership from across the campus community. Members included the Dean of Learning Resources, representing Instructional Technology, Academic Computing and Library Resources; a division chair representing a large diversified academic division with ten programs; two full-time faculty members; two administrative assistants; a financial aid administrator; the registrar; and a computer user support specialist.

#### ***Educational Effectiveness at Arizona Western College***

This chapter provides strengths, concerns, and recommendations related to the following statements:

- Human resources are sufficient to allow AWC to accomplish its purposes and strengthen its educational effectiveness.
- Physical resources are sufficient to allow AWC to accomplish its purposes and strengthen its educational effectiveness.
- Financial resources are sufficient to allow AWC to accomplish its purposes and strengthen its educational effectiveness.
- Governance structures and process enable the institution's leadership to respond quickly and appropriately to change from internal and external circumstances.
- The AWC assessment efforts provide for effectiveness in academic planning and student academic successes.
- All degree seeking students or those enrolling in General Education courses are required to take placement testing before registering. These results are used to place the student in the appropriate courses where successful completion is possible.

- The AWC assessment efforts have changed since the 1989 audit.
- The AWC planning process provides for effectiveness in academic planning and facilitates student academic successes.
- The AWC planning process has changed since the 1989 audit.

**Structure**

The Instructional Division structure provides the full-time and associate faculty with a voice at the Instructional Council (IC). This structure with its current seven instructional divisions has evolved over time and does not always reflect a traditional grouping of departments. The grouping is a result of physical location and an effort to evenly distribute faculty across the divisions. Divisions are structured around ten full-time faculty members as a minimum with one division currently supporting eighteen full-time faculty. Some faculty members do not feel they are adequately represented because the division chair is not a content specialist in each discipline.

The present formula for Division Chair release hours was re-evaluated two years ago. As a result, release time was standardized at nine hours for each division chair with teaching responsibilities at six hours each semester. Based on an analysis of the additional pay for extra duties and work days, it was determined by the administration that the current pay schedule was highly competitive with the twelve-month professional administrative positions at the College.

Sufficient positive evidence exists to support AWC's ability to continue to accomplish its purposes and to strengthen its educational effectiveness. Arizona Western College works to insure effectiveness and accomplish its purposes through a structure based upon participation of its members. Committees and task forces in a make recommendations that lead to decisions. Thus, they input into the processes. The recommendations flow upward and are reviewed at each level before reaching the President. All policy decisions are taken to the AWC Governing Board for approval.

However, communication was consistently identified as a weakness. The communication of recommendations and decisions is not defined or consistent. In addition, AWC lacks access to crucial demographic data upon which to base decisions. This problem begins with the lack of procedures to gather and input the data, which is

not something that will be solved by implementation of Datatel. Currently, there also is no comprehensive plan for how to use the data, although the Enrollment Management Team has proposed a preliminary plan.

### ***Human Resources***

Human resources are sufficient to allow AWC to accomplish its purposes and strengthen its educational effectiveness. Currently part-time faculty members exceed full-time faculty members by two to one. Part-time faculty members have limited opportunity for availability to students and participation in curriculum development. Due to other professional commitments, they are unable to participate in College sponsored activities for development of skills in the new classroom delivery methods. Requests for new full-time faculty positions come from Division Chairs and Department Heads. These requests are prioritized by the Instructional Council and forwarded to the Executive Committee and on to the President. These requests are considered in the budgetary process.

The College has recognized the need to keep faculty current with regard to new technology. Technical support must be provided. This includes hardware, software, and technical expert needs that have been addressed in the College's strategic plan.

### ***Physical Resources***

Physical resources are managed under the 1997-2000 Capital Improvement Program (CIP) approved by the Executive Committee, President, and AWC Governing Board through to the budget process. The recent Academic Complex and renovation of the Student Services building are referenced in the Arizona State Community College Board Annual Report 1995-96. AWC works with Parker School, Gadsden School District, Yuma Elementary District #1, Yuma High School District, Northern Arizona University, Quartzite and Wellton School District on joint use of facilities.

### ***Financial Resources***

The budget is built from the bottom up beginning in October of each year. Each department develops a base budget using the funding assumptions provided by

administration. These budget requests are forwarded via the division chair to administration for inclusion in the College budget. When the budget has been formulated, a general faculty meeting is held to present the funding decisions.

### ***Governance***

Governance structures and process enable the institution's leadership to respond quickly and appropriately to change from internal and external circumstances. Structural diagrams are included in the appendix. The Chief Executive Officer is responsible to the District Governing Board. The Arizona State Board of Community Colleges and AWC Governing Board are responsible for policy, and administration is responsible for management and process.

### ***Assessment of Effectiveness***

There is a detailed assessment process for faculty, professional administrative, and classified employees. The process allows for multiple sources of information. The appraisal results are reviewed up the chain of command and the results are placed in the employee's personnel records. There are procedures available to deal with disputes that may arise in the appraisal process. This appraisal information culminates in an interview with the employee and his/her supervisor where strengths and growth opportunities are discussed. Improvement plans are developed and the employee knows exactly what is expected. In situations where supervisors are responsible for only one or two employees, there is reluctance for the supervisor to be candid in the appraisal process and subsequent interview.

The faculty appraisal process is time intensive and requires the use of a computer analysis program written specifically for the AWC system. One employee thoroughly understands the computer program and how to fix any problems that arise. While the faculty process is regularly reviewed and revised, the professional administrative committee and the classified committee do review their processes for updating as need arises. The professional administrative process was revised two years ago.

