



# Self Evaluation Report

Accreditation Visit | October 5 - 7, 2011



*Prepared for the*  
**Northwest Commission on Colleges and Universities**

# **SELF EVALUATION REPORT 2011**

## **College of Western Idaho**

Nampa, Idaho

Prepared for the Northwest Commission on Colleges and  
Universities

Interim Candidacy Evaluation Visit October 5-7, 2011

August 15, 2011

# **CWI SELF-STUDY COMMITTEE STRUCTURE**

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**Professional Technical Education** – Will Fanning, Vera McCrink  
**Basic Skills Education** – Jac Webb  
**Community Outreach** – Barb Case, Marilyn Martin

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### **Standard Two – Resources and Capacity**

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- 2.B **Human Resources** - Pat Duncan, Michael Lambrecht
- 2.C **Education Resources** - Cathy Hampton
  - General Education** - Brenda Pettinger
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  - Basic Skills Education** - Jac Webb
  - Continuing Education and Non-Credit Programs** - Marilyn Martin, Barb Case
- 2.D **Student Support Resources** - Terry Blom
- 2.E **Library and Information Resources** - Pam Lucas
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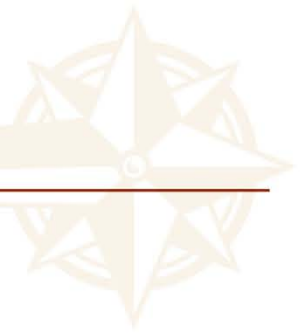
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## WELCOME FROM PRESIDENT GLANDON

August 15, 2011

On behalf of College of Western Idaho, I would like to welcome you to Idaho's Treasure Valley. As one of the newest community colleges in the nation, we are very proud to be serving the residents of this region. In a very short time we have established the College as a community resource with strong partnerships with our students, local business and industry, K-12 educators, and Idaho's colleges and universities. We are eager to make a difference in our region through our core theme offerings of general education, professional-technical education, basic skills education, and community outreach. We are very proud of the achievements we have made as a young institution and look forward to continued growth as an institution of excellence.

I would like to recognize and thank the CWI Board of Trustees, Accreditation Committees, Steering Committees, Standard Co-chairs, and the entire college community constituencies for their energy and dedication in preparing CWI for this initial candidacy visit – this has been a fantastic learning and team building experience. We are honored to have been selected for this accreditation visit and look forward to engaging with you during your visit. We hope that you will begin to experience the warm and caring culture that we enjoy every day at CWI.

Sincerely,



Bert Glandon  
President

## ACRONYMS USED IN REPORT

A.A.	Associate of Arts
A.A.S.	Associate of Applied Science
A.S.	Associate of Science
A.T.C.	Advanced Technical Certificate
ABE	Adult Basic Education
AIDDE	Analysis, Identify, Design, Document and Evaluate
ALA	American Library Association
ASCWI	Associate Students of CWI
BP/WD	Business Partnerships and Workforce Development
BSE	Basic Skills Education
CESQG	Conditionally Exempt Small Quantity Generator
CPL	Credit for Prior Learning
CSI	College of Southern Idaho
CWI	College of Western Idaho
EFL	Educational Functioning Level
EMSI	Economic Modeling Systems, Inc.
EPA	Environmental Protection Agency
ERP	Enterprise Resource Planning
ESL	English as a Second Language
GED	General Educational Development, aka General Education Degree
GPA	Grade Point Average
ICRMP	Idaho Counties Risk Management Pool
IDPTE	Idaho Division of Professional Technical Education
LMS	Laboratory Materials Supervisor
MOU	Memorandum of Understanding
MSDS	Material Safety Data Sheet
NWCCU	Northwest Commission on Colleges and Universities
One Stop	CWI One Stop Student Services
P.T.C.	Postsecondary Technical Certificate
PACE	Personal Academic Career Enrichment
PAR	Program Assessment Report
PCI (DDS)	Payment Card Industry Data Security Standards
PFBAC	Permanent Building Fund Advisory Council
PTE	Professional Technical Education
RCO	Registered Clubs and Organizations
RFP	Request for Proposal
RFQ	Request for Qualifications
SBOE	Idaho State Board of Education
SDPTE	Idaho State Division of Professional-Technical Education
SMART	Specific, Measurable, Attainable, Relevant, and Timely
T.C.	Technical Certificate
TAC	Technical Advisory Committee
VCAC	Virtual College Advisory Committee

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## INSTITUTIONAL OVERVIEW

The College of Western Idaho (CWI) is Idaho's newest community college, providing quality teaching and learning that is affordable and within reach, regardless of time and distance. Prior to the existence of CWI, the service area lacked a comprehensive community college despite ample population size, community need, and the existence of a number of four-year baccalaureate institutions. After voters of Canyon and Ada counties voted to create a community college taxing district in May 2007, CWI's doors were opened to the citizens of Southwest Idaho through a generous partnership with the College of Southern Idaho (CSI) in January 2009. CSI, fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), became CWI's sponsor for programs and services and mentor for the process of applying for accreditation.

In 2009, CWI developed a comprehensive strategic plan, complete with mission and vision statements and the identification of four core themes.

**Mission:** College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

**Vision:** The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

**Core Themes:** Professional Technical Education, General Education, Basic Skills Education, and Community Outreach.

In January of 2009, general education, workforce training, and community education programs were offered for the first time; more than 1,200 students enrolled. In July 2009, CWI program offerings were augmented with the inclusion of professional-technical programs from the Larry Selland College at Boise State University (BSU) as well as adult basic education programs from BSU. Since that time, the College has experienced unprecedented growth, an indication that a quality community college education is in high demand in the Treasure Valley. Enrollment trend data is listed below.

**Credit Data:**

Spring 2009	1,208
Fall 2009	3,618
Spring 2010	4,808
Fall 2010	6,277
Spring 2011	7,308
Fall 2011	8,000+ projected



**Non-Credit Data for 2010:**

Adult Basic Education	3,134
Community Education	314
Workforce Development	9,623 (includes duplicated headcounts)

The steadily-increasing enrollment can be attributed to many causes, including the economic downturn and a pent-up need in Southwest Idaho because of the previous lack of community college programs and services. CWI is fortunate to be located in the Treasure Valley and near the Idaho university system, as it has been able to recruit highly qualified faculty and staff. Being a new institution in a metro area has also afforded CWI access to a number of corporations that have partnered with the College and contribute to its ongoing success.

Currently CWI serves thousands of Southwest Idaho residents throughout seven campus locations and several off-campus sites. Major sites include the Nampa Campus, Canyon County Center, Ada County Center, CWI at BSU, Horticulture, Truck Driving, and the Oak Park Center. There is a heavy emphasis on technology, both in face-to-face and online classes. CWI is actively working toward a virtual campus with full degree programs and all student support services available online. With over fifty credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills, further study at a baccalaureate institution, or personal enrichment.

Like many higher education institutions, CWI has endured funding cuts from state appropriations. Approximately 50% of the College's revenue comes from tuition and fees. The College is actively seeking ways to be more self-supporting, develop strategic reserves, and operate effectively within its resources.

On February 15, 2011, the College of Western Idaho and the College of Southern Idaho participated in a mock accreditation visit exercise. The goal was to have CSI determine if CWI substantially complies with the required accreditation standards.

The results of this mock visit were discussed internally and posted on CWI's website for review and comments. Observations of areas that warranted improvement were assigned to committee members for further review and development.

Note on evidence: There are two types of evidence included in the study. Major documents referenced throughout the study are included in the appendix, with only their titles providing references in the text. Supporting documents are referenced through footnotes and are included as exhibits.

## PREFACE

This is CWI's initial self-evaluation report – therefore this section does not apply.

# **CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS**

## **Executive Summary of Eligibility Requirements 2 and 3**

The College of Western Idaho (CWI) operates in compliance with Idaho Code Title 33 Education, Chapter 21 Junior Community Colleges, the policies of the Idaho State Board of Education, and the policies of the College of Western Idaho Board of Trustees. The CWI Board of Trustees approved the current mission and core themes in December 2009;<sup>1</sup> this mission is appropriate for a community college and affirms that the college's purpose is to provide opportunities for higher education to the residents of its service area. All resources at CWI are devoted to support its educational mission, vision, and goals.

### **Standard 1.A Mission**

The mission statement affirms the College of Western Idaho's purpose as providing opportunities for higher education to the residents of the western Idaho region. It reflects the general importance of a comprehensive community college in society as well as the community's specific education needs. This mission statement was the starting point for defining CWI's vision statement and core themes.

#### **Mission Statement**

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

#### **Vision Statement**

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

#### **Core Themes (derived from Mission Statement)**

- Professional-Technical Education
- General Education
- Basic Skills Education
- Community Outreach

The mission statement, vision statement, and core themes were approved by the College of Western Idaho Board of Trustees on December 15, 2009. The mission statement also influenced

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<sup>1</sup> Exhibit 1 – CWI Board of Trustee Minutes, 12/15/09

the development of CWI's Strategic Directions. These are an essential guide for the College's overall Comprehensive Strategic Plan. The strategic directions express the vision of the future for CWI and the community, including timelines for meeting institutional goals and, therefore, guide the Board in allocating resources and assessing outcomes.

The College of Western Idaho's mission statement, vision statement, and core themes are communicated throughout the College and to the community at large via the following electronic and print media:

- CWI catalogs
- CWI website
- Electronic newsletter
- Facts at a Glance (media kit, foundation cultivation kit, legislative and community support kit)
- Mission & Vision flyer/brochure
- Presentation to community (PowerPoint)
- Press releases
- Program guides
- Social media (Facebook, YouTube, MySpace)

### **Interpretation of Fulfillment of Mission**

The four core themes are the pillars of the College's mission; therefore, the overall success of CWI is determined by the success of the four core themes. In January of 2010, a committee representing each core theme began working with the accreditation committee to develop objectives for each core theme and indicators of achievement by which the objectives could be measured. The indicators are based on theme-specific outcomes, articulating CWI's efficiency and effectiveness in each area. These measurable results direct the College's investment of resources and effort, which is in accordance with CWI's mission statement. The external College Advisory Council was asked to comment on those indicators of achievement. This external College Advisory Council met on July 12, 2011 and endorsed the CWI indicators of achievement as substantially meeting program goals for 2009-2010.

The College of Western Idaho interprets mission fulfillment as collectively fulfilling standards for each of its four core themes. In standard 1.B, objectives are established for the core themes as well as indicators that CWI is successfully meeting each objective.

### **Articulation of an Acceptable Threshold or Extent of Mission Fulfillment**

In determining mission fulfillment, CWI has created objectives for each core theme and indicators of achievement by which to measure the success of each objective. In standard 1.B, the indicators are, where possible, numerical and employ a numerical threshold. Where a numerical indicator is not appropriate, the rationale section of standard 1.B addresses what a meaningful measure of that indicator should be. Ultimately, the acceptable threshold for

mission fulfillment is simply meeting the thresholds of each core theme. Since the themes are all pillars of the College’s mission, all four themes must be considered fulfilled in order for CWI to consider its mission fulfilled.

## Standard 1.B Core Themes

### *Theme 1: Professional-Technical Education*

#### **Prepare southwest Idaho’s professional-technical workforce**

According to the Idaho State Board of Education, 80% of jobs in Idaho require less than a four-year baccalaureate degree. The purpose of professional-technical education at CWI is to provide training for those occupations in CWI’s service area that require less than a four-year degree. Degrees and certificates offered in professional-technical education are associate of science degree (A.S., nursing only), associate of applied science degree (A.A.S.), advanced technical certificate (A.T.C.), technical certificate (T.C.), and post-secondary technical certificate (P.T.C.). CWI must assure that its programs meet the training needs and achieve the set objectives.

Professional-Technical Education Programs	Degrees & Certificates
Administrative Support	P.T.C., T.C., A.T.C., A.A.S.
Applied Accounting	A.T.C., A.A.S.
Auto Body	P.T.C., T.C., A.T.C., A.A.S.
Automotive Technology	P.T.C., T.C., A.T.C., A.A.S.
Computer Support Specialist	T.C., A.T.C., A.A.S.
Culinary Arts	T.C., A.T.C., A.A.S.
Dental Assisting	T.C., A.A.S.
Drafting Technology	T.C., A.T.C., A.A.S.
Early Childhood Education	P.T.C., T.C., A.T.C., A.A.S.
Electronics Technology	P.T.C., A.T.C., A.A.S.
Fire Service Technology	A.A.S.
Heavy Duty Truck Technician	P.T.C., T.C., A.T.C., A.A.S.
Heavy Equipment Technician	P.T.C., T.C., A.T.C., A.A.S.
Heavy Equipment Welding and Fabrication	A.T.C., A.A.S.
Horticulture Technology	T.C., A.T.C., A.A.S.
Information Security and Digital Forensics	A.T.C., A.A.S.
Internetworking and Communication Tech	P.T.C., A.T.C., A.A.S.
Legal Administrative Support	A.T.C., A.A.S.
Machine Tool Technology	P.T.C., T.C., A.T.C., A.A.S.
Marketing Management	T.C., A.T.C., A.A.S.
Medical Administrative Support	T.C.
Network Administration	T.C., A.T.C., A.A.S.
Nursing-Registered	A.S.

Powersports and Small Engine Repair	P.T.C., T.C., A.T.C., A.A.S.
Professional Driver Training	P.T.C.
Surgical Technology	T.C., A.A.S.
Web Development	A.T.C., A.A.S.
Welding and Metals Fabrication	T.C., A.T.C., A.A.S.
Wildland Fire Management	A.A.S.

**Objective 1: Professional-technical education programs are aligned with industry standards.**

**Indicators of Achievement:**

- Industry representatives for each program verify that the program aligns with industry standards for adequate and up-to-date equipment and training.
- 75% of students demonstrate technical competency through a technical skills assessment.

**Rationale:**

- *Industry standards:* In order to prepare students for technical careers, all CWI professional-technical programs establish a technical advisory committee (TAC), which is a group of advocates from business and industry that reflects the professional-technical field. The TACs are charged with reviewing curriculum to ensure that it meets or exceeds expectations of industry employers. These curriculum reviews are a standard ongoing task assigned to the TACs and are included in program assessments. Recommendations from the TACs guide budget decisions and curriculum change.
- *Technical Skills Assessment:* The technical skills assessment exams are being implemented at CWI upon recommendation from the Carl D. Perkins Career and Technical Education Act to assess student learning and to make changes for improvement based on the results. These are industry-recognized, third-party assessments, agreed upon by industry representatives, the professional-technical program, and the Idaho State Division of Professional Technical Education (ISDPTE). The target pass rate is 75% of students who take the exam. All CWI professional-technical education programs will use technical skills assessment exams by the end of the academic year 2012.<sup>2</sup>

**Objective 2: Professional-technical students are prepared for related careers or the continuation of their education.**

**Indicators of Achievement:**

- 75% of students who complete professional-technical programs are employed in a related field or have transferred to a four-year college or university within one year.

<sup>2</sup> Exhibit 2 – *An Overview of Technical Skills Assessment for State Approved PTE Programs*, Idaho Division of Professional-Technical Education, September 14, 2009

- 80% of student responses to an exit survey report that they are satisfied that the professional-technical education curriculum prepared them for a career or transfer to a four-year college or university.

**Rationale:**

- *Placement or transfer:* This is the primary indicator by which the success of professional-technical programs can be judged. Employment in a related field is the main goal, but continuing education is also considered success for students who complete a professional-technical program. Joining the military is included as a measure of success under the umbrella of employment in a related field.
- *Student preparation:* Student preparation is also measured through student surveys of how well they feel their program prepared them for a career or transfer.

**Objective 3: Professional-technical education ensures the sustainability of its programs and services.**

**Indicators of Achievement:**

- All professional-technical education programs are actively involved in strategic planning.
- All professional-technical education programs participate in the program review process.

**Rationale:**

- *Strategic planning:* Professional-technical education and its programs are continuously involved in the Plan→Do→Study→Act model.
- *Program review:* As part of the strategic planning process, all professional-technical education programs undergo a review process every three to five years that ensures they are current with industry standards and predictive of the future of industry. The program review gathers feedback from a variety of sources and utilizes that information to assure the program is meeting objectives and outcomes.<sup>3</sup>

**Theme 2: General Education**

**Prepare Southwest Idaho students for transfer to four-year colleges and universities**

The College of Western Idaho prepares students whose goal is to complete an associate of arts or associate of science degree and/or to transfer to a baccalaureate institution. General education students comprise approximately 85% of students enrolled in credit programs. Included within the general education scope are developmental level courses in English and mathematics as well as high school students enrolled in CWI’s dual credit program.

College of Western Idaho (jointly with College of Southern Idaho) confers degrees in the following general education programs:

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<sup>3</sup> Exhibit 3 – PTE Program Review Documents, 2009-2010

General Education Programs	Degree
Agriculture Science	A.S.
Anthropology	A.A.
Biology	A.S.
Biology-Health Care	A.S.
Biology-Natural Resources	A.S.
Business	A.A.
Communication	A.A.
Criminal Justice	A.A.
Education, Elementary	A.A.
Education, Physical, Athletic Training	A.A.
Education, Physical, Exercise Science	A.A.
Education, Physical, Recreation	A.A.
Education, Physical, Sport Management	A.A.
Education, Physical K-12	A.A.
English	A.A.
Geography	A.A.
Geology	A.S.
History	A.A.
Liberal Arts	A.A.
Nursing-Registered	A.S.
Political Science	A.A.

Degree requirements are published in the college catalog, which is also available on the CWI website.

**Objective 1: General education prepares students for successful continuation of their education at the baccalaureate level.**

**Indicators of Achievement:**

- 60% of students who graduate with an A.A. or A.S. enter a four-year college or university within one year.
- 70% of students who transfer to Idaho colleges or universities as juniors will earn a 2.0 GPA or higher for the first semester at the transfer institution.
- 80% of College of Western Idaho programs of study have articulated 2+2 agreements with an Idaho university for the four-year sequence.
- 80% of student responses to end-of-course evaluations report that they are satisfied that the general education curriculum prepared them for continuation in higher education.

**Rationale:**

- *Transfer:* Since a major goal of general education is to prepare students for transfer, tracking the transfer rate of those who graduate is one way to measure the success of general education programs.
- *Transfer success:* In addition to preparing students for transfer, general education programs also prepare students to be successful once they have transferred. Student



GPA for the first semester after transfer may be viewed as an indicator of how well students were prepared in their lower division coursework.

- *2+2 agreements:* In order to ensure seamless transition and student preparedness for upper division coursework at a baccalaureate institution, CWI's general education programs align program progressions with the requirements of Idaho universities. CWI students are able to identify with their transfer institution in year one and plan their degree progression through all four years.<sup>4</sup>
- *Student preparation:* At the end of the semester, students have the opportunity to evaluate every course in which they are enrolled. The student's perception of their learning experience at CWI is relevant to retention and the student's persistence to graduation.<sup>5</sup>

**Objective 2: General education is actively engaged in a continuous improvement process.**

**Indicators of Achievement:**

- General education engages in program and discipline review as a tool for assessment and strategic planning for the purpose of continuous improvement.

**Rationale:**

- *Strategic planning:* General education programs are continuously involved in strategic planning. Chairs, faculty, and program heads participate annually in the evaluation of select programs and disciplines, analyzing demographics, majors, retention, outcomes assessment, general education core objectives, strengths, and areas of concern. They recommend actions for improvement and funding.

**Theme 3: Basic Skills Education**

**Provide foundational basic skills to students in southwest Idaho to prepare them for professional-technical, general education, and short-term training.**

Adult Basic Education (ABE) is designed to improve the educational levels of adults, out-of-school youths, and non-English-speaking persons sixteen years of age and older. ABE provides instruction in reading, writing, computation, high school equivalency preparation, English as a second language, and civics. Services are free and offered within CWI's ten-county service area of southwest Idaho. Classroom instruction is supported by tutor-assisted learning labs, computer labs, and an online basic skills tutorial program. ABE contributes to basic skills development of adults so they can benefit from the completion of secondary education (GED), attain employment, and/or participate in post-secondary or short-term training opportunities.

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<sup>4</sup> Exhibit 4 – CWI 2+2 Agreements

<sup>5</sup> Exhibit 5 – Course Evaluation Templates

**Objective 1: Basic skills education improves students' skills to prepare them for further education and training.**

**Indicators of Achievement:**

- 70% of basic skills education students who are tested after sixty to seventy hours of instruction will complete an educational functioning level (EFL).
- Of students who have the goal to enter post-secondary or short-term training, 40% will complete this goal within one year.
- 80% of student responses indicate that their basic skills educational experience was satisfactory.

**Rationale:**

- *EFL*: Students are tested upon entrance and placed at an educational functioning level based on their ability to perform literacy-related tasks in specific content areas. After sixty to seventy instructional hours, students are assessed to determine their skill level (ending EFL), with the goal that 70% of students have moved up a level. These target outcomes help measure the instructional quality in basic skills education and are tied directly to continuous program improvement projects.<sup>6</sup>
- *Further education and training*: As part of a comprehensive community college, basic skills education acts as a bridge for students to enter into higher education and/or further training. Measuring the goal-completion rate for students who wish to enter post-secondary or short-term training helps to evaluate how effectively ABE is advising students at intake in the setting of realistic goals. It also measures the critical supports in place within ABE that help students and GED completers then prepare to enter and succeed in post-secondary education.<sup>7</sup>
- *Student satisfaction*: Students have the opportunity to evaluate their courses and provide feedback. Students with positive educational experiences are more likely to persist and complete their learning goal.<sup>8</sup>

**Objective 2: Basic skills education sustains itself through continuous improvement.**

**Indicators of Achievement:**

- Continuous improvement model (AIDDE: Analysis, Identify, Design, Document, and Evaluation)
- Program review (annual self-assessment)
- Strategic plan

**Rationale:**

- *Continuous improvement model*: The AIDDE model provides a framework for better planning and decision-making, better managing of a change process, and clearer

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<sup>6</sup> Exhibit 6 – ABE Educational Functioning Level Descriptors

<sup>7</sup> Exhibit 7 – ABE/ESL Goal Setting and Intake Procedures

<sup>8</sup> Exhibit 8 – ABE / ESL Class Evaluation Tools

understanding of whether the change was actually achieved and what the effect of the change has been.<sup>9</sup> It also allows for return on investment, indicating that students are gaining EFLs appropriate to the level of instruction they are receiving, and other similar assessment processes. While this process is conceptually the same as the Plan→Do→Study→Act model, it is a specific requirement for basic skills.

