



Updated March 2019

College of Western Idaho Strategic Plan 2019 – 2024

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

I. Increase percent of credit students who persist from term to term

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
69%	68%	67%	68%	73%	>=71%

Benchmark: Term to term persistence rates will meet or exceed 71% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
895	895	996	979	984	>=1,000
Certificates of at least 1 year					
110	191	229	240	402	>=300

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

III. Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
822	824	910	893	891	>=975
Certificates of at least 1 year					
95	161	226	240	337	>=275

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3%	3%	4%	3%	4%	>=7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY18 Idaho 2-year Community College Average of 7% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

*Note: Prior reports calculated students completing 30 or more credits ever at the institution. Updated in FY18 to reflect students completing 30 or more credits per academic year.

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	Fall Cohort 2014 12%	>=16%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 16% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	Fall Cohort 2014 6%	>=5%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 5% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12%	13%	13%	13%	Not Yet Available	1% annual increase

Benchmark: Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English: 44% Math: 15%	English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 72% Math: >=25%

Benchmark (state-wide performance measure): Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 72% for English and will meet or exceed 25% for Math by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART). Note: Prior years measure figures and current Benchmark updated in FY18 to reflect PMR Methodology for Math and English Remediation.

III. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27%	28%	28%	22%	24%	>=25%

Benchmark (state-wide performance measure): Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of programs offering structured schedules.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark (state-wide performance measure): Percentage of programs offering structured schedules will be 100% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
53%	53%	52%	53%	Not yet available	>=60%

Benchmark: Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2023 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

GOAL 2: Promote and Invest in the Development of Quality Instruction

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Increase success rates for students who enter CWI underprepared

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English					
NA	NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65% Spring: 74% Summer: 76%	Fall: 66%	>=80%

Benchmark (English): *By 2023, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Attracting and Retaining Appropriate Staffing Resources

I. Increase number of programs that have full-time faculty at the sustainable/qualify target level by 2023

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
85%	85%	85%	85%	85%	100%

Benchmark: *CWI will achieve 100% of disciplines at the sustainable target level by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective B: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	NA	NA	In progress	Full Implementation	Full Implementation

Benchmark (state-wide performance measure): Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education.

Evaluation Process

The College of Western Idaho recently developed its Comprehensive Strategic Plan for 2019-2024 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.