



Year Three Self Evaluation Report

October 2014



Prepared for the
Northwest Commission on Colleges and Universities



**Year Three
Self-Evaluation Report**

August 21, 2014

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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. At CWI's inception in 2007, Boise was the last metropolitan area in the country lacking a community college. In March of that year, the Idaho Legislature appropriated funds for the college. Later that May a supermajority of voters in Canyon and Ada counties voted to form a community college district. With the monetary support of the Albertson Foundation and the appointment by the Idaho State Board of Education of CWI's first Board of Trustees, the College of Western Idaho was launched. CWI acquired programs, personnel, and property of the Seland College and officially opened its doors to students at its main campus on what was formerly Boise State University's West Campus.

In January 2014, CWI reviewed and updated their strategic plan for 2015-2019. The mission and vision statements and core themes were left unchanged, and Core Values identified in 2009 were reintroduced in this year's plan. Institutional priorities, objectives, and performance measures were reviewed and modified to allow CWI to collect and measure meaningful data.

The College continues to develop and expand facilities throughout our service region to provide students with the best possible academic opportunities. In spring of 2013, CWI opened a new multi-purpose building on the Nampa Campus which houses the Library, the Early Childhood Education program, classroom space, faculty office space, and additional administrative space. This building was completed on schedule to welcome Fall Semester 2013 students.

Currently, CWI offers over 50 credit programs and hundreds of non-credit courses, providing students with an abundance of options when it comes to enhancing career skills, earning credits and degrees that will articulate into baccalaureate degrees, or completing certificate and degree programs that lead directly to employment. Also, CWI was recently approved by NWCCU to offer an online major in General Business which brings the total majors offered entirely online to seven.

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.

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 Programs
- General Education Courses/Programs
- Basic Skills Courses
- Community Outreach

Core Values

- Acting with integrity
- Serving all in an atmosphere of caring
- Sustaining our quality of life for future generations
- Respecting the dignity of opinions
- Innovating for the 21st Century
- Leaving a legacy of learning

Institutional Priorities

- Student Success
- Employee Success
- Fiscal Stability
- Community Connections
- Institutional Sustainability

Basic Institutional Data Form¹

This form is attached as Exhibit One.

¹ Basic Institutional Data Form

PREFACE

Update on Institutional Changes since Last Report

The College of Western Idaho has experienced several major institutional changes since its Year One Self-Evaluation report was submitted.

New Educational Offerings

CWI has received approval from the Idaho State Board of Education to offer three new degree programs: Agriculture Science, Medical Assistant, and Physical Therapist Assistant.

Substantive Change

A substantive change proposal was submitted to, and approved by, NWCCU to offer an online AS degree in General Business. CWI is now approved to offer seven online degrees: General Business, Criminal Justice, English, Geography, History, Liberal Arts, and Political Science.

Facilities Expansion

Over the past five years of growth, CWI has undergone several changes to facilitate infrastructure needs to meet immediate and long-term plans.

- CWI has leased additional properties adjacent to the Nampa Campus to quickly add a newly expanded library, additional classrooms, and instructional and support staff offices.
- CWI has consolidated three single lease locations in Ada County into an expanded presence at its Ada County Center which has recently been identified as the College's Ada County Campus. This change aligns with the College's strategic plan of moving to a two-campus concept that ensures adequate access to all services and student needs to succeed in a more centralized concept.

As CWI continues to identify the facility needs for sustainability in the future, careful consideration has been given to how the College will transition out of leased facilities into more permanent owned facilities through a well-planned and thoughtful campus growth strategy. This last year the College completed the programming for two new buildings on the Nampa Campus: a three-story health sciences building and a three-story student center. As a result of these newly identified needs and geographical changes surrounding the campus, CWI is also updating the Nampa Campus Master Plan (<https://cwidaho.cc/nampa-campus-master-plan>).

Organizational Structure

CWI administration continues to refine its organizational structure in order to support the growing staff and student enrollment.

- The CWI Board of Trustees announced in February 2013 that David Shellberg had been appointed to serve as Executive Vice President of Instruction and Student Services for the College.

- A revised Academic Affairs 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.
- In 2013 the administration and Board of Trustees agreed to outsource the Information Technology services of the College and awarded the contract to Dynamic Campus.