- *Program review:* This process guides improvement strategies by utilizing information from the annual report, which includes previous year's performance outcomes, thorough analysis of program data, and strengths and weaknesses of program processes that may require review or attention.<sup>10</sup>
- *Strategic planning:* Basic skills education and its programs are continuously involved in the Plan→Do→Study→Act model.

#### **Theme 4: Community Outreach**

##### **Offer professional development and adult enrichment education to Southwest Idaho.**

Community outreach is achieved through non-credit offerings from Business Partnerships and Workforce Development (BP/WD) and Community Education. BP/WD creates a competitive advantage for the regional economy by providing training programs that produce an educated and skilled workforce. Community education provides lifelong learning opportunities for personal and cultural enrichment.

##### **Objective 1: Business partnership/workforce development programs provide professional development in response to local business and industry.**

###### **Indicators of Achievement:**

- 80% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.
- 80% of employers respond to oral or written survey in a positive manner.
- BP/WD programs are accessible to the residents of its ten-county service area.
- BP/WD course offerings are flexible and responsive to the needs of local business and industry and the community.
- BP/WD increases its number of business partnerships 20% annually.

###### **Rationale:**

- *Student responses:* Student satisfaction, whether personal or professional, is the primary goal.
- *Employer responses:* Since partnering with local businesses is vital to the success of BP/WD, employer satisfaction indicates that BP/WD is fulfilling the real-time industry job needs of its partners.

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<sup>9</sup> Exhibit 9 – ABE FY10 Annual Report

<sup>10</sup> Exhibit 10 – ABE Outcomes Assessment Plan

- *Access*: Access has two pieces: Community outreach provides necessary classroom instruction for students and those needing short-term training through BP/WD. Adult enrichment activities are provided by community education. Access also means that open-enrollment classes are available throughout CWI's ten-county service area, though concentrated in its two highest-population counties, Canyon and Ada.
- *Flexible*: Community outreach needs to provide customized workforce training for employers and their employees in a timely manner.
- *Partnerships*: In order to ensure real-time workforce delivery, CWI needs to develop mutually beneficial partnerships with businesses in the community.

**Objective 2: Community education programs provide personal enrichment in response to the community.**

**Indicators of Achievement:**

- 80% of student responses report that they are satisfied their experience in community education provided personal enrichment.
- Community education classes are accessible to the residents of its ten-county service area.
- Community education class offerings are flexible and responsive to the needs of the community.
- Community education increases its number of partnerships 20% annually.

**Rationale:**

- *Student responses*: Student satisfaction, via personal enrichment, is the primary goal.
- *Access*: Access has two pieces: Adult enrichment activities are provided by community education. Access also means that open-enrollment classes are available in a variety of locations and modalities, though concentrated in CWI's two highest-population counties, Canyon and Ada.
- *Flexible*: Community education needs to design and deliver personal enrichment opportunities for community residents in a timely manner.
- *Partnerships*: Community education seeks out local partners to provide more class options for its participants.

**Objective 3: Community outreach ensures the sustainability of its programs and services.**

**Indicators of Achievement:**

- Strategic planning
- Financial viability

**Rationale:**

- *Strategic planning*: Community outreach and its programs are continuously involved in the Plan→Do→Study→Act model.
- *Financial viability*: Community outreach programs are designed to be self-supporting.

## **CHAPTER TWO: RESOURCES AND CAPACITY**

### **Executive Summary of Eligibility Requirements 4 through 21**

The programs and services offered at the College of Western Idaho are designed to provide access to higher education for residents of the Treasure Valley. While CWI currently offers accredited courses and degrees through the College of Southern Idaho, it has sufficient independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements. (Requirement 4)

The College of Western Idaho is committed to policies and practices that express respect for the individual in a nondiscriminatory manner while serving the educational needs of its constituents. The Board of Trustees has established policies that dictate high ethical standards in all of the College's operations and relationships. (Requirements 5-6)

The College of Western Idaho has a five-member elected Board of Trustees, none of whom have a contractual or employment relationship or personal financial interest with the institution. The Board of Trustees has the necessary powers to develop, maintain, and operate the College of Western Idaho. The Board appoints a full-time president to serve as the chief executive officer of the College; no executive of the institution chairs or serves on the Board. In addition to the president, the College employs two vice presidents (Vice President of Instruction and Student Services; Vice President of Finance and Administration), one Associate Vice President of Resource Development, and other administrators who provide effective leadership and management for the institution's major functions. President's Cabinet provides one forum through which administrators work collaboratively across institutional functions to foster mission fulfillment and core theme achievement. (Requirements 7-9)

The College of Western Idaho employs sufficient faculty to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs regardless of location or delivery method. Faculty are evaluated annually. (Requirement 10)

The College of Western Idaho, through its partnership with the College of Southern Idaho, provides twenty-three programs in the Department of General Education and twenty-nine programs in the Department of Professional-Technical Education, which include appropriate content and rigor consistent with its mission and the core themes of professional-technical and general education. These programs culminate in the achievement of clearly identified student learning outcomes and lead to associate of arts, associate of science, and associate of applied science degrees, along with post-secondary technical, technical, and advanced technical certificates. Transfer associate degree programs require a core of general education courses; applied associate degrees require general education/related instruction in communication, computation, and human relations. (Requirements 11-12)

The College of Western Idaho provides a physical library as well as many digital information resources through the library website. These resources support the institution's programs and services regardless of location or delivery method. The College provides the physical and technological infrastructure necessary to achieve its mission and core themes. (Requirements 13-14)

The College of Western Idaho documents its commitment to academic freedom in the Board Policy 3070. (Requirement 15)

The College of Western Idaho publishes its open-enrollment admission policies in the CWI Catalog, which is available in hard copy and online. Certain programs (registered nursing, dental assisting, and surgical technology) require prerequisites and separate application procedures prior to admission; these criteria are available on CWI's website. The College complies with these published admission procedures. The catalog and website also contain current and accurate information regarding the College's mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of faculty; rules and regulations for student conduct and student rights and responsibilities; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. (Requirements 16-17)

The College of Western Idaho demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning and budgeting reflects available funds, realistic projections of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability. The College undergoes an external financial audit annually. Results are considered in a timely, appropriate, and comprehensive manner by the administration and governing board. All audits thus far have resulted in the unequivocal opinion that the records accurately represent CWI's financial position and that the records conform to standard accounting principles. (Requirements 18-19)

The College of Western Idaho will disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions. CWI accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, to any agency or members of the public requesting such information regarding the institution's status with the Commission. (Requirements 20-21)

## **Standard 2.A Governance (2.A)**

**2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly-defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

The College of Western Idaho operates under an effective system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures provide for the consideration of views held by faculty, staff, administrators, and students on matters where they have direct, reasonable interest.

To describe the structure and operating agreements in place for making decisions, a document called Making Decisions at the College of Western Idaho 2010 was developed. It defines the ways in which the college culture impacts decision-making processes at CWI. The College supports an atmosphere of collegiality, dialogue, and inclusiveness in making decisions, and whenever possible, bases decisions on evidence. The central importance of student learning and the College's community partnerships are also noted as integral to the culture. Together, these constitute the underpinnings of CWI's equitable and effective practices. The document further reflects the collegial consultation structure in place in which faculty, staff and administrators share decision-making responsibilities and on which both faculty and administrators have agreed.

**2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

The College of Western Idaho is not part of a multi-unit governance system.

**2.A.3 The institution monitors its compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

The College of Western Idaho monitors its compliance with the Commission's standards for accreditation, including the impact of legislative actions and external mandates; the College has no collective bargaining agreements. The Director of Planning and Assessment is responsible for monitoring CWI's compliance with Commission's standards and the College's strategic planning. The Vice President of Instruction and Enrollment Services serves as accreditation liaison officer and also monitors compliance, especially regarding the impact of the Idaho State Board of Education and Idaho State Division of Professional-Technical Education. The President of the College serves as the liaison to the state legislature and is also involved in monitoring compliance.

## Governing Board

**2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.**

The College of Western Idaho has a five-person Board of Trustees, none of whom have contractual, employment, or financial interests in the institution. Any person meeting the criteria as identified in Idaho Code 33-2106<sup>11</sup> is eligible to be elected or appointed trustee. The role, responsibilities, and authority of the trustees is clearly identified in the CWI Policy Manual, Chapter 2 – Governance. Terms of office for the trustees are staggered—all trustees serve four-year terms. Elections are held every two years, with three seats up for election in one cycle and two seats up for election in the next.

Election procedures for the College of Western Idaho trustees are governed by Idaho Code 34-1405.<sup>12</sup>

The College of Western Idaho Policy Manual is posted on the College’s website. The President’s Office is responsible for ensuring that the policy manual is reviewed and updated regularly.

**2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

The College of Western Idaho Board of Trustees acts only as a committee of the whole. No member or subcommittee acts in the place of the Board of Trustees except by formal delegation or authority. Specifically, CWI Board Policy 2010 - Trustees Authority - states:

Board members have authority only when acting as a Board that is legally in session pursuant to State of Idaho and federal rules. The Board will not be bound in any way by statements or action of any individual Board member or employee, except when such statement or action is promulgated on specific instructions by the Board.

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<sup>11</sup> Exhibit 11 - Idaho Statute 33-2106, Trustees of Community College Districts

<sup>12</sup> Exhibit 12 - Idaho Statute 34-1405, Uniform District Election Laws



**2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.**

The College of Western Idaho Board of Trustees governs on behalf of the citizens of the two-county taxing district it serves in accordance with the authority granted and duties defined in the Idaho Code and the Northwest Commission on Colleges and Universities to:

- establish policies which define the mission, vision, and core themes of the College;
- adopt strategic goals and hold the president responsible for meeting them;
- set prudent, ethical, and legal standards;
- hire and evaluate the president;
- delegate power and authority to the president for leading the district;
- assure fiscal health and stability;
- monitor institutional performance and instructional quality; and
- advocate for and protect the district.

In working toward the goals of providing quality education and meeting the educational needs of the community, the Board, as duly elected representatives of the electorate in the District, shall, pursuant to Idaho Code and the Northwest Commission on Colleges and Universities, have complete charge and control of (or exercise overriding authority over) all policies regarding programs of the College, including but not limited to, its property, personnel, and finances. The Board sets institutional goals and hires a president to implement them through the development of administrative procedures and managerial objectives in collaboration with representatives of administration, faculty, staff, and students.

The responsibilities of the Board include:

- approving annual budgets, which include setting tuition and fees and establishing the counties' level of property-tax funding;
- acquiring, holding, and disposing of real and personal property, including water rights;
- engaging in and approving long-range facility planning for campus site utilization and physical plant development, based upon the community's educational needs;
- requiring, considering, and acting on reports from the College president concerning the programs and condition of the College;
- considering and acting on the curricular offerings of the College on the recommendation of the College president;
- considering and acting on the recommendations by the College president in all matters of policy pertaining to the welfare of the College and the welfare of students;
- providing for and reviewing the annual audit of all funds of the College, student organizations, and other funds handled under the supervision of the College;
- issuing general obligation or revenue bonds in the manner prescribed by law;
- selecting legal counsel and other professional and nonprofessional services, evaluating them periodically, and prescribing their qualifications;

- accepting grants or gifts of materials on such terms as may be mutually agreed upon by the College and the grantor;
- considering communications and requests from citizens or organizations on matters of policy; and
- taking action on any other issue consistent with Idaho Code and the inherent powers of the Board.

**2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

The College of Western Idaho Board of Trustees selects a president who serves full-time as the institution’s chief executive. The president is CWI’s representative to the community, the Idaho State Legislature, the Governor’s Office, the State Board of Education, and to the state institutions of public and higher education. CWI Board Policy 2170 clearly outlines the roles and responsibilities of the president, delegating all aspects of administration and implementation of Board decisions to that position. The Board of Trustees annually reviews the president's performance in order to strengthen his or her performance, to enable the president and the Board of Trustees to set mutually-agreed-upon goals, and to establish compensation and other terms of employment as referenced in Board Policy 2150.

**2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.**

College of Western Idaho Board Policy 2170 Trustee Self Evaluation requires an annual special meeting for evaluating trustee performance. The Board is also committed to its own professional development as demonstrated by Board Policy 2110 Trustee Education.

**Leadership and Management**

**2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.**

The College of Western Idaho has an effective system of leadership and is staffed by qualified administrators, with appropriate levels of responsibility and accountability.

The document Making Decisions at the College of Western Idaho 2010 defines the role and responsibilities of administrators and how the decision-making process at CWI works. The College organizational charts describe CWI’s system of organization.<sup>13</sup> Position descriptions for

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<sup>13</sup> Exhibit 13 – CWI Administrative Organizational Chart

CWI administrators are reviewed annually to insure they accurately reflect the needs of the College.

**2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

The president is appointed by the Board and serves as the chief executive officer of the College. College of Western Idaho Policy 2140 explains the managerial responsibilities and functions delegated to the president. The execution of all decisions made by the Board concerning the internal operation of the College is delegated to the president.

The President of the College of Western Idaho attends all regular, emergency, and special meetings as well as executive sessions of the Board as an ex officio member.

**2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.**

The College of Western Idaho employs a sufficient number of qualified administrators to provide leadership and management for the College. The role of administrators at CWI is drawn from job descriptions that are located in the Department of Human Resources, have been approved by the president and President’s Cabinet, and support fulfillment of the vision, mission, and accomplishment of the core theme objectives.

Responsibilities include:

- supervising budgets, personnel, and related operational responsibilities;
- serving as a resource to and collaborating with faculty and staff in developing, coordinating, and evaluating the college’s programs and services;
- promoting the appropriate inclusion of students, faculty, and staff in participatory decision-making processes; and
- completing other duties as described in the document Making Decision at the College of Western Idaho 2010.

## **Policies and Procedures**

### **Academics**

**2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

The College of Western Idaho clearly communicates academic policies to students, faculty, administrators, and staff with responsibilities related to academics.

The Faculty Handbook details expectations for faculty objectives in instruction, curriculum, and administrative support. Faculty members are encouraged to take part in the participatory governance of CWI and may propose changes and improvements to this handbook through the CWI Faculty Senate. Changes to the Faculty Handbook are made subject to the following conditions:

- all changes must be submitted to the faculty senate and approved by a simple majority of the members of the faculty senate present at any regularly scheduled or announced meeting, and
- all changes must be in writing and must be formally approved by the Vice President of Instruction, the President, and the Board of Trustees.

The CWI Catalog and Student Handbook detail academic policies for students. Students are encouraged to forward suggestions for revisions of the Student Handbook to the Office of Enrollment and Student Services.

The CWI Policy Manual documents detailed expectations for administrators and staff relating to academic policies. CWI staff are responsible for continually reviewing and revising policies and procedures and are encouraged to forward suggestions for revisions to the policy manual to the Vice President of Instruction.

**2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.**

The College of Western Idaho Library is currently developing procedures regarding access to and the use of library and information resources. The CWI Library Advisory Committee drafted a set of procedures, which were available for patrons to review and comment on until April 30, 2011. The approval of these procedures has been delayed due to the resignation of the library director and the search for her replacement. It is likely these procedures will not receive approval until fall 2011. If/when warranted, additional procedures will be written, presented to library patrons for comment, and discussed and approved by the advisory committee. Once approved, library procedures will be published on the library's webpage and made available in the library and at other locations, as deemed appropriate by the advisory committee.

To date, the only approved enforcement procedures in place are those concerning recovery and/or replacement of lost or severely damaged library materials. These procedures were agreed upon by library staff and accounts receivable on November 12, 2010. Other enforcement details are spelled out within the procedures themselves and will be approved by the CWI Library Advisory Committee soon.

Through the memorandum of understanding with the College of Southern Idaho, CWI is also required to comply with all CSI library policies and procedures.

**2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility**

The College of Western Idaho Catalog clearly explains the transfer process to current and prospective students. The CWI Catalog is available in hard copy and on the CWI Web site. Transfer policies reflect the policies of the College of Southern Idaho and the Idaho State Board of Education.

**Students**

**2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.**

The College of Western Idaho publishes a Student Handbook that details policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities. The Student Handbook is available on the website. During admissions, registration and orientation sessions, students are directed to the website to secure copies of the Student Handbook; they are also provided with a link to this document through monthly student E-newsletters and are offered individual sessions to ask questions and receive assistance at any of the One Stop Student Services locations. The CWI Student Enrichment Department, Executive Board of the Associated Students of CWI (ASCWI), and the Board of the Registered Clubs and Organizations (RCO) jointly review the Student Handbook on an annual basis. Changes go through the Student Senate, College Council, President's Cabinet, and, if needed, the Board of Trustees.

The Student Handbook outlines CWI's policies regarding student services, academic expectations, conduct, appeals procedures, and other relevant information. This document provides the basis by which the administration addresses student issues and ensures fair and uniform process and procedure guidelines, which are available to both students and other members of the campus community.

Individual academic programs may also have student handbooks, which supplement the CWI Student Handbook. These documents address student issues, conduct issues, and other matters that are unique to the professional requirements of the programs. These handbooks are examined annually through the Student Enrichment review process to ensure the documents are compatible with the CWI Student Handbook, solely address issues unique to the particular program requirements, and that all disciplinary or conduct-related issues are still resolved through the processes and procedures outlined in the CWI Student Handbook.

**2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.**

The College of Western Idaho has adopted and adheres to admission and placement policies that guide the enrollment of students in courses and programs. These policies are defined in the CWI Catalog, which is readily available on the College’s website. Policy related to the continuation in and termination from educational programs, including appeals and reinstatement policy, are clearly defined in the catalog or student handbook and are administered in a fair and timely manner. Currently, these policies are the College of Southern Idaho’s policies. Future changes to the policies would need to originate with Enrollment and Student Services before going through College Council, President’s Cabinet, and, if needed, the Board of Trustees.

**2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

The Student Handbook defines and identifies recognized co-curricular activities, registered clubs, and other student organizations. The document includes operational standards for the co-curricular activities, constitutional review and oversight procedures, financial monitoring systems, and other institutional expectations.

The document outlines avenues for student participation, criteria for club office holders, academic requirements to hold office, roles and responsibilities of student officers, and faculty advisor/mentor and staff responsibilities in supporting an active campus co-curricular environment.

The CWI Student Handbook is applied to all student organizations, clubs, and sponsored academic/competitive teams. The handbook is reviewed annually through a subcommittee of the Registered Clubs and Organizations Board.

The criteria for the creation of clubs, organizations, media board, and other non-athletic co-curricular activities has been established within the context of the Constitution of the Associated Students of CWI, approved by a student election process, and consented to by the CWI Board of Trustees.

## Human Resources

### **2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.**

The College of Western Idaho maintains and publishes its human resources policies in the CWI Policy Manual, chapter five. An Employee Handbook is currently being developed that builds on the information from chapter five of the Policy Manual. The handbook is approximately 75% complete, but its progress has been slowed as the College is currently without a human resources director. This document will be provided to all new employees and will be posted on the CWI website and CWI's internal Internet portal. The Employee Handbook will be reviewed at a minimum of every two years or as needed to ensure policies are consistent, fair, and equitably applied to its employees and students.

### **2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

College of Western Idaho employees are advised of their conditions of employment, work assignments, rights, and responsibilities during a new employee orientation conducted by the Human Resource Office. These topics are also covered in detail within the Employee Handbook that each employee will be given during the orientation process. Job descriptions are provided to all staff members upon hiring. Full-time faculty are given an offer letter and employment contract that outlines their specific position and conditions of employment. Adjunct faculty receive a letter of teaching appointment that outlines their specific teaching responsibilities and their salary. The Employee Handbook will describe CWI's evaluation and disciplinary policy and the steps that precede termination. The Faculty Handbook describes the methods for evaluating full-time and adjunct faculty.

### **2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.**

The College of Western Idaho ensures the security and appropriate confidentiality of human resources records by housing them in the human resources office. All files are kept in locked file cabinets behind a locked door with access permitted only to human resources personnel. Should a supervisor desire access to a subordinate's file or an employee desire access to his or her file, human resources requires a written request, and the requestor is required to view the file at the human resources office.

## **Institutional Integrity**

**2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

The College of Western Idaho represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The CWI Catalog communicates the College's academic intentions, programs, and services to students as well as to the public and is readily available on the CWI website; program websites and the catalog publish the degree/certificate requirements for each course of study, which demonstrate that programs can be completed in a timely fashion. The registrar is charged with revising the catalog annually to ensure the accuracy of program content and the degree/certificate requirements for each academic unit. Web content is reviewed continually for accuracy through CWI's Communications and Marketing Department. Brand style guidelines have been developed to enable CWI to represent itself in a way that will be recognized by the public as a cohesive brand.<sup>14</sup> Oversight of these guidelines is the responsibility of the Communications and Marketing Department.

**2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

The College of Western Idaho Board of Trustees adopted comprehensive policies that are communicated in the CWI Student Handbook, the CWI Faculty Handbook, and the CWI Policy Manual to ensure that CWI adheres to the highest ethical standards and complies with all regulatory and accrediting agencies. CWI is governed and administered with respect for the individual in a nondiscriminatory manner as prescribed by the following Board policies:

- Board Policy 2160: Policy Development and Approval
- Board Policy 2100: Communication by Trustees – governs dealings with the public and external organizations
- Board Policy 5020: Equal Employment Opportunity
- Board Policy 6120: Students Rights, Grievances

All communications with the Northwest Commission go through CWI's Accreditation Liaison Officer and follow NWCCU protocols.

CWI's public pledge to practice nondiscrimination and respect for all appears on the first page of the College of Western Idaho 2009/2010 Catalog and reads as follows:

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<sup>14</sup> Exhibit 14 –CWI Brand Style Guidelines



The College of Western Idaho subscribes to the policy of providing equal educational and employment opportunities, services, and benefits to students and employees without regard to race, color, national origin, sex, and/or disability, in accordance with the Title VII of the Civil Rights ACT of 1964, Title XI of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and all other state and federal non-discrimination statutes. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations.

CWI addresses grievances and complaints in a fair and equitable manner, as described in the Policy Manual, Faculty Handbook, and Student Handbook.