The College has developed an assessment effort that is comprehensive and provides direction for evaluation and planning that is consistent with its mission, goals, and purposes. This plan articulates the timelines and processes of how student data is used to evaluate effectiveness. A new computer system, Datatel, is being brought on-line, and will be of assistance in gathering data needed for assessing effectiveness.

Instructional units have concern with the implementation process for DATATEL and the emphasis on bringing up the business side of the college first. Faculty members indicate that the instructional needs were not carefully considered during design of the process. Communication of the process and what needed to be done in what sequence for successful implementation was felt inadequate.

### ***Evaluating Arizona Western College's Educational Effectiveness***

The College can continue to accomplish its purposes and strengthen its educational effectiveness as evidenced in the assessment of its structures; physical, human and financial resources; and academic planning process. The leadership at the college has changed and has transformed the planning process from philosophical to very specific. The Master Plan 1992-1997 was developed using a committee structure that included all employee groups. The current Strategic Plan is process oriented. It is designed to be flexible and facilitate decision-making that drives the budget process. It provides direction for the next five to ten years.

#### ***Strengths Exhibited within the Patterns of Evidence***

- ***Financial, physical and human resources***  
The budget process starts at the department level allowing input from faculty and staff.
- ***Decision-making processes capable of responding effectively to challenges***
  - The instruction division structure provides for equity in the input and feedback at all levels.
  - A large number of employees are involved in decision making through the College committee structure.

- ***Structured assessment processes***
  - The employee groups, using the task force committee structure, developed faculty and staff appraisal systems.
  - The interview process in the appraisal system leads to accountability and plans for improvement between the supervisor and the employee.
  - The development of the assessment process for instruction allows for input from a variety of internal groups.
  - The College uses outcomes to make decisions concerning curriculum, staffing, facilities, and scheduling.
- ***Effective planning processes***
  - The AWC Planning Process strives to gather cross-sectional, college wide input that allows for a coordinated effort with less duplication.
  - The process is linked to the mission statement, annual goals and objectives.
  - An Institutional Researcher works with faculty and staff to gather the necessary data for decision making.
  - Recommendations for changes come from the bottom up when needs are identified.
- ***Resources organized and allocated to support its plan for strengthening***

Sharing facilities with Parker, Gadsden, Yuma District #1, Yuma Union High School District, Northern Arizona University, Quartzite and Wellton saves taxpayers in the district millions of dollars and provides better facilities for all partners.

***Concerns Exhibited within the Patterns of Evidence***

- ***Financial, physical and human resources***
  - Communication of the planning process was identified by members of focus groups as unclear both vertically and horizontally.
  - The budget is built 8 months in advance of the purchases, which makes it difficult to plan accurately for technology. However, requests that should

be in base budget sometimes are funded out of contingency or discretionary funds because of the early timelines established.

- ***Decision-making processes capable of responding effectively to challenges***

- The Executive Committee makes recommendations to the President in written action items. However, no minutes are kept of the Executive Committee meetings creating some staff to question what happens to their recommendations.
- There has never been an evaluation or analysis in terms of the effectiveness of the governance structure.

- ***Effective planning processes***

The Capitol Improvement Plan, completed annually, does have input from the Deans, but it does not have input from the division and department Chairs or other faculty and staff.

### ***Recommendations***

1. Implement consistent methods of disseminating information, keeping in mind that the information needs to flow both ways. Provide opportunities for formal and informal discussion of projects, plans and revisions for the College, for instance through faculty forums.
2. Review the plan for the division structure and establish criteria for inclusion of departments into division units using those criteria.
3. Review the process for technology requests to assure it provides opportunity for securing the most appropriate and current items.
4. Insure the new Datatel System reports data in a form which is usable in planning and making evaluations
5. Review institutional effectiveness measures for the strategic plan to assure they tie back to budgetary considerations and use of other resources.

## CHAPTER 11

### Criterion 5: Integrity

*The institution demonstrates integrity in its practices and relationships.*

#### ***Understanding Criterion Five – Integrity***

In assessing integrity, the Commission is seeking for evidence that the institution adheres to civil laws and the code of ethics accepted by the academic community. According to the Commission, values are reflected through policies and procedures, public documents, contracts and assurances that the institution does operate within these values. The Commission's looks for a distinction between what is written in policies and procedures and how the college carries out its activities.

#### ***Patterns of Evidence for Criterion Five – Integrity***

The Commission suggests an institution, in assessing integrity, consider the degree to which the institution has:

- student, faculty and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures;
- policies and practices for the resolution of internal disputes within the institution's constituency;
- policies and practices that are consistent with its mission related to equity of treatment, nondiscrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community;
- institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs;
- relationships with other institutions of higher education that are conducted ethically and responsibly;
- appropriate support for resources shared with other institutions;

- policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises; and
- oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

### ***Criterion Five Subcommittee***

The members of the subcommittee appointed to study AWC compliance with Criterion Five, Integrity, included four AWC faculty, one NAU faculty, the Campus Chief of Police, the Learning Assistance Center Director, a member of classified staff and one student. Two faculty members served as co-chair for the subcommittee.