Office of Information Technology

In July of 2013, CWI entered into a contract with Dynamic Campus in order to meet the College's strategic Information Technology goals. Dynamic Campus was one of three vendors who sent in proposals in response to CWI's RFP. Headquartered in Austin, Texas, Dynamic Campus provides specific expertise related to CWI's current technology systems, including Ellucian Colleague (previously known as Datatel) and Blackboard, the College's primary systems for student processing and instructional support. Dynamic Campus currently supports more than 60 higher education institutions with technology managed services to support instruction, student services, financials, human resources, reporting, and accreditation. As a young and fast-growing institution, CWI has a responsibility to be proactive in not only meeting student expectations, but also in helping to set an example for what student success at a community college looks like. Student success is our highest priority, and our partnership with Dynamic Campus will allow for the addition of technical support and resources that will enhance our ability to aid our student population and streamline our administrative processes to deliver a high-level of customer service.

The partnership with Dynamic Campus includes a very close collaboration between the administration at CWI and their team of experts to ensure IT projects and support align with CWI's goals. CWI employees within the Enterprise Application Management, Network Engineering, and Systems Engineering were transitioned to Dynamic Campus. In addition to the existing staff, Dynamic Campus has provided additional full-time staff to be located on campus and on-demand resources to support the upcoming technology projects.

CWI Data Collection and Analysis

As a newly established community college, CWI has taken data collection, storage, analysis, and reporting very seriously. The institution has proactively executed an aggressive plan to: 1) create a highly reliable network infrastructure; 2) create a robust data collection system; 3) institute automated mechanisms to ensure the safety and security of all data; and 4) implement reporting systems that meet all reporting requirements as well as provide strategic data analysis.

CWI has created a highly reliable network infrastructure and continues to pursue avenues that strengthen it. In creating this robust system, a strong internal network backbone has been built which provides for secure and reliable data transmission between all of its sites. In addition to the internal network backbone, CWI has secured fast and reliable Internet connectivity for each site independently. These two connections to each site provide redundancy for data transmission and Internet connectivity, resulting in few to no effective network outages. This ability to transmit data

between sites as well as to and from national clearinghouses and other agencies is crucial to CWI and has proven to be invaluable. This highly reliable network allows data to flow quickly and freely to CWI's data collection systems.

Colleague and the Data Warehouse were created and are housed on redundant servers which results in few to no service outages. Colleague houses all key data for the institution and allows for reporting of current data. However, the ability to report current data is insufficient for an institution's needs. The Data Warehouse has been implemented and is being built-out to provide means to report historical and point-in-time data. These two systems are the basis for our robust data collection system.

To secure and protect all data that it stores, CWI implemented data backup systems. To protect the data integrity locally, CWI has implemented a Storage Area Network (SAN) to create and maintain synchronized copies of all data locally. If one array in the SAN has a hardware failure, the backup array is engaged immediately and no data is lost. To protect against catastrophic events, CWI also backs up all data to an off-site, secure facility on a daily basis. If a catastrophic event were to occur that destroyed CWI's local data storage, all data could be recovered from our off-site storage in minimal time.

CWI's reporting system relies heavily on the Data Warehouse as the institution's reporting backbone. It will allow the institution to collect data from many sources (i.e. Colleague, Clearinghouses, etc.) and bring it into a single space where it can be analyzed together. This will allow the institution to create reports and analyze data that would not be available otherwise. The Data Warehouse will allow the institution to reproduce historical reporting as well as perform period-to-period analysis. CWI is currently creating dashboards which allow staff to easily pull and review key data pertaining to their areas of assignment.

CWI is prepared for its current data collection and reporting needs and is well positioned for any growth required in the future.

Center for Teaching and Learning

During 2013, the Center for Teaching and Learning (CTL) was created as a source for professional development for faculty, and a full-time Director was hired. Its mission to improve classroom environments for students and faculty through tools, training, and technology serves to cultivate faculty in the art and science of teaching. Accessibility to training opportunities to meet the needs of our diverse geography and high adjunct population is a critical initiative for CTL. This led to an initial focus of creating accessible online resources and workshops, as well as trainings delivered in blended and face-to-face modalities. Over the course of the 2013-2014 academic year, CTL provided 326.5 hours of training to 93 members of the CWI academic community in addition to the in-service training workshops.

PTE Learning Community

The College of Western Idaho closely reviewed retention and completion rates of PTE programs and determined that a new approach was warranted. After careful review and research, the learning community philosophy was selected to be piloted in nine programs through the Community College Career and Technical Training grant. After the success of that pilot, the learning community concept has been extended throughout the PTE division to support retention and completion efforts within all programs.