**2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.**

CWI Board Policy 5100 and Administrative Procedure 5101 clearly address conflict of interest at CWI. It states, "No person shall be employed by CWI when said employment would result in a violation of provisions found in Idaho Code § 59-701 et seq., §18-1359 or their successors. Any such appointment may be void. An employee whose relative is subsequently elected may be eligible to retain his/her position as allowed in Idaho Code §18-1359(5)." Conflict of interest at CWI is clearly defined by policy. Idaho Code § 59-701 et seq., §18-1359 and CWI Board Policy 2130 speak to conflict of interest for Board members. Idaho Code §18-1359(5) and CWI Board Policy 5100 speak to conflict of interest for employees.

**2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

The College of Western Idaho Faculty Handbook currently addresses ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property in Section 2.06 Patents and Copyrights:

Except as outlined below, CWI faculty, staff, and students shall retain all rights to copyrighted and published works produced by them. Copyrightable material in the form of books, articles, course materials, musical or dramatic compositions, videos, computer software, architectural designs, paintings, sculptures, traditional academic works developed by employees without College support other than the use of the staff member's own office and College facilities which are considered part of the normal academic environment and which typically would not involve an additional cost to the College shall be the property of the author.

When College employees are employed or directed within the scope of their employment to produce a specific work subject to copyright, or such work is produced pursuant to a specific contract, the College may retain copyright and royalties. If the development of copyrighted materials is supported by a sponsor, the College and the author must adhere to the terms and conditions of the grant or contract.

The Faculty Senate and administration are currently working on revising the Faculty Handbook, and this section may change to accurately mirror Board policy.

**2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.**

The College of Western Idaho currently delivers college credit instruction, certificates, and degrees through its memorandum of understanding with the College of Southern Idaho, which is accredited through the Northwest Commission on Colleges and Universities. This status is reflected in all publications by the College, and CWI does not speculate on future accreditation actions or status.

**2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.**

The College of Western Idaho has developed a contract reference guide and a contract coversheet to guide employees through the necessary steps of setting up a contract.<sup>15</sup> The contract reference guide defines which contracts CWI may enter into as well as the necessary process to follow when entering into a contract. The contract coversheet provides a set of questions to assist the user in reviewing contracts and determining what needs to be done in order to properly develop and approve a contract. Additionally, the coversheet specifies that contracts must be consistent with the mission and goals of CWI, adhere to CWI policies and procedures, and comply with the Northwest Commission on Colleges and Universities Standards for Accreditation. Employees must explain what the purpose of the contract is and how the contract meets the mission and goals of CWI. Contracts prior to February 2010 did not contain the specific requirement of supporting the mission of the College. Board Policy 4410 gives the president authority to enter into contracts on behalf of the College. The Vice President of Finance and Administration also has the authority to sign contracts that obligate the College.

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<sup>15</sup> Exhibit 15 – CWI Contract Reference Guide and Contract Coversheet

## Academic Freedom

**2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.**

The College of Western Idaho endorses and enforces academic freedom through Board Policy 3070 Academic Freedom:

The College adheres to Board-approved standards of academic freedom and takes responsibility to protect faculty and students from inappropriate influences or pressures. Under this umbrella stand support for independent thinking and the open dissemination of knowledge. Those with teaching responsibilities are expected to present scholarship objectively and fairly. They are to reveal sources of intellectual property and identify personal opinions when they voice them.

Policy 2.01 of the CWI Faculty Handbook also covers academic freedom. The handbook was approved by the Board of Trustees on May 5, 2009. The Faculty Handbook is under revision, so this policy may change to mirror Board policy.

**2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.**

The mission and goals of the College of Western Idaho encourage freedom of inquiry or expression as stated in 2.A.27. In addition, the Vice President of Instruction and Enrollment Services has made it a priority to reaffirm the institution's commitment to academic freedom and independent thought through discussions at in-services and in workshops conducted throughout the year by the Center for Teaching and Learning.

**2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

College of Western Idaho Board Policy 3070 and the Faculty Handbook Policy 2.02 Academic Integrity require that faculty model academic honesty at all times; this includes presenting scholarship fairly, accurately, and objectively as well as acknowledging the source of intellectual property in derivative scholarship and identifying personal views, beliefs, and opinions as such.

## Finance

**2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.**

The College of Western Idaho has clearly defined Board policies regarding the oversight and management of financial resource, as evidenced in the following policies:

- Board Policy 4020 Delegation of Fiscal Authority
- Board Policy 4030 Fiscal Management
- Board Policy 4100 Budget Preparation
- Board Policy 4110 Budget Management
- Board Policy 4200 Establishing Bank Accounts
- Board Policy 4210 Investments
- Memorandum of understanding between College of Western Idaho and the College of Western Idaho Foundation, Inc.

## 2.A Summary

### Strengths

- CWI is working toward an effective governance system as evidenced by the development and implementation of a Making Decisions at the College of Western Idaho 2010 document, college-wide policies and procedures reviewed and adopted by the Board of Trustees, and an expanding and inclusive committee structure with the College Council at its core.
- The five-person Board of Trustees is engaged in its role of College governance through its relationship with the College president, monthly open and public meetings, dedication to completing the CWI Policy Manual, and oversight of college financial responsibilities.
- The Board ensures appropriate levels of operational college oversight through a good working relationship with the College president and through trustee participation in a variety of active committees such as the Finance Committee.

- Policies and procedures are widely distributed on internal and external websites; policies are living documents with a documented process for changing them when necessary.

**Challenges:**

- The Trustee’s are faced with the challenge of operating CWI on limited funding, knowing there are a variety of challenges in place from the current economic environment and the start of a new community college.
- The Trustee’s have to contend with unparalleled demand for community college services, which will stretch the financial capacities of the College, physical facilities, and operational demands of multiple CWI sites around the two-county taxing district. Adequate staffing and program oversight will continue to be a challenge.
- As a new institution, CWI is still developing some policies and procedures, though the Policy Manual is approximately 95% complete.

**Standard 2.B Human Resources**

**2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.**

The College of Western Idaho employs 183 full time staff and 275 part time staff (including instructors for non-credit classes) as of spring 2011. Positions are posted to internal as well as various external regional websites to recruit top talent. The job postings list the functions and requirements of the position. For the hiring of full-time faculty, committees of constituents review all applicants and select the top three to five candidates for interviews. All candidates are chosen for their qualifications and because they are the best fit for the College. For most positions, top interviewees are sent to a second round of interviews with the appropriate dean/director/vice president. College of Western Idaho conducts background checks on all new employees to ensure the hiring of quality employees.

The College of Western Idaho maintains job descriptions for each position and updates them as needed. Job descriptions are reviewed annually during the performance evaluation period. Each employee is given a copy of his/her job description.

**2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.**

CWI Board Policy 5120 Performance Review of Employees states:

Employees are to be evaluated according to their position descriptions in a systematic, fair manner. This office provides the format supervisors are to use as well as training to

maintain a high level of effectiveness among supervisors. It also keeps the written evaluations in Human Resource Office files.

Currently there are three evaluation forms: one for faculty, one for supervisors, and one for employees.<sup>16</sup> Administrators fall into either the supervisor or employee category.

The College of Western Idaho requires performance reviews of administrators and staff to be conducted annually by supervisors. Each employee is measured based upon predefined criteria and goals achieved. Employees whose performance does not meet expectations are coached by their supervisor throughout the year using a formal performance improvement plan. The goal is to ensure all employees are able to succeed in their careers at the College of Western Idaho. Performance review templates are now posted on the portal.

**2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.**

The College of Western Idaho strives to provide affordable, quality teaching and learning opportunities for all to excel at learning for life, including CWI employees. One of the Board of Trustees Strategic Directions (located in the Comprehensive Strategic Plan) states, “The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.”

As a centerpiece of that philosophy, CWI has created a Center for Teaching and Learning that provides training for faculty throughout the academic year. The center is also charged with providing classes to be offered during in-service week of the fall and spring semesters. In addition, the center provides numerous development activities for faculty. The Center for Teaching and Learning is staffed by a training coordinator who is a full-time faculty member and receives a release from two courses in order to oversee the center. The center also maintains a Center for Teaching and Learning Committee, which is comprised of individuals from various parts of instruction (general education, professional-technical, basic skills, and community outreach) and administrative support services.

Full-time employees and spouses who would like to attend a state-supported institution of higher education are offered a tuition waiver. In addition, the College supports attendance at workshops and conferences where employees can learn new skills or update previously gained skills. Professional development goals are listed on each employee’s performance evaluation and are expected to be achieved.

CWI has added a staff position in the Human Resource Office with responsibility for developing a training and professional development program for employees. Training tracks for

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<sup>16</sup> Exhibit 16 – CWI Employee Performance Evaluation Forms

supervisors, managers, staff, overall departments, and new hires will be offered beginning spring 2011 semester.

**2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

The College of Western Idaho employs forty full-time general education faculty and 337 general education adjunct faculty as of spring 2011. 18% of sections are taught by full-time faculty. General education faculty have a master's degree in the discipline in which they teach, a master's degree in a related field with at least twelve graduate credits in the field taught, or documented experience that has been deemed relevant by a selection committee in that discipline and/or by the administration. Faculty teaching online courses are held to the same hiring qualifications; online faculty must also complete an online instruction course. Dual-credit faculty have the same qualifications as general education faculty, or there is a CWI faculty mentor assigned to monitor the course delivery in the high school setting. The ratio of full-time to adjunct faculty in general education is admittedly low; increased enrollment combined with budget limitations and a hiring freeze for faculty in spring 2010 have contributed to this large imbalance. The College will continue to take steps toward a more balanced ratio by hiring full-time faculty as the budget allows, prioritizing having a full-time faculty member in each discipline.

The College of Western Idaho employs fifty-four full-time professional-technical faculty and thirty-five adjunct professional-technical faculty as of spring 2011. 74% of sections are taught by full-time faculty. The disparity in full-time to adjunct ratios for general education and professional-technical education is largely due to the dedicated funding and associated requirements from the Idaho Division of Professional-Technical Education. Faculty teaching in professional-technical programs must have a professional-technical teaching certification and maintain all available professional certifications in their field. Nursing faculty in the professional-technical program must have a master of science in nursing.

To ensure continuity in the quality of education at CWI, four department chairs in general education and four department chairs in professional-technical education manage the programs. Where appropriate, program heads or leads are also assigned to programs. In disciplines without full-time faculty representation, adjunct faculty serve as program heads or leads. The chairs and heads/leads are responsible for program and discipline review, which helps ensure integrity and continuity.

Faculty are also represented on the CWI College Council, which oversees academic policies. Faculty members on the council include the faculty senate president, faculty senate vice president, an adjunct faculty member (appointed by the faculty senate), one professional-technical department chair (elected by the professional-technical education department

chairs), and one general education department chair (elected by the general education department chairs).

### **2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.**

The College of Western Idaho defines a full-time faculty load as fifteen credit hours per semester. Adjunct faculty may teach up to twenty-one credit hours per academic year (not including summer), with no more than twelve credits taught in one semester. Department chairs are offered a full release from teaching in the classroom to allow them to perform administrative and supervisory duties, though they may share these releases with other faculty in the department. The essential job functions of full-time faculty include the following:

- plans, develops, and presents organized learning opportunities for students in accordance with approved course outlines in topics relating to the faculty member's subject;
- prepares curriculum materials, including course outlines, syllabi, and other instructional materials;
- devises and utilizes outcomes assessment measures;
- maintains accurate student records;
- monitors student placement in courses and student progress;
- teaches a minimum semester credit load of courses in accordance with the descriptions published in the CWI catalog, which may include evening and off-campus courses;
- meets all scheduled classes promptly and files any deviation promptly and accurately through the appropriate channels;
- participates in faculty development goals to improve professional effectiveness;
- participates in instructional evaluation processes;
- participates in student advising;
- demonstrates sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of community college students;
- promotes and helps with learning assistance services;
- cooperates with other areas of the College to provide an effective educational program;
- develops and recommends new courses and programs of study;
- attends and participates in all departmental, division, and faculty meetings;
- participates in all graduation exercises;
- participates in faculty evaluations;
- mentors adjunct faculty;
- provides course schedules for adjunct faculty;
- conveys by word and action the values expected by CWI; and
- performs other duties as assigned.



**2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

The College of Western Idaho evaluates full-time faculty members annually in the following categories:

- Teaching
- Interpersonal skills
- Student focus
- Service
- Adaptability
- Work environment
- Technical skill/instructional technology
- Professional development

The evaluations include student evaluations, which are conducted each term; supervisor classroom observations;<sup>17</sup> and review of professional development and performance objectives from the previous year's evaluations. When a faculty member is not performing at the level expected, the supervisor meets with the instructor several times and coaches him or her through methods for improvement. If a more formal approach needs to be taken, a written performance improvement plan<sup>18</sup> is administered. This allows the faculty member to change behaviors or delivery methods.

The faculty senate is currently reviewing the faculty evaluation form and will provide recommendations to human resources, department chairs, and the Deans' Council. Changes to the form will then be vetted through the College Council and then the President's Cabinet for approval for use in fall 2011. Official faculty evaluations are kept in human resources.

New adjunct faculty are observed and debriefed during their first semester of teaching assignment. Seasoned adjunct faculty are observed once per academic year by a full-time faculty member who offers feedback in the following areas:

- Knowledge of subject
- Planned lessons
- Time management and pace of instruction
- Variety of modalities

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<sup>17</sup> Exhibit 17 – CWI Faculty Classroom Observation Form

<sup>18</sup> Exhibit 18 – CWI Employee Performance Improvement Plan

- Classroom safety
- Instructor professionalism
- Class/student management
- Personal delivery
- Student engagement and feedback
- Respect for students
- Classroom atmosphere

All observation forms are kept in faculty files at an administrative location. Each semester department chairs review student evaluations of adjunct faculty. Concerns and performance plans, if necessary, are addressed by the department chair with the faculty member and documented in faculty files.

## **2.B Summary**

### **Strengths:**

- Faculty and staff are highly dedicated to the mission and vision of CWI.
- Full-time and adjunct employees are evaluated on an annual basis.
- Faculty and staff are afforded the opportunity for professional development. A full-time human resources staff member is assigned training responsibilities, and faculty have many training opportunities through the Center for Teaching and Learning.
- Faculty at CWI in general education, professional-technical education, adult basic education, GED, and ESL programs are well qualified, have excellent backgrounds and expertise in their respective disciplines, and are highly motivated to the CWI teaching and learning process.

### **Challenges:**

- CWI seeks to recruit and retain top quality candidates for open positions. Filling these positions with highly qualified applicants can be a challenge due to financial constraints.
- The strong student growth rate has stressed the current employee base.
- CWI employees are starting their fourth year with no annual or merit pay increases.
- Budget and time constraints limit the availability for faculty and staff training programs.
- The ratio of full-time versus part-time faculty assigned in general education presents a challenge for sustained excellence in teaching and learning.

## Standard 2.C Education Resources

**2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.**

The College of Western Idaho provides programs with appropriate content and rigor that are, regardless of delivery location or type, consistent with its mission. These programs culminate in the achievement of clearly identified student learning outcomes (as identified in 2.C.2) and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Currently all degrees and certificates are awarded through the College of Southern Idaho. College of Western Idaho students may obtain the following degrees: associate of arts (A.A.), associate of science (A.S.), and associate of applied science (A.A.S.). In addition, there are three levels of technical certificates offered: post-secondary technical certificate (P.T.C.), technical certificate (T.C.), and advanced technical certificate (A.T.C.). The A.A. and A.S. degrees are intended to prepare students to transfer to a four-year college or university; the A.A.S. and technical certificates are intended to prepare students for employment.

In order to ensure that online courses are held to the same standard as face-to-face courses, CWI has a faculty-led online advisory team. This team works in conjunction with the Manager of Online Learning (hired spring 2011) to ensure consistency and quality in online courses and programs.

Dual-credit classes, which award both high school and college credit, are directly aligned with CWI course objectives and outcomes assessment. High school teachers work in coordination with CWI faculty mentors to ensure a standard of quality.

**2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

The College of Western Idaho identifies and publishes the expected learning outcomes for each course, program, and degree. The expected student learning outcomes for each course are provided in written form to students in a printed and/or electronic syllabus regardless of the course location or delivery method.<sup>19</sup>

Professional-technical programs identify program and degree learning outcomes in a program assessment report. Each program assessment report contains three common outcomes, which constitute the degree learning outcomes, and up to ten programmatic outcomes. Currently,

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<sup>19</sup> Exhibit 19 – PTE Program Assessment Report Template and Department Checklist and Rubrics

these outcomes are not widely published outside of the professional-technical division and each program's respective technical advisory committee. The CWI website is being redesigned, and new material and organization are largely on hold until that process is complete. January 2012 is the target completion date.

General education defines course outcomes for each class, which can be found on each course syllabi. Usually these outcomes are provided by the College of Southern Idaho; however, in some instances CSI has approved CWI's request to revise outcomes for a particular class. Outcomes assessment results are reported and recorded through program and discipline review. The focus is on monitoring curriculum rigor and faculty performance in order to achieve continuous improvement. Program outcomes are defined in the Spring 2011 program review documents; assessment of program level outcomes will commence in fall 2011. General education core outcomes, which are listed in 2.C.10, are published in the 2011-2012 catalog.

**2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

Through the College of Southern Idaho, the College of Western Idaho offers credit and degrees which, regardless of delivery location or method, are based on documented student achievement and are awarded in a manner consistent with the requirements stated in the CWI Catalog. These requirements reflect generally accepted learning outcomes, norms, or equivalencies in higher education. Students who graduate have demonstrated mastery of course objectives and have successfully completed all program requirements. Each course measures outcomes that address content appropriateness and rigor through outcomes assessment. CSI's institutional policies guide the awarding of credits and degrees. CWI holds articulation agreements with all Idaho state colleges and universities as well as other private colleges and universities for all A.A. and A.S. degree transfers.<sup>20</sup> However, some CWI programs do not align with transfer universities, particularly with Boise State University, the nearest public transfer institution. This failure to align curriculum stems from CWI's agreement with CSI, which does not allow CWI autonomy over curriculum; therefore, CWI's academic departments are unable to create the desired alignment for program-to-program transfer. CWI does not currently have the autonomy to develop new curriculum based on generally accepted learning outcomes and norms in higher education.

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<sup>20</sup> Exhibit 20 – CWI Articulation Agreements

**2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

College of Western Idaho degree programs, regardless of delivery location or method, are coherently designed with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Currently, CWI offers degrees through its accreditation partner, the College of Southern Idaho. General education degree programs are in line with CSI's requirements. In most cases, general education degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning; however, in cases where they do not, CWI lacks the curricular autonomy to make the necessary changes without agreement of CSI curriculum committee. Professional-technical programs are designed by CWI faculty with industry input. All curriculum must still be vetted through CSI's curriculum committee.

CWI admission and graduation requirements are published in the CWI Catalog, which exists in hard copy as well as on CWI's website.

**2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

College of Western Idaho professional-technical faculty initiate new courses and course revisions; general education faculty are in most instances precluded from doing so by the College's agreement with CSI. Initial screening of new or altered professional-technical curriculum, degrees or certificates is heard and voted on by the CWI curriculum committee before being presented to the CSI curriculum committee for final approval. Each instructional department has faculty representation on CWI's curriculum committee.

Faculty also actively participate in the hiring process of full-time and adjunct faculty as well as instructional staff and college administrators. A minimum of two faculty members are appointed to selection committees for hiring full-time faculty, staff, and administrators in the Office of Instruction. Committee members are responsible for selecting qualified applicants, conducting interviews, and subsequently providing a ranked list of candidates to the Vice President of Instruction and Instructional Deans.

Faculty take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Student learning outcomes for each credit course offered by the College of Western Idaho are reviewed by the faculty, displayed clearly on all course syllabi, and discussed with students at the beginning of the semester. Though learning outcomes are initially provided by CSI, in some instances CWI has been granted permission to revise outcomes based on faculty input. Measurement of outcomes is demonstrated by the grades

issued to students, outcomes assessment reports, and/or end of semester assessments given in select courses. Programmatic student learning outcomes are also defined and measured in the program assessment reports for professional-technical programs and the program and discipline review reports for general education.

**2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

Faculty at the College of Western Idaho, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process. General education program and discipline reviews include assessment of how each program or discipline uses library and information resources. These assessments are intended to promote productive discussions between faculty and library personnel.

Additionally, all new courses, including general and professional-technical education, must include an assessment of the adequacy of library resources before the proposed course can move through curriculum committee. Professional-technical education does not currently work with the library in a systematic way, though both groups are working to remedy this. The College is hiring a new library director in summer 2011; working more systematically with both professional-technical and general education faculty will be a priority for this position.

**2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.**

The College of Western Idaho considers the prior experiential learning of professional-technical students who make a formal request for a review. The CWI Catalog policy states

In order to allow technical division students the ability to gain CPL [Credit for Prior Learning], students have the option to submit a portfolio detailing the competencies he/she possesses in order to receive either full or partial credit for a class(es) required for either the postsecondary certificate, technical certificate, or associate of applied science degree options at CWI. The student must enroll in INSS 288 Portfolio Development after receiving permission from the course instructor to gain CPL. An assigned portfolio evaluation team will establish the method by which the student will demonstrate subject matter competency. A student may acquire up to ¼ of the credits required for a certificate or degree through the CPL method.

Credit granted for prior experiential learning is identified as such on a student's transcript and may not duplicate other credit awarded to the student in fulfillment of degree requirements. CWI makes no assurances regarding the number of credits to be awarded prior to completing the review process.

Portfolio evaluation teams include the CWI department chair and other instructors from the discipline as needed. The team establishes the measures and methods by which the student demonstrates subject matter competencies. By comparing the competencies demonstrated to established course outcomes, the CWI portfolio team makes credit recommendations, including course equivalencies. The CWI team works with CSI instructional counterparts to ensure the evaluation methods meet CSI standards. CSI approves the request or works with the CWI portfolio team to modify the request. The student is notified after the approval process is complete.

**2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.**

The College of Western Idaho recognizes and evaluates a student's transfer credit from other regionally accredited colleges and universities. Individual transcript evaluations are completed for students who provide official college transcripts. Course descriptions from the transfer institution are compared to CWI course descriptions for similarities. Courses may transfer as an exact class equivalent, a core class within an area of the general education core requirements, or as an elective course. Courses must be college-level, not preparatory or remedial, to count toward a degree. Per Idaho State Board of Education policy, students transferring to CWI with an A.S. or A.A. degree from Treasure Valley Community College, Boise State University, Idaho State University, University of Idaho, College of Southern Idaho, North Idaho College, and Brigham Young University-Idaho (BYU-Idaho) are considered to have satisfied lower division, general education core requirements, though specific degree requirements must still be met.

