



Year One Self Evaluation Report

September 2012



Prepared for the
Northwest Commission on Colleges and Universities



**Year One
Self-Evaluation Report**

September 11, 2012

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INSTITUTIONAL OVERVIEW

The College of Western Idaho (CWI) is a comprehensive community college that provides quality teaching and learning that is affordable and within reach, regardless of time and distance. Prior to the existence of CWI, southwest Idaho lacked a comprehensive community college despite ample population size, community need, and the existence of a number of four-year baccalaureate institutions. CWI delivers college credit instruction, certificates and degrees through its memorandum of understanding with the College of Southern Idaho (CSI). CWI faculty and staff are working toward fulfilling the College's goal of self-accreditation as the school is seeking to reach full accreditation with the Northwest Commission on Colleges and Universities (NWCCU) by 2016.

In January of 2009, general education, workforce training, and community education programs were offered for the first time; more than 1,200 credit students enrolled. In July 2009, CWI program offerings were augmented with the inclusion of professional-technical programs and adult basic education programs from the Larry Selland College at Boise State University (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.

Credit Programs Enrollment History

Spring 2009	1,208
Fall 2009	3,618
Spring 2010	4,808
Fall 2010	6,277
Spring 2011	7,308
Fall 2011	8,077
Spring 2012	8,375

Non-Credit Data for 2011:

Adult Basic Education	3,033
Workforce Development	7,017 (includes duplicated headcounts)

In 2009, CWI developed a comprehensive strategic plan, complete with mission and vision statements and four core themes. These are the foundation of CWI's operations.

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

In order to best serve western Idaho, CWI has worked tirelessly to develop new facilities that can provide its students with the best possible academic opportunities. The College's campaign for expansion includes providing an increase in space for educating, while also strategically aligning itself to reach all areas of our community. One of the exciting new developments at CWI is the addition of the new 176,000 square-foot Micron Center for Professional Technical Education at the Nampa Campus. The building was completed on schedule to welcome Fall Semester 2012 students.

Other major facilities at the Nampa Campus include the Aspen Classroom Building, Nampa Academic Building, a new multi-purpose building currently under construction, and the Professional Truck Driving site. CWI also operates programs at the Canyon County Center, Ada County Center in Boise, CWI at Boise State University, Horticulture, CWI at Eagle River and the Oak Park Center in Boise.

In both face-to-face and online classes, the College heavily emphasizes technology. CWI is actively working toward a virtual campus with full degree programs and all student support services available online. CWI was recently approved by NWCCU to offer six majors entirely 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.

CWI takes pride in playing a fundamental role in establishing economic stability in the Treasure Valley. CWI continues to partner with local business and industry to help ensure we are producing some of the most sought after students our community has to offer. Whether it is working to maintain the highest standards of quality in the current workforce, or developing highly qualified employees of the future, CWI is committed to being a catalyst for economic growth in the Treasure Valley.

PREFACE

Institutional Changes since October 2011

The College of Western Idaho has experienced several major institutional changes since its initial self-study report was submitted.

Substantive Change Prospectus documents were submitted to, and approved by, NWCCU in 2012 for nine PTE programs, six online degrees, and an AA in Elementary Education.

- The new Micron Center for Professional Technical Education is now open and ready for the fall 2012 semester. The enhanced capacity of this new facility will allow CWI to serve larger numbers of PTE students. The following PTE programs have relocated to this new building:
 - Auto Body
 - Automotive Technology
 - Drafting
 - Electronics
 - Heavy Duty Truck Technician
 - Heavy Equipment Technology
 - Machine Tool Technology
 - Powersports/Small Engine Repair
 - Welding & Metals Fabrication

- CWI will now provide 50% or more of our AA, AS and AAS degrees online. The following online AA degrees were approved:
 - Criminal Justice
 - English
 - Geography
 - History
 - Liberal Arts
 - Political Science

- The CWI Board of Trustees approved leasing the Aspen Classroom Building, located at 6000 Birch Lane in Nampa, Idaho, on March 7, 2011. This new facility will allow CWI to deliver courses leading to an AA degree in Elementary Education in one location, and aligns with the College's mission of providing affordable access to quality teaching and learning opportunities to its constituencies.

CWI was granted permission from the US Department of Education in Spring 2012 to move from the College of Southern Idaho's (its accreditation partner) ERP system to its own Datatel system. This change allows CWI to process student financial aid independently as well as the ability to generate accurate and meaningful reports used in decision making. Given the autonomy to manage its information systems, CWI is incorporating Datatel "dashboards" and ad hoc report writing to give managers more real time data and access to data trends.

In FY 2011, the Idaho Legislature provided a one-time appropriation to CWI in the amount of \$5.0 million to be used for enrollment growth-related expenses. This is a 58% ongoing budget increase in state support, which is dramatic considering the original state appropriation to CWI was \$5.0 million, which over three years was reduced to approximately \$4.0 million after state budget holdbacks.

CWI will use these funds for information technology, classroom leasing costs (over 3 years), instruction (additional adjunct instructors hired), and similar costs, which are directly related to enrollment growth. The College will gradually absorb the additional multi-year costs incurred into its regular operating budget over time.

CWI administration continues to explore the organizational structure needed to support the growing staff and student enrollment. During the spring of 2012, a revised organizational structure was put into place that helps the College adapt to the growth it has experienced, and will ensure that CWI continues to provide high quality educational opportunities and services effectively and efficiently to our students and the community (**Attachment 1**).

Responses to Topics Previously Required By the Commission

The College of Western Idaho hosted NWCCU evaluators for its Comprehensive Evaluation Report for Interim Candidacy in October of 2011, which resulted in four commendations and five recommendations.

Response to Recommendations

Recommendation 1:

While acknowledging that the College of Western Idaho has made progress in developing initial core themes and proposed measures of mission fulfillment, the evaluation committee recommends that the College move aggressively to ensure that CWI's core themes align with clearly articulated and well-supported institutional priorities, that the core theme measures are meaningful, relevant, and assessable, and that the core theme assessment process is fully integrated with the College's planning and evaluation mechanisms (Standard 1.B.2, 3.B.1, 3.B.3., 4.A.1, 4.A.4 and ER 23).

The College of Western Idaho recognizes the importance of aligning the core themes with clearly articulated and well supported Institutional Priorities as indicated in Standard 3.B.1; as such, CWI's Core Theme Chair Committee has worked diligently to align core themes with the institutional priorities, mission, and vision. Further, the redesigned core theme objectives all correlate to at least one institutional priority by definition.

Acknowledging the need for improvement of Standard 1.B.2 in identifying meaningful, assessable, and verifiable indicators of achievement and Standard 4.A.1, utilizing the data to evaluate the accomplishment of the core theme objectives, the core theme chairs have led the discussion to update core themes in collaboration with the planning and assessment director and stakeholders from each core theme area to create ownership of the core theme objectives. As shown on the revised Institutional Progress Metric (**Attachment 2**), some indicators have been revised, redefined, and in some cases, created to better reflect meaningful, relevant, and assessable measurements. The indicators were created to accurately depict the College's desire for ongoing improvement and evidence-based decision making in the best interests of the students, faculty, staff and institution.

Lastly, in compliance with Standard 3.B.3, and 4.A.4, the core theme assessment process has been fully integrated with the College's planning and evaluation mechanisms. This attempt at "closing the loop" can be seen in the revised strategic planning process (**Attachment 3**), and specifically in the Annual Assessment Summit (**Attachment 4**), which ends and starts the yearly process. Appropriately defined analyzed data are presented at the Summit and used to evaluate accomplishment of core theme objectives.

Key representatives meant to represent all stakeholders of the College evaluate holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives as they relate to the Institutional Priorities. The results of the Summit are reported back to the entire institution on the College's employee and student myCWI, announced in the weekly newsletter, and is posted publicly on the CWI website: <http://cwidaho.cc/info/planning-statistics-and-reports>.

Recommendation #2

In order to build on progress already made in initial institutional planning, the evaluation committee recommends the College establish an ongoing, systematic, and comprehensive cycle of integrated planning, resource allocation, and evaluation that leads to mission fulfillment as defined by CWI's core themes. Achieving this goal will require a robust system for the collection and analysis of appropriately defined data, as well mechanisms for meaningful input from faculty and staff (Standard 2.A.1, 3.A.1, 3.A.2, 3.A.3 and ER 23).

The College of Western Idaho is committed to engaging in ongoing, purposeful, systematic, integrated and comprehensive planning that leads to fulfillment of its mission (Standard 3.A.1). As such, a cyclical strategic planning process has been created to move the College toward a commonly accepted set of goals, objectives, and performance indicators that are the basis for evaluation of effectiveness and accountability to both internal and external

constituencies. The strategic planning process, which begins and ends in April each year, provides an opportunity for the faculty and staff to be more thoughtful about desired outcomes of the work they do (Standard 3.A.2). This is accomplished by planning goals, prioritizing them, developing baseline measures, setting targets, and establishing benchmarks by which judgments of progress can be made.

CWI has created a comprehensive cycle of integrated planning, resource allocation and evaluation. The planning and assessment office offers guidance to integrate core theme assessments with planning and evaluation mechanisms. The new planning cycle includes budget considerations, core theme evaluation, and assessments.

The first step in the strategic planning process is the Annual Assessment Summit held in late spring each year. The Summit is meant to be a learning event attended by invited staff and faculty to kick off the strategic planning session for the upcoming fiscal year. The purpose of the summit is for members of the college community to report on goals and accomplishments achieved in the current fiscal year (Standard 2.A.1, ER 23). Presenters describe ways in which the collected evidence was and will be used in the coming year to improve student learning and the quality of CWI services. Please refer to CWI's 2014 Annual Assessment Summit Report (**Attachment 4**). The results of the Summit are used as a guideline for faculty and staff to develop individual and unit objectives that align with core themes and institutional priorities as set forth in the Strategic Plan.

Another improvement at CWI has been the transition from the College of Southern Idaho's ERP system to a College of Western Idaho's ERP, Datatel, to include many student service functions such as admissions, registration, awarding of financial aid, etc. Effective April 15, students registered through the CWI's Datatel system, MyCWI, instead of through the College of Southern Idaho system. Controlling its own data allows CWI to collect, analyze, and provide valid and reliable reporting in a meaningful format within a realistic timeline (Standard 3.A.3). Further, the College is in the process of implementing dashboards in two phases. First is the stock dashboards bundled with Datatel, and the second phase will be to develop custom dashboards to more accurately reflect identified assessments through the strategic planning process.

Recommendation #3:

The evaluation committee recommends that the College of Western Idaho develop and implement plans to appoint full-time faculty and staff sufficient in numbers to accomplish the institution's educational goals (Standard 2.B.1, 2.B.4, 2.B.5, and ER 10).

CWI's Human Resource Department has taken steps to increase the effectiveness, efficiency, and market competitiveness of its staffing and compensation functions to help ensure that the College selects and retains qualified and high performing employees.

In addressing Standard 2.B.1, the College has received Board of Trustee approval to hire 57.5 additional employees, 43.5 of which are dedicated to students; has hired a HR Generalist to

focus on staffing and diversity for the College (May 2012); will be hiring an HR Generalist to focus on staffing and succession planning (September 2012); has analyzed position descriptions to ensure that staff are classified and compensated at levels for appropriate internal and equity (June 2012); attends and hosts job fairs as needed; and will conduct a total compensation survey of community colleges and other organizations with which it competes for labor, to recommend salary ranges to the Board (Fall 2012) for ranges effective FY 2014.

To better address Standard 2.B.4 and ER 10 regarding sufficient faculty presence, the College has implemented a 12-month, full-time Assistant Dean model in Instruction to ensure complete and consistent administrative leadership, and continuously posts and reviews resumes for adjunct faculty roles to ensure a filled pipeline of qualified instructors. The College is working to actively address Standard 2.B.5 through implementation of the faculty rank and promotion process, which has defined the roles of four separate ranks of faculty and resulted in 44 promotions to Assistant Professor in Spring 2012.

Recommendation #4:

While the College of Western Idaho has made admirable progress toward acquisition of library materials and enhancing the library's virtual presence, the evaluators did not find evidence of sufficient library infrastructure, staffing, or holdings to achieve the learning outcomes of CWI's rapidly expanding academic programs. Accordingly, the evaluation committee recommends immediate action to increase library services, staffing, and materials to adequately support programs at all campus locations (Standard 2.E.1 and ER13).

Improvements to Library Services in 2011-2012

The College of Western Idaho Library launched OCLC's Worldshare Management Services and WorldCat Local catalog on June 1, 2012. Worldshare Management Services enables the Library to streamline staff processes and improve efficiency. WorldCat Local combines library holdings and a majority of online databases into a single search interface, improving the ability of users to find and access materials from CWI and other institutions. The system also makes it easier for patrons to place holds and interlibrary loan requests. WorldCat Local is already in use at Boise State University and the University of Idaho, a circumstance that will assist students who transfer to four-year programs at those institutions. The Library has additionally launched OCLC's EZProxy software to make off-campus authentication easier by allowing users to create their own passwords for library services.