### ***Evaluating the Purposes of Arizona Western College***

#### ***Special Needs Students***

According to the AWC 1997 Fact Book, the Fall semester Hispanic student population has increased eighteen percent since 1985, resulting in the Hispanic population being 46% of the 1996 student body. Approximately 54% of Fall semester students belong to minority populations. Due to the large winter visitor population, the proportion of white to minority students dramatically increases in spring semesters. In the Fall of 1996, Arizona Western College had a full-time student enrollment of 6,010 students. Of these, 2,736 (46%) were of Hispanic extraction, 185 (3%) were Native American (Indian), 150 (2%) were African American (black), 118 (2%) were Asian, and 110 (2%) were categorized as 'other'.

In the areas of physically challenged and learning disabled, statistics were somewhat murky. According to the Special Needs Coordinator, there are approximately 83 special needs students, with no statistics on the breakdown between physical and/or learning disability. Based on the number of handicapped permits issued to students by the Campus Police, it was estimated that approximately 30% of the disabled student body fall into the physically challenged category, and 70% are learning disabled.

### ***Hispanic Students***

Based on this demographic survey, it is appropriate that Hispanic students have more resources directed at assisting them, both in terms of dollars and personnel, than do other ethnic, linguistic or special needs groups. The point of first contact with these students is usually the Counseling Department that has three counselors who are fluent in Spanish and are capable of working with Spanish-only speaking students and two counselors who have some familiarity with Spanish.

Bilingual staff is available in Financial Aid, the Learning Assistance Center, the Library and through the Student Support Services program. Student Support Services reports having served a total of 240 students in the 1997-1998 year, 226 of them Hispanic. Of these, 180 had limited English or Spanish-only backgrounds. A MECHA Club is active on campus (*Movimiento Estudiantil de Chicanos Aztlan*), offering cultural and social activities to the Hispanic student population.

AWC offers a wide variety of academic and remedial classes designed for Hispanic students. These include a large ESL program, courses in Spanish and Chicano literature and theater. Efforts are made to recruit faculty and staff who are bilingual in English and Spanish.

### ***Other Cultural and Linguistic Minority Students***

The second largest group is Native American. In 1996, only one of these students sought assistance from Student Support Services. These students are reachable in the English language, utilizing programs developed for the general student population. While Native American cultural programming has been offered through the performing arts series, recent attempts to form a Native American club on campus have been unsuccessful.

In 1996, 150 AWC students, approximately 2%, were categorized as African-American. Many of these students have been brought to campus by the athletic program from large urban areas. There are few student services, social and cultural programming or other campus activities aimed specifically at this group. Last year, the Writing School, and the Honors Program, in collaboration with NAU, did bring in two African American writers, one from Jamaica, the other from Cameroon.

Students of Asian extraction numbered 118 (2 %) and 110 students were classified as "other." While efforts should be made to serve these students as part of the general student population, specialized social, cultural and academic programs aimed specifically at them will be difficult to develop and sustain, and the recruitment base is small.

***Physically Challenged and Learning Disabled Students***

While only 83 students are categorized as physically challenged or learning disabled, there appears to be a potential for expansion of student enrollment in this category. Federal law requirements on behalf of this student population are perhaps the greatest and most costly of those aimed at special student populations.

A focus group was created composed of present and former AWC special needs students, a representative of the state Department of Economic Security (DES), a vocational rehabilitation agency in Yuma, and representatives of the Saguaro Foundation, a Yuma organization servicing the special needs population. This group toured several campus buildings using the *ADA Checklist for Readily Achievable Barrier Removal*. The tour revealed that while Arizona Western College has made a recent and significant effort in upgrading campus buildings, walkways and parking areas to meet the requirements of the Americans With Disabilities Act (ADA) of 1990, there are still shortcomings. Newer buildings, such as the Academic Complex, are in greater compliance than older buildings such as the College Union.

Some handicapped parking spaces were noted to be located at points distant from classroom buildings, requiring physically challenged students to cross one or more streets. Questions were raised in regard to the convenience of handicapped parking spaces designed for students utilizing wheelchairs.

The consensus of the focus group was that the College needs additional staffing of trained and qualified personnel for ADA. A full-time counseling staff member dedicated to the special needs of this student population would strengthen the institution's ability to assist the special needs students. Finally, a need to educate faculty on the needs of physically challenged or learning disabled students in their classrooms was identified, as well as the necessity to make better known to them what services were available.

### ***College Publications***

The College advertises classes, as well as special events, in publications circulated in both Yuma and La Paz counties. Two of the publications in Yuma County are printed almost entirely in Spanish and were developed with the Hispanic population in mind. Fliers advertising specific classes or events are frequently distributed throughout the service area.

A few publications have listed incorrect dates, such as when some classes begin or end, the date of commencement and the date of an official holiday. The majority of errors occur in documents such as the semester schedules that are prepared several months in advance of the actual semester. As a result, changes are made after publication and these may not be well publicized.

Changes in publications are forthcoming as a new Director of College Relations and Development has been employed. His goal with regard to publications is to assure that all publications regarding AWC are of a high standard and consistent with regard to the information provided.

### ***Relationships with Other Higher-Education Institutions***

AWC has relationships in varying degrees with all of the Arizona major public universities and with other community colleges within the state. However, the three relationships that are formally defined are the educational partnership with Northern Arizona University, the weekend college program with Mojave Community College, and the agriculture program with the University of Arizona.

#### ***AWC/NAU Partnership***

The partnership between AWC and NAU in Yuma is by far the primary relationship AWC shares with other institutions of higher education. Since 1988, when AWC and NAU first entered into this partnership, it has developed into a well-coordinated cooperative that has successfully joined the missions of the two institutions while preserving the autonomy of each. Operational contracts are kept as simple as possible. Minor issues go through an administrative process, while major issues require the approval of the district governing board.