The College of Southern Idaho provided initial training to CWI evaluation services. Evaluators at both institutions use a common set of equivalency guides for Idaho schools and use similar methods for evaluating credit on a course-by-course basis. CWI and CSI evaluators and registrars have regular contact, and CSI provides guidance as new situations arise. When a student seeks further review of non-equivalent transfer credit and how it might be applied toward degree requirements, CWI department chairs and deans review exceptions for possible approval. The CWI Vice President for Instruction and the CSI Executive Vice President/Chief Academic Officer consult regularly to ensure consistency and fairness in applying exceptions.

## Undergraduate Programs

**2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.**

The College of Western Idaho general education component of transfer associate degree programs demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. The general education core reflects the Idaho State Board of Education General Education Core Standards.<sup>21</sup> Core course requirements for all transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of communication, English, humanities, mathematics, science, and social science, as represented in the CWI Catalog. All transfer degrees require three credits of communication, six credits of English composition, six to twelve credits of humanities, three to five credits of math, seven to twelve credits of science, and six to twelve credits of social science. Associate of arts degrees also require a health and wellness course or two physical activity courses.

Applied degrees and certificates of thirty or more semester credits contain a recognizable core of related instruction provided through general education requirements. The technical certificate and advanced technical certificate require nine credits of general education, including three credits each in communication or English, mathematics, and social science. The associate of applied science degree requires sixteen credits, including a minimum of three credits each in communication, English, mathematics, and social science. These general education requirements align with and support the common degree outcome for all professional-technical programs, which states that students must “apply computational, communication, and human relations skills to meet industry expectations.”

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<sup>21</sup> Exhibit 21 – Idaho State Board of Education General Education Core Standards, 2007



**2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.**

The general education components of the College of Western Idaho’s transfer associate degree programs identify concepts important to a student’s development of knowledge and skills. General education introduces students to a variety of disciplines by which people comprehend the world. General education graduates of the College of Western Idaho will have learned a shared body of concepts and methodologies which will provide them with a fundamental understanding of arts, culture, science, society, and technology. This knowledge will inform their view of the world, help them to become active and responsible participants within a global community, and prompt them to consider the ethical consequences of actions. Through this pattern of rigorous college-level study, students will engage in the following skills, which constitute the degree learning outcomes:

- *Critical thinking*: the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process.
- *Quantitative reasoning*: the ability to calculate, measure, and analyze data.
- *Communication*: the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media.
- *Information literacy*: the ability to locate, understand, assess, and synthesize information in a technological driven society.
- *Personal growth and responsibility*: the ability to understand and manage self, to function effectively in social and professional environments, and to make reasoned judgments based on an understanding of the diversity of the world community.

In spring 2011, general education developed program-level learning outcomes that are stated in relation to the institution’s mission and the degree outcomes in the program reviews.<sup>22</sup> General education core objectives, as they apply to each course, will appear on all general education syllabi beginning in fall 2011.

**2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.**

The related instruction components of applied degree and certificate programs use the learning outcomes of the general education courses. As addressed in 2.C.9, these courses help to fulfill one of the degree outcomes for all professional-technical programs.

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<sup>22</sup>Exhibit 22 – General Education Program Review Documents

Related instruction is provided by general education course offerings, which are taught by general education faculty who are appropriately qualified in their disciplines.

### **Continuing Education and Non-Credit Programs**

#### **2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.**

Community outreach programs and basic skills education programs align with the College of Western Idaho's mission and goals by providing affordable, open access to quality teaching and learning opportunities for the residents of its service area in Southwestern Idaho. Students are provided access to non-credit courses and programs at multiple locations, on multiple schedules, and through multiple delivery methods. Community outreach and basic skills offerings include community education, short-term training and apprenticeship programs through the Department of Business Partnerships and Workforce Development, and programs in adult basic education, general education development, and English as a second language. CWI's Strategic Directions guide these non-credit programs: Board Priority Number One, "Structure Student Success," addresses basic skills programs and the development of business partnerships; Board Priority Number Four, "Connect the College to the Community," specifically addresses the development of community education.

#### **2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.**

The College of Western Idaho maintains direct and sole responsibility for the academic quality of all aspects of its community outreach programs and basic skills programs.

Community education courses are non-credit and taught by credentialed CWI faculty or professional, subject-matter experts from the community. Instructors determine and create their course descriptions and submit information to the director for adjustments and/or approval. Course offerings and the development of course content is based on individual discussions, interest surveys, and questionnaires from individuals in the community. Instructors are involved in class planning, both independently and collectively. Community education students evaluate the skills and knowledge of the instructors by completing an end-of-course survey. Community education staff observe and evaluate class presentations.

Business partnerships/workforce development courses offered for credit follow the same process as other courses offered for credit at CWI. Courses are first vetted through the

appropriate instructional dean before being reviewed by the CWI and CSI curriculum committees for approval. For-credit courses are accountable to the same monitoring processes as their counterparts in professional-technical and general education. Business partnerships/workforce development offerings have additional approval processes and requirements, including technical advisory committee and State Division of Professional-Technical Education approvals, depending on the discipline.

Assessment of student achievement in non-credit courses for business partnerships/workforce development courses varies by course and the course objectives. (For-credit courses must follow the same criteria as all other for-credit courses in the College.) Some courses have testing, assignments, and state or national certification exams. Objectives and student achievement are identified for each workforce development course. If assessment is part of a business partnerships/workforce development course, grading policies are identified in a written form for students at the beginning of the course. Instructors whose credentials match the area of instruction are responsible for developing appropriate assessments. Where appropriate guidelines from state or national associations exist, they are used to formulate the appropriate assessments for courses. Instructor credentials, objectives, and student achievement are identified for each course to be consistent with CWI course offerings. Each course has written learning outcomes and grading policies, and certificates of achievement are issued to participants who complete all course requirements.

Basic skills education coordinators review and approve all curricula to ensure that it aligns with the established state content standards for reading and mathematics classes as well as state assessment competencies for English language classes.

**2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.**

The College of Western Idaho does offer continuing education units for limited applications related to BP/CWD and PTE programs and seminars. CWI is developing the CEU guidelines and transcription process based upon an analysis of national best practices, and continuing education unit processes will be in place by the beginning of the semester in fall 2011.

**2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.**

The College of Western Idaho enrolls participants in non-credit classes into one of two student management systems. Community outreach records are tracked on student management systems. CWD is tracked using Aceware Student Manager, and community education is tracked using Datatel. Basic skills is tracked using the Idaho Management and Accountability System.

Community education will be moving to Aceware by summer 2011. Rosters can be printed to verify enrollment, attendance hours for basic skills, and completion of each class.

## **2.C Summary**

### **Strengths:**

- CWI offers its community many educational opportunities, both credit and non-credit, to meet students where they are, whether through adult basic education, general education transfer, short-term workforce training, a professional-technical degree program designed to place a student in the workforce, or a community education course related to adult enrichment.
- CWI has identified core learning outcomes.
- Technical skills assessment in professional-technical education and outcomes assessments in general education are exceptional measures of student learning.
- CWI faculty are engaged and invested in curriculum development and outcomes assessment.

### **Challenges:**

- Instructional departments at CWI need timely access to meaningful data to make programmatic decisions.
- Based on CWI's accreditation relationship with CSI, it is difficult to make independent curricular decisions that would affect general education programs.
- Assessment of degree and program outcomes for general education and course outcomes for professional-technical education are still in development.
- Library and faculty partnership is still in its infancy; in particular, there is no systematic way in which professional-technical education works with the library, or vice-versa.
- Currently, data for non-credit students does not reside in Datatel, the college-wide database. This makes tracking and communicating with non-credit students challenging.

## **Standard 2.D Student Support Services**

### **2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.**

Consistent with the nature of its educational programs and methods of delivery, the College of Western Idaho creates effective learning environments with appropriate programs and services to support student learning needs. All student services are available through the One Stop Student Services Center (One Stop). There are currently five physical One Stop locations: at the Nampa Campus, the Canyon County Center, the Ada County Center, CWI at Boise State University, and the Oak Park Center. One Stop Student Services are also provided to campus-based students and online students through the CWI Virtual One Stop Center. This One Stop functions as a call center and computer-based contact point for all CWI students. The same

One Stop philosophy and services are provided on a call-in basis and through the website. The College One Stop strives for consistency of information through its varied contacts with students and the general public.

One Stop coordinates campus services to support students through the pre-enrollment, enrollment, and registration processes. Students are also assisted with financial aid, academic advising, tutoring, testing, counseling, and career center services. Additionally, One Stop serves as a gateway to a variety of other student services that are available at each campus location through service partners; students are offered extended advising through the Personal Academic Career Enrichment (PACE) process,<sup>23</sup> extended tutoring through any of the campus tutoring centers, career center services, training and support from faculty advisors, and a series of ongoing seminars on time management, study strategies, budgeting, and other life issues. The One Stop Center and these service partners work together to provide an environment of ready support available to every campus-based or online student.

CWI provides open computer labs for student use at the Ada County Center, CWI at Boise State, the Nampa Campus, and the Canyon County Center. There are additional computers available for use in the library on the Nampa campus as well as quiet study space and tutoring services. The library also houses rotating displays, informational flyers, a copier, and knowledgeable staff who field questions, library-related and otherwise.

Tutoring services are available at the four main locations. A math drop-in tutoring lab is located on the Nampa Campus. The writing center has physical locations at the Ada County, Nampa, and Canyon County campuses and also maintains an online writing lab. Instructional support offers study skills workshops throughout the semester, and students can contact instructional support to join study groups facilitated by experienced peer tutors, especially for difficult content courses like anatomy and physiology or modern languages. Information about CWI's various tutoring options is available on the school's website, and faculty are encouraged to tell their students about the services available to them.

**2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

The College of Western Idaho makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. CWI Security operates whenever buildings are open. CWI is staffed with trained, professional security officers. The Facilities Management Department is the administrative unit responsible for the functions of CWI security; primary functions include building security, grounds security, citizen assistance, emergency response, and building monitoring. CWI security officers are first aid, CPR, and AED certified and receive continual ongoing security training.

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<sup>23</sup> Exhibit 23 – Personal Academic Career Enrichment (PACE) Academic Contract

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the College of Western Idaho creates an annual Safety and Security Report, which is available on the College's website.<sup>24</sup>

**2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

The College of Western Idaho is an open-access, comprehensive community college. As such, it admits all applicants, though some programs require additional information or have limited space and thus limited enrollment. Recruitment and community outreach services are directed in two ways: first, specific regions within the Ada and Canyon County taxing districts are targeted by zip code according to direct student interests and community partnerships; second, a broader-reach effort is targeted toward CWI's entire ten-county service area.<sup>25</sup>

To ensure that students understand the requirements related to their program of study, they are encouraged to attend orientation sessions that help the transition into the College. These sessions, along with the advising and registration sessions offered each semester, help ensure that students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Students seeking academic advising are assigned a faculty advisor who can continue to provide and update this information. Online orientation is being created as well with the goal of making all relevant academic information readily available to the entire student population.

During the course of the first semester enrolled at CWI, students are invited to an introductory session with their chosen department of study. This session is followed by a series of one-on-one appointments throughout the semester with an assigned faculty advisor. During the final session of the semester, the student and the faculty advisor develop the student's schedule for the next semester and establish goals toward graduation. Students may choose to continue meeting with their faculty advisors throughout their course of study at CWI. The registrar's unit also maintains an automated degree progress system that allows students and advisors to track student progress. As students approach their final semester of enrollment, they must submit an application for graduation. At that time, the evaluation staff within the registrar's office fully reviews the student's intentions and, if all the requirements are met, approves the application.

The entire advising process at CWI is designed to support students in achieving their stated goals: the enrollment and orientation processes provide students with information about degree and certificate requirements; the faculty advising process along with the registrar's automated degree progress system supports students as they work toward their goal; and One

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<sup>24</sup> Exhibit 24 – CWI Safety and Security Report, 2009-2010

<sup>25</sup> Exhibit 25 – CWI's Service Area in Southwest Idaho

Stop advisors assist both faculty and students in exploring options and by developing additional tools for students and faculty.

**2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.**

The College of Western Idaho has a well-documented approach for dealing with suspended and eliminated programs of study. As a part of the program review process, programs are continually assessed for their current and future viability; the primary purpose of this process is to ensure continued program improvement. However, if through this process programs are identified for elimination or suspension, the recommendation is first moved through the process described in the document Making Decisions at the College of Western Idaho 2010 and then to the Vice President of Instruction and Enrollment Services; this process ensures that currently enrolled students are provided with opportunities to finish their course of study before the program is eliminated or to find alternate means of finishing. Information about eliminated and suspended programs is widely distributed within the community, applications for the program are suspended, and prospective students are individually notified of the program's status.

Enrolled students who are affected by an eliminated or suspended program are notified by the Registrar's office in order to complete a Teach Out Agreement, which outlines students' options for degree or certificate completion.<sup>26</sup> The advisor explains these options, and a signed agreement is executed. The signed agreement outlines the student's completion schedule, the terms of completion, and their graduation requirements. The process also defines CWI's responsibilities in ensuring a student's ability to complete the program. The document and process also provide a full understanding of the consequences of failing to meet the requirements of the agreement.

For example, in the spring of 2009, this teach-out process was followed cooperatively between the staff at Boise State University and the College of Western Idaho when the programs in the Selland College of Technology were transferred from BSU to CWI. Affected students are currently completing teach-out agreements and working toward completion of degrees jointly between BSU and CWI.

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<sup>26</sup> Exhibit 26 – CWI Teach-Out Agreement with Boise State University

**2.D.5 The institution publishes a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:**

- a) Institutional mission and core themes;**
- b) Entrance requirements and procedures;**
- c) Grading policy;**
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;**
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;**
- f) Rules, regulations for conduct, rights, and responsibilities;**
- g) Tuition, fees, and other program costs;**
- h) Refund policies and procedures for students who withdraw from enrollment;**
- i) Opportunities and requirements for financial aid; and**
- j) Academic calendar**

The College of Western Idaho publishes a catalog for each academic year with current and accurate information. The catalog includes the institutional mission and core themes; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, required course sequences, and projected timelines of completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules, regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the year's academic calendar. Frequency of course offerings is listed with course descriptions in the catalog. The catalog is available on the CWI website and in a hard copy format at each One Stop Center.

The Student Handbook provides information about a variety of other student-related issues, including conduct, academic dishonesty/plagiarism, campus life, and involvement in clubs, student organizations, and the Associated Students of CWI (ASCWI). This document is published annually as a web document and is available in a hard copy format at each One Stop Center.

Progression expectations for the completion of a degree or certificate are included in the appropriate instructional sections of the college catalog; students are also provided degree- or certificate-planning sheets appropriate to the students' course of study. These sheets provide the basis for a student to plan their long-term course of study, including required courses and required areas of study. Currently, degree and program outcomes are not widely published, but these will be available on program websites in the future. The CWI website is currently being redesigned, and this process has put more detailed program websites on hold; the new website is scheduled to launch in late fall.



**2.D.6 Publications describing educational programs include accurate information on:**

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.**

In the College of Western Idaho catalog, each degree, certificate, and education program is defined along with specific program requirements. These program descriptions and specific requirements are also available through individual program web pages on the CWI website. On these program web pages, information is also posted to meet specific federally defined gainful employment and program integrity requirements, as well as transfer opportunities.

These program web pages further describe information related to employment opportunities, employment requirements, and entry level and advancement information specific to each certificate or direct employment program.

**2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

The College of Western Idaho has been an early adopter of document imaging. CWI uses the Datatel Colleague Integrated Student Records (Campus Enterprise Resource Planning) System, which provides a complete suite of management tools and best practice procedures for managing student records. The document imaging capabilities of the product allow CWI to link individual student file documents to electronic student records. This makes it possible for student documents to be accepted at any location and linked directly to the student's electronic record, allowing CWI to maintain one unified electronic file for each of our students. The College has also established access and privacy protocols for student records, limiting access to specific document types for staff within enrollment and student services on a specific, need-to-know basis. While access can be made from any campus location, specific access is limited based upon an integrated security protocol. For example, individuals with specific financial aid clearance have access to tax information, financial aid appeals information, etc. for their assigned students, while others don't have access to these documents; counseling staff have access to information about retention issues for students to whom they are assigned, but no one else has access to those secure files.

The American Association of Collegiate Registrars and Admissions Officers guidelines and all applicable federal standards (as interpreted for electronic records retention systems) are also being applied to the system's records retention process. All data integrity, records retention, and elimination procedures, etc. are monitored by the Registrar and the Director of Financial Aid; all protocol changes, file eliminations, etc. are also reviewed and approved by the Information Technology Core Team (IT Core Team).

Many of the student records are owned by the College of Southern Idaho, since credits and degrees are granted through CSI. Secure electronic records allow CWI and CSI to share records while maintaining security and privacy for students.

Information related to student records, confidentiality requirements, and FERPA regulations are contained within the Student Handbook. The FERPA requirements regarding student expectations to privacy are thoroughly reviewed during the admissions, registration, and orientation sessions. Students who desire to have information shared with parents or others complete a release of information form which defines the information available for release.

The College also maintains all electronic records, transaction records, and other student-related information off-site at a secure and fully approved facility related to records security, retention, and fully automated back-up security. This system ensures the safety and security of records and provides back-up data systems.

**2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.**

The College of Western Idaho provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Financial aid application assistance and advising services are available at any of the CWI One Stop Student Services Centers. CWI financial aid specialists and central processing are located at the administrative center near the Nampa Campus.

Information related to financial aid services, loan counseling, and exit interview procedures are provided through the One Stop Centers. This information is also available on the college website and in the catalog.

**2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.**

The College of Western Idaho has secured a location specific US Department of Education Financial Aid number, which allows the College to process aid for CWI students, monitor each student and the College's awarding levels and practices, and fully participate in required debt and loan management procedures provided through the US Department of Education.

Through the operating memorandum of understanding with CSI, the College is fully able to operate as a location specific unit of the CSI Financial Aid Office. Though the CWI financial aid staff operates independently, they also participate in common training topics with CSI financial aid staff, and all disbursements and fund transactions are reconciled jointly. Transactions are

routinely monitored through these reconciliation procedures and the institutional audits for both CSI and CWI.

**2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available students.**

The College of Western Idaho is developing a systematic and effective program of academic advisement to support student development and success. At the completion of the initial enrollment planning session, all students should declare a major or program of study. CWI uses faculty advisors who undergo training to advise students; the advisors are provided with worksheets to help students track and complete the program and graduation requirements. In addition, CWI holds group advising sessions each semester to reach students and sign them up with faculty advisors.

Advisors have access to degree audit tools that help them track the student's progress toward degree completion. Specific, measureable metrics are being developed and used to guide the faculty advising process. These metrics will be used to ensure that each CWI student has a fully developed educational plan, to clarify and monitor program requirements, and to assist students each semester in deciding which courses they need to take and the sequence necessary to complete their educational plans. Advising professionals work in collaboration with faculty advisors to provide complementary advising services, appropriate workshops and seminars, and intensive support for students. Faculty advisors and professional advisors also provide coordinated services specific to the needs of students who wish to transfer to four-year colleges.

**2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.**

Co-curricular activities at CWI are developed cooperatively between the College's academic units and the Associated Students of CWI (ASCWI) to provide opportunities for learning that extend beyond the walls of the classroom. While these activities are formed within the established procedures of the College's Registered Organizations and Clubs (ROC) and monitored through the ASCWI governance structure, they are also linked to specific academic departments.

This core connection ensures that the co-curricular activities are mission driven and that the specific activities or groups are linked to the College's core themes. As an example, the speech and debate team is directly linked to the communications program of the Department of Social and Behavioral Sciences and provides learning experiences that extend beyond the classroom to local, regional, and national competitions. As a club, however, the structural elements,

fundraising, constitutional structure, and participatory student leadership of this organization are linked to the ASCWI governance structure (as described in 2.A.17).

**2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.**

At the time of submission of this institutional self-study, the only auxiliary service maintained directly as a college service is a bookstore. The bookstore provides educational related materials, course related books, and other materials as requested by instructional faculty. This service is provided solely to support student access to necessary learning materials and supplies. The bookstore facilitates access to learning materials by maintaining appropriate stock, maintaining multiple sites for delivery of materials, and coordinating financial aid access for students to utilize funds prior to the start of enrollment periods.

Students, faculty, staff, and administrators have daily opportunities for input regarding the bookstore. Suggestions from all stakeholders are solicited and received in person, over the phone, and online; the website includes a request button specifically for this purpose. Requests for operational and general merchandise are received in this manner. Additionally, twice a year the bookstore formally solicits inventory requests from faculty. Required, recommended, and optional textbooks as well as supplies are ordered based on this official solicitation process.

**2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.**

The College currently does not offer and has no immediate plans to offer intercollegiate athletics. Co-curricular activities guidelines are described within 2.A.17

**2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

The College of Western Idaho ensures compliance with all Payment Card Industry (PCI) compliance requirements and mandated identity verification practices for federal and state compliance per Board Policy 4640. The College establishes, using physical proof, the identity of each enrolling student, whether campus-based or online, and confirms identity prior to

establishing password security for online interactions. All students have unique, secure usernames and passwords used to access Blackboard and other necessary services.

Information is not provided through any One Stop location without appropriate ID or password/security verifications. There are no student-generated charges associated with the identity verification procedures.

## **2.D Summary**

### **Strengths:**

- CWI has an excellent system for the secure retention of student records and has regular reviews of FERPA requirements with faculty and staff.
- Financial aid monitoring and collaboration with CSI is very strong.
- There is a strong staff training and mentoring process within enrollment and student services.
- CWI has implemented a degree audit system, which aids in the advising of student progress toward an instructional goal.

### **Challenges:**

- While advising has a solid process to build on, limited staffing means that follow-through after initial advising needs to be improved.
- There is limited staff support for financial aid assistance to students.
- A distributed campus format, with CWI support staff and students in six locations, adds complexity in delivering services and reduces the sense of campus community.