The Library has been allocated 5,086 square feet in a new building currently under construction at the Nampa Campus, for a net space increase of approximately 2,000 square feet. The new library will replace the current facility and include additional study spaces, group study rooms, a quiet study room, increased staff space, a library instruction classroom, and up to thirty additional computers. The Library continues to seek space at other campus locations. To improve access for CWI students residing outside of Nampa, the Library began rolling out a book mailing service in Fall 2012.

Library staff provided research workshops for 40 classes in 2011-12, an increase of 30% from the previous year, and showed a substantial increase between Fall 2011 (9 sessions) and Spring 2012 (31 sessions). The Library began collecting reference statistics in late October 2011 and logged a sample of 458 transactions in 2011-12. The majority, or 53%, were questions about library resource access and use. To expand the Library's reach and improve reference services, the Library launched QuestionPoint's 24/7 online chat service in late fall 2011 and responded to an average of 40 questions per month (157 total) in Spring 2012. The physical Library logged 19,040 visits in Fall 2011 and 22,756 visits in Spring 2012. The Library also launched LibGuides in Fall 2011 and has created 25 research guides to date to provide expanded support for focused disciplines and courses.

The Library Advisory Committee, comprised of students, staff, faculty, and a community member, began meeting quarterly to provide feedback and guidance on the creation of library services, activities, policies, and procedures.

Improvements to Library Staffing in 2011-12

CWI welcomed its second professional librarian in July 2012, bringing the permanent full-time staff to two librarians and one paraprofessional. The new librarian holds an MLIS from McGill University and specializes in instruction and outreach. She will focus the majority of her time on building awareness of library resources and services across all campus locations, providing instruction for individuals and groups, and increasing the integration of information literacy instruction into the college curriculum.

The Library has additionally posted and begun accepting applications for a third professional librarian position specializing in electronic resources.

Improvements to Library Materials in 2011-12

A Request for Proposals to expand the library collection was announced in December 2011 and completed in February 2012. CWI contracted with Baker & Taylor to provide approximately \$280,000 in materials to CWI Library over the next two years. Since July 1, 2011, the Library has more than doubled the physical collection, adding 3,689 physical items and increasing catalog holdings from 2,878 to 6,567 as of May 31, 2012. With the switch to WorldCat Local and the new inclusion of ebooks, CWI Library's total catalog has increased eight-fold and now boasts over 34,000 items.

The Library places a high priority on requests for physical materials, purchasing all requests within 1 business day and using 2-day shipping wherever possible to speed availability. The Library purchased more than 240 items on request during the 2011-12 academic year. During Fall 2012 semester, the Library plans to add approximately 60,000 ebooks to its catalog on a pay-per-view basis from Ebook Library. CWI students, staff, and faculty will be able to seamlessly access and download these books through the Library's catalog.

On June 1, 2012, CWI Library separated its online resources from the College of Southern Idaho Library, establishing independent subscriptions to a dozen databases previously provided by CSI Library, including CQ Researcher, Films on Demand, Communication and Mass Media Complete, and CINAHL. The Library is in the process of adding new databases to its collection, including JSTOR and ARTstor.

Recommendation #5:

While the College of Western Idaho has met the demands of rapid growth, program acquisition and development, policy and governance development, and financial planning to date in a remarkable fashion, the evaluation committee recommends that the College should move promptly to develop and adopt a realistic plan for long-range sustainability that will address enrollment management, staff retention and development, fiscal stability, and support services that will enhance student progression and completion (Standard 5.B and ER 24).

CWI acknowledges the importance of developing and adopting a realistic plan for long-range sustainability that will address enrollment management, staff retention and development, fiscal stability, and support services that will enhance student progression and completion (Standard 5.B and ER 24). Understanding that this is an evolving exercise, planning and changes have already been implemented in some cases while they have just begun in other areas. It is the College's intent to develop a realistic plan for long range sustainability as part of the 2013 strategic plan. Steps have been initiated to address enrollment management, staff retention and development, fiscal stability and student progression.

Enrollment Management

First, discussions centered on enrollment management with regard to physical space have taken place. In an effort to sustain College resources, the College administration is exploring the concept of consolidating classroom space, with an interim goal of four major sites and three locations. CWI proposed to the Governor a resolution declaring the need for a Dormitory Housing Commission relating to the possibility of a new student union building at the Nampa campus which will house classrooms, library, and other related functions (**Attachment 5**). Additionally, the Trustees and College administration are researching the possibility of a building for the health-related programs.

Staff Retention and Development

Second, CWI has implemented a number of initiatives that will impact faculty and staff retention and professional development.

1. The College's Human Resource Office has identified three key performance indicators for the next fiscal year that address retention and professional development.
 - Increase overall favorable response in annual employee survey by 5% each year.
Actions to begin attaining this metric involve:

- Including results in strategic planning session,
 - Asking HR Advisory Committee to review and recommend actions to College Council and then President’s Cabinet,
 - President’s Cabinet selection of “campus culture” as an area of leadership focus,
 - Implementation of quarterly Campus Forums – Q&A sessions with President’s Cabinet at multiple locations, and
 - Implementation of a job evaluation system/wage increases/external total comp labor market survey.
- Retention of high performers – unwanted turnover <3%.
 - Each employee receives at least 24 hours of professional development each year.
2. The Human Resource Office has incorporated a program called “Take 10 & Pass it On.” This program begins with the President’s Cabinet reviewing one leadership discussion topic per week, and then starts the chain of training at cascading meetings through all managers. Topics to date include: Employee Recognition, Delivering Tough Messages, At-will Employment, FLSA Guidelines, Posting Jobs, Online Application Process, Screening Applications/Resumes, Effective Interviewing, Onboarding the New Employees, Employment Verifications & References, Importance of Documentation, Our Performance Management Process, Annual Online Training, and Exit Interviews.
 3. CWI has implemented a faculty rank and promotion process that provides resources and professional enrichment opportunities designed to assist faculty to perform at a level consistent with the values and needs of the educational institution.
 4. CWI’s Human Resource office has added one FTE designated to assist in training for all staff and faculty.

Fiscal Stability

Next, in response to fiscal stability, the Trustees of the College of Western Idaho are committed to ensuring financial stability within the College as evidenced by creating a financial and budget advisory group, referred to as the Finance Committee. The primary responsibility of this committee is to review college-wide financial reports and investments, and provide professional analysis to the Vice President for Finance and Administration (VPFA) and Trustees, as needed. This committee is made up of one Trustee (who chairs the Committee), three community members with finance-related backgrounds (banking, public accounting/audit, and investments), and the CWI VPFA, Controller and Budget Director.

In addition, as standard practice, the Vice President of Finance and Administration, Budget Director and Controller review budgets each month, and each quarter the VPFA and Budget Director review revenue and expenditure budgets with appropriate college budget officers. The VPFA takes findings and recommended courses of action to the President’s

Cabinet. The CWI Finance Committee reviews quarterly financial statements from all revenue-generating organizations within the College to ensure stable fiscal operations. The Finance Committee also provides periodic reports and recommendations to the Trustees on a variety of topics. CWI prides itself as a young institution that is currently without long-term debt.

Like many higher education institutions, CWI has endured funding cuts from state appropriations for the past several years. However, in fiscal year 2011, the Idaho Legislature provided a one-time appropriation of \$5.0 million to CWI as an 'equity adjustment' payment, designed to assist with the college's rapid growth. These funds were, and are, being used to fund specific infrastructure and facility needs.

In FY 2012, CWI received \$ 4,247,100 from the state of Idaho for General Education programs and \$6,289,700 for Professional Technical Education programs.

In Fiscal Year 2013, CWI did receive an increase in funding from the state, as follows:

- CWI received a total of \$ 6,728,400 from the state of Idaho in General Education on-going funds, which included:
 - \$73,300 miscellaneous personnel benefit and operating increases
 - \$560,200 enrollment increases based upon FY 2011 actual enrollment
 - \$847,800 occupancy costs to buildings.
 - \$1,000,000 equity adjustment, not tied to enrollment
- CWI received \$6,596,600 (ongoing) for Professional Technical Education programs.

Also in FY 2013, CWI expects to receive \$5,834,800 in local property tax revenue from Canyon and Ada counties.

The FY2013 funds had not previously been provided by the state and were recommended by the Governor in his Executive Budget and approved by the Legislature. Recognition by the Governor and Legislature that CWI is significantly underfunded is a testament to the value CWI provides to the Treasure Valley. Student fees still support a large percentage of CWI's budget; therefore, the College actively seeks ways to be more self-supporting, including the creation of a strategic reserve fee and facility reserve fee, both having been approved by the Board of Trustees. Additionally, the College has identified funds to be used for deferred maintenance at all college facilities.

The College of Western Idaho Foundation, an official 501(c)(3) organization, is conducting a fund-raising campaign for the new Micron Center facility and programs. The goal is \$4.0 million. Through August 24, 2012, the Foundation has received gifts or pledges totaling \$3.7 million. Based upon the campaign's success and additional opportunities for recognition within the facility, the Foundation will pursue a stretch goal of achieving \$4.5 million. The remaining balance of \$800,000 will be addressed by continuing the campaign until this goal is achieved.

Major corporate gifts received or pledged to date total in excess of \$3.0 million; the remaining amounts are smaller gifts from corporations, businesses or individuals, including a significant amount from CWI trustees, administration, staff, and faculty members. The funds raised are to be used for all aspects of tenant improvements and furniture, fixtures, and equipment at the Micron Center for Professional Technical Education.

Support Services That Will Enhance Student Progression and Completion

With a focus on student progression and completion, all incoming students for Summer and Fall 2012 semesters were invited to participate in New Student Orientation, Advising, and Registration (OAR) programs. Between April and August, 58 OARs were offered, with over 1,000 students attending. The OAR sessions covered the information new students need to be aware of, such as the academic calendar, residency policies, degree planning with advisors, as well as an introduction to the online tools at CWI. Students left the OAR sessions with a schedule of courses for the semester. In evaluations collected after the OAR sessions, students overwhelmingly reported that the sessions were helpful, and that they would recommend the sessions to other new students.

CWI has made specific enhancements to advising practices for continuing students which will be rolled out during fall 2012 semester. First, students will be proactively assigned to advisors each semester and will be notified of their advisor and how to contact him/her. Students with undecided majors, pre-professional majors, or one or more pre-college level course will be assigned to one of CWI's professional advisors. All other students will be matched with a faculty advisor in their major discipline, reflecting CWI's split advising model. The notifications to students will happen approximately one month before registration opens for spring semester 2013, allowing time for an advising appointment.

In addition to advising assignments, CWI has created an Advisor Development Program for professional and faculty advisors. This program includes an Advising Syllabus that advisors and students will use to understand their roles and responsibilities in the advising process. The Advising Syllabus embraces advising as a teaching and learning process. Advisors will have access to an Advising Wiki within the MyCWI system that will be an access point for up-to-date policies, procedures, and advising "need to knows." Workshops will be available in-person for advisors as well. Finally, CWI has developed an Advisor Development Course through Blackboard that is available to help introduce advising basics to any staff or faculty advisor who is new or inexperienced with advising.

The transition of all student services processes to Datatel/Colleague, rather than between CSI/Jenzabar and CWI/Datatel Colleague, has unified all service points and Web services to a single service platform – MyCWI. This has led to expansion of "self-service" opportunities for our students, and unified services between CWI's multiple campus locations.

The model of One Stop Student Services Centers has also increased in scope with the opening of a One Stop service point within the new Micron Center for Professional Technical Education. This expanded model has developed distinctions between transactional based services, such as

registration, payments, financial aid services, and advising support related to enrollment issues. These services are readily available at the One Stop location on the first floor entrance. In-depth services such as assessment, proctoring and testing, disability services, the Career Center, ongoing advising (for centrally advised, undecided, and support to faculty advisors), and counseling services focusing on relationship building are located on the second floor. These significant changes are extending the reach of CWI's initial One Stop Service Center model.

Additionally, the areas of Enrollment and Student Services have had a significant increase in personnel resources directly related to serving students. These additional team members have been assigned to areas that focus on the relational aspects of student advising, student tracking, special population services, student governance and organizations, discipline and conduct. In short, CWI has focused on improving the student experience and impacting student success.

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, and in developing CWI's latest Strategic Plan 2013-2017 in February of 2012, reaffirmed that the current mission is appropriate for a community college and 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.

As a candidate for accreditation, CWI is committed to work with its accreditation partner, the College of Southern Idaho, to assure quality instruction in all programs.

Standard 1.A – Mission

CWI 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.”

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.

The mission statement also guides the development of Institutional Priorities, which guide the broader CWI strategic planning process. While the core themes collectively describe how the institution functions and allow the institution to assess its fulfillment of mission, the institutional priorities provide another lens into what CWI values and directly guide long-term planning. As shown in the Institutional Progress Matrix (**Attachment 2**), the core themes and institutional priorities work together in planning and assessment for the College.