Curriculum Redesign

In anticipation of CWI's independent accreditation and separation from CSI, academic faculty are fully engaged in curriculum redesign. All proposed degrees have been thoughtfully mapped and degree outcomes defined and aligned with institutional goals. Major courses for each degree have been aligned with program outcomes. All new degree programs will include a mandatory First Semester Experience and a capstone component for program assessment, and will incorporate High Impact Practices for student learning and engagement. Assessment rubrics will be created for all proposed degrees to be used for program assessment. All proposed curriculum for post-accreditation will be approved through the CWI curriculum committee in 2014-2015 and will be implemented upon final accreditation.

General Education Redesign

In Spring 2014, the Idaho State Board of Education approved an outcomes-based general education framework for all public, post-secondary institutions in the state. Academic Affairs is currently incorporating the written communication, oral communication, and ways of knowing (mathematical, humanistic and artistic, social and behavioral, and scientific) outcomes within CWI's general education core courses to achieve statewide alignment. Implementation of the new general education program will take place in 2015.

Academic Affairs is currently engaged in planning and designing general education assessment to align with the new statewide outcomes for general education core. A General Education Steering Committee, comprised of faculty, was established in spring 2013 and has been engaged in conversations, planning, and proposals for implementing and assessing the new statewide core at CWI.

Remediation Transformation

During the Spring of 2014, in response to Complete College Idaho's key strategic initiative Transforming Remediation, CWI launched an accelerated, co-requisite remediation model in English. Students needing developmental English are placed into a college-level English 101 course that carries an additional two-hour (2 credit) co-requisite writing workshop course designed to provide additional support and instruction for underprepared students enrolled in English 101. The goal is to provide underprepared students the necessary support to be successful in a college-level course by expediting remediation, preparing students for college-level writing, reducing time to degree, and reducing cost to the student. Similar planning is currently underway to more efficiently and effectively prepare students for college-level math courses. An accelerated math remediation model will be implemented in fall 2015.

Responses to Topics Previously Required by the Commission

The College of Western Idaho submitted a Year One Self Evaluation Report to NWCCU evaluators in October of 2012. There were three recommendations.

- 1. The Evaluation Committee recommends that the College of Western Idaho continue to engage in the ongoing process of reflection and refinement of the indicators of achievement, metrics and targets to ensure that all objectives have meaningful, assessable, verifiable indicators of achievement in order to form the basis for evaluating the accomplishment of all the objectives of the four core themes (Standard 1.B.2).*
- 2. 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 Eligibility Requirement 23).*
- 3. The Evaluation Committee recommends that the College of Western Idaho further address Recommendation 5 from the Fall 2011 Report and provide an explication of the institution's growth targets based on realistic assumptions for the next five years and concomitant impact of the growth in enrollment on the infrastructure of the institution (Standard 5.B and Eligibility Requirement 24).*

The Commission requested that CWI respond to recommendations 1 and 2 in our Year Three Resources and Capacity Report and visit, and that the College explicitly address Recommendation 3 in a Special Report to the Commission by May 1, 2013 (<http://cwidaho.cc/info/accreditation-process>). Accordingly, Recommendation 1 is discussed in Section 1, Interpretation of Fulfillment of Mission, and Recommendation 2 is covered in Standard 2.B Human Resources.

Recommendation 5 reads: "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)."

The following activities have occurred and were reported to the Commission in CWI's Special Report to the Commission on May 1, 2013:

- During the strategic planning process for 2014, the College added a fifth institutional priority, created specifically to address the impact of enrollment growth on CWI by assessing the well-being of the institution's infrastructure.
- CWI developed a matrix showing growth targets to assist the College in planning for that growth, and these targets are used to help project revenue and identify needs. Given this information, CWI is able to evaluate program offerings, maintain all aspects of its facilities, and adjust faculty and staff as necessary.
- The College implemented a reorganization of General Education (now referred to as Academic Affairs) in fall 2013, adding five new faculty positions and 12 departmental chair positions to address current student needs and prepare for future growth.

UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

ER 2: Authority.

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The College of Western Idaho (CWI) operates in compliance with Idaho Code, Title 33 Education, Chapter 21 Junior Community Colleges

(<http://www.legislature.idaho.gov/idstat/Title33/T33CH21.htm>) the policies of the Idaho State Board of Education as they apply to community colleges, and the policies of the College of Western Idaho Board of Trustees.

The College of Western Idaho is governed by an elected five-member Board of Trustees. Trustees are elected at large from within Ada and Canyon counties for staggered, four-year terms. Trustees derive their authority from and hold office in accordance to the state of Idaho Code, Title 33, Chapter 21, 33-2106 and 33-2107 and meet in compliance with Idaho's Open Meeting Law.

ER 3: Mission and Core Themes.