## **Standard 2.E Library and Information Resources**

**2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.**

The College of Western Idaho Library holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered. The library contains informational materials relevant to the studies of lower-division college students.

From the library webpage, whether accessed on campus or remotely, CWI students, faculty, and staff can access dozens of databases, containing thousands of articles (including scholarly/peer-reviewed articles) and searchable electronic reference books (e-books). Online resources, most of which are shared with CSI’s library, encompass course offerings from both professional-technical and general education programs, supporting the two college-level core

themes. CWI and CSI libraries currently each pay half of the cost of the shared online resources. Due to increasing student enrollments, the CWI library will likely begin paying more than the CSI library by the fall of 2011.

A library fee is charged to all students. These fees are being used to increase library materials and staffing. This fee will help to make the library more sustainable over time.

The library, which is physically small, houses a small collection of circulating books, circulating non-print materials, and non-circulating reference books. A Request for Proposal (RFP) for materials in spring 2011 resulted in a proposal being accepted by Baker & Taylor to provide the library with approximately 1,400 books, CDs, and DVDs. The library is evaluating and selecting titles over summer 2011, and materials will be provided by October 2011. Recently purchased additional shelving has increased the library's holdings capacity by 44%.

In the fiscal year 2010, a grant from the J.A. and Kathryn Albertson Foundation equipped the library with new computers and printers. Finally, as members of the LILI Unlimited program through the Idaho Commission for Libraries, the library is able to borrow books and resources via interlibrary loan from libraries world-wide.

### **2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources, faculty, staff, and administrators.**

The library's Operational Guidelines/Staff Training Manual is a work in progress. Collection development, materials selection, weeding, and other library policies are being created in accordance with American Library Association (ALA) guidelines. When finished, definitive collection development/materials selection policies will explain how the library will use feedback from student and staff surveys, recommendations for purchases from library users, usage statistics for online databases and e-books, circulation statistics, interlibrary loan statistics, and other data to plan for future information resources and services.

The CWI Library Advisory Committee will most likely approve patron-related library procedures sometime in fall 2011. Over the summer 2011, the library's Operational Guidelines/Staff Training Manual will be reformatted in order to separate patron services from staff training procedures.

The library currently utilizes a Patron-Driven Acquisitions philosophy for library collecting by soliciting input from faculty, staff, and students through physical and online suggestion boxes, library surveys, and campus-wide surveys. A spring 2011 request for faculty input has resulted in over 170 purchase recommendations. All recommendations that do not match the requirements for the library's first RFP will be retained by the library and those materials will be considered for purchase at a later date.

The Director of Library Services meets with the curriculum committee at least once per semester in order to collaborate with department heads of the importance of evaluating current library resources in their subject areas and to solicit ongoing purchase recommendations for library materials.

**2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

The College of Western Idaho provides appropriate instruction and support for students, faculty, staff, and administrators to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services. Two full-time library staff members, at least one work-study student assistant, and a part-time administrative assistant are available to answer questions and instruct users during business hours. In fall 2011, the library will begin exploring new avenues for reference services, including online chat and text messaging platforms, to expand help options for students, staff and faculty.

The Director of Library Services and her assistant are currently responsible for information literacy instruction to CWI classes as well as for student and faculty orientations outside the library. By the end of 2012 when three full-time library staff members will share instruction duties, library staff will make regular visits to satellite campuses in addition to instructing classes on the Nampa Campus. The library staff utilize the guiding principles found in the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education*.<sup>27</sup>

Library presentations are made during new student orientations and faculty in-service; beginning in the fall of 2011, all new full-time employees of the College will receive a library welcome packet, containing information on library resources and services. New acquisitions are highlighted in periodic emails and the president's newsletter, Bert's Alerts.

For library patrons who cannot visit the library in person, information literacy tutorials covering various aspects of the research process will be linked from the library website by Fall Semester 2011. Creation of tutorials will be a priority project beginning in the summer of 2011 and will be an ongoing priority as new databases are added to the library collection. Also, the library will be seeking greater integration into all course Blackboard sites.

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<sup>27</sup> *Information Literacy Competency Standards for Higher Education*, Association of College and Research Libraries

#### **2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

The College of Western Idaho library keeps usage statistics and inventory. When completed, the library's Operational Guidelines/Staff Training Manual will address how usage statistics, inventory records, inter-library loan records, user surveys, and data from other sources will be utilized as part of the ongoing evaluation of the quality, adequacy, utilization, and security of information resources, wherever offered and however delivered.

The library will develop definitive weeding policies before half of the shelving for the library's collection of books and non-print media is filled.

Minimum standards for accepting donations are being used until formal standards for acquisition of new materials are developed and adopted by the library's advisory committee.<sup>28</sup> Headcount, gate count, and reference statistics are logged hourly, and usage statistics for the databases that are not shared with the CSI library are logged monthly.

### **2.E Summary**

#### **Strengths:**

- CWI charges students a special library fee per credit hour and is now making those fees available for library materials and additional library staffing. By the end of 2012, it is anticipated that the library's physical collection of books and other materials will more than double, and a total of three full-time staff members will be in place. With the hiring of a third full-time staff member, library staff will be able to strengthen relationships with faculty, students, and the larger CWI community.
- A robust collection of online databases, accessible from campus and remote locations, are available to CWI faculty and students enrolled in at least one credit-bearing class.
- The library has a strong working relationship with the tutoring program.
- Library staff provide information literacy instruction for as many classes as possible at the three main campuses (Ada, Canyon, and Nampa). Regularly scheduled instructional visits to the Ada and Canyon County campuses are planned to begin by the end of 2012 when additional full-time library staff may be hired.

#### **Challenges:**

- Due to fast growth and limited library staff, outreach to faculty and students and the development of suitable library and inter-departmental procedures have been difficult.
- The library's physical collection of materials, number of computers, individual and group-study space, and space for the physical processing of materials are all limited by its small physical size.

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<sup>28</sup> Exhibit 28 – CWI Library Donations Policy



## **Standard 2.F Financial Resources**

**2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.**

The College of Western Idaho makes financial stability a priority. Board Priority Number Three is “Implement Practices for Fiscal Stability: The College will operate within its available resources. The College will implement strategies to increase revenue.”

The College maintains a dedicated reserve for cash flow equal to at least 50% of the property tax revenue. Any unspent funds budgeted for facilities is transferred at year-end to increase funds for deferred maintenance. An operating reserve is being established by transferring salary and related fringe savings. The goal is to reach a target of 5% of the College’s annual expenditure budget as an operating reserve by fiscal year end 2012.

The Finance Plan 2010-2015, which is part of the Comprehensive Strategic Plan, guides financial decision-making for the College.

To ensure fiscal responsibility, the Office of the Vice President of Finance and Administration (VPFA) is responsible for managing the finances of the College. Spending policies and procedures have been implemented, and transactions are monitored for compliance against approved budgetary spending authority.

**2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.**

The College of Western Idaho creates and approves budgets annually, using a zero-based budgeting approach. Only the costs of existing positions are calculated based upon prior history. New position requests are scrutinized closely for need and compared to projected enrollment targets.

Operating expenditures and capital outlay items are similarly examined. The overall budget taken to the trustees for approval is based on projected revenues from all sources, such as tuition, state and property tax revenue, grants, etc. Projected expenses, including additions to operating and permanent reserves, do not exceed projected revenues.

In addition to tuition and fees, the College responsibly projects non-tuition revenue sources in order to craft an annual balanced budget. These revenue sources include the following: local property taxes, state general education appropriation, professional-technical education allocation, grants, and contracts. The president will not recommend a non-balanced budget to the trustees, nor will they approve a budget where projected expenditures exceed revenues.

Projections for grants are based on grant contracts received or on grants verbally approved by the Idaho State Division of Professional-Technical Education. Other grant contracts are budgeted upon receipt of the contract. Other non-tuition revenue projections are based on known contracts with business partners and on historical data. The departments budgeted with non-tuition revenue are required to expend only the revenue collected. The fund balances are reviewed monthly.

**2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

The College of Western Idaho clearly defines and follows its policies, guidelines, and processes for financial planning and budget development.

Definitions of policies, guidelines, and processes regarding current fiscal year and long-term financial planning and budget development are initiated by the Vice President of Finance and Administration along with the Budget Director. They discuss and develop policies to present to the finance committee, and ultimately to the Board of Trustees. They also provide potential revenue information to the finance committee, and the Board, including updates on state level budget discussions. As the College matures, the finance committee will assume a greater responsibility for these duties. Working with the controller, the finance committee will also ensure compliance of all policies related to the business office.

Budget requests that propose needs for the upcoming fiscal year are created at the department level by budget officers (primarily deans and directors) across the campus after receiving major policy direction from President's Cabinet.<sup>29</sup> These requests are summarized for the cabinet by the Budget Director and Vice President of Finance and Administration along with likely revenue that will be available from all sources, including revenue from projected enrollment.

The cabinet prioritizes the requests in line with projected revenue, and that ranking is reviewed by the College Council (representing a broad spectrum of the campus community, including faculty), and the Executive Team (representing all CWI director-level employees). The President's Cabinet takes recommendations from these two bodies into account, and the president makes a final recommendation to the Board of Trustees, which approves the final budget for the upcoming year.

**2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.**

The College of Western Idaho ensures timely and accurate financial information through its use of the Datatel Colleague Enterprise Resource Planning System, which is designed specifically for

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<sup>29</sup> Exhibit 29 – CWI Budgeting Process Guidelines

higher education and follows generally-accepted accounting principles. The system allows for integrated management of accounts receivable and payable and has superior reporting capabilities.

Budget officers have the ability to view the general ledger activity in the MyBudgets portion of WebAdvisor, which is an interactive web application that enables web users to view their individual information contained in CWI's Colleague databases twenty-four hours a day, seven days a week. The numbers that are displayed in MyBudgets are at most twenty-four hours old; therefore, all journal entries, vouchers, budget transfers, etc. are current. In addition, users are able to drill down to the transaction level. This allows budget officers to monitor and reconcile their accounts on a regular basis. Reports are generated through Microsoft FRx, SAP's Business Objects Web Intelligence, and SAP's Crystal Reports.

Internal control responsibility is assigned at the department level to ensure accurate information is provided to the business office. All business office forms have been created to ensure the accurate and complete gathering of information as well as consistent inputting of data into the Enterprise Resource Planning (ERP) system. Each business office form has supporting documentation, which provides procedures that are easy to understand. The business office continually reviews forms and procedures, looking to continually improve these processes. Routine training is provided to ensure all employees who spend money understand the forms and procedures and know when to involve the business office. In addition to one-on-one training where necessary, semi-annual training is conducted campus-wide for everyone who uses business office forms. Users are asked for their input, and where practical, changes are implemented.

At present, some financial aid and business office processes still run through the College of Southern Idaho.

Access to the accounting system is controlled by role-based security profiles. Processes have been developed to ensure that the appropriate personnel have access to only what they need. Separation of duties exists between data entry functions and post/review functions. Because of the effective internal controls that have been established, the financial information that is generated is both timely and accurate.

**2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

CWI has created its initial campus facility master planning document (CWI Development Concept Plan), but has not yet identified financial resources to be used for new capital construction or major facility upgrades.<sup>30</sup>

CWI has applied to the Permanent Building Fund Advisory Council (PBFAC) of the State of Idaho for a new classroom building and alteration and repair projects for the two existing, owned buildings. The PBFAC requires institutions and agencies to submit a forward-looking, multi-year estimate of new construction. CWI did provide basic information as to what buildings might be needed in the future, but without knowing future funding availability, it is impossible to make a concrete estimate.

The CWI Board of Trustees has been presented with several options for capital facility financing, but no decisions have been made regarding selection of available alternatives. The College currently has no debt.

The CWI Foundation received its designation as a 501(c)3 as of July 12, 2010 and has since formed the initial Board, Executive, and Finance Committees. The College will look to the CWI Foundation to help with fundraising for major capital projects. The Vice President of Finance and Administration is currently working on capital equipment replacement plans and schedules.

**2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.**

The College of Western Idaho currently has one auxiliary enterprise, the bookstore. The bookstore is responsible for making available to students all the required and supplemental textbooks and materials for all courses and programs offered by CWI. As an auxiliary service, the bookstore must be self supporting. The long-term goal is to use bookstore revenues to provide funding for either the general fund, for scholarships, or both.

The bookstore at CWI has a unique relationship with our accreditation partner the College of Southern Idaho. The following are the major points of the partnership defined in the memorandum of understanding (MOU):<sup>31</sup>

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<sup>30</sup> Exhibit 30 – CWI Development Concept Plan

<sup>31</sup> Exhibit 31 – CSI / CWI Bookstore Agreement, 2008

- CSI provides inventory, equipment, and supplies
- CWI provides facilities and some staffing

Currently, the bookstore receives support from the general fund. This funding covers some operational expenses and salaries. Initially, CWI received no income from the bookstore, so that deficit balance will carry forward until the MOU with CSI is terminated. In spring 2011, CSI began providing \$10,000 per month to help cover CWI costs. Once revenues begin to accrue to CWI, the bookstore will begin repaying the general fund.

CWI assembled focus groups consisting of students, faculty, and staff and tasked them with evaluating the options for separating the bookstore from CSI. Three options were considered: outsourcing all bookstore operations to a third party vendor; maintaining a traditional, institutionally owned and operated bookstore; or a combination of the first two that would result in an institutionally owned bookstore that outsources textbook sales to a third party vendor. A Request for Qualifications (RFQ) was posted on December 1, 2010 to evaluate all three options. A bookstore review committee evaluated the proposals and made recommendations to President's Cabinet. President's Cabinet will be making a final decision on bookstore operations in the next few months.

**2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.**

The College of Western Idaho undergoes an external financial audit for each year of operation. A qualified independent external audit firm was selected as the result of an open, competitive Request for Proposal (RFP) process. The audit was conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the comptroller general of the United States. The fieldwork for the audit is conducted in September with reports to be issued and approved in October. The results of the audit are shared with the Vice President of Finance and Administration and the controller during an exit interview. The audit report is then approved by the president, the finance committee, and also the Board of Trustees. After approval by the Board of Trustees, the audited financial statements are posted on the CWI website so that any interested party may review the results. If questions arise, the readers are invited to contact the Vice President of Finance and Administration. All completed audits produced an unqualified opinion with no audit findings.

The audit for fiscal year end June 30, 2008 was completed in December 2008. The audit for fiscal year end June 30, 2009 was completed in January 2010. The audit for fiscal year end

June 30, 2010 was completed in November 2010.<sup>32</sup> It is the intent of management to have audit reports for future fiscal year end audits completed by the subsequent October.

**2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.**

The College of Western Idaho requires that all college fundraising activities be governed by institutional policies and federal and state requirements as written in Idaho Code, and section 501c(3) of the Internal Revenue Code of 1954 requirements. The College of Western Idaho Foundation was incorporated in Boise, Idaho under the laws of the State of Idaho in December 2009 and received its designation as a 501c(3) nonprofit corporation from the United States Internal Revenue Service on July 12, 2010.

Resource development staff conduct their interactions with donors, potential donors, foundation board members, and the public at large in a professional and ethical manner. CWI and foundation staff and volunteers are committed to complying with the Statement of Ethics issued by the Council for Advancement and Support of Education and the Model Standards of Practice for the Charitable Gift Planner issued by the National Committee on Planned Giving.

CWI has a clearly defined relationship with the CWI Foundation as outlined in the Foundation By-Laws and Articles of Incorporation of the College of Western Idaho Foundation, filed with the Idaho Attorney General's office in December 2009.<sup>33</sup> The CWI Foundation operates according to policies and procedures set forth by its by-laws and articles of incorporation. The CWI Foundation also has a memorandum of understanding further outlining the relationship between the College and the foundation.<sup>34</sup> The MOU was signed by College of Western Idaho's Board of Trustees and the president in June of 2010.

The CWI Foundation is also CWI's gift-processing agency, and all general education departments, professional-technical education departments, administrative, and other program units at CWI use the CWI Foundation to process gifts, handle IRS issues, and manage gift activity. The College prefers that, whenever possible, gifts to CWI or gifts for the benefit of CWI be made to and through the CWI Foundation.

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<sup>32</sup> Exhibit 32 – CWI External Financial Audit Reports, 2008-2010

<sup>33</sup> Exhibit 33 – CWI Foundation By-Laws and Articles of Incorporation

<sup>34</sup> Exhibit 34 – MOU between CWI and CWI Foundation

## 2.F Summary

### Strengths:

- The College will operate within its available resources. Deficit spending is not an option.
- CWI maintains a dedicated reserve for cash flow.
- Spending is monitored monthly for compliance against approved budgetary spending authority.

### Challenges:

- State support continues to decline while enrollment continues to increase exponentially. Much of the additional financial support for the enrollment growth is borne by increases to student tuition and fees.
- External capital investment is needed for facilities and infrastructure.
- New sources of ongoing funding are needed to add faculty and staff to support the growing enrollment.

## Standard 2.G Physical and Technological Infrastructure

### Physical Infrastructure

**2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.**

The College of Western Idaho's Facilities Management Department supports the missions and goals of the institution by providing management, maintenance, security, and operations of multiple instructional facilities. These facilities are accessible, safe, secure, and sufficient in quality to ensure quality learning and working environments that support the institution's mission, programs, and services. Facilities are constructed and maintained with due regard for health and safety and for access by the physically disabled.

All CWI facilities are furnished adequately for work, study, and research by students, faculty, and staff. The physical facilities at all the campus locations are appropriate for the programs offered. When facilities owned and operated by other organizations, school districts, or individuals are used by the institution for educational purposes, the facilities meet CWI standards.

The Facilities Management Department regularly works with the Office of Instruction in the budgeting and planning process to ensure facilities continually meet the changing demands for space usage. Facility needs for instruction are largely based on student enrollment. These needs are initially identified in program review and then are included in the budget process. Examples of collaboration between instruction and facilities management include modifying classroom space by replacing large tables with smaller tables to maximize capacity (rooms 207

A & B at Canyon County), relocating projectors and screens in classrooms for more functional instructional space (Nampa Campus classrooms), modifying rooms to accommodate growing faculty office needs (Nampa Campus and Canyon County Center), and the remodeling of two classrooms to accommodate demand for enrollment in biology courses (Canyon County Center).

### **2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.**

The College of Western Idaho Safety/Emergency Team convenes regularly to address safety and security related issues on campus, review accident reports, and draft policy regarding safety, security, and regulatory compliance concerns. The Laboratory Materials Supervisor (LMS) serves on this team and oversees and reports on laboratory operations as they relate to hazardous and toxic materials safety. The LMS manages biohazard handling and disposal, and with the support of the CWI chemistry program lead, coordinates the chemical hygiene program. The LMS also monitors laboratory compliance with the Occupational Safety and Health Administration, Environmental Protection Agency, Department of Environmental Quality, and other applicable regulatory authorities.

In terms of hazardous waste, CWI is considered a Conditionally Exempt Small Quantity Generator (CESQG); therefore, operational limits and reporting to the EPA are not applicable. Nonetheless, CWI maintains response plans and operational protocols to ensure appropriate and effectual emergency response and adherence to all federal, state, and local regulations concerning the use, storage, and disposal of hazardous or toxic materials. Individuals with authority over these activities or responsibility for performing hazardous-waste-related duties have been appropriately trained.

Other procedures in place address daily safety inspections of labs, use of licensed waste disposal contractors, hazardous waste segregation and security, maintenance of a master MSDS file, and use of a chemical database for inventory control, which identifies the chemical agent, volume, and location in real time.

### **2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.**

The College of Western Idaho contracted with MIG, Inc, a planning and design firm, to produce a development concept for CWI's physical development. In March 2010, MIG visited the College, seeking input for the development concept from key stakeholders. The initial deliverables from MIG were framework maps, which included a site analysis, campus use proposal, open spaces proposal, circulation proposal, and a utilities map.<sup>35</sup>

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<sup>35</sup> Exhibit 35 – MIG Charrett Findings and Framework Maps



The final product, known as the CWI Development Concept, applies to the main campus located at 5500 E. Opportunity Way in Nampa, Idaho.

The financial aspect of implementing the development concept for campus expansion will be determined by the types and amounts of financing made available to CWI. Plans are in place to determine the type and size of new campus buildings as well as the amount of land area needed for open space and circulation. The financing for capital improvements for the College is primarily left to the limits imposed by the Idaho Legislature. There are different funding options available for the Board of Trustees to consider for capital projects, all of which require voter approval. These are explained in more detail in the Capital Funding Options document.<sup>36</sup> There is currently no timeframe for when this development concept will be developed into a full campus master plan.

**2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.**

The College of Western Idaho equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Facilities management constantly monitors and evaluates equipment needs at all campuses. When a need is identified, if funds are available in the budget, then necessary equipment is purchased; if funds are not available, then requests are made for future funding. Employees can submit notice of problems with equipment through the help desk.

**Technological Infrastructure**

**2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.**

The College of Western Idaho has sufficient technology systems and infrastructure to support its administrative functions, academic programs, and support services, regardless of delivery method or location.

CWI maintains four main campuses, an administration building, and three remote sites all within a twenty-mile radius. Each campus is interconnected to a leased collocation center operated by TW Telecom, which provides 100 Mb/s of internet connectivity for the entire

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<sup>36</sup> Exhibit 36 – CWI Capital Funding Options Document

college. The end result is a scalable, flexible, and reliable network that supports a variety of services with voice, video, and data services. CWI also maintains a Voice-over IP solution to serve the college and provides authenticated wireless internet and network access to students and employees. Authorized users are also allowed to access the network through a virtual private network (VPN) from other locations.

CWI has secure data facilities and a solid computing infrastructure that allows for many centralized functions: file/print sharing, anti-virus functions, staff/faculty email, web applications, web servers, client/server applications, licensing services, automated systems patching, and systems backup. Enterprise Resource Planning databases are well supported and will be supplemented in fiscal year 2011. The College uses Datatel's Strategic Academic Enterprise system to seamlessly integrate a business framework that supports teaching and serves students. CWI currently licenses Datatel's entire Colleague suite, ActiveCampus Portal, and Reporting and Operating Analytics solution. The College also licenses Datatel's third party software products, which provide integrated document imaging, print document management, campus scheduling, and job applicant tracking solutions.

**2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

CWI's Information Technology (IT) department is charged with the responsibility for providing technology support for the entire campus, both in terms of training and operations. E-Learning and Multimedia Services oversee the specification, purchase, installation, maintenance, and training on the use of classroom infrastructure, digital signage, and the emergency notification system.