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 April of 2012, a committee representing each core theme began working with the accreditation committee to discuss current objectives for each core theme and indicators of achievement by which the objectives could be measured to determine if they were appropriate. In many cases, the objectives and assessment measures were significantly revised.

The degree of fulfillment of the College’s mission hinges on making progress toward or meeting goals or benchmarks defined in the Core Themes.

Articulation of an Acceptable Threshold 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 meaningful measures of each indicator. 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

In May 2012, CWI conducted a strategic planning summit meeting and a segment of that session was dedicated to review of the CWI Core Themes. At this time, the decision was made to keep the core themes but revise objectives and indicators as necessary in response to the recommendations from the NWCCU.

Theme 1 – Professional Technical Education.

Professional Technical Education at the College of Western Idaho provides 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 continually assesses the needs of its service region to ensure that its programs meet the training needs and achieve the set objectives. After reviewing the objectives initially established as part of the assessment process, the PTE division has modified their objectives to more readily reflect the primary goals and outcomes of professional technical education.

Objective 1: In support of fostering student success in reaching their educational and/or career goals, upon graduation, students will be sufficiently prepared to successfully gain employment or continue their education.

Indicators of Achievement	Metric	Target
Students demonstrate their preparation for employment through assessment activities.	Students will successfully pass an industry recognized certification examination or credential.	70% of tested students pass a TSA examination
Students obtain employment in business and industry, or continue their education.	PTE students will obtain employment in a field related to their training, continue their education, or serve in the armed forces.	90% of completers will be employed, enrolled in continuing education, or in military service

Rationale:

- *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 70% 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.
- *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.

Objective 2: Student success is a priority for Professional Technical Education Programs.

Indicators of Achievement	Metric	Target
PTE programs demonstrate that student success is a priority through program completion and retention of their students.	Students in PTE programs persevere to completion of their program of study.	50 % of PTE students will complete or continue in their programs
PTE programs provide an educational experience that meets student expectation.	Students who respond to a yearly satisfaction survey are satisfied that the education they receive has prepared them for employment in their field.	80% of surveyed students will be satisfied with their educational experience
PTE programs offer curriculum that is relevant to business and industry standards.	Course evaluations demonstrate that students are satisfied that courses they take prepare them for employment in business and industry.	3.5 out of 5.0 (on average) satisfaction rating

Rationale:

- *Student retention:* Retaining students is essential to student success; as such course retention is evaluated each semester and reported out yearly as part of the assessment process.
- *Student preparation:* At the end of the semester, students have the opportunity to evaluate every course in which they are enrolled. The students' perception of their learning experience at CWI is relevant to retention and the students' persistence to completion. Student preparation is measured through student satisfaction surveys and end-of-course evaluations of how well they feel their program prepared them for a career or transfer.

Objective 3: Professional Technical Education develops systems to support faculty and staff.

Indicators of Achievement	Metric	Target
The PTE division provides a supportive and collegial working culture.	PTE employees are satisfied with their work experience as indicated on the annual all employee survey.	Increase overall favorable response by 5% each year
	PTE employee's retention will be >96%.	Unwanted turnover <3%
	Each employee receives at least 24 hours of professional development per year.	24 hours of professional development per year
<p>Rationale: The College of Western Idaho prioritizes support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success. Retaining employees is a good measure of the College's success in supporting its faculty and staff. Professional development opportunities are one of the key performance indicators being monitored by Human Resources in support of this commitment.</p>		

Objective 4: In support of connecting the College to the community, business and industry leaders will be highly satisfied with Professional Technical Education programs.

Indicators of Achievement	Metric	Target
PTE partners with business and industry to provide qualified employees.	Employer and industry representatives are satisfied with the PTE programs as indicated on an annual employer survey.	3.5 out of 5.0 (on average) satisfaction rating
<p>Rationale: The annual employment survey is a good measure of whether or not local businesses are satisfied with the graduates of the College's Professional-Technical programs. Industry satisfaction with our graduates indicates a good connection between CWI and the community.</p>		

Theme 2 – General Education

The College of Western Idaho prepares students to earn an associate of arts or associate of science degree and then, if they so choose, transfer those credits to a baccalaureate institution. General education students comprise approximately 85% of students enrolled in credit programs at CWI. Developmental-level courses in English and mathematics, as well as high school students enrolled in CWI's dual credit program, are included in this percentage. After reviewing the objectives initially established as part of the assessment process, the General Education division has modified their objectives to more readily reflect the primary goals and outcomes of General Education.

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

Indicators of Achievement	Metric	Target
CWI core courses and programs offered in general education transfer to four-year state institutions.	Programs of study have articulated 2+2 agreements with an Idaho university for the four-year sequence.	80% of programs have articulated 2+2 agreements with Idaho state universities
Course-level learning outcomes are clearly defined and assessed.	Standard course objectives are defined in all course syllabi.	100% of course syllabi define objectives
	Outcomes objectives are assessed and reported by all faculty, are compiled at the department level each semester, and are annually reported in Program/ Discipline review.	95% of faculty report; 100% of reports are compiled by department and reported in Program/Discipline review
Program learning outcomes are clearly defined and assessed.	Program learning outcomes are defined in discipline-specific syllabi.	Program learning outcomes are currently under development
	Program learning outcomes are assessed in a designated, degree-required, 200-level course.	Integration of assessment and creation of assessment tools are currently under development
Student retention is measured and assessed.	The number of students who are retained from census day to final exam.	Establish baseline and improve retention
Students who successfully complete developmental course(s) and transition into CWI college-level courses earn a C or better.	Students entering developmental English and Math experience reasonable persistence to college level courses.	Establish baseline and improve persistence and success
	Grades earned by students in college level course.	Establish baseline
Students report that they are satisfied that the general education curriculum prepared them for continuation in higher education.	End of course evaluations	90% satisfaction rating
<p>Rationale:</p> <ul style="list-style-type: none"> <i>Transfer:</i> In accordance with Idaho’s State Board of Education, all general education core courses have a course-to-course articulation with the three public Idaho universities. To further ensure student success, a 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 their transfer institution in year one and plan their degree progression through all four years.

- *Course-level learning outcomes:* Common course objectives should be clearly defined, communicated, and measured to ensure quality, level-appropriate teaching and learning.
- *Program learning outcomes:* Programs culminating in an A.A. or A.S. degree should be assessed, based on clearly defined and communicated objectives to ensure the quality of CWI transfer programs.
- *Student retention:* Retaining students is essential to student success; as such course retention is evaluated each semester and reported out yearly as part of the assessment process.
- *Developmental persistence:* Students who are placed in developmental English and Math receive the preparation they need to move through the pre-college classes quickly, and with the skills needed to be successful in a college-level English or Math course.
- *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.

Objective 2: CWI delivers quality instruction through non-traditional methods to emphasize accessibility.

Indicators of Achievement	Metric	Target
CWI will work within our service region to offer dual credit opportunities in the high school setting, on the CWI campuses, and online.	Number of students taking dual credit at Idaho high schools, on a CWI campus, and online.	Establish baseline and growth potential to set goal
CWI will offer a variety of transfer courses online, as well as online degrees.	Number of transfer courses offered online each year.	20% of transfer sections are offered are online. Two fully online degrees will be piloted in Spring 2013
CWI will offer hybrid degrees that can be completed through weekend/online and evening/online offerings.	Number of hybrid degrees offered in a weekend/online or evening/online format.	In Spring 2013 one weekend/ online hybrid degree and two evening online degrees will be piloted
	Number of students enrolled in weekend and evening cohorts.	Establish baseline
Rationale:		
<ul style="list-style-type: none"> • <i>Dual Credit:</i> Providing a range of opportunities for students to earn college credit in high school establishes an early relationship between college-seeking high school students and CWI, and increases likelihood of retention after college entry. 		

- *Online courses and degrees:* Offering online courses and degrees aligns with CWI’s mission to offer accessible education to students.
- *Weekend/online and evening/online hybrid degrees:* Offering degree programs in a hybrid option aligns with CWI’s mission to offer accessible education to students.

Objective 3: General Education develops systems to support faculty and staff.

Indicators of Achievement	Metric	Target
General Education provides a supportive and collegial working culture.	General Education employees are satisfied with their work experience as indicated on the annual all employee survey.	Increase overall favorable response by 5% each year
	General Education employee’s retention will be >96%.	Unwanted turnover <3%
	Each employee receives at least 24 hours of professional development per year.	24 hour of professional development per year
<p>Rationale: The College of Western Idaho prioritizes support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success. Retaining employees is a good measure of the College’s success in supporting its faculty and staff. Professional development opportunities are one of the key performance indicators being monitored by Human Resources in support of this commitment.</p>		

Theme 3: Basic Skills Education

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. After reviewing the initial objectives and indicators, ABE has reworded existing objectives and added a new objective, but has otherwise kept most indicators the same.

Objective 1: Basic skills education ensures student success by improving students’ skills to prepare them for further education and training.

Indicators of Achievement	Metric	Target
Basic skills education students who are tested after sixty to seventy hours of instruction will complete an educational functioning level exam (EFL).	Table 4B (Idaho Management and Accountability System-IMAS)	70% of EFL tested students will have moved up a level
Students who have the goal to enter post-secondary or short-term training, will complete this goal within one year.	Internal data match with IMAS and CWI Registrar	40% of students will enter post-secondary or short-term training
Student responses indicate that their basic skills educational experience was satisfactory.	Student Surveys	80% satisfaction rating

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.
- *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.
- *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.

Objective 2: Basic skills education sustains student success through continuous improvement.

Indicators of Achievement	Metric	Target
Continuous improvement model	AIDDE: Analysis, Identify, Design, Document, and Evaluation)	AIDDE project and report-out will be conducted each year
Program review (annual self-assessment)	Annual self-assessment	Self-Assessment document to be completed and posted on portal each year
Strategic plan	Measurements of specific performance indicators	Proposed objectives will be achieved each year

Rationale:

- *Continuous improvement model:* The AIDDE model provides a framework for better planning and decision-making, better managing of a change process, and clearer understanding of whether the change was actually achieved and what the effect of the change has been. 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.
- *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.
- *Strategic planning:* Engaging in the institution’s strategic planning process is another part of Basic Skills’ commitment to continuous improvement.

Objective 3: Basic skills education develops systems to support faculty and staff.

Indicators of Achievement	Metric	Target
Basic skills education provides a supportive and collegial working culture.	Basic skills Education employees are satisfied with their work experience as indicated on the annual all employee survey.	Increase overall favorable response by 5% each year
	Basic skills Education employee’s retention will be >96%.	Unwanted turnover <3%
	Each employee receives at least 24 hours of professional development per year.	24 hour of professional development per year

Rationale:

The College of Western Idaho prioritizes support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success. Retaining employees is a good measure of the College’s success in supporting its faculty and staff. Professional development opportunities are one of the key performance indicators being monitored by Human Resources in support of this commitment.

Theme 4: Community Outreach

Community Outreach refers to the College’s multi-faceted approach to serving the communities of Ada and Canyon Counties, which form the local community college taxing district, and the remaining eight counties in the College’s service area. In response to the Fall 2011 visit and NWCCU evaluator comments, CWI has substantially revised the way it defines Community Outreach, as well as the objectives and indicators for this core theme.

The College currently defines its commitment to Community Outreach in three ways:

1. The College has an educational component defining delivery of developmental and college-level coursework and programs across the service region; CWI also delivers a wide range of non-credit programs and services. This part of Community Outreach intersects with the other core themes.
2. CWI is active in partnerships and participation in local and regional economic development and outreach programs. CWI actively pursues grants related to community programming. CWI is currently developing a Speaker’s Bureau as a service to the community - members of the College’s faculty, staff, and Board of Trustees are willing to donate their time to speak to organizations on a variety of topics. CWI employees are also involved in the community through participation on boards, committees and task forces. This element of Community Outreach is most visible in the revised objectives and indicators.
3. The College provides lifelong learning opportunities for personal and cultural enrichment. This element also intersects with other Core Themes but is reflected in the revised objectives and indicators as well.

Objective 1: To meet the economic development and non-credit educational and community support needs of the ten county service region by making the College’s human and physical resources available, including facilities and the expertise of faculty and staff, thereby connecting the College to the community.

Indicators of Achievement	Metric	Target
Responsiveness to community economic development needs/ requests with contracted/ customized training for business, industry, government.	Number of contracts written and executed in direct response to external requests.	Maintain and/or improve current financial, facility and personnel resources devoted to this indicator
	Use of College facilities for community economic development needs.	
	Institutional involvement in providing apprenticeship and customized training programs.	Maintain and/or improve workforce training opportunities
Provision for non-credit open enrollment courses and services to the community.	Number of non-credit “open enrollment” courses and services offered at all locations.	Establish baseline and maintain or improve for all metrics

	Satisfaction with community focused non-credit educational opportunities and services at all locations.	
Provision for community needs through ancillary community services, and volunteer activities.	Number of community members served through ancillary community services and volunteer activities.	Establish baseline and maintain or improve for all metrics
	Number and scope of grants and community partnerships targeted at economic development.	
Business Programs/Workforce Development Unit annual self-assessment	Annual self-assessment	Self-Assessment document to be completed and posted on the portal each year.