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Review of the mission statement occurs annually during CWI's Strategic Planning Process. The CWI Board of Trustees approved the current mission and core themes in December 2009, and reaffirmed them again during the strategic planning process for 2015-2019 Plan

(<http://cwidaho.cc/info/planning-statistics-and-reports>). All resources at CWI are devoted to support its educational mission, vision, and goals.

Standard 1.A - Mission and Goals

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

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 educational opportunities 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.

CWI's mission statement guides the development of Institutional Priorities, which guide the broader CWI strategic planning process. Institutional priorities provide another lens into what CWI values and directly guide long-term planning.

The Mission Statement is:

- located on the College's website (<http://cwidaho.cc/info/mission-and-vision>)
- in the CWI Strategic Plan online and is included in the printed version of the Strategic Plan that is distributed on- and off-campus (<http://cwidaho.cc/info/planning-statistics-and-reports>)
- in CWI's online catalog (<http://cwidaho.cc/current-students/catalog>)
- in CWI's Facts at a Glance publication - both online and printed (<http://cwidaho.cc/info/facts-glance>)
- in various other printed documents

Interpretation of Fulfillment of Mission

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The College of Western Idaho's four core themes are the pillars of the College's mission; therefore, the overall success of CWI is determined by its success in making progress toward or meeting the performance measures under each of the core themes and their associated strategic plan objectives.

During the review cycle for the 2015-2019 Strategic Plan, significant attention was given to identifying valid, measurable, and cyclical performance measures. This led to an adjustment of language in a significant number of objectives and performance measures, aligning the plan with the College's philosophy of a living document. The plan now incorporates objectives that are measurable and on-going, allowing the annual planning process to achieve targets leading to fulfillment of strategic goals. By making these adjustments, the College of Western Idaho is better positioned to quantify mission fulfillment.

Articulation of an Acceptable Threshold of Mission Fulfillment

CWI has created objectives for each core theme and indicators of achievement by which to measure the success of each objective. These objectives are reviewed and revised as necessary to ensure that CWI is measuring the appropriate target. In all, 30 targets have been identified and a 90%

threshold has been set for mission fulfillment. Since the core themes represent the pillars of the College’s mission, 27 of the 30 targets must be reached in order for CWI to consider its mission fulfilled.

Standard 1.B - Core Themes

In May 2013, CWI conducted a strategic planning meeting and reviewed the validity of our Core Themes. As CWI continues to grow and mature, objectives will be fine-tuned to more clearly identify measures and outcomes.

Core Theme One: Professional Technical Education

Professional Technical Education at the College of Western Idaho provides training for those students who seek employment in occupations that require less than a four-year degree. Degrees and certificates offered in professional-technical education are associate of science degree (A.S.), 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.). In cooperation with technical advisory committees, CWI continually assesses the needs of business and industry to ensure that its programs meet employment criteria and achieve the objectives of the institution.

After reviewing the objectives initially established as part of the assessment process, the PTE division has modified their objectives to reflect the primary goals and outcomes of professional technical education.

Objective 1: Professional Technical Education fosters student success by preparing students 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 serving in the military.
<p>Rationale: <i>Technical Skills Assessment (TSA):</i> The technical skills assessment exams are being implemented at CWI upon the requirement of 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.</p>		

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.	60% of PTE students will complete or continue in their programs.
PTE programs provide an educational experience that meets student expectations.	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.	80% (on average) satisfaction rating.

Rationale:

Student retention: Retaining students is essential to student success; as such, program retention is evaluated each semester and further annualized on a year to year basis and reported out yearly as part of the assessment process. Additional student completion is tracked and completion rates are annualized to demonstrate reasonable time to completion of students in PTE program. These data points allow the program to track individual students to assure that students are retained to completion of their program of study.

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.

In the past, Core Theme 1 has contained an objective that supported the College's desire to connect with the community through the activities and programs that the college offers. At this time, CWI - Professional Technical Education is working to identify pathways to purposefully and meaningfully measure the effect that its programs have on the community by providing business and industry with a skilled workforce. These efforts are a critical connection to the community for CWI to establish and measure. Being a young institution, obtaining valid and reliable data that can be used

to demonstrate mission fulfillment has been an ongoing effort of the college. Please refer to page 4 for information on college efforts to strengthen data quality. Based on this challenge the Core Theme 1 steering committee is reevaluating how we can meaningfully and purposefully measure the connections we create with our community. This is still a critical item for Core Theme 1 and we will continue to develop strategies that will allow for data to be gathered and used to insure mission fulfillment.

Core Theme Two - 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.

Approximately 86% of students enrolled in credit programs at CWI are academic transfer students. Developmental-level courses, as well as high school students enrolled in CWI’s dual credit program, are included in this percentage. Additionally, CWI’s academic division provides general education requirements for all technical certificate, advanced technical certificate, and associate of applied science programs.