Communication is open and moving between the two schools. Members of both institutions collaborate seamlessly on nearly all matters concerning their common educational goals, programs, and services, and they equitably share facilities as the partnership continues to identify and address the educational needs of the region.

The partnership has certainly been very successful thus far. An active NAU-Yuma Advisory Committee assesses its ongoing effectiveness. Nevertheless, as the partnership matures, more formal processes may evolve to enhance the coordination of academic, student, and business services between the two institutions.

Together the two institutions continue to develop seamless 2 + 2 degree programs, with increasing articulation within the disciplines. Some programs even have developed articulation with the local high school district in a continuous 2 + 2 + 2 design. The future of such articulated programs is considered in the hiring of faculty.

Faculties of both institutions are represented on curriculum committees. AWC's Center for Teaching Effectiveness and NAU's Office of Instructional Development collaborate in providing professional development workshops, forums, and colloquia. Scheduling issues such as class starting and ending times, Spring Break, and commencement dates have been aligned while the individual academic calendars and class formats unique to each institution have been maintained.

Successful consolidation of many student services has taken many forms, such as the financial aid consortium and joint dissemination of course schedules, marketing, and advising information. The student services divisions of both institutions are housed together, providing a "one-stop-shop" for consortium students. Other service components such as the bookstore, food services, and the library are also shared effectively. For example, two full-time NAU librarian positions are integrated into the library staff with shared responsibilities. Certain electronic information services are provided by NAU, including a link to NAU Vista and other major library catalogs. Costs for these services and other joint ventures are shared equitably.

The AWC/NAU partnership's operational agreements are kept as simple and straightforward as possible. All facilities are shared equitably: the AWC food service, library, and bookstore are used jointly; interactive instructional television equipment is located in close proximity and shared to some degree; and the Academic Computing Center and the Educational Clearinghouse are operated jointly.

The established campus buildings have traditionally been the operational responsibility of AWC. The new Academic Complex was designed to accommodate the projected student population growth of both institutions over the next five-year period. The Academic Complex houses the offices of faculty and staff as well as the computer lab and classrooms for both institutions. The extent of the partnership is perhaps best exemplified by this new facility, built with NAU funds, and by the renovation of the joint Student Services offices, completed with joint funds.

### ***AWC/Mojave Community College***

For the past four years, AWC and Mojave CC have engaged in offering the Weekend College, a joint venture approved by both district governing boards. Utilizing compatible interactive instructional television technology, this program is designed for students at remote sites who would not be served through more traditional educational means. Faculty compensation is jointly agreed upon, and the course load is divided equally between the two institutions.

### ***AWC/University of Arizona***

The Agriculture Business Technology degree program was developed three years ago by AWC and the U of A, with support from NAU in Yuma. This program has been based on informal agreements and the good faith of the parties involved. It has experienced steady growth and is evolving into a more formal partnership that will begin utilizing the NAU-Yuma Interactive Instructive Television system in the fall of 1998.

### ***Resource Sharing***

AWC shares resources with other institutions through three primary partnerships. In an attempt to determine the level of integrity demonstrated by AWC in these relationships four persons were interviewed:

- Executive Director of NAU-Yuma;
- Director, Yuma Educational Consortium;
- University of Arizona Assistant Coordinator and agriculture faculty; and
- Vice President for Business and Administrative Services, AWC.

For the purpose of these interviews, integrity" was defined as the 'fairness and equity' demonstrated in the sharing of resources.

***Executive Director, NAU-Yuma***

The relationship between NAU-Yuma and AWC was described as being a strong relationship based on two cooperative partners attempting to more effectively utilize scarce resources. Two of the strengths of this relationship were identified as the proximity of the two partners and the actual sharing of physical resources such as the Academic Complex Building and computer, audio-visual, interactive TV equipment and library resources. At the present time there is excellent communication at the administrative level and a strong commitment to the partnership.

A weakness identified was the fact that some people are not strongly committed to the partnership concept. As an example, while a member of the NAU-Yuma staff serves on most AWC committees, the individual is not always involved or consulted in the earliest stages of some projects. The partnership needs to be "smart" in finding more efficient ways to fund programs, even to find new partners to better use the limited resources available.

Asked to identify any threats to the level of integrity in the relationship between the institutions, the Executive Director noted that if people lose sight of the ultimate purpose of the partnerships to serve the public better, it will result in a loss of trust. He also noted that it was especially critical that those in management positions remain committed to the partnerships.

***Consortium Director, Yuma Educational Consortium***

The Director stated that he believed one of the strengths of the relationship between the Yuma Educational Consortium and AWC was that AWC was the "main pusher" of the partnership and was very good at sharing resources. He also cited as strengths the fact that both AWC and NAU-Yuma stress the importance of the partnerships and it is one of the main considerations in making hiring decisions. "We have strong leaders who make it happen".

When asked to identify any weaknesses, he noted he foresees "turfism" surfacing on occasion, creating resistance to resource sharing. He identified as

opportunities for the following members of the partnership to work to the benefit of the whole:

- the city of Yuma in developing and improving the land usage now part of the Yuma Educational Park;
- the city police department in providing security services to all members of the consortium; and
- a post office to serve the educational, business and residential communities associated with or in proximity to the consortium groups.

He also stated he saw the possibility of more extensive use of the College as resources in elementary, middle, and high schools. Sharing resources has benefited from strong leadership overcoming most of the obstacles.