Rationale:

Developing and supporting economic vitality in the service area is an important part of the College’s mission. To that end, CWI works with a number of agencies to diversify and strengthen the local economy by attracting and retaining businesses in the Western Idaho region. The College works to implement a focused, consistent program to attract new businesses to the region and to promote economic development through expansion of existing businesses. Part of this endeavor also involves formal and ad hoc workforce training. The College recognizes that part of its mission is to offer a broad array of non-credit courses and community focused services to individuals throughout its service area. This objective is achieved through a variety of campus services and other non-credit educational opportunities through the College’s service area.

The College extends its infrastructure to provide support for federally funded programs that enhance and meet community needs. In this regard, ancillary community services represent another facet of CWI’s commitment to community and are another indication of mission fulfillment.

Objective 2: Community Outreach supports Community Engagement through educational events.

Indicators of Achievement	Metric	Target
Provision for College sponsored and supported programs and educational events. (community connection, non-teaching)	Number of community organizations using College facilities.	Establish baseline and maintain or improve for all metrics
	Number and type of community events held on campus and throughout the community that are sponsored by the College.	

	Number and type of state wide educational events and conferences held on campus annually.	
	Successful end of course student satisfaction surveys.	

Rationale:
 A significant part of the College’s community outreach core theme is College-sponsored and supported programs and educational events. The College recognizes that ongoing connections in this area serve many purposes, among them public relations, community educational opportunities, and community enhancement and that these connections are a pivotal part of mission fulfillment.

Objective 3: Community Outreach develops systems to support faculty and staff.

Indicators of Achievement	Metric	Target
Community Outreach provides a supportive and collegial working culture.	Community Outreach employees are satisfied with their work experience as indicated on the annual all employee survey.	Increase overall favorable response by 5% each year
	Community Outreach employee’s retention will be >96%.	Unwanted turnover <3%.
	Each employee receives at least 24 hours of professional development per year.	24 hour of professional development per year

Rationale:
 The College of Western Idaho prioritizes support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

CONCLUSION

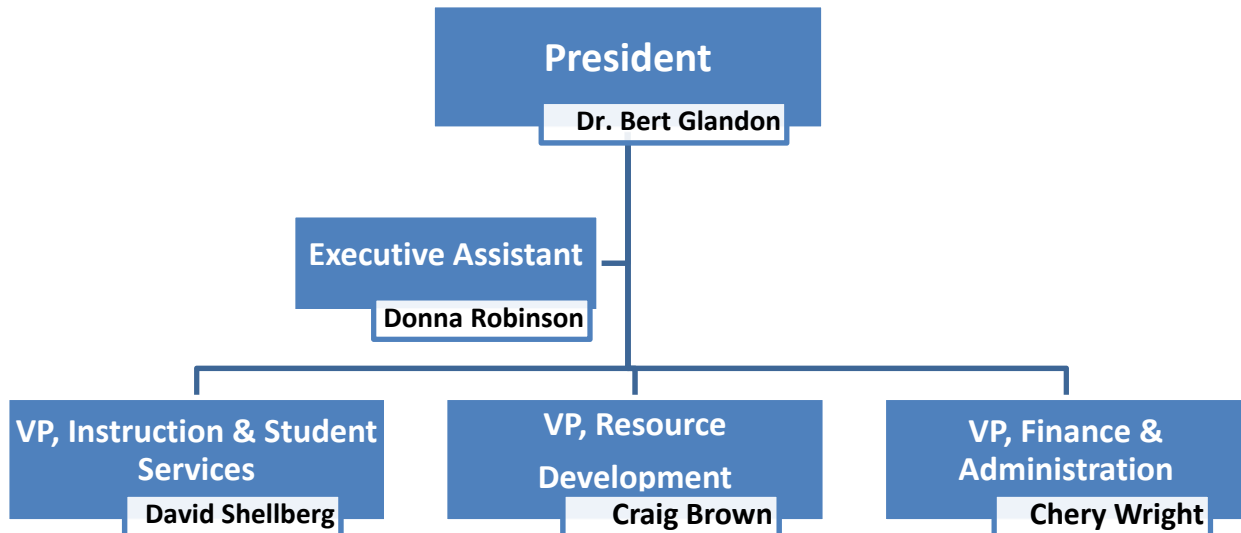
CWI's Year One Report has been a college wide collaborative effort beginning with lessons learned and reflection on recommendations that emerged from the College's initial candidacy visit in October 2011. The accreditation committee is made up of 16 members consisting of faculty, staff, students, and administrators representing all aspects of the college community. The four Core Themes sub-committees consist of steering committee chairs, faculty, and staff directly involved with each of the core theme functions. A priority for this report was to reconfirm and modify objectives, outcomes, and indicators for each of the core themes. Additionally, CWI addressed the five commission recommendations through a collaborative process relying on input from managers and stakeholders associated with each area. This final report was reviewed by each constituent group on campus, the President's Cabinet, and the College President, along with the Board of Trustees.

CWI's Year One Report describes the College's institutional mission, vision, objectives, intended outcomes and indicators. As a whole, these provide a foundation for CWI's institutional effectiveness and mission fulfillment. Preparation of the Year One Report has encouraged the College to consider carefully the information it gathers and how it strategically operates to meet overall mission fulfillment in service to our community. The processes of planning and strategic collaboration have enabled the College to recognize the institution's strengths and challenges as well as the connectedness of the mission, programs, policies, and services.

CWI views this Year One Report as a means for better aligning the mission of Idaho's newest community college with the State Board of Education goals, College priorities, strategic plans, and program goals in order to inform and drive the planning, budgeting, and evaluation cycle. CWI is interested in evidence of accomplishments, decision making based on outcomes and measures, and accountability to students and community. CWI held an annual assessment summit in May 2012 and used College-wide input to align its decision-making to indicators that reflect shared outcomes and accountability. This process required in-depth and ongoing collaboration across all constituent groups and focuses on continuous improvement processes which will aid CWI in meeting the needs of the community and ultimately becoming a fully-accredited college in the State of Idaho.

ATTACHMENT 1

CWI Organizational Chart



Assistant VP, Student Services - Terry Blom
Dean, GenEd

- Brenda Pettinger

Dean, PTE

- Will Fanning

Director, Library Services

- Kim Leeder

Manager, Online Learning

- Vacant

Manager, Tutoring

- Gayla Huskey

Executive Director, Advancement & CWI Foundation - Elina DiCostanzo Annas

Executive Director, BPWD

- Scott Fenwick

Director, Communication & Marketing - Jennifer Couch

Director, Facilities - Jeff Flynn

Director, Strategic Initiatives

- Vacant

Sr. Manager - Shirl Boyce

Executive Director, HR

- Denise Kohtz

Executive Director, IT

- Brian Currin

Controller

- Marilyn Griggs

Director, Budget

- Jeff Shinn

Manager, Rick Management

- Ellen Spencer

ATTACHMENT 2 Institutional Progress Metric

Core Theme 1			Professional Technical Education													
Institutional Priority	Mission	Vision			Contact Person	Baseline (date)	Data								Notes	
							2011/12		2012/13		2013/14		2014/15			
							Actual/Target	%	Actual/Target	%	Actual/Target	%	Actual/Target	%		
Goal 1 Student Success	Quality Teaching	Quality Teaching & Learning for Life	Objective 1	In support of fostering student success in reaching their educational and/or career goals, upon graduation students will be sufficiently prepared to successfully gain employment or continue their education.												
			Metric & Target	70% of tested students demonstrate their preparation for employment through assessment activities by an industry recognized certification examination or credential	PTE Dean	70%										
				90% of completers will be employed in business and industry, enrolled in continuing education, or in Military Service.	Registrar's Office (PSR)	90%										

Goal 1 Student Success	Quality Teaching	Quality Teaching & Learning for Life	Objective 2	Student Success is a priority for Professional Technical Education Programs.																	
Metric & Target				PTE programs foster student success through retention and completion of their students, with 50% of students persisting to completion of their program of study	PTE Dean	50%															
				PTE programs provide an educational experience that meets the employment needs of students. 80% of students that respond to a yearly satisfaction survey are satisfied that the education they receive has prepared them for employment in their field.	Plannin g and Assess ment	80%		95													
				PTE programs offer curriculum that is relevant to business and industry standards. An average of 3.5 out of 5.0 on end of course evaluations will demonstrate that students are satisfied that courses they take prepare them for employment in business and industry.	PTE Dean	3.5															

Goal 2 Support Faculty/ Staff	Quality Teaching	Quality Teaching	Objective 3	Professional Technical Education develops systems to support faculty and staff.																	
Metric & Target				PTE provides a supportive and collegial working culture as measured by 90% of PTE employees are satisfied with their work experience as indicated on the annual all employee survey.	Human Resources	90%															
				General Education provides a supportive and collegial working culture as measured by employee's retention will be <3% of unwanted turnover.	Human Resources	97%															
				Each employee receives at least 24 hours of professional development per year.	Human Resources	100%															

Goal 4 Connect to Community	Quality Teaching	Quality Teaching	Objective 4	In support of connecting the college to the community business and industry will be highly satisfied with Professional Technical Education programs.											
			Metric & Target	PTE partners with business and industry to provide qualified employees. An average of 3.5 out of 5.0 from Employer and industry representatives are satisfied with the PTE programs as indicated on an annual employer survey.	Planning and Assessment	3.5	Surveys to be conducted commencing 2012/2013								

Core Theme 2

General Education

Institutional Priority	Mission	Vision		Contact Person	Baseline (date)	Data								Notes	
						2011/12		2012/13		2013/14		2014/15			
						Actual/Target	%	Actual/Target	%	Actual/Target	%	Actual/Target	%		
Goal 1 Student Success	Quality Teaching	Quality Teaching & Learning for Life	Objective 1	General education prepares students for successful continuation of their education at the baccalaureate level.											
			Metric & Target	80% of programs have articulated 2+2 agreements with Idaho state universities for the four-year sequence.	Registrar's Office	23 (2010/11)	18 /18	100							
				Standard course objectives are defined in 100% of course syllabi.	Dean's Office	100%									
				Outcomes objectives are assessed and reported by 95% of faculty	Dean's Office	95%									
				100% of outcomes are compiled at the department level each semester, and annually reported in Program/ Discipline review.	Dean's Office	100%									
				The number of students who are retained from census day to final exam.	Registrar's Office		Establish baseline								

		Number of students transitioning from remedial preparation into college-level courses.	Dean's Office		Establish baseline								
		Students who successfully complete remedial classes and transition into CWI college-level courses earn a C or better.	Dean's Office		Establish baseline								
		An average of 3.5 out of 5.0 on end of course evaluations will demonstrate that students are satisfied that general education programs provide an educational experience that meets the continuing education needs of students	Dean's Office	3.5	New course eval software is implemented for 2012/13 measure								
		Program learning outcomes are defined in discipline-specific syllabi.	Dean's Office	Anticipating that CWI will become fully accredited; Program learning outcomes, and the integration of assessment and creation of assessment tools are currently under development.									
		Program learning outcomes are assessed in a designated, degree-required, 200-level course.	Dean's Office										

Goal 1 Student Success	Quality Teaching	Quality Teaching, Learning for Life & Access	Objective 2	CWI delivers quality instruction through non-traditional methods to emphasize accessibility.											
Metric & Target				CWI will work within our service region to offer dual credit opportunities in the high school setting, on the CWI campuses, and online. Success will be measured by the number of students taking dual credit at Idaho high schools, on a CWI campus, and online.	Registrar's Office		Establish baseline and growth potential to set goal.								
				CWI will offer 20% of transfer courses online, as well as online degrees.	Registrar's Office	20%									
				CWI will offer General Education hybrid courses in each department.	Registrar's Office	100%									
				CWI will offer degrees that can be completed through weekend, evening, and online course offerings.	Registrar's Office	2 (Sp2013)									

Goal 2 Support Faculty/ Staff	Quality Teaching	Quality Teaching	Objective 3	General Education develops systems to support faculty and staff										
Metric & Target				General Education provides a supportive and collegial working culture as measured by 90% of employees are satisfied with their work experience as indicated on the annual all employee survey.	Human Resources	90%								
				General Education provides a supportive and collegial working culture as measured by employee's retention will be <3% of unwanted turnover.	Human Resources	97%								
				Each employee receives at least 24 hours of professional development per year.	Human Resources	100%								