Instructional Blackboard support provides direct support and training for faculty in the use of Blackboard, third party Blackboard Building Blocks; MyMathLab, Respondus, etc.

The help desk is staffed with trained, full-time employees, part-time student staff, and work-study students who can be contacted via phone, email, and CWI's help desk website. Requests for assistance are handled according to priority and escalated for upper tier assistance when necessary. Help desk assistance is available during published hours of operation except when the College is closed due to holidays or administrative closings. Requests can be submitted online or by email, twenty-four hours a day.

Enterprise Applications Services oversees the implementation, development, enhancement, integration, and support of Enterprise Resource Planning (ERP), document imaging, business intelligence, and SharePoint portal systems. This group provides training for the initial implementation and support of e-advising, portal, and administrative tools.

**2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.**

The College of Western Idaho provides opportunities for input from its constituencies who rely on technology for institutional operations, programs, and services. As CWI increasingly shifts from startup mode to a more operational structure, the IT department is continually seeking to proactively position technology and strategically align it with the College's mission. In order to provide input for information technology, the College has formed two IT governance committees that include faculty, staff, and student representatives. In January 2011, the College formed the Enterprise Applications Advisory Committee (EAAC) with the purpose of supporting the institution's strategic directions, priorities, and execution of various ERP and ancillary system initiatives. This group is responsible for making recommendations to the College Council. As a result of the advisory committee, three working subcommittees have been created to address institutional portal, reporting, and non-credit system integration needs. The committee and subcommittees are made up of cross-functional teams with faculty, staff, and student representatives.

In addition to the EAAC, a Virtual College Advisory Committee (VCAC) has been created to address the needs of online learning and electronic delivery of classes. This committee is a recommending body to the College Council and will have various subcommittees that report their findings and make recommendations.

**2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.**

The College of Western Idaho has a technology update and replacement plan, which it implements and reviews regularly to ensure its technological infrastructure is adequate to support its operations, programs, and services.<sup>37</sup>

Technology infrastructure will be continually monitored as to capacity and performance history. The infrastructure will be reviewed annually to determine if the existing systems support the ongoing initiatives of the College. Standardization, maintainability, and optimization will be key factors in keeping the total cost of ownership low for technology purchase and replacement decisions.

Server infrastructure will generically be given a five-year life cycle, balanced with costs for annual maintenance, and weighted for production/non-production and mission-critical/non-critical considerations.

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<sup>37</sup> Exhibit 37 – CWI Technology Update and Replacement Plan

Network devices will have a tiered approach for replacement with the core infrastructure switching and routing devices having a five-year life cycle. Remaining devices (edge switches, wireless access points, etc.) will have a lower priority and will be upgraded as needed and as budgets allow.

College owned computers, peripherals, and network devices (such as printers) will maintain a replacement life cycle that will ensure compatibility with scheduled upgrades, application enhancements, and current and future computer security issues. Typically a five-year replacement cycle will be maintained; however, there will be exceptions in areas where technology demands dictate.

Control and display equipment for classrooms and public spaces is monitored for use/performance and replaced accordingly. Automated monitoring processes allow the College to use some equipment, i.e., classroom projectors, controls, and document cameras, until they fail. Spares are on hand for immediate replacement. This maximizes the useful life of projectors and other easily replaced items. Some professional-grade equipment is considered to have a useful life span in excess of five years. Consumer-grade equipment is expected to be replaced on a three to five year basis. Replacement budgeting is based on estimated life and/or warranty, i.e., projectors are warranted at four years, and the replacement budget reflects that life span.

## **2.G Summary**

### **Strengths:**

- All CWI buildings are well supported and furnished with information resources and infrastructure to meet the needs of the faculty, staff, and students.
- Standardized, reliable, and flexible networks, servers, and desktops support the needs of the College and the requirements of a distributed campus over six major sites around the service district.
- The help desk is staffed during class hours, and upper tier assistance is available via phone or text during most hours. Help requests can be submitted online twenty-four hours a day.
- Instructional technology, online learning resources, and video conferencing capabilities are robust.

### **Challenges:**

- Currently, the college does not have a risk management plan to address plans for business continuity should a major disaster strike.
- CWI needs to update and expand its comprehensive master facilities plan.
- There are no formal media production facilities or dedicated technical staff to serve marketing, the president's office, or faculty and students.
- Given a distributed campus model, staffing for infrastructure support is a challenge.

## **CHAPTER THREE: INSTITUTIONAL PLANNING**

### **Standard 3.A Institutional Planning**

**3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.**

The College of Western Idaho is committed to engaging in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. In addition to annual trustee-required planning and departmental annual planning, CWI complies with Idaho Statute 67-1903, each year by submitting a multi-year comprehensive strategic plan to the Idaho State Board of Education.<sup>38</sup> The plan is based on statutory authority and contains a comprehensive, outcome-based mission statement. It also details the major functions of the College, performance measures, benchmarks, and external factors that may significantly impact the College's strategic plan.

With the assistance of an external consultant, institutional planning in the academic year 2009/2010 was devoted to the development of a major document to guide the College known as the Comprehensive Strategic Plan. The plan includes three integral documents: the CWI 2010 Fact Book, the CWI Educational Master Plan 2010 - 2015, and Making Decisions at CWI 2010; the strategic plan is posted in its entirety on the internal and external websites. The documents are reviewed and updated annually and are considered the basis for all future planning at the College. Key features of the three major documents include the following:

1. College of Western Idaho 2010 Fact Book
  - Provides evidence to support the development of the Comprehensive Strategic Plan.
  - Represents the College's belief in the use of evidence for continual quality improvement.
  - Establishes benchmarks of success through the analysis of data from the campus community as well as the service area.
  - Summarizes current demographic and employment associated trends through analyses of data related to community residents and employers.
  
2. College of Western Idaho Educational Master Plan 2010-2015
  - Identifies institutional strategic directions, which focus priorities and guide resource allocations.
  - Defines how CWI will fulfill its role and mission by outlining the following based on program reviews: who will be served, what services will be provided, and how will those services be delivered.

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<sup>38</sup> Exhibit 38 – State of Idaho Statute 67-1903 – Strategic Planning

- Provides guidance to develop plans at the unit level as well as the facilities master plan, the information technology plan, and other institutional plans.
  - Identifies the major challenges that exist or are predicted to exist in the near future based on an analysis of internal and external scans data.
  - Offers recommendations to address identified challenges in the coming decade.
  - Demonstrates compliance with accreditation standards.
3. Making Decisions at the College of Western Idaho 2010
- Articulates the mechanisms through which the voices of CWI's constituent groups are heard and respected in making decisions.
  - Documents the types, composition, purpose, and functions for the committee structure at CWI.

**3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.**

A Director of Planning and Assessment was hired in the fall of 2010 to lead the College's effort to continually investigate and evolve future plans. An institutional strategic planning process has been developed, approved by President's Cabinet, and is being implemented at the start of fiscal year 2012.<sup>39</sup>

Every department and unit of the College is involved in planning. The strategic planning approach used by the institution requires all units to identify goals and objectives, which are incorporated into an institutional planning document. This bottom-up approach encourages in-depth involvement of the college community, leading to greater cross-unit knowledge, improved sharing of information, and increased cooperation between units. All plans are reviewed through the President's Cabinet and College Council to ensure alignment with the Board's strategies and mission fulfillment. The Comprehensive Strategic Plan is fundamental to the effective and efficient management of CWI. Through this plan, CWI departments are held accountable for meeting performance outcomes that are grounded in the public's expectations.

**3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.**

Institutional effectiveness is centered on three interrelated components: clear goals and performance indicators, accurate and accessible data, and a process through which the College's progress toward goals is analyzed.

A strategic planning process has been created to move the College toward employing a commonly accepted set of goals, objectives, and performance indicators; these are the basis for evaluating effectiveness and accountability to both internal and external constituencies. The strategic planning process provides an opportunity for the faculty and staff to be thoughtful

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<sup>39</sup> Exhibit 39 - CWI Institutional Strategic Planning Process and Progress Report Form

about what outcomes they desire from the work they do. This is accomplished by planning goals, prioritizing them, developing baseline measures, setting targets, and establishing benchmarks by which progress can be measured.

The Office of Planning and Assessment administers a yearly satisfaction survey to all students and a yearly satisfaction survey to all employees, works closely with stakeholders to identify useful data elements, and generate reports that can be used to track progress on these objectives for evaluation and college planning.<sup>40</sup> Continuous improvement is addressed in the planning process and through the Plan-Do-Study-Act model.

The Student Satisfaction Survey is administered annually in paper format utilizing scantron type answer sheets during the last week of classes in the spring semester on the following areas: Community Involvement, Enrollment and Student Services, Facilities (campus security), Instruction, and IT (computer labs). The Employee Satisfaction Survey is administered annually in electronic format utilizing Survey Methods, an online survey tool. All employees, full time and part time are invited to participate during the last two weeks of spring 2011 semester. The questions on both surveys are considered valid and reliable, with the results posted on the internal website. The results help drive the strategic planning process for the next year.

Evaluating progress toward goals requires an effective method for gathering, storing, and reporting accurate data; the College has responded by instituting two committees: the Enterprise Applications Advisory Committee and the Institutional Reporting Committee. These committees have been tasked with improving data management systems and making data more accessible in a timely fashion. The Enterprise Applications Advisory Committee develops priorities and strategies for the overall implementation and development of goals pertaining to CWI's Strategic Academic Enterprise system. The committee is comprised of key users of Enterprise Application Services and is charged with setting priorities for Datatel Colleague, myCWI Portal, ImageNow, Resource 25, NovusHR, Jenzabar, ACEWare, and organizational reporting initiatives.

The purpose of the Institutional Reporting Subcommittee is to determine effective strategies for institutional reporting. The subcommittee is currently comprised of planning personnel, information technology personnel, and analysts, with the intent to include end users in the future. The committee is charged with developing processes that ensure periodic and routine updates to key reports and that maintain the integrity of all data management systems. The subcommittee is in the process of compiling a list of reports that are to be consistently maintained and distributed to college decision-makers; these reports will include benchmark data and procedures for routine generation of data sets that pertain to management and academic evaluation. Further, an internal website has been created, the Institutional Data Repository, in which this data can be housed and from which indicators can be displayed to the campus community. It is anticipated that this site will eventually be placed on the public website for viewing by interested external constituencies. Once the initial processes are in

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<sup>40</sup> CWI Employee and Student Satisfaction Surveys, 2011

place, the committee will enter a maintenance stage, concentrating on ongoing evaluations of the effectiveness of the reports.

Analyzing the College's progress toward goals on the instruction side takes place within individual programs. Programmatic goals take into consideration the current status of each program, discipline, and service, as well as anticipated future conditions. To institute accountability, a plan is created for each department that identifies specific, measurable benchmarks by which to evaluate CWI's progress in meeting its goals. The planning process relies on both qualitative and quantitative resources, with a clear emphasis on using data to make decisions as well as to measure successful completion of the action steps. The Educational Master Plan presents an analysis of CWI's current status and future challenges. It is grounded in internal realities, such as currently available programs and services, as well as external realities, such as demographic trends and the community's educational needs.

In analyzing the College's progress toward administrative goals, each administrative department and unit will complete a strategic plan, identifying SMART (specific, measurable, attainable, relevant, and timely) goals and strategies for measuring effectiveness. Each year a representative from the Office of Planning will meet with each department and unit to assist in analyzing the collected outcomes and guide them in new directions as needed. The Comprehensive Strategic Plan is the foundation for other institutional planning, such as unit plans, the facilities master plan, staffing plans, information technology plans, and communications plans.

#### **3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.**

In an effort to reduce duplication of effort and instances of isolated decision making, data collected for progress planning will also be used to inform budget and program decisions. This process serves to integrate multiple college processes, like strategic planning, accreditation, resource allocation, and aspects of program review and development, into a mutually influential decision-making process.

In combination, all of the plans developed in 2009-2010 constitute a comprehensive strategic plan. This plan is data-driven and relies on a cycle of planning, which ensures a dynamic and collaborative process of assessing success benchmarks and program improvement. These plans further serve to guide decisions on resource allocation and institutional capacity.

The Strategic Directions (found in the Comprehensive Strategic Plan) inform resource allocation throughout this process. These were originally developed through conversations across the institution. The Board of Trustees then approved these directions and prioritized four of them into Board Priorities. One of College Council's primary responsibilities is to ensure the alignment of the College with the Strategic Directions; they do this directly through their involvement in the budgeting process. Based on the council's understanding of the Strategic Directions and their knowledge of the College as a whole, they are able to make



recommendations on budgeting priorities. For example, in 2010-2011, the College Council unanimously recommended prioritizing the addition of new positions over increasing pay for current employees.

**3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.**

CWI’s emergency preparedness and contingency planning is under the direction of the Facilities Management Department. A safety committee meets regularly to address safety- and security-related issues on campus and to draft safety, security, and regulatory compliance policies for approval by the Board of Trustees. An Emergency Handbook was developed for distribution to CWI employees to address the issues of general and specific emergency situations.<sup>41</sup> It discusses emergency situations that arise from natural disasters, accidents, and threats from dangerous people on campus. This booklet is reviewed and updated as necessary on an annual basis by the safety committee. The safety committee has tested and implemented an electronic RAVE alert system, which will relay emergency, safety and operational information to students, staff, and faculty in the event of a specific emergency situation.

The safety committee researches and plans safety-related training for staff and faculty and presents such information to the President’s Cabinet for approval.

Contingency planning for continuity and recovery of operations in the event catastrophic events interrupt normal institutional operations is in the process of being developed. The College’s insurance company, ICRMP (Idaho Counties Risk Management Pool) is assisting in this process. Several approaches are being considered and reviewed, including a Crisis Response Policy, which would cover the incursion of any unforeseen expenses.

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<sup>41</sup> Exhibit 41 – CWI Emergency Handbook

## **CHAPTER FOUR**

### **CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT**

#### **Executive Summary of Eligibility Requirements 22 and 23**

The College of Western Idaho identifies the expected learning outcomes for each of its degree and certificate programs; the College engages in regular and ongoing assessment through program and discipline reviews and assessments in order to validate student achievement of these learning outcomes. CWI systematically applies clearly defined evaluation and planning procedures to assess the extent to which it achieves its Board directed mission, goals, and core themes. The College uses the results of assessments to effect institutional improvement and publishes the results to its constituencies. It regularly monitors the campus community as well as the ten-district service area (through the CWI Fact Book, college advisory committee, program reviews, and technical advisory committees) to determine how and to what extent changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

The primary method of assessment for all four core themes is the Institutional Progress Metrics. The indicators set in chapter one of the progress metrics are included in this document with data from the 2009/2010 academic year (fiscal year 2010). Since this was the College's first full year of operations, some data was not available, though processes are in place to gather it in future years. CWI is also assessing the meaningfulness of indicators as it goes through these first rounds of data collection and benchmarking. When an indicator is not met, the core theme committee develops a plan for improvement, which is also found in the metrics. While the data collected in the metrics is discussed below, the full progress metrics document is a necessary corollary to chapters four and five of this document.

For the two credit-bearing core themes, professional-technical (PTE) and general education, data will soon become easier to access when the Idaho State Board of Education (ISBOE) implements the State Longitudinal Data System (SLDS), which will allow for the tracking of Idaho students from high school through post-secondary education. This will make future data for some of the indicators below more accurate and accessible.

#### **Section 1 - Core Theme 1: Professional-Technical Education**

The purpose of professional-technical education at CWI is to provide relevant training for the workforce in our service area. The Idaho State Division of Professional-Technical Education (SDPTE) oversees professional-technical education in Idaho. Professional-technical education at CWI works in concert with SDPTE's mission for professional-technical education, which is to provide technical skills, knowledge, and attitudes necessary for successful performance in the workplace.

## Planning

### **3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

The majority of the strategic directions published in the CWI Educational Master Plan 2010-2015 support the function of professional-technical education. Strategic directions that specifically support professional-technical education are strategic direction 1.6 and strategic direction 6.6.

- Strategic direction 1.6: Develop partnerships with local employers for CWI students to have access to open positions.
- Strategic direction 6.6: Explore the development of new PTE programs and the adaptation of existing programs to meet the green workforce needs of the greater Boise area.

Both of the above strategic directions are currently in the planning and early implementation stages and are being supervised by the professional-technical education leadership team and the heads of the programs chosen to pilot these projects.

Partnerships provide the basis for program excellence in professional-technical education. Strong industry ties must be developed and maintained to ensure the support and input that each program must have to maintain a dynamic and current program. These relationships culminate in the hiring of program graduates into the businesses that support the program's excellence.

The emerging areas in the College's service district that are in need of a green workforce align with the program areas that professional-technical education serves. Electronics, energy production, and sustainability are at the forefront of this movement. The institution intends to investigate other emerging areas that may provide additional training and educational opportunities as well as benefit to the community.

### **3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals of intended outcomes of the respective programs and services.**

Planning for program excellence is of ultimate importance in the PT E Department. Technical advisory committees (TACs) are required for each program. The TACs meet twice yearly and provide input on equipment, staffing, curriculum, student placement, and future needs. Each committee is composed of and chaired by business and industry representatives who possess an in-depth knowledge of the current state of industry. Faculty, especially program heads, interact directly with TACs and plan based on their feedback.

**3.B.3 Core theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately-defined data that are used to evaluate achievement of the goals or intended outcomes of those programs or services.**

Data concerning retention and completion rates for students in all PTE programs is gathered by enrollment and student services. Additionally, placement data and data regarding student completion of third-party technical skills assessment testing is gathered through a process which involves surveying faculty, staff, students, and employers. In the future, student satisfaction data will also be gathered as part of the assessment process.

This data is used as part of a holistic program review process to inform decisions regarding each PTE program. The data from the technical skills assessment testing allows program faculty to evaluate program curriculum for alignment with business and industry standards. Placement and student satisfaction data allow faculty and administration to understand student needs and student success after program completion and to include this information in the program review process.

## **Assessment**

**4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.**

Professional-technical education collects and reports data on its indicators of achievement for the Institutional Progress Metrics as well as its own use. This data is analyzed annually by core theme stakeholders (primarily the dean and department chairs of professional-technical education) in order to evaluate the accomplishment of its three objectives. The results of the data are then used for improvement.

**Objective 1: Professional-technical education programs are aligned with industry standards.**

**Indicator 1:** Industry representatives for each program verify that the program aligns with industry standards for adequate and up-to-date equipment and training.

- Each program holds TAC meetings twice yearly. These TAC meetings are composed of business and industry representatives who provide valuable input into the program and its achievement of key indicators of success, including successful student employment, curriculum alignment with business and industry, and the need for new and updated equipment and training to provide the highest possible educational opportunities to students. This feedback is reported in annual program assessment reports. This indicator has been met.

**Indicator 2:** 75% of students demonstrate technical competency through a technical skills assessment.

- All students are required to complete a proctored technical skills assessment test provided by a third party. In every possible program, the testing leads to an industry-recognized certification that will assist the student in gaining and maintaining employment after completion of the PTE program. This indicator has been met.

**Objective 2: Professional-technical students are prepared for related careers or the continuation of their education.**

**Indicator 1:** 75% of students who complete professional-technical programs are employed in a related field or have transferred to a four-year college or university within one year.

- Student completion and employment are tracked through a process that includes student, faculty, and employer input. Requests for student employment information are sent to the student upon completion of a PTE program. This indicator has been met.

**Indicator 2:** 80% of student responses to an exit survey report that they are satisfied that the professional-technical education curriculum prepared them for a career or transfer to a four-year college or university.

- No data was collected for this indicator for 2009/2010; this indicator will be assessed starting 2010/2011.

**Objective 3: Professional-technical education ensures the sustainability of its programs and services.**

**Indicator 1:** All professional-technical education programs are actively involved in strategic planning.

- Strategic planning for professional-technical education at CWI will align with the institutional strategic plan. No data is currently available.

**Indicator 2:** All professional-technical education programs participate in the program review process.

- Program review occurs for each program on a rolling cycle of between three and five years. The program review cycle is set to coincide with individual programmatic accreditation whenever possible. For those programs without an external program accreditation process, the program review process occurs internally and is set in such a way that no one year has too many or too few program reviews. Program reviews for twelve of the PTE programs have been completed in the academic year 2008/2009 and academic year 2009/2010, and additional reviews are scheduled for the coming year.

**4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

The CWI Division of Professional-Technical Education uses a multi-tiered approach to program review and assessment. At the program level, each program meets semi-annually with a technical advisory committee, which is composed of business and industry representatives as well as other internal and external constituencies depending on program need. These committees review program curriculum, funding, personnel, student activities, and all other aspects of each program to provide a holistic assessment and give advice concerning program fit, form, and function. Members of the program technical advisory committees are rotated on a regular basis to ensure new and varied input is provided to keep the program vital and dynamic.

Additionally, the programs each complete a yearly program assessment form, which includes data regarding student retention, completion, and placement for the past year; a qualitative reflection of the year's activities; the needs of the program, which includes vital information from the technical advisory committee; and other pertinent program information. These yearly assessments are reviewed by the dean and department chairs within the division to assure that each program is continually focused on improvement and achievement of excellence. Information is presented to the Vice President of Instruction on an annual basis.

On a three-to-five year rolling cycle, programs participate in a review process that looks at program performance over time and assesses program vitality and future needs. Program reviews are scheduled to coincide with the individual program accreditation where possible. Program review committees are established to review and analyze relevant information from the year's TAC meetings and the documentation from the yearly program assessment as well as current budgets and curriculum information for each program. This program review process allows for a cumulative evaluation of performance over time as well as regular input from business and industry at the TAC committee meetings. This comprehensive review of each program allows for the division and college administration to assure proper program performance and gathers additional outside input on programs through review committee members.

Under-performing programs may be suspended and reviewed to determine if more resources or a major curricular change would be appropriate to revitalize the program. If it is determined that a program is no longer needed, the program is closed.

Faculty, as the discipline-specific experts for each program at CWI, are deeply involved with the assessment and review process at each stage. Faculty act as technical advisory committee and yearly program assessment leaders and as advisors in the program review process.

**4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Course learning outcomes are assessed through summative assessments at the completion of each course. These assessments align with program outcomes and, ultimately, with degree outcomes. Program outcomes are measured in a variety of ways.