***University of Arizona, Assistant Coordinator and Faculty, Agriculture***

The University of Arizona Assistant Coordinator stated that AWC shares resources with his program, office space in the agriculture building and fields, computer lines, classrooms, greenhouses and the bookstore. AWC has been very fair and helpful in the sharing of resources, and the program relies on AWC counseling staff referral of students to the U of A agriculture program. He works most closely with the Division Chair of the technology and agriculture sciences program. This relationship is very supportive, "a 100% partnership".

He identified three areas of weakness in the collaborative program: lack of direct access to AWC record information, specifically, to individual class schedules and student grades (which hampered his ability to serve students efficiently); a weakened joint marketing program (which hopefully will improve when a new director comes on board); and the green houses being in disrepair (which involves soliciting the services of the physical plant).

***Vice President for Business and Administrative Services, AWC***

The vice president described the strengths of AWC's relationship with other institutions relative to resource sharing as one that is guided by commitment, communication, openness, simplicity and trust. There is a commitment to the concept of partnership at all levels of administration. The goal of each partner is to provide the

highest quality product at the best cost with the student placed at the "center of focus". He stated that simplicity was important, and partners do not focus on minor issues but make decisions and move on to accomplish the established goals. He used the bi-weekly meetings of the AWC President and school district superintendents and his own regular meetings with the NAU-Yuma executive director as examples of the frequency of the communication process.

One weakness is that there sometimes appears to be resistance or lack of support by some people in the respective organizations. He also stated that distributed information does not always get to all parties, and lack of information can cause resistance. Also, the partnerships have not always been effective in getting information out to external constituencies, which has resulted in commitments such as the K-20 model being a "best kept secret". Finally, he stated that the need to work around some legalistic boundaries has a tendency to weaken the partnerships.

He believes there are opportunities for improving communication to external environments on the potential of what these partnerships can accomplish. Programs such as the recent WOW program with U.S. West was cited as an excellent example of creating an opportunity to bring the community onto campus to learn more about AWC and its partners.

All of those interviewed identified as a "potential" threat the changing of leadership in the partners. However, while the political process poses a threat, it has not been one thus far.

All operational contracts are channeled through the office of the Vice President for Business and Administrative Services. The drafting process involves all parties for each contract. The College attorney reviews each one and approves it for signing by the Vice President and President. This process is the same for both non-governmental and intergovernmental contracts. Contracts in excess of \$50,000 must go to the Board for approval.

### ***Grievance Policy and Procedures***

The Arizona Western College Policies and Procedures Manuals and Campus Code of Student Conduct contain policies to ensure that all students have a means of

due process to address their grievances. All records associated with the grievance process are maintained as confidential. The grievance procedures and policies are printed in the College Catalog and in the *Campus Code of Student Conduct*. The Code of Conduct is currently being revised.

The *Arizona Western College Employee Guidebook* summarizes the relevant procedures from the Procedures Manual. The *Employee Guidebook* is currently under revision.

### ***Student Associations***

AWC, through its college-sponsored student organizations and clubs, seeks to provide all students with basic experiences in social and personal development. Each student has the opportunity to become an integral part of the campus community, to develop social interaction skills, and to foster leadership skills as a member of a student association.

In an attempt to evaluate whether AWC does indeed fairly and equitably provide opportunities for social and personal development for all students, the Student Life Director was interviewed, a student survey was conducted, and pertinent manuals and forms were collected and reviewed.

The purposes of clubs and other student organizations were identified as providing insight to working with others and to advancing the goals and objectives of the group. Any student is free to charter a club or organization as long as the student follows the procedural guidelines for establishing the organization. When discussing weaknesses, it was indicated that generally neither the faculty nor the administration emphasizes the importance of extra-curricular activities for student development.

Two recommendations were made, based on a definition of 'integrity' as 'providing wholeness to the college community it serves.' The first was creation of a student organization activity period to allow students free time, which does not conflict with the scheduling of classes, to participate in student organizations. The second was establishing a student orientation program with a triad approach. Under this orientation program, the student would be assigned either a faculty member or

administrator or another staff member to serve as a mentor. This program would allow AWC, as an institution, to take a holistic approach when addressing student needs.

AWC provides an established set of procedures to ensure fairness and equity to all students seeking to charter a student organization. The process for establishing a student organization is a simplified process, and a detailed advisor's manual for student clubs and organizations is provided to each advisor.

### ***Intercollegiate Athletics***

AWC continues to demonstrate integrity in its Intercollegiate Athletic Program by striving to provide equal treatment for both male and female student athletes, by following generally accepted practices and NJCAA guidelines in its recruiting, and by informing the student athlete of expected codes of conduct.

In an assessment of whether AWC demonstrates integrity in its policies and practices related to intercollegiate athletics, the Athletic Director was interviewed. Furthermore, documents pertaining to the policies and practices of the Intercollegiate Athletic Program were collected and reviewed.

For the purpose of this assessment, integrity was defined not only as "fairness and equity" but also as "providing wholeness and equality to the college community." Specifically three areas were addressed:

- Does AWC provide equality for both men and women student-athletes as mandated under the *Athletic Equity Act* (Title IX)?
- Does AWC demonstrate integrity in its recruiting practices?
- Is the student-athlete adequately and fairly informed of the expected standards of conduct?