Core Theme 3

Basic Skills Education

Institutional Priority	Mission	Vision	Contact Person	Baseline (date)	Data								Notes				
					2011/12		2012/13		2013/14		2014/15						
					Actual/Target	%	Actual/Target	%	Actual/Target	%	Actual/Target	%					
Goal 1 Student Success	Quality Teaching	Quality Teaching & Learning for Life	Objective 1	Basic skills education ensures student success by improving students' skills to prepare them for further education and training.													
			Metric & Target	Basic skills education students who are tested after sixty to seventy hours of instruction will complete an educational functioning level exam (EFL).	Planning and Assessment	70%	850/1220	70									
				Students who have the goal to enter post-secondary or short-term training, will complete this goal within one year.	Registrar's Office	40%											
				Student responses indicate that their basic skills educational experience was satisfactory.	BSE	80%	/680										

Goal 1 Student Success	Quality Teaching	Quality Teaching, Learning for Life & Access	Objective 2	CWI delivers quality instruction through non-traditional methods to emphasize accessibility.											
			Metric & Target	AIDDE: (Analysis, Identify, Design, Document, and Evaluation) will be competed each year as part of continuous improvement	BSE	100%									
				Program review by way of Self-Assessment document to be completed and posted on the portal each year	BSE	100%									
				Measurements of specific performance indicators as reported on the strategic plan.	BSE	See Attached Progress Reports									

Goal 2 Support Faculty/Staff	Quality Teaching	Quality Teaching	Objective 3	Basic Skills Education develops systems to support faculty and staff										
			Metric & Target	General Education provides a supportive and collegial working culture as measured by 90% of employees are satisfied with their work experience as indicated on the annual all employee survey.	Human Resources	90%								
				General Education provides a supportive and collegial working culture as measured by employee's retention will be <3% of unwanted turnover.	Human Resources	97%								
				Each employee receives at least 24 hours of professional development per year.	Human Resources	100%								

Core Theme 4			Community Outreach														
Institutional Priority	Mission	Vision	Objective	Contact Person	Baseline (date)	Data								Notes			
						2011/12		2012/13		2013/14		2014/15					
						Actual/Target	%	Actual/Target	%	Actual/Target	%	Actual/Target	%				
Goal 1 Student Success	Quality Teaching	Quality Teaching & Learning for Life	Objective 1	To meet the economic development and non-credit educational and community support needs of the ten county service region by making the College's human and physical resources available, including facilities and the expertise of faculty and staff, thereby connecting the College to the community.													
			Metric & Target	Responsiveness to community economic development needs/ requests with contracted/customized training for business, industry, government as evidenced by the number of contracts written and executed in direct response to external requests.	BPWD												
				Responsiveness to community economic development needs/ requests with contracted/customized training for business, industry, government as evidenced by the use of College facilities for community economic development needs.	BPWD												

		Responsiveness to community economic development needs/ requests with contracted/customized training for business, industry, government as evidenced by Institutional involvement in providing apprenticeship and customized training programs.	BPWD										
		Provision for non-credit open enrollment courses and services to the community as evidenced by the number of non-credit "open enrollment" courses and services offered at all locations.	BPWD										
		Provision for non-credit open enrollment courses and services to the community as evidenced by the satisfaction with community focused non-credit educational opportunities and services at all locations.	BPWD										
		Provision for community needs through ancillary community services as evidenced by Support for federally funded community outreach programs that enhance and meet community needs.	E&SS										

				Provision for com-munity needs through ancillary community services as evidenced by number and scope of grants and community partnerships targeted at economic development.	BPWD													
Goal 1 Student Success	Quality Teaching	Quality Teaching & Learning for Life & Access	Objective 2	Community Outreach supports student success through educational events.														
			Metric & Target	Provision for College sponsored and supported programs and educational events as evidenced by Number of community organizations using College facilities.	E&SS Scheduling													
				Provision for College sponsored and supported programs and educational events as evidenced by number and type of community events held on campus and throughout the community that are sponsored by the College.	Marketing & Outreach													
				Provision for College sponsored and supported programs and educational events as evidenced by number and type of statewide educational events and conferences held on campus annually.	E&SS Scheduling													

				80% of students indicate they are satisfied with educational events of the campus on the annual student satisfaction survey.	Planning and Assessment																
Goal 2 Support Faculty/Staff	Quality Teaching	Quality Teaching	Objective 3	Community Outreach develops systems to support faculty and staff																	
				Metric & Target	General Education provides a supportive and collegial working culture as measured by 90% of employees are satisfied with their work experience as indicated on the annual all employee survey.	Human Resources	90%														
					General Education provides a supportive and collegial working culture as measured by employee's retention will be <3% of unwanted turnover.	Human Resources	97%														
					Each employee receives at least 24 hours of professional development per year.	Human Resources	100%														

ATTACHMENT 3

College of Western Idaho Strategic Plan Process

SUMMARY

College of Western Idaho is committed to engaging in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. As such, a strategic planning process has been created to move the college toward a commonly accepted set of priorities, objectives, and performance measures that are the basis for evaluation of effectiveness and accountability to both internal and external constituencies. The strategic planning process provides an opportunity for the faculty and staff to be more thoughtful about desired outcomes of the work they do. This is accomplished through the Plan for Collaborative Strategic Objective, a process of planning objectives, prioritizing them, developing performance measures, setting targets, and establishing benchmarks by which assessments of progress can be made.

PHILOSOPHY

The Plan for Collaborative Strategic Objective process was developed in response to a commitment born out of the 2010 approved Comprehensive Strategic Plan and the results of the NWCCU visit. CWI subscribes to the philosophy that work on the Strategic Plan never ends, as such; CWI has committed to consider the Strategic Plan as a living document that must be continually monitored, reviewed, updated and changed as circumstances dictate. To address this commitment, Plan for Collaborative Strategic Objectives was developed to elevate at every rank of the institution, the college's greatest resource, its PEOPLE, and recognize the importance of continual professional growth opportunities for faculty, staff, and administration.

This process is meant to focus on improvement at the INDIVIDUAL and DIVISION or DEPARTMENT level and therefore, its success rests with the enthusiasm, implementation, and direction of the DIVISION LEADER.

PROCESS

The yearly Plan for Collaborative Strategic Objectives process provides an opportunity to plan for personal and professional growth, development at the individual and Division levels, teambuilding and feedback, and "continual campus improvement." The Individual Objective Plans of faculty and staff working in the Division are prioritized and merged into a Division Objective Plan that becomes a Division professional growth plan. This is done to improve the quality of the Division by developing its most valuable assets, its PEOPLE (administration, staff, faculty, etc.). The Division Objective Plan in turn becomes the foundation for the Unit Objective Plan.

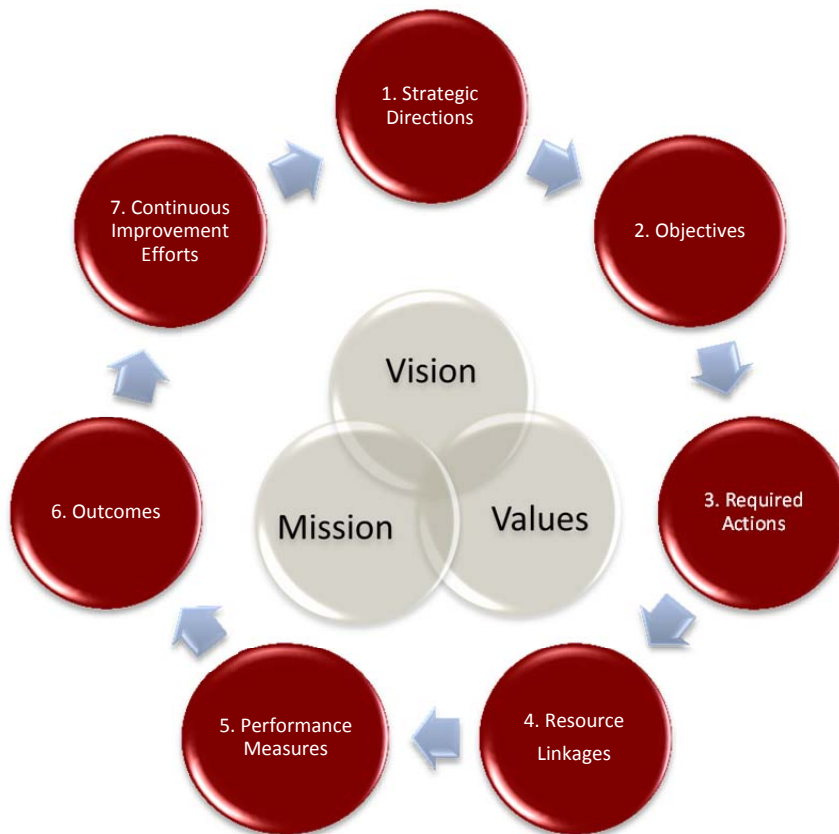
Division Objective Plans include the Division's operational budget proposals for the next fiscal year. Both Division and Unit plans should reflect how the Division or Unit intends to contribute to the institution's mission, vision, and strategic initiatives and objectives. Critical objectives of the unit/division and continuous improvement should be integrated into the plan. Other areas such as curriculum, personnel, facilities, outcomes, projected (3-5 years) budgetary considerations, etc. can also be integrated into the Division Objective Plan by Division Leaders.

The Objective Planning process is an annual process. The process is guided by the Strategic Plan and is a bottom up process that provides for involvement and input from faculty and staff.

1. Consult the Planning Calendar to ensure that you are familiar with the planning timeline.
2. Unit/Division/Department leaders review the College’s Strategic Plan and share with employees the purpose and process of the Individual, Department, Division and Unit Plan.
3. Leaders distribute applicable forms and discuss the timeline.
4. Leaders collect Individual Objective Plans and, as feasible and necessary, meet with employees individually or as a group to discuss their Objective plans.
5. Based on Individual Objective Plans and guided by the institution’s Strategic Plan and unit/division objectives, Division leaders start developing Division Objective Plan.
6. Schedule a meeting time to seek input and discuss the draft Division Objective Plan.
7. Submit (in electronic format) the Division Objective Plan to immediate supervisor by agreed upon due date.
8. Division Objective Plans make their way up to vice presidents, which then Unit Objective Plans are created.
9. Feedback, feedback, feedback! This step is very important. Periodically consult with your staff to determine their progress on Individual Objective Plans and provide feedback on their progress.

STRATEGY

1. Create intentional linkages between planning, budgeting, assessment, accreditation and continuous improvement as shown in the diagram below.
2. Invite a culture of planning from all levels of the Institution.



Definitions:

Hierarchical Levels

Unit: Vice President Level

Example: Finance and Administration, Instruction and Student Services, Resource Development

Division

Example: Business Office, Human Resources, etc.; Enrollment & Student Services, Library, Professional Technical Education, etc.; Information Technology Services, Facilities, Marketing and Communications, etc.

Department

Example: Payroll, Budget Office, etc.; Admissions, Drafting, Languages and Arts, etc.; Enterprise Application Systems, Security, HVAC, Emergency Medical Services, etc.

Individual

Example: Jim Nasium, Faculty

Objective Plans

Unit Objective Plan - Utilizing the Division Objective Plans, the Unit should develop a realistic Unit Plan that highlights the objectives and desired outcomes of the Unit. At this level, emphasis and prioritization should be on resources relevant to facilities, equipment, etc. that can be addressed within the Unit's objectives.

Examples of a UNIT plan might be: CWI shuttle service, new program, or a new bookstore.

Division Objective Plan - Utilizing the Department Objective Plans, the Division should develop a realistic Division Plan that highlights the objectives and desired outcomes of the Division. At this level, emphasis and prioritization should be on resources relevant to facilities, equipment, etc. that can be addressed within the Division's objectives.

Examples of a Division objective might be: (1) to send (name) to a conference on Universal Design and uses of Internet. Then have this person conduct a training workshop on Universal Design (2) to acquire a set of training videos for maintenance personnel on safety in the work place, or updated information on new technology currently used on campus.

Department Objective Plan (If Applicable) – Utilizing the Individual Objective Plans, the Department should develop a realistic Department Plan that highlights the objectives and desired outcomes of the Department. At this level, emphasis and prioritization should be on resources relevant to the PEOPLE that can be addressed within the Department's objectives.

An example of a departmental objective might be (1) within the IT division, the Help Desk department plans to send all help desk personnel to a 1-day seminar on Improved Customer Service Skills.

Individual Objective Plan – This plan may encompass both short term and long term objectives (see Strategic Planning Terminology below). These objectives should be realistic for the timeframe indicated and through their accomplishment should strengthen and improve the Division and Unit mission.

Strategic Planning Terminology

Continuous Improvement Efforts - Implementing continuous improvement efforts completes the planning cycle, and demonstrates an institutional commitment to acting upon data and assessment results in ways that enhance the educational environment.

Example: The Dean of Enrollment and Student Services will continue to look for opportunities to partner with Universities to acquire transfer admission guarantees.

Institutional Priority – Defines what needs to be accomplished to assist the INSTITUTION in accomplishing its mission, vision and objectives (as outlined in its Strategic Plan). Institutional Priorities can be short term or long term.