Faculty identify expected student outcomes and methods of assessment in the course syllabi. Analysis of course and program outcomes is done by faculty in the annual program assessment report. The CWI Fact Book for 2009 is the first of what is intended to be an annual publication; this template includes student success data based on these identified outcomes.

Professional-technical program heads compile and submit to the PTE dean an annual program assessment report describing programmatic student learning outcomes, measurements of student learning outcomes, analysis of the results of measurements, and proposed programmatic improvements based upon analysis.

The CWI assessment center compiles and reports the results from the technical skills assessment tests for each program, which is a foundational basis for the assessment of PTE program effectiveness. Data is included in each program's annual program assessment report.

The CWI registrar collects student enrollment, completion, and placement data for professional-technical education programs.<sup>42</sup>

All of these efforts align with the division's holistic approach to program assessment and review.

**4.A.4 The institutional evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

The PTE division has established a comprehensive program review process which is intended to provide a holistic evaluation of program performance, student success, the alignment of the program with the needs of business and industry, and of current and relevant technical training toward employment skills.

The PTE dean meets weekly with the PTE department chairs to review the work of the division in achieving the core theme objectives. The PTE dean and the department chairs review each program's annual program assessment report to determine the strengths and the needs of individual programs. This information is then used for determining effective assessment

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<sup>42</sup> Exhibit 42 – Annual PTE Program Enrollment Report to SDPTE, 2009-2010

practices, use of resources, planning, and priorities for achieving division goals and objectives as outlined in the Unit Plans section in the Educational Master Plan.

The PTE dean and department chairs also evaluate capital budgets to ensure they align with the College core theme and other relevant criteria.

Proposals for professional-development opportunities are submitted as a part of the program assessment report to the department chair and evaluated to ensure they align with the College core theme. The Dean of PTE then incorporates the requests for professional development activities into annual budget requests.

Results of the assessment of student learning are used in development of the Carl Perkins Annual Plan by providing resources for additional tutoring or support services as needed.

**4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

Program review is intended to be a holistic evaluation of program needs beyond curriculum to include information technology resources, facilities needs, student support services, and staffing needs. Assessment of these areas and projection of future needs are integrated into the planning process at the department and division levels. The Dean of Professional Technical Education will use the planning and evaluation processes to develop and submit budget requests.

**4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

The program review process is regularly reviewed to assure that the proper measures are assessed and that the program is meeting business and industry needs. Additionally, the strategic plan for the division is being developed starting summer 2011, and it will align with both the strategic plan of the institution as well as with the strategic plan of the State Division of Professional-Technical Education. This process assures that those data that the institution and the state division value and consider authentic are measured within the division.

**Improvement**

**4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**



The PTE dean and PTE department chairs annually review each program assessment report and all technical skills assessment results for evidence of achievement of outcomes and to identify areas for improvement. Each professional-technical education program has a unit plan that contains a description, data, and programmatic projections. These data are used to analyze whether or not the division is meeting the indicators and objectives established in core theme number one.

Additionally, the data assists the dean and chairs as they plan for improved resource allocation and personnel positioning for success in each program. Programs are assessed for stability and vitality, and resources are added or reallocated as part of the annual budgeting process based on program need and strategic direction.

At the conclusion of the program review cycle, which generally concludes after the end of spring semester, the results of the program-based reviews and improvements made are reviewed by College Council and are then submitted for approval to CWI's president and board.

**4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

Student learning is assessed through end of course assessments in every course as well as a technical skills assessment, which occurs at or near the completion of the PTE program. These assessments are analyzed to determine if there is a weakness in the program curriculum in an area of importance. This data informs program improvement and revision and allows for curricular realignment to meet student needs.

## **Section 2 - Core Theme 2: General Education**

The purpose of general education at CWI is to provide the first two years of an undergraduate education up to an associate of arts or associate of science degree, which prepares students to transfer to a four-year institution to complete a baccalaureate degree. Transfer programs are comprised of instruction in liberal arts and sciences to develop knowledge and skill in communication, humanities, mathematics, science, and social science.

### **Planning**

**3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

General education aligns with the Comprehensive Strategic Plan, specifically in strategic directions 1.3 and 2.1.

- Strategic direction 1.3: Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course and increasing student persistence to their educational goal.
- Strategic direction 2.1: Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.

Program and discipline reviews not only assess the current state of programs but are also used for strategic planning in establishing the future direction of programs.

**3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**

Planning for core theme programs is conducted through annual review of all degree programs. Program reviews profile, report, and/or assess the following areas:

Program profile

- History of program
- Program mission and goals
- Program content

Program resources

- Students
- Faculty
- Information resources
- Facilities
- Student support
- Staff

Outcomes

- Indicators of program quality
- Assessment data/reporting

Summary, recommendations, and continued improvement

Program review is intended to be a holistic evaluation of program needs beyond curriculum to include information resources, facilities needs, student support services, and staffing needs. The first program review was completed for the calendar year 2010. After assessing the program review document, general education plans to do annual program reviews on academic years, starting with 2011/2012. Department chairs and faculty are responsible for program review, which is maintained in the department and in the dean's office.

**3.B.3 Core theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately-defined data that are used to evaluate achievement of the goals or intended outcomes of those programs or services.**

General education planning is based on data compiled for program and discipline reviews and the data gathered for the Institutional Progress Metrics. To date, instruction has not had adequate access to data. Instructional staff, faculty, chairs, and the dean have not yet received training to access any of the reporting tools. There is a heavy reliance on the registrar, information technology (IT), or assessment and planning to provide requested information. Currently, instruction relies on external departments to provide the following reports:

- Average class size and fill rates, which chairs use to monitor registration
- Retention and grade distribution for persistence and completion of courses and program requirements
- End of course evaluations to identify specific course or instructor related concerns that affect quality of instruction

Within the general education division, instruction generates some of its own data through department surveys to help assess performance and plan for growth; to assess faculty needs; to assess the general functionality of departments, and to track outcomes assessment results at the course, program, and general education core levels.

General education continues to work with IT and the registrar's office to gain better training and access in regard to program-relevant data. General education planning is informed by the data it has access to and will incorporate more data as it becomes possible to do so.

## **Assessment**

**4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.**

In order to meet the goals of the first objective, the College of Western Idaho must have strong programs that meet a level of rigor consistent with that required at a four-year institution as well as to provide the services and opportunities that students need for their educational pursuits. Assessment of how well instruction is operating internally is important to the future success of the College's students. As CWI's data-gathering systems mature and it has access to the State Longitudinal Data System, its graduate data will yield clearer assessments of goal fulfillment.

**Objective 1: General education prepares students for successful continuation of their education at the baccalaureate level.**

**Indicator 1:** 60% of students who graduate with an A.A. or A.S. enter a four-year college or university within one year.

- CWI did not meet this indicator, with only 53% of students (sixteen of thirty) transferring.

**Indicator 2:** 70% of students who transfer to Idaho colleges or universities as juniors will earn a 2.0 GPA or higher for the first semester at the transfer institution.

- CWI did not meet this indicator, with only 56% of students (nine of sixteen) earning a 2.0 or higher.

**Indicator 3:** 80% of College of Western Idaho programs of study have articulated 2+2 agreements with an Idaho university for the four-year sequence.

- CWI met this indicator for the academic year 2009/2010, with ten of thirteen programs articulating to a four-year program.

**Indicator 4:** 80% of student responses to end-of-course evaluations report that they are satisfied that the general education curriculum prepared them for continuation in higher education.

- CWI met this indicator with an 89% positive rating. Currently this indicator is measured through one rating on the end of course evaluation: Rate the satisfaction of this course. This question could be better phrased to reflect the language of the indicator.

**Objective 2: General education is actively engaged in a continuous improvement process**

**Indicator:** General education engages in program and discipline review as an assessment and strategic planning tool for the purpose of continuous improvement.

- Department chairs and faculty are responsible for conducting program reviews on an annual basis for all degree programs (beginning in 2010), which capture the information listed above in 3.B.2.
- Discipline review is a modified version of program review. Discipline reviews are conducted annually for major disciplines which do not culminate in a degree: math, art, humanities, modern languages, music, philosophy, theatre, chemistry, geology, physics, physical education activity, social work, and study skills.
- Program and discipline reviews are held by each department and are used to inform future program planning, including budget needs.

**4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

Annual program review captures outcomes performance at the course, program, and general education core levels, as referenced in Exhibit 3.

*Course objectives and outcomes:* Faculty collectively engage in establishing common course objectives for each course. In cases where these have been modified from course objectives provided by the College of Southern Idaho, lead faculty and chairs work with their counterparts at CSI for approval of newly established objectives. All general education courses assess learning outcomes each semester. Course objectives appear on all syllabi. General education faculty submit results from outcomes assessment for all courses. These are compiled, reported, and evaluated in program and discipline review documents. Several disciplines engage in common outcomes assessment processes. For example, final exams in many of the mathematics courses are given in common to assure equity in assessment. English composition courses also share a common final across all sections; faculty participate in blind scoring of all final essays from randomly assigned students. This process helps to ensure continuity in assessment and faculty expectations. Other disciplines do not share a common final but assess the same set of course objectives using a variety of methods. All outcomes assessment results, based on common course objectives, are reported each semester.

*Program objectives and outcomes:* Learning outcomes are defined in program review documents. Program heads, faculty, and chairs are in the process of planning how assessment will be implemented at the program level. Currently general education cannot alter degree plans or curriculum due to CWI's partnership agreement with CSI. Consequently, where seminar, capstone, or portfolio courses are the preferred and planned method of CWI program assessment, the implementation of program assessment by these methods will be on hold until CWI has authority over its own curriculum. Program objectives will appear on program pages when CWI's new web design goes live (by spring 2012). Program and discipline reviews are posted on department or discipline team sites on Blackboard or in the CWI portal for department-wide access. The results of program and discipline reviews are utilized within departments for future program planning.

*General education core objectives and outcomes:* Program review also captures general education core objectives as they apply to each program plan. General education core objectives appear on the syllabi for all general education core courses. Currently, departments are working on tiered associations between course, program, and general education core objectives.

**4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Student achievement is measured by assessment of course objectives in all courses. Course level assessment results are reported through outcomes assessment matrices to the appropriate department chair. Results from course assessments are documented in program review; course planning follows the findings of the annual program review. Program-specific outcomes are also identified in program review along with general education core objectives. All the pieces are in place to comprehensively identify objectives. Assessment at all levels is the current challenge. Departments are currently working on a tiered alignment of assessment, linking course level objectives to program and general education core objectives to ensure assessment at all levels.

**4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

Program review is intended to provide a holistic evaluation of program performance, including course progression to a degree, enrollment demands by major, student success (through retention reports and grade distributions), as well as alignment for seamless transfer to four-year programs in the state.

**4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

Program review is intended to be a holistic evaluation of program needs beyond curriculum to include information resources, facilities needs, student support services, and staffing needs. Assessment of these areas and projection of future needs are integrated into the planning process at the department and division levels. The Dean of General Education will use the planning and evaluation processes to create and submit annual budgets.

**4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

General education recently completed the first year of program review and is currently evaluating the effectiveness of this process as well as the review document in capturing meaningful data and assessment results. The program review template will be revised in academic year 2011/2012 for future use to capture additional information that will be integral to effective planning; it will continue to be modified for efficiency and effectiveness. Program reviews will be conducted on an annual basis.

## Improvement

**4.B.1 Results of core theme assessments and results of assessments of programs and services are a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

General education did not meet two of its indicators and has developed plans for how to address them.

**Indicator 1:** 60% of students who graduate with an A.A. or A.S. enter a four-year college or university within one year.

- CWI did not meet this indicator, with only 53% of students (sixteen of thirty) transferring.
- Plan: Review feasibility of 60% transfer success, based on national norms. This percentage was adopted in the absence of any institutional data. This indicator may need to change to more reasonably reflect CWI's student population. As a new college, CWI had very limited base of students earning an A.A. or A.S. A larger sample size is needed to evaluate the success of the indicator. One way to increase the sample size is to add two questions to the graduation application: 1. Does the graduate intend to continue his/her education at a four-year university in pursuit of a baccalaureate degree? 2. To what institution will the graduate be transferring? This will allow CWI to assess the goal of the student as well as obtain information for follow-up for the second indicator, measuring success during the graduate's first semester at the transfer institution.

**Indicator 2:** 70% of students who transfer to Idaho colleges or universities as juniors will earn a 2.0 GPA or higher for the first semester at the transfer institution.

- CWI did not meet this indicator, with only 56% of students (nine of sixteen) earning a 2.0 or higher.
- Plan: A larger sample size is needed to evaluate the success of this indicator.

Beyond the Institutional Progress Metrics, program review is the primary document used for continuous improvement, assessment, and planning. Aside from capturing core theme indicators of achievement, these documents also capture outcomes assessment results; rate of retention in traditional, online, and hybrid courses; an evaluation of resources, including students, faculty, information resources, facilities, and student support; as well as program strengths, areas of concern, and a continuous improvement plan.

Program review was conducted for the first time to capture student and program performance in 2010. Some recommendations resulting from the initial process include the following items listed below. Program specific recommendations can be found in program reviews.

1. Faculty should carefully consider the tiered alignment of course, program, and general education core objectives. Assessments of objectives at each level will be required for

accreditation purposes. A tiered alignment of objectives will not only provide cohesion for the program, it will also allow less complicated assessment and reporting processes.

2. General education dean and chairs need timely access to meaningful data. This year, instruction should work closely with planning and assessment, the registrar's office, and IT to receive appropriate access to and training to run instructional reports from Datatel.
3. Information resources should be a topic of discussion among faculty; lower division programs should introduce students to various avenues of research and information gathering in preparation for transfer into upper division courses. Some programs may be accomplishing this by default, but there should be conscious conversation and clear expectations as to what two-year programs should prepare students for in the future.
4. Because average class size is a measure of effectiveness, this subsection should capture average class size, how caps are determined, and appropriate explanations.
5. Indicators of program quality might be more broadly defined. Aligning with core theme indicators is good for accreditation, but the measure of success based on those indicators takes place after the student leaves CWI. Better measurements are retention (reported), outcomes assessment performance (reported), and assurance of program rigor (unreported) related to grade distribution (unreported). Many departments engaged in dialogue this year regarding academic rigor. Over the next year, faculty need to begin a critical examination of the level of course and program rigor and how this relates to program quality.
6. General education should attempt more autonomy in regard to objectives and curriculum as the College moves closer to transition away from the College of Southern Idaho. General education is hopeful that, after the candidacy visit, departments will be able to have more control over course offerings and degree plans. In the event that departments are not given that freedom, CWI General Education departments will work more closely with their counterparts at CSI to achieve negotiated autonomy.
7. General education needs to work with planning and assessment in order to develop metrics to chart program recommendations and actions taken; this would result in easier tracking and results focus from year to year.
8. The division needs to find a more sophisticated reporting tool for outcomes assessment results. Currently, faculty use the outcomes assessment matrix developed during CWI's first semester of classes, which was intended as a temporary reporting tool. The number of sections have increased ten-fold since that time and the faculty body is so large that collecting these via email or as hard copies has become unmanageable.

Program review documents are housed within the appropriate department, with the Dean of General Education, and are posted on internal faculty team sites.



**4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

Findings from program review are documented each year as recommendations, and any action taken on those recommendations is documented in the continuous improvement portion of program review the following year. Several areas of learning and learning-support have received recommendations for improvement over the next year, including additional tutoring and writing lab services, retention efforts, review of level of rigor at the course level, and ensuing grade distribution across courses. Program review is housed at the department level and in the dean's office and is made available to all faculty on department sites on Blackboard or the CWI portal. Outside of program review, instruction is working with student services to improve standard academic progress.

### **Section 3 - Core Theme 3: Basic Skills Education**

At CWI, basic skills education is called adult basic education or ABE. Its purpose is to provide adults, out-of-school youths, and non-English-speaking individuals the opportunity to obtain necessary skills in reading, writing, mathematics, and the English language through non-credit classes. Eligible ABE students are those pursuing their goals of obtaining a GED, gaining skills for life and work, or preparing for post-secondary education.

#### **Planning**

**3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

Basic skills education aligns with the Comprehensive Strategic Plan, specifically in strategic directions 1.2, 1.3, 2.1, and 9.4:

- Strategic direction 1.2: Implement best practices in basic skills instruction and student services that are effective in moving students from basic skills into college-level courses.
- Strategic direction 1.3: Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.
- Strategic direction 2.1: Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.
- Strategic direction 9.4: Develop programs and practices that ensure that all segments of the population are proportionately represented in the College's student population.

These strategic directions are either intrinsically connected to indicators of achievement for core theme three or are in an early implementation stage guided by the basic skills education leadership as it develops a departmental strategic plan. The strategic plan for basic skills was

approved in summer 2011.<sup>43</sup> This plan, like all of the department strategic plans, will become part of the overall Institutional Progress Metrics as well as another way for basic skills to document its commitment to continuous improvement.

**3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals of intended outcomes of the respective programs and services.**

Formalized planning processes inform the basic skills education programs of adult basic education (ABE) and English as a second language (ESL). These planning processes guide basic skills in determining the target populations for its programs, curriculum, and professional development for faculty. Each of these contributing components has been identified as critical to the success of basic skills education and is in alignment with CWI's strategic directions.

**3.B.3 Core theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately-defined data that are used to evaluate achievement of the goals or intended outcomes of those programs or services.**

Basic skills education has identified three indicators of achievement which are evaluated annually through an outcomes assessment plan. Results of this assessment will be used to determine program success and/or identify specific improvement plans.

Additional data is collected and analyzed to ensure that the adult basic education and English as a second language programs are supported by quality services.

- Needs assessment rubric: This is a tool used to determine optimum locations within the ten-county service area that would best serve important target or at-risk populations through ABE, ESL and GED programs.
- Teacher observation and monitoring tool: This is a two-fold teacher evaluation. The teacher observation is conducted by the instructor's direct supervisor in order to evaluate teaching quality, and the monitoring tool is a self-assessment that each teacher completes at the end of class. These processes will provide valuable information in determining if curriculum and instruction are properly aligned with standards and competencies and if professional development needs are being appropriately addressed.

Valid data collection is integral to the process of program improvement and planning. Basic skills education abides by the Idaho Assessment and Goal Setting Policy. To ensure that systemized and approved assessment and student goal-setting procedures are followed, a quarterly data report is prepared for the state office, and an annual self-assessment of data quality is completed by the program director and leadership.

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<sup>43</sup> Exhibit 43 – Basic Skills Strategic Plan, 2011

Each October an annual report is conducted, which includes analysis of program data and outcomes. The culmination of this data is used to determine a program improvement plan, or AIDDE (Analysis, Identify, Design, Document, and Evaluate) model for continuous program improvement. Information gathered is used both for external funding agencies and for internal program improvement and funding priorities.

## **Assessment**

### **4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.**

Basic skills education collects and reports data on its indicators of achievement for the Institutional Progress Metrics as well as its own use. This data is analyzed annually by core theme stakeholders in order to evaluate the accomplishment of its two objectives.

#### **Objective 1: Basic skills education improves students' skills to prepare them for further education and training.**

**Indicator 1:** 70% of basic skills education students who are tested after sixty to seventy hours of instruction will complete an educational functioning level (EFL).

- For the academic year 2009/2010, basic skills achieved 72%, meeting this indicator.

**Indicator 2:** Of students who have the goal to enter post-secondary or short-term training, 40% will complete this goal within one year.

- For the academic year 2009/2010, basic skills achieved 46%, meeting this indicator.

**Indicator 3:** 80% of student responses will report that their basic skills educational experience was satisfactory.

- No data was collected for this indicator for 2009/2010; this indicator will be assessed starting 2010/2011.

#### **Objective 2: Basic skills education sustains itself through continuous improvement.**

**Indicator 1:** Continuous improvement model (AIDDE).

- Basic skills employed this model during 2009/2010, meaning it has met this indicator.

**Indicator 2:** Program review (annual self-assessment)

- Basic skills engaged in this practice during 2009/2010, meaning it has met this indicator.
- Basic skills is planning to revise this tool for the 2011/2012 academic year to better fit its needs and the College of Western Idaho's goals.

**Indicator 3:** Strategic plan

- Basic skills did not have a strategic plan during 2009/2010. The strategic plan has subsequently been complete and is being implemented for the 2011/2012 academic year.

**4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

The program review (self-assessment) mentioned in objective two above is the primary way basic skills evaluates its programs and services, which are adult basic education and English as a second language. This process is completed annually in the fall and is a major component of both basic skills' goal of continuous improvement and the requirements for grant funding from the state of Idaho. The ABE director and teachers/coordinators are the primary evaluators of their programs.

The self-assessment looks at several indicators: orientation and initial student assessment, learner advancement toward goals, student retention, curriculum and instruction, and professional development processes.

**4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Basic skills evaluates student achievement through the achievement of educational functioning levels (EFLs). The English as a second language program has a set of EFLs as does the adult basic education program. While objective one, indicator one shows that basic skills is substantially achieving its objective for student achievement, instructors and coordinators point out that many students make other incremental gains that are difficult to assess and document. Looking at EFL is a good objective measure, but it does not reflect all aspects of student achievement.

**4.A.4 The institutional evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

As evidenced above, basic skills looks to data first in evaluating itself, but it also looks to teachers and the leadership team to give a holistic assessment of whether or not it is achieving its goals and objectives. For the academic year 2009/2010, the holistic assessment of basic skills matched the data, indicating that its programs and services work well together in accomplishing core theme objectives.

**4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

This holistic review of the various components of basic skills education is also a regular part of assessment and evaluation. Teachers and coordinators in basic skills meet at least annually to ensure their programs and services are meeting intended goals and outcomes. When they are not, basic skills uses its AIDDE continuous improvement model to plan for how it can achieve those goals in the future.

**4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

Basic skills reviews its assessment processes annually when it is assessing its programs and core theme objectives. When necessary, it makes changes to yield more meaningful results and to better plan for improvement. For example, basic skills is currently revising its annual self assessment. Also, basic skills plans to add a new indicator for its first core theme objective:

**Proposed Indicator:** 75% of basic skills education students will complete twelve or more hours of instruction prior to exiting the program.

- Student Retention: Students will participate and persist longer in a program with clear goals and objectives, staff engaged in professional development, and instruction tailored to student needs. Therefore, student retention demonstrates quality instruction that aids students in their goals for further education and training.
- This indicator may change, but basic skills believes that an indicator related to retention will give a fuller picture of its achievement of objective one.