### ***Athletic Equity***

AWC falls short of the mandates of the *Athletic Equity Act* under Title IX. AWC has six intercollegiate sports: four in the men's division and two in the women's division. Men's teams received an estimated 77% of the athletic operating budget for the 1996-97 academic year. The Act also contains a provision that a college cannot eliminate a sports team that is in existence (e.g., a men's sport) to create another sport to

bring the community college in line with the *Athletic Equity Act*. Thus, AWC is in the process of establishing and implementing a Women's Basketball team for the 1999-2000 season.

AWC strives for fairness and equity in recruiting student athletes. To ensure fair and equitable treatment of the student athlete on scholarships, care is given to complete appropriate forms: NJCAA Letter of Intent and Scholarship Agreement and the NJCAA Athletic Scholarship Certification Form. Current NCAA Transfer Guides are provided for any student athlete who intends to transfer to another institution.

To address the question of whether AWC fairly and adequately informs student athletes of expected standards of conduct, a review of the policies and methods of informing them was conducted. It was found that each student athlete is informed of expected conduct both orally and in writing. In addition to conforming to the policies set forth in the *Campus Code of Conduct*, the student athlete is required to uphold a higher code of conduct as a representative of AWC in intercollegiate sports. Coaches may have additional restrictions on conduct.

### ***Evaluating Arizona Western College's Integrity***

#### ***Strengths Exhibited within the Patterns of Evidence***

- ***Student, Faculty and Staff Handbooks***  
Student and employee handbooks provide information regarding grievance procedures and are currently being revised.
- ***Grievance Policies and Procedures***  
Grievance policies and procedures that provide due process for students and staff are established and printed in the Policy and Procedure Manual. They are reviewed and updated on a regular schedule by the Policy and Procedures Committee.
- ***Diverse Educational Community***
  - Efforts to accommodate the academic, cultural, and social needs of Hispanic students are significant.

- Efforts to upgrade campus buildings, walkways and parking areas to meet the requirements of the *Americans with Disabilities Act* (ADA) of 1990 have been accomplished.
- ***Institutional Publications, Statements and Advertising***
  - AWC uses a variety of forms to communicate its programs to the community, i.e., publications, media and special fliers.
  - Brochures describing each program offered by the College are being developed for recruitment with an emphasis on consistent information being provided.
  - To better serve the Hispanic population, efforts are being made to use their newspaper and to publish more information in Spanish.
- ***Relationships with Other Institutions***
  - Members of both AWC and NAU collaborate seamlessly on nearly all matters concerning their common educational goals, programs, services, and facilities and their partnership continues to identify and address the educational needs of the region.
  - The NAU and AWC partnership provides higher education options in Yuma and LaPaz County residents from associate through graduate degrees.
  - The AWC and Mohave Community College Weekend College program provides educational opportunities for students in remote areas.
  - Shared resources with NAU, the University of Arizona, and Yuma Educational Consortium provides economic benefits to all parties allowing them to better serve their constituencies.
- ***Intercollegiate Athletics, Student Associations***
  - AWC coaches and assistants for all AWC intercollegiate sports practice accepted standards when recruiting potential athletes.
  - All students, regardless of race, ethnicity, gender, religion or political persuasion have an opportunity to become an integral part of the campus community through its student associations and activities.
  - The policies for student organizations focus on assisting the student to become aware of and participants in the community.

- ***Contractual Agreements***

All contractual agreements are established through a uniform process. The contracts clearly define the rights and responsibilities of both parties.

***Concerns Exhibited within the Patterns of Evidence***

- ***Student, Faculty and Staff Handbooks***

Student and employee handbooks have been under revision for several years.

- ***Diverse Educational Community***

Although the Native American population at Arizona Western College is small, the geographic area in which AWC is located offers a potential for expansion of enrollment in this category.

- ***Institutional Publications, Statements and Advertising***

Due to printing deadlines, changes are required in class schedules after the publication has been distributed.

***Recommendations***

1. Greater efforts should be made to offer cultural programming and academic course work aimed at the Native American and African American student.
2. A complete assessment of all campus facilities, utilizing the ADA guidelines should be made, and deficiencies corrected in a timely fashion.
3. A consistent mechanism for communicating changes to published schedules should be established.
4. New student orientation should include an orientation to student organizations and activities in new student orientation as well as scheduled events to promote participation.

## **CHAPTER 12**

# **The Arizona Western College Request for Accreditation and Self-Study Summary**

*Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz counties.*

Mission Statement  
Arizona Western College

The Mission Statement of Arizona Western College not only encapsulates the purposes and work of the institution but provides the most economical summary of the College's self-study results. The focused work of more than fifty faculty, staff and students, working in eight separate committees for approximately nine months, has resulted in a solid confirmation that the College effectively works to deliver educational, career, and lifelong learning opportunities to the people in Yuma and La Paz counties.

### ***Request for Accreditation***

Arizona Western College, including all its sites within Yuma and La Paz counties, requests continued affiliation and accreditation status by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education. This request for continuing accreditation is based upon the results of this self-study, which demonstrate that the College meets the Commission's General Institutional Requirements and Criteria for Accreditation.

The following is a review of the College's achievement in meeting of the Commission's accreditation criteria. The review is conducted along two avenues: the first considers the College's achievement in meeting the Criteria for Accreditation by condensing the patterns of evidence; the second summarizes the strengths, concerns and recommendations. Although such a summary tends to dilute the breadth and depth of reports from various committees, it does provide a flavor of the self-study.