Short term priority: (1) can be accomplished within a year's time (2) can be accomplished through an individual objective and usually will need no outside resources (funding) to achieve. If funding IS needed to accomplish a short-term priority, it will usually need to be prioritized by the UNIT as currently important to the Unit, and will need to be funded from the Unit's next fiscal year's OPERATIONAL BUDGET.

Long term priority: (1) usually will require Unit or institutional funding support, (2) should NOT be expected to be funded within the CURRENT FISCAL YEAR, (3) perhaps, if the goal becomes an institutional priority because other Units have similar needs or it addresses a strategic initiative, it may be funded through future strategic planning monies.

Other avenues for funding activities may include (1) external grants (federal, state, or private), or (2) legislative appropriations.

Objective - Objectives are strategic targets that provide pathways and mechanisms to achieve each institutional priority. Therefore, the Objectives should effectively tie into one or more institutional priority. Each objective needs to have at least one documented performance measure.

Example: Develop a transfer admissions guarantee program with universities.

Outcome – An outcome is the desired result after the objective has been identified. Communicating and analyzing outcomes is an essential component of effective planning. Measuring and understanding outcomes helps to identify areas of accomplishment and areas where continuous improvement is necessary.

Example: CWI has 1 additional contract with University of Idaho acquired during AY 09/10, for a total of 5 contracts.

Performance Measure - Measures define factors the institution needs to benchmark and monitor. Each objective needs to have at least one Performance Measure attached to it. Assessment techniques provide the mechanism for measuring and evaluating the defined factors to evaluate progress or impact. Indicators specify what is measured and assessment techniques detail how and when it will be measured.

Example Indicator: # of actual transfer admission guarantee contracts CWI has received.

Required Action - Each objective corresponds with specific actions or tasks that are necessary to achieve the objectives. Required actions are associated with a timeframe for completion and a planning coordinator who oversees implementation of each action.

Examples: (1) Dean of Enrollment and Student Services meets with counterparts at Boise State University to develop an agreement that CWI students who complete the set of courses specified by Boise State University will be admitted to the University, and. (2) CWI offers students a total of five transfer admissions guarantees.

Resource Linkage - Linking resources to each required action helps ensure the sustainability of the planning process and accomplishment of the actions. Creating intentional linkages between resources and planning demonstrates an institutional commitment to the process.

Examples: FY 12: \$1,000 (allocation for software to track transfer admissions guarantees)

Strategic Direction - The centerpiece of our strategic planning efforts is the ongoing development and implementation of our "strategic directions." The strategic directions are broad, significant priorities that guide the institution's planning, budgeting, benchmarking, and assessment activities. *Example: Board Priority 1: Structure Student Success*

MILESTONES

The following milestones will be implemented to ensure the success of the Strategic Planning Process.

Item / Objective	Audience	Timeline	Responsible Party
Environmental Scan Public Phone Survey (every 3 years) Public Meeting (every 3 years) TAC Survey (every 3 years) Student Satisfaction Survey Employee Satisfaction Survey Economic Forecast	<ul style="list-style-type: none"> All Constituents 	March / April	Planning & Assessment
Strategic Planning Cycle Begins			
Annual Assessment Summit (AAS) In a roundtable discussion format, synthesize Environmental Scan data and provide a forum for College community to report on projected initiatives and accomplishments from previous fiscal year.	<ul style="list-style-type: none"> President's Cabinet College Council Planning Committee Invited guests 	May	Planning & Assessment
Launch Strategic Planning for New FY FY Strategic Planning Process Results of AAS Planning and Budget forms Initiatives from President's Cabinet Budget Office Issues Assumptions	<ul style="list-style-type: none"> President' Cabinet Planning Committee 	June	Planning & Assessment
Trustee update Drive awareness	<ul style="list-style-type: none"> Board of Trustees 	July	President
Division / Unit Progress Reports Due	<ul style="list-style-type: none"> All Constituents 	August 31 st	Unit Leaders
Objective Planning Formalized Individual Objective Plan Division Objective Plan Unit Objective Plan	<ul style="list-style-type: none"> Current CWI employees Current CWI students 	Due by September 30 th	Planning & Assessment
Planning Committee Convenes Review UOPs and determines any additional resources needed. Synthesizes results of surveys, Annual Assessment Summit, Progress Report Outcomes, Institutional Progress Matrix and correlates to Board Priorities.	<ul style="list-style-type: none"> Planning Committee 	October / November	Planning & Assessment
Trustee update Drive awareness	<ul style="list-style-type: none"> Board of Trustees 	November	President
Planning Symposium Review Unit Objective Plans, results from Planning Committee and budgetary	<ul style="list-style-type: none"> President's Cabinet College Council Planning Committee 	November / December	Planning & Assessment

Item / Objective	Audience	Timeline	Responsible Party
discussions in support of recommending a priority list objectives.			
Planning Committee Refines and/or updates documentation of Unit Objective Plans and prepares a recommendation to College Council.	<ul style="list-style-type: none"> College Council Planning Committee 	December	Planning & Assessment
College Council Votes on recommendation from Planning Committee and forwards recommendation to President for review.	<ul style="list-style-type: none"> College Council 	January	Council Chair
Presidential Review Of the recommendation from College Council	<ul style="list-style-type: none"> President 	January	President
Trustee update Drive awareness	<ul style="list-style-type: none"> Board of Trustees 	January	President
Budget Identify revenue assumptions Identify potential areas for increase or decrease	<ul style="list-style-type: none"> Budget Office College Council 	February	President's Cabinet & Budget Office
Board of Trustee Review Offers recommendations if needed, and ultimately approves new plan.	<ul style="list-style-type: none"> Board of Trustees 	February	President
Budget Detailed budget development Communicate directives Departments/Divisions prepare initial requests Decisions made relating to priorities	<ul style="list-style-type: none"> All constituents 	March	Budget Office Unit Leaders
Board of Trustee Final Review (if needed) Offers recommendations if needed, and ultimately approves new plan.	<ul style="list-style-type: none"> Board of Trustees 	March	President
Planning Office Publishes document on external website, MyCWI Portal, and State Board of Education	<ul style="list-style-type: none"> All Constituents 	March	Planning & Assessment
Budget Refine assumptions Finalize PTE budget College Council review tentative budget	<ul style="list-style-type: none"> Budget Office PTE College Council 	April	Budget Office & President's Cabinet
Environmental Scan Public Phone Survey (every 3 years) Public Meeting (every 3 years)	<ul style="list-style-type: none"> All Constituents 	March / April	Planning & Assessment

Item / Objective	Audience	Timeline	Responsible Party
TAC Survey (every 3 years) Student Satisfaction Survey Employee Satisfaction Survey Economic Forecast			
Budget New FY budget is communicated to Budget Officers	<ul style="list-style-type: none"> Budget officers 	May	Budget Office
Annual Assessment Summit Kicks off the new FY strategic planning cycle (start again at the top)	<ul style="list-style-type: none"> President’s Cabinet College Council Planning Committee Invited guests 	May	Planning & Assessment

**Fiscal Year 2014
ANNUAL ASSESSMENT
SUMMIT REPORT**

May 2012

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OVERVIEW AND APPROACH

College of Western Idaho (CWI) is committed to a strategic planning process which engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. The first step in achieving this commitment was the Annual Assessment Summit (AAS) held May 3, 2012, which kicked off the 2014 strategic planning process. Embracing a culture of evidence and inclusion brought about the Annual Assessment Summit in an effort to set a direction for the 2014 Strategic Plan driven by the question: do the actions of the college still align with the 2010 Board Priorities, and how do the Core Themes fit in?

Data was the catalyst for this inaugural summit attended by invited members of the college community. Five data sets were distributed to the participants for analysis of emergent common themes. The first was Demographic Data comparing CWI's service area and the state of Idaho in the following areas: current population, population growth, average earnings and jobs, industry information (largest, fastest growing, most in decline, highest paid and lowest paid) jobs by occupation information and finally, program completion information.

The remaining four consisted of administered surveys: public, all employee, student, and employee to student perception. The public survey was conducted by telephone (including cell phones) to Ada and Canyon County residents by Riley Research Associates, an independent marketing, public relations and planning firm in Portland, OR. The purpose of the survey was to capture the perceptions of residents regarding higher education, CWI, and opinions about funding options. Data collection took place from March 28 through April 11, 2012. 387 residents that passed the initial screening questions (18 years or older, resided in Ada or Canyon County, and were not currently a student, faculty, or staff member at CWI) participated in the survey yielding a sample size at a 95% confidence level. Riley Research Associates closely monitored population proportions to ensure accurate representation for gender, age, and county to match the adult population of Ada and Canyon Counties.

The second survey, "All Employee Satisfaction Survey," was conducted online utilizing the college's subscription to surveymethods.com. The questions were the same as the previous year for trending and comparison analysis. The purpose of this study was to assess employee attitudes toward CWI's mission and goals, work environment, and satisfaction in the areas of interdepartmental communication, enrollment, and decision making. 825 employee (faculty and staff currently receiving a paycheck) email addresses were loaded into survey methods, which created a unique pass code for each employee to answer the survey, eliminating the chance of duplicate entries. The survey was open April 1-15, 2012, and 542 employees responded, yielding a 66% response rate. Each response was identified as either: faculty or staff, part time or full time, and years of service.

Thirdly, "Student Satisfaction Inventory™," was conducted both online and in paper format by an independent market research firm, Noel-Levitz. The Student Satisfaction Inventory™ measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them. 800 student email addresses were loaded into a Noel-Levitz database. The invitation to take the survey came directly from Noel-Levitz, which created a unique pass code for each student to answer the survey, eliminating the chance of duplicate entries, and 1,700 paper, fill in the bubble surveys were passed out in classes identified by the Dean and Chairs. The survey was open April 1-15, 2012, and 1627 students completed the survey, yielding a 65%

response rate. Each student was identified as: General Education or Professional Technical Education, full or part time, and major of study.

Lastly, The Institutional Priorities Survey™ (IPS) was conducted online by Noel-Levitz. The IPS asks faculty, administration, and staff to indicate the level of importance and the level of agreement that the institution is meeting the student expectation. The combination of importance/satisfaction or agreement data is very powerful in reviewing satisfaction levels within the context of what is most important. The results provide a roadmap for next steps that the institution can and should be taking to respond to the issues that students/campus personnel have identified. 121 employees that have direct contact with students were surveyed by entering email addresses into a Noel-Levitz database which created a unique pass code for each employee to answer the survey, eliminating the chance of duplicate entries. The invitation to take the online survey came directly from Noel-Levitz and the survey was available April 1-15, 2012.

Leadership

A team was formed to plan and implement the Annual Assessment Summit. The team met regularly for updates and to actively engage in the process. Ideas, opinions and flexibility were welcomed and implemented. The team included:

- Jane Baker, Administrative Assistant II- Resource Development
- Cathy Hampton, Operations Manager, Instructional Services
- Michelle Landa, Director, Planning and Assessment

Facilitation was generously provided by David Spann, Executive Coach for Vistage International.

Stakeholder Outreach

President's Cabinet (PC) designated the groups from which to draw participants: membership in President's Cabinet, College Council and Planning Committee. In the event of duplication, that member was asked to appoint another participant within the same area. As an example, the President of the Student Senate is on both committees, therefore she was asked to appoint another student to attend to fill her spot as the member of the "other" committee. An invitation was sent to each member, 42 accepted, 38 attended. The participants are listed in Appendix A.

The Work

The work at the inaugural AAS focused on two goals: further ensure an understanding of the new strategic planning process; and recommend a direction for the 2014 strategic plan. The AAS was carried out in seven work groups seated at round tables. The seating chart was randomly selected within a framework of: each member of PC must be at a different table, and a direct report could not sit at the same table as their supervisor. Each work group had a leader responsible for engaging the group, identifying common themes, recording the discussions, and reporting out the group's work and final output.

Goal #1 was articulated through a short PowerPoint presentation and discussion on the definitions, similarities, and differences of the Core Themes and Board Priorities.

The remainder of the day was dedicated to Goal #2. 187 page packets in binders were distributed to each participant at the Summit. An electronic copy was sent just prior to the Summit for preview prior to the work groups. The packet included:

- AGENDA
- DEMOGRAPHIC DATA

- SURVEY RESULTS
- STRATEGIC PLANNING PROCESS CYCLE and TIMELINE
- 2013 STRATEGIC PLAN
- CORE THEMES
- INSTITUTIONAL PROGRESS METRIC
- ACCREDITATION RECOMMENDATIONS

Each group was asked to review the data provided and report out any emerging common themes (see Appendix B). Through different exercises, the themes were grouped, numbered (see Appendix B) and categorized into a common theme category created by each team and associated with a Board Priority, as seen in Appendix C.

A discussion of observations and “A-ha” moments followed (Appendix D & E), which lead to the final question in pursuit of AAS goal #2: Did the work here today illustrate the need to review, refine, and/or rework the current Board Priorities?