## **Improvement**

**4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

This is the first assessment of basic skills as a core theme. Like every core theme, the results of this assessment will inform an overall assessment of mission fulfillment at the College level. Other uses of these results are being formalized.

Results of assessments of programs and services are already being used for improvement and planning, decision-making, and allocation of resources and capacity. This is most obvious in AIDDE plans such as the AIDDE plan for fiscal year 2010. This plan targeted the problem that ESL beginning level performance had dropped 13% from the previous year. It includes an analysis of what caused the problem, the goal for improvement, the plan for improvement, and

the measure for evaluating success (a 5% increase in post-testing at this level). Basic skills will look at 2010/2011 data to see if it was successful in improving in this area.

**4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

The ABE program utilizes a variety of assessments, two of which are required by the ABE Idaho Assessment and Goal Setting Policy, which help measure program strengths and weaknesses and guide program-planning and decision-making. The use of assessments assists in appropriate student placement, informs instruction, measures student progress, determines staff development and teacher training opportunities, and guides program improvement projects. Assessment results and the decisions associated with the results are transparent and delivered in a timely manner to all appropriate constituencies within and outside of the institution.

## **Section 4 - Core Theme 4: Community Outreach**

Community outreach at CWI is comprised of both community education and workforce development. The business partnerships/center for workforce development (BP/CWD) offers non-credit, short-term programs that prepare students for employment, help employees update their skills, and assist employers in developing a more skilled workforce through customized classes. Community education embraces lifelong learning. Classes are designed to respond to the needs of individuals through personal and cultural enrichment courses and workshops.

### **Planning**

**3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

Business partnerships and workforce development is not explicitly mentioned in the strategic directions, but it is one of the means CWI is utilizing to respond to board priority number three, "Implement Practices for Fiscal Stability," and number four, "Connect the College to the Community." BP/WD fits into priority number three by being self-supporting and potentially generating revenue for the College; its partnerships with local businesses fall under priority number four.

Business partnerships/workforce development strives for at least an 80% student satisfaction rate while meeting the need for flexibility and timely training for employers and industry. In order to meet these goals, BP/WD does the following for planning purposes:

- Requests all students complete evaluations at the completion of their courses. Evaluations are examined for levels of satisfaction, potential issues, and suggestions about revising courses or creating new programs.
- Meets with technical advisory committees and members of industry to evaluate current programs and determine new programs that will meet changing laws and trends.
- Meets with community leaders to address workforce needs specific to their communities.
- Continually seeks out new business and industry contacts in order to develop new partnerships.

Doing these things ensures that BP/WD is well informed on what the community wants and needs and assures that BP/WD is ready to address those needs quickly.

Business partnerships/workforce development is scheduled to begin developing its strategic plan in July 2011.

The strategic directions in the Comprehensive Strategic Plan support the function of community outreach. Community education is explicitly supported in board priority number four, “Connect the College to the Community,” through the following programs.

- Kids’ College.
- Adult enrichment classes in various community locations.
- iDREAM classes for intellectually disabled adults.

Classes are designed to meet the educational needs and personal enrichment goals for people in the community and to encourage involvement with CWI for all. One of the ways community education gathers information for planning is through a community advisory board, which functions similarly to a technical advisory committee in professional-technical education and business partnerships/workforce development.

**3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**

There are several factors that impact and contribute to the planning for new and existing programs. BP/WD meets with technical advisory committees and members of industry to determine if existing programs are meeting the needs of industry and to learn of changes.

Potential changes to licensure requirements of businesses in the service area are monitored to find where BP/WD courses might fill those needs. Trends in current careers or developing careers are watched. Scheduling of programs is geared toward what is most effective for the target student body. Many BP/WD students are in the workforce and courses are scheduled for the most efficient times for these students. Course lengths are determined by curriculum and, where applicable, licensure requirements.

The Community Education is a new venture within the College and also new to the community. All planning is in the developmental stages and is supervised by the community education director. Three sessions (spring, summer, and fall) of non-credit adult enrichment classes have occurred since CWI's inception. Classes for children and for intellectually disabled adults have been offered in an effort to reach a variety of learners. Classes are held in several locations throughout the region, including Canyon, Ada, Valley, and Payette counties. The goal or intended outcome of community education is to encourage individuals throughout the community to participate in low cost, non-credit, enriching learning opportunities and to have a positive college experience.

**3.B.3 Core theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately-defined data that are used to evaluate achievement of the goals or intended outcomes of those programs or services.**

Business partnerships/workforce development collects data from a variety of sources to evaluate achievement of its goals. These include student and employer evaluations; feedback from technical advisory committees, community, and industry; and changes in licensure requirements.

Community outreach has identified four indicators of achievement, which are evaluated annually through the Institutional Progress Metrics. Results of this assessment will be used to determine program success and/or identify specific improvement plans.

Community education uses results from a community focus group meeting and informal surveys from past students to assist in planning and developing new classes. Outcomes are assessed using an evaluation tool to determine customer satisfaction. Classroom observation occurs to ensure content information is adequate and acceptable. Programming, marketing, and profitability are in process and will be based on program data. New courses and/or events are offered each session. Determinations about which classes should be eliminated and appropriate fee structures for classes are consistent.

## **Assessment**

**4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.**



**Objective 1: Business partnership/workforce development programs provide professional development in response to local business & industry.**

**Indicator 1:** 80% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.

- CWI met this indicator with a 93% positive rating.

**Indicator 2:** 80% of employers respond to oral or written survey in a positive manner.

- Data for this indicator will be gathered in the academic year 2011/2012.

**Indicator 3:** BP/WD programs are accessible to the residents of its ten-county service area.

- Data for this indicator will be reported in the academic year 2010/2011.

**Indicator 4:** BP/WD course offerings are flexible and responsive to the needs of local business, industry, and the community.

- Data for this indicator will be gathered in the academic year 2011/2012.

**Indicator 5:** BP/WD increases its number of business partnerships 20% annually.

- Data for this indicator will be gathered in the academic year 2011/2012.

**Objective 2: Community education programs provide personal enrichment in response to the community.**

**Indicator 1:** 80% of student responses report that they are satisfied that their experience in community education provided personal enrichment.

- In 2009/2010, community education surpassed the target by 20%, meeting the indicator.

**Indicator 2:** Community education classes are accessible to the residents of its ten-county service area.

- In 2009/2010, community education did not meet the indicator, holding classes in only six of the ten counties.

**Indicator 3:** Community education class offerings are flexible and responsive to the needs of the community.

- No data was available for this indicator in 2009/2010; surveying is to start in the fall of 2011.

**Indicator 4:** Community education increases its number of partnerships 20% annually.

- In 2009/2010, community education surpassed the number of partnerships required annually, adding seven new partnerships in its first year (none existed previously) and meeting the indicator.

**Objective 3: Community outreach ensures the sustainability of its programs and services.**

**Indicator 1:** Strategic planning

- Neither community education nor BP/WD had strategic plans in 2009/2010. Plans are scheduled to be developed starting July 2011.

**Indicator 2:** Financial viability

- In 2009/2010, BP/WD was not self-supporting. Community education classes are financially viable and sustainable as a class is not held if enrollment fees do not cover teacher compensation. Staff salaries are not sustainable, but efforts are under way to attain financial viability.

**4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

Programs offered through community outreach are evaluated by the participants. Feedback from participants is obtained at the end of a session when participants are given the opportunity to complete a class evaluation. The evaluation contains both quantitative and qualitative measures. Questions on the evaluation address whether the participant was satisfied with the class and if the class achieved its intended outcomes. The evaluation information is reviewed by the program directors of BP/CWD and community education as well as by the instructors of the classes. The evaluation process provides a system for continuous process improvement of class content. The participant feedback is used to make decisions regarding course content, instructors, participant materials, facilities, and scheduling. Instructors provide input on course content, syllabi, and textbooks as well. Feedback from community advisory boards and TACs also provides guidance for changes in program offerings and curriculum.

Community education personal enrichment, non-credit classes for children and adults, are difficult to measure. Teachers are subject matter experts, and they develop the class content and delivery style. Surveying and communicating with community education's customer base is the primary manner in which programs and services are evaluated for effectiveness. Attention is given to customer requests regarding where, when, and how to deliver classes. A large number of online (Ed2Go) classes are available online at any time and may be completed at the student's desired pace.

**4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Assessments of student learning are appropriate for each course and vary depending on course outcomes. These results may include course grading or the completion of state or national certification exams. Student learning assessment happens on a regular basis in all BP/WD courses.

Community education students are evaluated from the perspective of personal satisfaction. No grades, tests, certifications, or assessments are offered. Actual student achievement is not measured.

**4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

BP/WD conducts holistic assessment in staff roundtables that occur on at least a quarterly basis.

The development of enrichment classes is aligned with community interests and needs. For instance, iDREAM classes were created to meet the educational needs of intellectually-disabled young adults. The director learned of this interest while participating in a public speaking event at a local agency. After meeting with parents, efforts began to create and deliver classes. These classes have generated sufficient levels of enrollment and resources. The aforementioned model is used to plan and assess program effectiveness for other community education activities.

**4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

Instructor program review is required for all BP/WD programs. Depending on the program, reviews include secondary review by program managers or appointed boards. The timeframes for these reviews vary by program: semi-annually, annually, or every two years.

Community education evaluates itself largely through participant evaluations and interest lists.

#### **4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

Community outreach reviews its assessment procedures when doing assessment. BP/WD is currently looking into an online rather than paper evaluation system as a more efficient way to review course outcomes. Community education course evaluations have been modified to better measure the satisfaction of participants. Teachers review the documents and are making adjustments to subject matter and/or to their delivery methods.

#### **Improvement**

#### **4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

This is the first assessment of community outreach as a core theme. Like every core theme, the results of this assessment will inform an overall assessment of mission fulfillment at the College. Other uses of these results are being formalized.

Community outreach had two indicators for which it did not meet the assigned thresholds and has developed plans for how to address this:

**Indicator 1:** Community education classes are accessible to the residents of its ten-county service area.

- Community education is a new program and is still developing itself in the community. As it grows, it will seek out new counties to partner with.

**Indicator 2:** Financial viability

- At the beginning of fiscal year 2010, BP/WD account balances had a negative balance. Individual courses primarily generated more revenue than cost, although for community goodwill purposes, individual courses were occasionally held even though they broke even or lost money. At the time, there weren't sufficient revenues to cover all BP/WD staff salaries. Plans were developed and measures put into place to decrease the deficit balance and return BP/WD to a positive revenue stream. At the time of publication of this document, BP/WD was on track to meet this goal. Community education will continue working on this; again, its newness is a major factor.

In general, Community Outreach uses the results of the assessments of its programs and services to plan for improvement. BP/WD, in particular, must be flexible in order to provide real-time customized training. This can involve changing curriculum, instructors, or moving to a new building (which should be completed by September 2011) to expand the number of classrooms and class offerings. Results of assessments are made available to the College and community through the Institutional Progress Metrics.

**4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

BP/WD tracks student learning primarily through standardized exams (many for licensure requirements). For example, when a large number of students fail the same part of an exam, BP/WD researches why this is happening and takes steps to address the problem.

Since community education is not focused on assessing student learning, it does not track or use assessment results.

## CHAPTER FIVE

### MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

#### **Eligibility Requirement 24**

The College of Western Idaho's operational scale is sufficient to fulfill its mission and achieve its core themes. As demonstrated in chapter four and below, the scale will be sufficient to continue doing so in the foreseeable future.

#### **Standard 5.A Mission Fulfillment**

##### **5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.**

As demonstrated in chapter four, the core themes are each assessed annually through the Institutional Progress Metrics. Non-instructional departments are also creating strategic plans, which will set measurable thresholds of success. Many of these departments will complete strategic plans in summer 2011; others will be starting them in July 2011. Once in place, each department will have a method by which to assess its accomplishments, and the results will also be reported on the Institutional Progress Metrics. The institution as a whole, through College Council, President's Cabinet, and the Board of Trustees, reviews the assessments generated by each department. This process is the primary way that the institution engages in regular (annual), systematic (based on Institutional Progress Metrics), participatory (engages all departments of the College; all parts of the College are represented in College Council), self-reflective, and evidence-based assessment of its accomplishments.

##### **5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.**

The College of Western Idaho has defined mission fulfillment as substantially fulfilling each of its four core themes. There are several key groups who help to determine whether the objectives of each core theme have been fulfilled.

First, each core theme has a chair and committee who are responsible for gathering data and making decisions in support of core theme fulfillment. These decisions are data-driven but allow for holistic assessments as well, as demonstrated in chapter four.

The results of core theme assessments go to an external group, the College Advisory Committee, headed by Nampa, Idaho mayor Tom Dale. The College Advisory Committee met July 12, 2011 to review the Institutional Progress Metrics, make a recommendation on whether or not CWI was substantially fulfilling its mission, and provide input on whether or not CWI's

chosen indicators seemed to be adequate measures. The committee agreed that CWI was substantially fulfilling its mission, taking great strides, and doing well. They also provided input on revisions to indicators in the Institutional Progress Metrics that will be considered by the Board of Trustees in the coming year.

Core theme assessment results are also used internally to assess mission fulfillment. The Institutional Progress Metrics is presented to College Council annually. College Council can then make a recommendation to President's Cabinet based on its discussion of mission fulfillment. Once through College Council, the discussion of mission fulfillment moves to President's Cabinet, and finally to the Board of Trustees. Conclusions are communicated through the weekly emailed newsletter from the president (Bert's Alerts), at inservice, and on the College's website.

## **Standard 5.B Adaptation and Sustainability**

**5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.**

The College of Western Idaho regularly evaluates the adequacy of its resources, capacity, and effectiveness of operations in order to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. There are many ways this is accomplished.

The Vice President of Finance and Administration creates a monthly profit and loss report that is delivered to both the College of Southern Idaho and the CWI Board of Trustees. The finance committee meets monthly and reviews the profit and loss report in detail. The Vice President of Finance and Administration, Budget Director, and Controller meet monthly to review budgets and finances and ensure that the College is on track financially. All department heads meet quarterly with the president and Vice President of Finance and Administration to review expenditures and budgets. All of these meetings allow CWI to assess its current position and determine how to sustain its operations.

The assessments of core themes, as discussed in chapter four, also incorporate evaluations of the adequacy of resources, capacity, and effectiveness of programs and services, regardless of location or delivery method. Strategic plans for each department also provide a way for the College to assess and evaluate its resources, capacity, and effectiveness. These assessments move up through College Council, President's Cabinet, and to the Board of Trustees. Each group reviews the assessments and makes recommendations (College Council) or takes direct actions based on their evaluation (President's Cabinet and the Board of Trustees).

With declining state funding, and little to no expectation of increases in state or federal funding, the College of Western Idaho is working to be as self-sufficient as possible. This has led to tuition increases, designated student fees for strategic reserves, the CWI Foundation, a capital campaign, and a revenue task force. The revenue task force meets weekly to develop and maximize external resources; it is comprised of the Director of Development, Associate Vice President of Resource Development, Director of Business Partnerships/Workforce Development, president, and an external consultant.

**5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.**

The College of Western Idaho regularly documents and evaluates its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. Planning is documented through the institutional planning process described in chapter three. Practices and application of institutional capacity are documented in chapter two. Resource allocation is addressed in chapters two, three, and five. Assessment of these results is the basis of chapters four and five.

Trustees regularly evaluate the institution's progress. The annual trustee retreat is deliberately focused on evaluating the College. Results of this evaluation are used to make changes for improvement as necessary.

**5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.**

The College of Western Idaho monitors its internal and external environments through a regularly updated fact book, which identifies current and emerging patterns, trends, and expectations. Program gap analysis monitors the prospects of professional-technical graduates. The college advisory committee and various technical advisory committees also provide feedback to various programs, departments, and the College-at-large. The CWI Foundation gives input, and trustees hear from their constituents. The Institutional Progress Metrics is a key way the College monitors its internal environments.

The Board of Trustees has an annual retreat to assess the College's strategic position. Using feedback from the various sources listed above, the Board of Trustees provides strategic directions for the College in order to define its future trajectory. Based on CWI's status as a new college, it is the institution's intention to keep mission and core themes static for the time being. In the future, the Board of Trustees and president will be responsible for implementing reviews of mission and core themes.



The core theme areas are each responsible for reviewing their objectives, intended outcomes, and indicators of achievement annually when they engage in core theme assessment. Part of that assessment includes ensuring that the current objectives, outcomes, and indicators are meaningful. If necessary, revisions are then made. At the core theme level, changes need to go through College Council and President's Cabinet. Changes to programs and services need to go through the appropriate dean or director.

## CONCLUSION

Putting together this first self-study has allowed the College of Western Idaho's leadership to reflect on CWI's practices, policies, and procedures and how these align with NWCCU criteria to become independently accredited. The collaborative research and writing for this document has highlighted what CWI is doing well and revealed where improvements need to be made. The College has endeavored to integrate the accreditation standards into its planning and assessment processes. This aids in aligning the College's actions with NWCCU standards. Such an alignment also provides some certainty that assessments feed into mission fulfillment and a system of continuous improvement.

As a new comprehensive community college, CWI is proud of its achievements thus far, especially in the face of reduced state and federal funding combined with exponential enrollment growth. The College is committed to providing excellent educational opportunities to the residents of the Treasure Valley; to do so, it practices smart fiscal management and seeks out new funding streams when possible. Over the course of completing this self study, budgeting procedures, practices for resource allocation, and decision-making guidelines have been created and/or clarified.

To conclude this first self-study, CWI has identified the following as its key strengths and plans for improvement:

### **Strengths:**

- As a new comprehensive community college in an area that previously did not have one, CWI has contributed greatly to the quality educational opportunities available in the Treasure Valley.
- CWI is able to meet the demand of its constituents; no one has been turned away to date, despite rapid enrollment growth.
- Given the distributed nature of CWI campuses, its infrastructure is exemplary. This is notable in Enrollment and Student Services, which is able to shift student services around a large district, meeting demand wherever necessary. Facilities personnel keep buildings well-maintained and appropriately furnished. Information Technology manages a great help desk and has implemented wireless technologies within each major building and video-conferencing systems that allow staff at different campuses to interact easily.
- Although resources are limited, CWI practices responsible fiscal management, evidenced in its building of strategic reserves, budgeting system, and practices for resource allocation.
- CWI has a strong planning process to guide it. The Institutional Progress Metric has served as a guide for documenting indicators of core theme achievement and a rubric for comment from internal and external constituent groups.
- CWI is working toward an effective governance structure as evidenced by the development of a Making Decisions document, college-wide policies and procedures

reviewed by the Board of Trustees, and an expanding and inclusive committee structure with College Council at its core.

- CWI has solid support in the community, notably from Micron, Kenworth Sales, AGCO, and the Albertsons Foundation. It is actively seeking out and developing additional community partnerships.
- CWI has been able to hire and recruit exemplary and highly qualified employees.
- CWI faculty are actively engaged in outcomes assessment and instructional innovation, especially in the use of instructional technology.
- Idaho colleges and universities have been very supportive of CWI, especially in articulating 2+2 agreements for transfer students from the College.

**Plans for improvement:**

- CWI will become more data-driven in its decision making. Implementing the strategic planning process and ensuring timely access to meaningful data will help to make this possible. CWI will also seek out ways to better track graduates' transfer success and employment as well as to evaluate external partnerships and community perception.
- The College will seek out new revenue streams and non-traditional funding to better staff and support the College. Currently, CWI has plans and systems, but staffing lags behind enrollment demand.
- CWI seeks to enhance the learning experiences of its students by developing facilities and services that complement and reinforce the classroom experience. These will include small group study spaces, web/computer connectivity, computer labs, social gathering spaces and other interaction opportunities for students and faculty. We are working to secure funds through the Idaho Dormitory Commission and other possible grant opportunities to make these plans possible.
- CWI will expand emphasis on the integration of library and information resources into all programs offered by the College.
- The College will improve and expand its contingency planning for both emergency response and continuity/recovery of operations should catastrophic events interrupt operations.

## LIST OF EXHIBITS

**Self Study 2011 Documentation (Data Year, 2009-2010)**  
**(SEE ATTACHED EXHIBIT FILE)**

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3	PTE Program Review Documents, 2009-2010	1	8
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5	Student Course Evaluation Templates	1	10
6	ABE Educational Functioning Level Descriptors	1	11
7	ABE / ESL Goal Setting and Intake Procedures	1	11
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9	ABE FY10 Annual Report	1	12
10	ABE Outcomes Assessment Plan	1	12
11	Idaho Statute 33-2106, Trustees of Community College Districts	2	17
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15	CWI Contract Reference Guide and Contract Coversheet	2	27
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19	PTE Program Assessment Report Template and Department Checklist and Rubrics	2	36
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30	CWI Development Concept Plan	2	61
31	CSI / CWI Bookstore Agreement, 2008	2	61
32	CWI External Financial Audit Reports, 2008-2010	2	63
33	CWI Foundation By-Laws and Articles of Incorporation	2	63
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35	MIG Charrett Findings and Framework Maps	2	65
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37	CWI Technology Update and Replacement Plan	2	68
38	State of Idaho Statute – 67-1903, Strategic Planning	3	70
39	CWI Institutional Strategic Planning Process and Progress Report Form	3	71
40	CWI Employee and Student Satisfaction Surveys, 2011	3	72
41	CWI Emergency Handbook	3	74
42	Annual PTE Program Enrollment Report to SDPTE, 2009-2010	4	80
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**APPENDIX**  
(SEE APPENDIX FILE)

<b>Appendix #</b>	<b>Document</b>
1	CWI Catalog 2011-2012
2	CWI Comprehensive Strategic Plan <ul style="list-style-type: none"><li>• Strategic Directions</li><li>• 2009 CWI Fact Book</li><li>• Educational Program Gap Analysis 2009</li><li>• Educational Master Plan 2010-2015</li><li>• CWI Making Decisions at CWI 2010</li><li>• Unit Plans 2010-2015</li><li>• Organizational Plan 2010-2015</li><li>• CWI Finance Plan 2010-2015</li></ul>
3	Accreditation Agreement between CSI and CWI
4	CWI Faculty Handbook
5	CWI Policy Manual
6	CWI Student Handbook
7	CWI Institutional Progress Matrix, 2009-2010



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