### **Meeting Accreditation Criteria**

#### **Criterion 1**

*The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

#### **Related Self-Study Chapter**

Chapter 3      Mission and Purposes

#### **Pattern of Evidence Summary**

- Within the past two years, Arizona Western College, through a cross-institutional process, systematically analyzed and evaluated its Mission Statement and Purposes Statements and thoughtfully redrafted these statements to articulate more accurately the work of the College and to assure that the Purposes more effectively link to the College's Mission.
- Through public presentation and meetings, as well as traditional publications, such as catalogs, schedules, and brochures, the College conscientiously informs the public of its Mission and Purposes.
- The College President has brought to the institution a high standard of strategic planning which includes consistency with the College's Mission and Purposes.
- Constituent surveys and examinations of institutional programs suggests that the College's curriculum design and instructional purposes encourage the free exchange of ideas within an environment of impassioned teaching that promotes higher levels of critical thinking and inquiry.

**Criterion 2**

***The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.***

***Related Self-Study Chapters***

Chapter 4	Governance
Chapter 5	Human Resources
Chapter 6	Physical Resources
Chapter 7	Financial Resources

***Pattern of Evidence Summary***

- Consistent with Arizona statute, Arizona Western College has a duly elected governing board which represents the people of Yuma and La Paz counties and which is informed and responsive to the needs of the institution.
- Examination of resumes suggests that the College's administration has the appropriate background, preparation and experience necessary to provide ongoing and innovative leadership for the institution.
- The organizational structure of the College and its published policies and procedures allow for an effective operation of the institution, which includes the participation of faculty and staff in the decision making processes.
- Arizona Western College adheres to standards established by the Arizona State Community College Board to maintain a cadre of qualified instructors, while also providing opportunities for feedback and professional growth.
- Through the development of capital needs assessments and innovative shared space agreements, the College provides sufficient, high quality instructional space, including supporting technology and financial resources.
- Participatory budgetary processes and sound financial administrative practices assure the College's ability to achieve its educational purposes.

**Criterion 3**

The institution is accomplishing its educational and other purposes.

***Related Self-Study Chapters***

Chapter 8 Educational Purposes

Chapter 9 Student Services

***Pattern of Evidence Summary***

- Student and graduate survey results suggest positive responses to inquiries regarding learning in composition, mathematics and natural sciences, as well as gaining employment.
- Dominant responses to survey items regarding the degree of learning in General Education subject areas ranged from average to extensive learning.
- The College's use of advisory boards, committees and college-wide program reviews assures the institution's programs provide the appropriate level of knowledge for the degrees or certificates earned.
- The College's graduates who continue studies at universities maintain high success rates.
- Necessary and appropriate student support services, addressing such needs as financial aid, advisement, learning skills, health, and transportation, are provided to facilitate students' success.
- Transcripts are secure and accurate for current students.

**Criterion 4**

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

***Related Self-Study Chapter***

Chapter 10 Educational Effectiveness

***Patterns of Evidence Summary***

- Academic and curricular decision-making at Arizona Western College, as well as decisions regarding financial, physical and human resources, allows for broad faculty participation.
- Effective and equitable assessment processes provide feedback to faculty members to determine professional growth needs, as well as to instructional divisions to make essential curricular, staffing and scheduling decisions.
- Planning processes at Arizona Western College, which are linked to the Mission Statement and Purposes, include cross-sectional data collection and broad campus input to identify needs and to develop recommendations.
- Through innovative partnerships the college has efficiently and effectively organized resources to support both tactical and strategic planning.

***Criterion 5***

The institution demonstrates integrity in its practices and relationships.

***Related Self-Study Chapter***

Chapter 11 Integrity

***Patterns of Evidence Summary***

- The College publishes, distributes, and adheres to policies and procedures related to student and employee grievances; such procedures allow for appropriate due process.
- Ethnic, cultural, linguistic, and physical disability concerns are addressed in the delivery of the College's programs and services.
- The institution uses a variety of communication formats, coordinated through a central campus office, to notify the community of its programs and services. Spanish language formats are included in this variety.
- Arizona Western College has developed integrity-valued relationships with local elementary and secondary schools, as well as other community colleges

and universities in the State, to efficiently deliver quality programs and services.

- Arizona Western College supports and adheres to accepted standards in the recruitment of athletes and the oversight and operation of these programs.
- Clubs and associations on campus are operated equitably.
- All contracts entered into by the College clearly define rights and responsibilities of all parties.

### ***Strengths of Arizona Western College***

#### ***Quality of Personnel***

- ***District Governing Board Members***, as ultimate agents of College policy and direction, bring backgrounds and experiences that reflect an interest in the community and an understanding of higher education. While recognizing the College's strengths, the Board Members are also aware of the contemporary challenges facing the institution.
- Arizona Western College's ***Chief Administrative Officers*** have the education and experiences that allow them to meet the demands and challenges required in higher education. Additionally, the College's President brings to Arizona Western College a "frame-breaking" vision to carry the institution into the next century with a number of strategic initiatives.
- The ***Faculty*** of Arizona Western College are committed to creating learning environments which are consistent with recognized standards in higher education and considerate of the diverse needs and learning styles of the student body. In selecting its faculty, the College adheres to standards established by the Arizona Community College Board -- all consistent with the Commission's recommendations.
- In support of the institution's educational purposes, the ***College Staff*** facilitates the success of students by effectively and professionally providing appropriate support services based on individual need.