FINDINGS & CONCLUSION

The first Annual Assessment Summit was launched to start the path of embracing a culture of evidence and inclusion. The inaugural Summit set out to accomplish 2 goals: understanding of the new strategic planning process, and to set a direction for the 2014 Strategic Plan driven by the question: do the actions of the college still align with the 2010 Board Priorities, and how do the Core Themes fit in? The following section presents a summary of findings, results of the feedback survey, conclusion, recommendations for the next Summit and the next steps in the 2014 strategic planning process.

Findings

The findings of the inaugural Summit were clear in reflecting the importance of aligning the Core Themes with the Board Priorities. In the discussion about Core Themes and Board Priorities which took place at the beginning of the Summit, the general consensus was that Core Themes are the broader, 1st tier level of a strategic plan. Whereas the Board Priorities are the directions to achieve the end result (Core Themes). This was further illustrated at the end of the Summit with the common themes clustering exercise. The vast majority of the emerged common themes were clustered under the Board Priorities.

Feedback

A non-scientific, non-proven survey was included in the packet for participant's feedback of the Summit. Feedback from participants was generally positive (Appendix F). For the most part participants appreciated the opportunity to participate in the planning process. Some feedback for improvement consisted of a more timely distribution of materials, and a clearer definition of the stated objectives. Goal #1 appears to have been accomplished by the results of question 12, with at 59% return of agree/strongly agree, yet, there is still work to be done to ensure 100% understanding. There was obvious confusion in accomplishing goal #2, as is evident in question 1 and 2 of the feedback survey with 70% of respondents either not sure, disagree or strongly disagree that the workshop achieved the stated objectives, and 63% of respondents either not sure, disagree or strongly disagree that the workshop met expectations.

Conclusion

Goal #1 was accomplished in the sense that employees are better understanding the strategic planning process. However, it is clear that the process is not yet embedded into the culture and as such will need to be reviewed periodically for stakeholders.

A consensus on the direction of the 2014 strategic plan, goal #2, was not accomplished. There are many reasons why this may have occurred, some of which are addressed in the following section, recommendations for future summits section. The lack of consensus led to the recommendation by members of President's Cabinet (PC) to discuss the options during a PC session and determine "next steps" for the 2014 strategic planning process. The results would be reported out to stakeholders to provide direction to move forward.

Recommendations for Future Summits

Four recommendations emerged as determined through observation and comments from the survey results. It is recommended that a more in-depth explanation of the goals of the summit are presented in the pre-Summit documentation and discussed as a primary agenda item at the Summit.

A second recommendation is to prepare data for distribution at least two weeks prior to the Summit so that participants have adequate time to digest the data.

The third recommendation is to include prior year data with the data packet for a trend analysis.

Last, it is recommended that the Summit packet is distributed to the entire campus community so that all constituents may offer insight to participants prior to the Summit. This will encourage participation at all levels of the institution, and foster an environment of inclusion to support a culture of evidence.

Next Steps

To be determined by President's Cabinet. Before next steps can be recommended, the fundamental question needs to be addressed: For the 2014 strategic planning process, do we evaluate the appropriateness of the current Board Priorities, or do we work with the assumption that the current Board Priorities are current and appropriate.

Known factors:

Core Theme chairs have voted to recommend that the Core Themes be evaluated for 2014, with the anticipation that the Core Themes will change to better reflect the "Core" of CWI.

Core Themes and Board Priority recommendations must be ready for the June Board of Trustee meeting to update the Trustee's on the planning process to stay on track with the established timeline.

It has been discussed that the Core Themes and Board Priorities align for continuity and clarity of objectives, measures and outcomes.

Initial PC Decisions:

Board Priorities to be changed to Institutional Priorities

The four Core Themes will remain intact, with considerable modifications to Core Theme 4

PC will review this report and decide on a direction for the 2014 Institutional Priorities (aka Board Priorities). Rick Aman will put a matrix together aligning the Core Themes and the Board Priorities verifying that we are in compliance with NWCCU standards.

5/29/12 Additional Decisions and Directions:

- PC has agreed to recommend retaining the current priorities for 2014
- Further evaluation of the Objectives and Performance Measures which tie to the priorities is needed to ensure that they support a more current and accurate reflection of our actions.
- PC agreed that the Planning Committee should take on the task of reviewing and making recommendations regarding the Objectives & Performance Measures.
- The Planning Committee needs to be expanded to include Cheryl Wright and Rick Aman in addition to Terry Blom, Denise Kohtz and Craig Brown who are on the proposed roster to act as leads to address the evaluation and recommendations based on the following Institutional Priorities:
 - Structure Student Success- Terry Blom
 - Develop Systems to Support Faculty & Staff- Rick Aman & Denise Kohtz
 - Implement Practices for Fiscal Stability- Cheryl Wright
 - Connect the College to the Community- Craig Brown
- It is anticipated that the remaining committee members will be assigned to each of the 4 areas above to work with the leads.

APPENDIX A – PARTICIPANTS

Rick	Aman	Vice President, Instruction
Jane	Baker	Administrative Assistant II
Lynda	Benson	Program Head, Instruction
Connie	Black	Registrar
Terry	Blom	Dean, Enrollment and Student Services
Craig	Brown	Assistant Vice President, Resource Development
Cathy	Carson	Faculty
Jennifer	Couch	Director, Communications and Marketing
Brian	Currin	Director, Information Technology
Jodi	Davis-Gempler	Executive Director, Foundation
	Decker	Student
Jim	Delfino	Student
Will	Fanning	Dean, Professional Technical Education
Scott	Fenwick	Business Partnerships/CWD
Jeff	Flynn	Director, Facilities
Bert	Glandon	President
Amanda	Graham	Student
Marilyn	Griggs	Controller
Cathy	Hampton	Operations Manager, Instruction
Kevin	Jensen	Director, Financial Aid
Jennifer	Hedges	Functional Analyst
Jennifer	Justice	Grants Coordinator
Brittney	Kaercher	Administrative Assistant III
Linda	Kaiser	Manager, Online Learning
Susan	Knights	Department Chair
Denise	Kohtz	Director, Human Resources
Rhonna	Krouse	Program Head, Instruction
Michelle	Landa	Director, Planning and Assessment
Kim	Leeder	Director, Library Services
Brenda	Pettinger	Dean, General Education
Jeff	Schroeder	Department Chair, PTE
Jeff	Shinn	Director, Budgets
Ellen	Spencer	Manager, Risk Management
Kelly	Steely	Faculty, PTE
Jac	Webb	Director, Adult Basic Education
John	Whelihan	Information Systems Security & Compliance Engineer
Cheryl	Wright	Vice President, Finance and Administration
Logan	Yott	Student

APPENDIX B – COMMON THEMES THAT EMERGED

1.0 Responsiveness

- 1.0.1 3 campus model – Why?
- 1.0.2 Fluid change
- 1.0.3 Awareness of higher ed changes, competition
- 1.0.4 Anytime, anywhere learning

1.1 Planning

- 1.1.1 Planning
- 1.1.2 Poor decision-making process
- 1.1.3 Lack of tools to complete vision

1.2 Communication

- 1.2.1 Create effective lines of communication
- 1.2.2 Lack of communication between departments
- 1.2.3 Common sense of ownership of CWI (belief in M/V)
- 1.2.4 Students can't/don't receive clear direction on who to go to answer their question
- 1.2.5 Teach about p&p's and changes throughout college – leads to inconsistencies in practice and application
- 1.2.6 Communication has improved
- 1.2.7 Communication to students re: advising, financial aid, preparedness;
- 1.2.8 Half of our external community is unaware of the components of our Core Themes
- 1.2.9 Communication, community
- 1.2.10 Students feel they get run-around when seeking information
- 1.2.11 Communication: Staff, Faculty, Admin
- 1.2.12 Communication: employees and admin needs to improve
- 1.2.13 Effective communication - students
- 1.2.14 Students do not know where to get information/answers
- 1.2.15 A lack of clear communication of goals, p&p's from the top down
Inconsistent, information, dissemination
- 1.2.16 Employees do not know where to get information/answers
- 1.2.17 Create effective lines of communication between employee and students

1.3 Growth

- 1.3.1 Concerns about sustainability “how long/how much more can the college handle” based on budget, based on staff/faculty
- 1.3.2 Purposeful and measured enrollment growth
- 1.3.3 Concerns about adequate faculty
- 1.3.4 Concerns about maintaining quality of resources and instruction, production, education and support

2.0 I Need Help

- 2.0.1 Limited access to information
- 2.0.2 Access to information and people

2.1 Focus on Student Needs

- 2.1.1 Student perception of facilities is good
Parking, safety, cleanliness
- 2.1.2 Students are craving more personal attention
FA, Admissions prior to enrollment
- 2.1.3 Who will provide the best education in shortest for the least cost
- 2.1.4 What are needs of students
- 2.1.5 Convenience
- 2.1.6 Auto- online response for frequently asked questions
What if I change my major? Financial Aid, Course Load
- 2.1.7 CWI's intent is students are top priority

2.2 Financial Aid

- 2.2.1 Financial Aid
- 2.2.2 Financial Aid/Counseling needs improvement
- 2.2.3 Student Services staffing
- 2.2.4 Financial Aid awards need to be announced earlier
- 2.2.5 Financial Aid advising

2.3 Advising

- 2.3.1 Lack of communication and information
Financial aid awards and counseling
- 2.3.2 Communication of what we offer: class offerings, programs
External survey: 13% of those who contacted CWI did not get info they were seeking
High proportion of respondents unsure about what CWI is doing
- 2.3.3 Lack of academic advisors when students need help
- 2.3.4 More academic advisors
- 2.3.5 Counseling
- 2.3.6 Improved student retention
- 2.3.7 Career counseling needs improvement
- 2.3.8 Academic Advising
- 2.3.9 Student advising needs to be improved
- 2.3.10 Lack of personnel to help students with admissions info prior to enrollment

2.4 Internships and Career

- 2.4.1 Develop campus life resources
- 2.4.2 Internships for students
- 2.4.3 Career services
- 2.4.4 Internships
- 2.4.5 Skill based education

3.0 Facilities

- 3.0.1 Facilities
- 3.0.2 Physical resources
- 3.0.3 Additional centralized facilities
- 3.0.4 Expanded facilities
- 3.0.5 We need a developed campus
- 3.0.6 Need a student union building
- 3.0.7 The community center (Arts, Events)

- 3.0.8 Role model for community, green building
- 3.0.9 Alternative energies- programs and facilities
- 3.0.10 Positive campus safety
- 3.1 Employer Needs
 - 3.1.1 Changing economy/workforce
 - 3.1.2 Courses driven by employer request
 - Type, timeline
 - 3.1.3 Middle level skill jobs in market between 4 yr. degree and service worker (labor)\
 - 3.1.4 Programs develop with new, emerging careers
- 3.2 Online Learning
 - 3.2.1 Content delivery regardless of distance
 - 3.2.2 Increase online learning access
 - 3.2.3 New content delivery systems
 - 3.2.4 As online learning grows, so will a need for heightened IT infrastructure
 - 3.2.5 Digital literacy
 - 3.2.6 Facebook and Twitter, communication between student representatives and student body
- 3.3 Technology Tools
 - 3.3.1 Tools to support technology
 - 3.3.2 Students sign up for text connection to specific sources
 - Like: specials at Arctic Circle, student government events or campus deadlines
 - 3.3.3 Limited access to technologies
 - 3.3.4 New technology – college needs to be on cutting edge
 - 3.3.5 Live chat response system. Video conferencing for individuals and groups
 - 3.3.6 Technology tools for students in their 1st semester
 - 3.3.7 Educate all on new technology
 - 3.3.8 Maintain up to date, state of the art technology
 - 3.3.9 Technology, student access to devices
 - 3.3.10 Think about all different way to deliver education and training services
 - Bricks/mortar, electronic, collaborate
 - 3.3.11 Technology enhanced teaching and learning
 - 3.3.12 Use social media for networking, help students link to potential employers, continuing ed.
- 3.4 Community Involvement
 - 3.4.1 No adult left behind
 - 3.4.2 Impact community
 - 3.4.3 Athletics
 - 3.4.4 Communication with community regarding purpose and what we do
 - 3.4.5 Community garden (Go Green or Go Home)
 - 3.4.6 We need cultural events (more)
 - 3.4.7 Reduction in college communities and/or school loyalty

4.0 Culture of Building Relationships (People)

- 4.0.1 Caring “loving”
- 4.0.2 Kindness, Compassion, Fairness
- 4.0.3 Relationships between employees and students if important
- 4.0.4 Strong relationships
- 4.0.5 Relationships are important and valued
- 4.0.6 Collaboration
- 4.0.7 Collaborative decision making
- 4.0.8 CWI positive treatment of students
 - Faculty/Staff survey (ranked 2) “treats students as its top priority”
 - Student survey (ranked 1) “campus staff are caring and helpful”
 - External survey (40% very likely, 75% likely) “would recommend CWI to others”

4.1 Value to the Community (Purpose)

- 4.1.1 Higher Ed is valuable
- 4.1.2 Values CWI and education
- 4.1.3 All people value importance of education
- 4.1.4 Higher Ed is important

4.2 Quality Reputation

- 4.2.1 CWI has positive perception in the community
- 4.2.2 CWI is highly recommended
- 4.2.3 All people want this school to succeed
- 4.2.4 Rewarding, proud
- 4.2.5 CWI is seen in a favorable light
- 4.2.6 CWI Culture
 - Faculty/Staff survey: “benefits, environmental & people, morale”
 - Student survey: “made to feel welcome, campus staff caring & helpful”
 - External survey “value of education is ranked highly”

5.0 was not used

6.0 Quality

- 6.0.1 Focus on quality vs. quantity

6.1 Instructional Delivery

- 6.1.1 No set school year
- 6.1.2 Non-traditional timelines, continual course start up
- 6.1.3 Cohort delivery model
- 6.1.4 Streamline curriculum development and changes
- 6.1.5 Just in time instruction
- 6.1.6 Multi-tasked learning
- 6.1.7 Innovative learning

6.2 Resources

- 6.2.1 Adequate resources
- 6.2.2 Time resources
- 6.2.3 Fiscal Resources
- 6.2.4 Lack of resources to do the job

Faculty/Staff survey (ranked 41- 36%) “felt that they didn’t have enough staff to do job”
Student survey (ranked 8) “quality of instruction in most classes is excellent” (had lower satisfaction)

External survey: 87% believe that “federal and state budget problems will seriously affect education program”

- 6.2.5 Funding cost
- 6.2.6 Innovative ways to provide financing stability
- 6.2.7 Increase avenues for funding
- 6.2.8 Revenue Deployment
- 6.2.9 Budget planning has improved
- 6.2.10 Library resources
- 6.2.11 Fiscally stable
- 6.2.12 Fiscal innovation
- 6.2.13 Students as fiscal resources
- 6.2.14 Increased avenues of funding

6.3 Learning Enhancement

- 6.3.1 Library development
Ebooks, online, databases

6.3.2 Tutoring

- 6.3.3 Daycare to attract/retain staff/students

7.0 Employee Morale

- 7.0.1 Opinions not valued
- 7.0.2 Employees don’t feel valued enough by leadership
- 7.0.3 Employees are happier overall
- 7.0.4 CWI employees are proud of the work they do
- 7.0.5 Employees feel PC/BOT is making decisions behind closed doors

7.1 Staffing Levels

- 7.1.1 More faculty/staff to support student growth
- 7.1.2 Staffing levels
- 7.1.3 Human Resources
- 7.1.4 Phase in staff, run like a business, dynamic/adaptive
- 7.1.5 Need staffing to be open 16018 hrs. per day

7.2 Professional Development

- 7.2.1 Continuing education for faculty
- 7.2.2 Continuing education for staff
- 7.2.3 Cutting edge training for CWI management
- 7.2.4 OTJ
- 7.2.5 Creative and dynamic
- 7.2.5(2) End of the world as we know/knew it

APPENDIX C – COMMON THEMES ALIGNED WITH BOARD PRIORITIES

Board Priority 1:

Facilities	3.0
Instructional Delivery	6.1
Learning Enhancement	6.3
Technology Tools	3.3
Online Learning	3.2
Quality	6.0
I need help	2.0
Advising	2.3
Financial Aid	2.2.1
Responsiveness	1.0
Focus on Student needs	2.1

Board Priority 2

Planning	1.1
Staffing Level	7.1
Employee Morale	7.0
Culture of Building Relationships (people)	4.0
Professional Development	7.2

Board Priority 3

Growth	1.3
Resources	6.2

Board Priority 4

Employer Needs	3.1
Community Involvement	3.4
Quality Reputation	4.2
Value to the Community (purpose)	4.1
Communication	1.2

APPENDIX D – OBSERVATIONS

Board Priorities are what we need to do but not why

We get caught up in the nuts and bolts

Board Priorities relate more to action items

Board Priorities (goals) are branches that hold leaves of success

Board Priorities are general, encompass the entire college

Core Themes are silos

Board Priorities and Core Themes work in harmony

Board Priorities are how we do the Core Themes

APPENDIX E – A-HA

Own past description of the strategic plan and we own the future

We have evolved- ownership of the past and future with a purpose and direction

Facilitating change for future generations

Board Priorities are “can’t not do”

We need to be comprehensive about what we do and who we are

APPENDIX F – FEEDBACK SURVEY RESULTS

1. The workshop achieved the stated objectives.

Strongly Disagree	1
Disagree	4
Not Sure	14
Agree	7
Strongly Agree	1

2. The workshop met my expectations.

Strongly Disagree	1
Disagree	4
Not Sure	12
Agree	8
Strongly Agree	2

3. I had adequate advance information to prepare.

Strongly Disagree	1
Disagree	10
Not Sure	8
Agree	4
Strongly Agree	4

4. The information presented here was helpful.

Strongly Disagree	0
Disagree	5
Not Sure	3
Agree	14
Strongly Agree	5

5. I had adequate opportunities to participate.

Strongly Disagree	0
Disagree	0
Not Sure	0
Agree	12
Strongly Agree	15

6. I learned a lot from other participants.

Strongly Disagree	0
Disagree	1
Not Sure	3
Agree	18
Strongly Agree	5

7. The content and language of material presented was understandable.

Strongly Disagree	1
Disagree	5
Not Sure	6
Agree	9
Strongly Agree	6

8. The training program was organized in an effective manner?

Strongly Disagree	1
Disagree	5
Not Sure	5
Agree	11
Strongly Agree	5

9. Rate your understanding of the strategic planning process.

Strongly Disagree	1
Disagree	5
Not Sure	5
Agree	12
Strongly Agree	4

10. What was good about the workshop?

- Fun people
- Inclusive and dynamic.
- Diverse group of college representation
- Everyone was open. It was a safe place for ideas.
- Pacing and organization
- David was great
- Diversity of representatives
- Planning was impressive – great work Michelle
- Consultant was excellent.
- Student stories were interesting!
- Seeing the commonalities as well as the different perspectives of the participations
- The discussions that ensued and the outcomes of those discussions
- Conversations were great – facilitated well
- The facilitator was knowledgeable and ran a good meeting
- Mix of participation
- Wonderful leader
- Great start
- Dialogue between various constituents
- Broader understanding of the institution

- Activities
- Participation from all
- Great participation
- Great energy
- Reviewing the data
- Great participation
- Both facilitators
- Good material
- Excellent survey data
- Group 6 hour discussion of planning
- David & Michelle
- Peer interaction
- It was an honest and open forum

11. What might be better next time around?

- Deliverables
- Clarity
- Confusing information
- More communication and clarity
- Not sure of what was achieved
- Actually get down to solutions
- Having objectives more specifically defined
- Expected to review and talk intelligently about data we didn't have time to review
- Having material further ahead of time
- More info before
- I think we need more time!
- Clarity on instructions
- Easier way to digest information
- Until the end I felt we didn't know what we were doing
- What were the stated objectives?
- Needed student survey
- More direction – what were we specifically tasked to do?
- Clear goals for the day
- Summaries of the data
- Identifying “why” our core themes and priorities are what they are
- More information in advance, particularly re: goals of the workshop and what to expect
- Clear objectives and direction toward objectives
- Be prepared (participants)
- Explain how to read data next time

- Need details laid out not developed at workshop
- Summary data to review
- Data needs to be presented better

12. Any feedback for...

a. Planning team

- Thanks for your hard work
- More info up front
- Very good
- Get info out sooner
- Excellent

b. Facilitators

- Well done
- Great
- Great – David was excellent
- Good
- What was our end goal?
- Very good
- Excellent

c. Facility

- Good choice
- Excellent
- Warm up room
- Good
- Good setting
- Very nice
- Fine

Other comments:

- Great job!
- Student input was the most insightful and grounding
- It was nice to have student perspective
- A clear program would have been more helpful

ATTACHMENT 5

CWI Dormitory Housing Commission Resolution

COLLEGE OF WESTERN IDAHO RESOLUTION

RESOLUTION DECLARING THE NEED FOR A DORMITORY HOUSING COMMISSION IN THE JUNIOR COLLEGE DISTRICT AND AUTHORIZING A CERTIFIED COPY OF THE RESOLUTION TO BE TRANSMITTED TO THE GOVERNOR SO THAT HE MAY APPOINT COMMISSIONERS TO THE DORMITORY HOUSING COMMISSION OPERATING WITHIN THE DISTRICT FOR THE PURPOSES OF PROVIDING STUDENT CENTERS AND/OR DORMITORY HOUSING FACILITIES IN THE DISTRICT.

WHEREAS, Idaho Code, Sections 33-2116 through 33-2138 (the "Act") create within the boundaries of each community college district of the State a dormitory housing commission, and Section 33-2118 of the Act provides that such commission shall not transact any business or exercise its powers under the Act until or unless the board of trustees of the community college district shall declare that there is a need for a commission to function in such district; and

WHEREAS, the College of Western Idaho ("CWI") is a junior college district, validly organized and operating pursuant to the provisions of Chapter 21, Title 33, Idaho Code (the "District"), and desires to declare that there is a need for the dormitory housing commission within the District (the "Commission") to begin transacting business in the District for the furnishing of student centers and dormitory housing for use by its students; and

WHEREAS, the Act defines "dormitory project" to mean "the construction of dormitory or dormitories for occupation by students attending a junior college organized under chapter 21, title 33, Idaho Code, and shall include the construction of buildings for occupation by students and facilities for the feeding and recreation of students, equipment and furniture therefor and all matters usually incidental thereto, including the furnishing of sewer, heat, water service, landscaping, and streets or rights of ingress and egress," and includes the planning of the buildings and improvements, the acquisition of property, the construction, reconstruction, alteration and repair of the improvements and all other work in connection therewith; and

WHEREAS, Section 33-2136 of the Act provides that a dormitory housing commission is empowered to acquire, construct, improve, add to, reconstruct, repair, maintain, operate and manage any or all student union buildings and student centers to consist of a building or buildings containing the facilities, equipment and furnishings common to student union buildings and student centers as such buildings and centers exist in the various colleges and universities in the United States, including without limitation, facilities for the feeding and recreation of students and including all equipment, structures, appurtenances and facilities necessary to supplying such unions and centers with sewer, water, electric, heating, telephone and similar public utility facilities, landscaping, parking space, and streets, roads or alleys necessary for proper ingress and egress; and

WHEREAS, Section 33-2136 further provides that the words "dormitory," "dormitory housing project," or "dormitory project," whenever used throughout the Act, shall be construed to also include student union buildings and student centers as defined Section 33-2136; and

WHEREAS, the District believes there is an immediate need for student centers to serve the present and expected multiple locations of facilities in the District, and anticipates future need for dormitory housing; and

WHEREAS, after due consideration, the Board of Trustees (the "Board") of CWI desires to set forth its findings and authorize a certified copy of this resolution to be transmitted to the Governor of the State of Idaho so that he may appoint three Commissioners to serve the Commission in accordance with the Act.

NOW, THEREFORE, Be It Resolved by The Board of CWI That:

Findings.

Student Centers.

There is an immediate need for student centers at one or more locations in connection with the other facilities and campuses of CWI, as evidenced by the following factual findings:

There is currently no single student union or student center for CWI. As a result, student services functions are scattered in a number of facilities. This results in costly inefficiency, duplication in staffing, and delays in CWI's delivery of quality services to students throughout the District.

CWI has an enrollment of over 6,000 students.

CWI's current plans call for an initial student union and student services center on its Nampa Campus to be constructed as soon as possible, and CWI has land available on the Nampa Campus for lease to the Commission for such purpose.

CWI has a strategic plan to consolidate its principal facilities into three main campus areas. Each of these campuses would require a student union and student services center, so there will be a need in the near future for at least two additional student union and student services centers.

Dormitory Facilities.

The District's enrollment is projected to grow at a rapid rate. Within the next 10 years, enrollment may exceed 20,000 students. As student populations increase to this level, a portion of such students can be expected to seek residential housing opportunities located conveniently near the District's campuses and facilities, and many such students can be expected to desire low-cost, dormitory housing publicly owned rather than private rental market housing.

Declaration.

There is an immediate need for the Commission to operate within the District to assist CWI with the financing and construction of student centers at one or more locations in connection with the facilities and campuses of CWI, and to assist CWI with the financing and construction of dormitory housing facilities at a future time to serve CWI students.

Authorization.

The Board hereby directs the Clerk of the Board to promptly transmit a certified copy of this Resolution to the Governor of the State of Idaho, so that he may promptly appoint three (3) persons to serve as Commissioners of the Commission pursuant to Section 33-2119 of the Act.

Savings Clause.

If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the validity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution. All bylaws, orders and resolutions, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Effective Date.

This Resolution shall be in full force and effect upon its passage and approval.

[End of Resolution]



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