***Decision-Making as an Effective and Participatory Process***

- Under the direction of the College's President, the institution has implemented a value-driven model of decision making which addresses: Excellence, Equity, Efficiency, Effort, Effectiveness, and Ethics.
- The College's decision-making process includes the needs and welfare of the College community, with participation by faculty and staff, as well as representation from the community at large.
- The College has increased its level of accountability through the planning process by focusing on tactical and strategic plans in various departments and other college units.
- Comments from the College constituency suggest an elevated confidence in the flow of ideas, which are given heightened credibility.
- The College keeps the public informed about its institutional goals and accomplishments.

***Commitment of Human Resources, Programs and Resources to Achieve Excellence***

- In the last ten years, the College has increased staffing by fifty new positions, which included 23 new faculty positions.
- The College has a visionary climate which encourages development and growth.
- The College fosters an environment of growth through impassioned teaching and learning which encourages higher levels of critical thinking and inquiry.
- Curriculum development encourages a free exchange of ideas and innovation.
- Systematic evaluations of a formative nature allow faculty an opportunity to identify their strengths, weaknesses, and areas of growth.
- The College commits a high level of resources toward professional development of faculty and staff.
- All faculty and staff have computers on their desktops and access to technical support.

- A Facilities Management Plan sustains sufficient space for instruction, assures appropriate preventive maintenance, and projects future needs.
- The College addresses the needs of individuals with disabilities, continuing its effort to comply with requirements of the Americans with Disabilities Act.

***Development of Effective Partnerships***

- As a jewel in the institution’s crown of partnerships, Arizona Western College and Northern Arizona University continue to articulate and expand programs to benefit those individuals who value associate, baccalaureate and graduate degrees.
- The collaborative partnership between AWC and NAU permits a seamless sharing of personnel, space, and technology.
- Through its “Weekend College” and in cooperation with Mohave Community College, Arizona Western College provides educational opportunities for constituents in remote areas.
- The College works with advisory committees to develop appropriate vocational programming reflecting current industry standards.
- The development of partnerships with institutions and agencies in the community allows the College to leverage resources in the areas of:
  - instructional space.
  - computer technology.
  - distance learning.
  - transportation.

***Student Success***

- Nearly 80% of associate degree graduates indicate the amount of learning in General Education to range between average and extensive.
- Students rate their success in composition, mathematics and science as positive.

- Graduates indicate success in their ability to gain meaningful employment, while employers evaluate students as successful in the acquisition of prerequisite knowledge and skills.
- Success rates of transfer students are high, with more than 80% maintaining their GPA in upper division course work at universities.
- Significant efforts are made to accommodate the academic, cultural and social needs of the College's Hispanic and other minority populations.

### ***Concerns at Arizona Western College***

#### ***Communication***

- Despite diligent efforts to publicize its mission and purposes, elements of the College's constituency may remain outside the institution's circle of communication.
- Clear and consistent communication of the processes and decisions by various committees, unit supervisors and College executives appears to break down in the complexity of College operations.
- The College, while understanding the need, has not instituted a systematic student orientation program to provide the essential information about effective transition into higher education.

#### ***Diversity***

- Arizona Western College faces a challenge of expanding the diversity of its work force to serve as role models for minority enrollees, especially Hispanic, students.
- The College recognizes the need to increase its efforts in multi-cultural sensitivity and diversity training to its faculty and staff. However, with the recent receipt of a Title III Grant, this will be addressed.
- The Native American population appears to be underrepresented among students at Arizona Western College, despite the College's attempts to strengthen recruitment with this ethnic group.

***Personnel Development***

- Because a personnel study has not been completed within the last ten years, positions among classified and administrative personnel may not be appropriately classified.
- The new faculty and staff of Arizona Western College face the challenge of assuming their duties without an extensive orientation program. Faculty, however, have a mentoring program to support them in their new responsibilities, but classified and administrative employees do not.

***Automation, Data Collection and Student Tracking***

- College staff recognize the need to put into place a consistent, systematic plan for data collection on student proficiencies.
- The College's limited ability to track students provides minimal data on their success at upper division institutions.
- The processing of students' grades continues to be done manually.
- Advisement of students, which contributes to their retention, is limited by the lack of an appropriate computerized advisement system.

*The items listed in this category will most likely be mitigated by the recent purchase of the new Datatel student information software.*

***Physical Resources***

The College faces the ongoing challenge of maintaining non-computer, capital equipment.

***Recommendations***

***Communication***

- The College should emphasize the need to make its purposes more clearly a part of decision-making across the campus. This would also require that these purposes be kept up-to-date and consistent with new developments and emerging needs.

- There is a need to strengthen campus and district-wide communication processes to facilitate the solicitation of comments from the campus community in regard to division or committee concerns, as well as promote the development of an informed campus when decisions are reached.

***Diversity***

- The College needs to develop strategies to increase the diversity of its faculty.
- Formal diversity training and sensitivity, while an objective of the College's Title III Grant, should become a continuous effort.
- College staff should work to increase awareness of the institution's educational opportunities among the local Native American populations.

***Automation, Data Collection, and Student Tracking***

- The College should continue to refine the General Education criteria to better formulate measurable outcomes for the institution's general education block.
- An institutionalized review process for technology requests may assist faculty and staff in securing the most appropriate, current technologies.
- With implementation of the new student information software, procedures need to be developed to assure that reports are generated in the most usable formats for purposes of planning, evaluations, and decision-making.

***Physical Resources***

There is a need to develop and implement a consistent program to review capital equipment to assure its timely replacement.