Associate of arts and associate of science degree programs currently have a minimum of 64 credits, including a 36-credit general education core. Per Idaho State Board of Education policy, A.A. and A.S. degrees are fully transferable to all public institutions in Idaho; additionally, students completing general education requirements in full can transfer as core complete without having to take additional general education courses at the receiving institution.

(http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiv_articulation_and_transfer_1212.pdf). All transfer degree requirements are published in the college catalog and on the college web site.

Adjustments to the following table reflect more efficient and relevant metrics as Academic Affairs focuses on student success and stabilized growth.

Objective 1: Academic Affairs supports students’ academic success.

Indicators of Achievement	Metric	Target
Students who enroll in a course are successfully retained.	The percentage of students who are retained from census day to final exam.	Academic courses will achieve 80% course-level retention by 2019.
First-year students demonstrate persistence from semester-to-semester.	The percentage of students who enter CWI in the fall semester and subsequently register for courses the following semester.	Semester-to-semester persistence rate for first time academic students will meet or exceed 77% by 2019.
Students who enroll in a college-prep Math or English 101+ will successfully complete that pathway within one academic year.	The percentage of students who enrolled in a college-prep Math or English 101+ and successfully complete that pathway.	By 2019, 60% of academic students completing college-prep or gateway-support coursework within one year earn a C/P or better.

Students who complete the college-prep or gateway-support pathway will successfully complete the gateway course.	The percentage of students who complete college-prep Math or English 101+ succeed in the corresponding gateway course.	By 2019, 60% of academic students completing college-prep or gateway-support coursework earn a C or better in the corresponding gateway course.
Students earn credits at a rate that shows significant progress towards a degree.	The percentage of students who successfully reached semester credit hour thresholds (24 credits for part-time and 42 credits for full-time) by the end of the second academic year.	By 2019, 50% of students in two-year cohort will reach semester credit hour thresholds.
Students demonstrate successful completion of coursework.	The percentage of students earning a GPA of 2.0 or higher.	70% of academic students hold a CWI GPA of 2.0 or higher.
Students are satisfied with their academic courses at CWI.	The percentage of students who respond favorably to the following question: "The quality of instruction I receive in most of my classes is excellent."	90% of students responding to college-wide student survey report satisfaction with their learning experience.

Rationale:

Student retention: Retaining students is essential to student success; course retention is evaluated each semester and reported out yearly as part of the assessment process.

First-year student persistence: Retention of first-year students for two consecutive semesters reflects student progress towards goal achievement and is a reflection of student engagement. First-year student persistence is assessed and reported annually in CWI's strategic plan.

College-prep completion and success: Students who are placed in developmental Math and English 101+ 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.

Credit accumulation: This threshold for academic progress corresponds with the Voluntary Framework for Accountability requirements.

Successful course completion: Students who a cumulative CWI GPA of 2.0 or better have demonstrated successful completion of coursework and consistent academic performance.

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 his or her learning experience at CWI is relevant to retention and the student's persistence to graduation.

Objective 2: Academic Transfer delivers quality instruction through accessible learning opportunities.

Indicators of Achievement	Metric	Target
CWI will provide dual credit opportunities in the high school setting, on the CWI campuses, and online.	Number of dual credits awarded to high school students enrolled in Idaho high schools, CWI courses, and online courses.	17,000 dual credits will be awarded annually by 2019.
CWI will provide online access to academic learning opportunities.	Number of online seats filled per year.	20,000 online seats will be filled annually by 2019.
<p>Rationale: <u>Dual Credit:</u> 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. <u>Online courses and degrees:</u> Offering online courses and degrees aligns with CWI’s mission to offer accessible education to students.</p>		

Core Theme Three - Basic Skills Education

Basic Skill Education (BSE) encompasses primary services of the Adult Basic Education (ABE) and English as a Second Language (ESL) program, designed to improve the educational levels of adults, out-of-school youths, and non-English-speaking persons sixteen years of age and older in the areas of reading, writing, computation, and English language acquisition. Inclusive to BSE are more targeted services to specific populations or learner goals, such as General Educational Development (GED) preparation, English language civics (EL Civics), ESL-to-ABE Bridge, and Integrated Training and Retention Projects (ITRP); all of which support basic skills development of adults so they can benefit from the completion of secondary education (GED), attain employment, and/or transition and successfully participate in post-secondary or short-term training. BSE services are free and offered within CWI’s ten-county service area of southwest Idaho.

In FY13, the National Reporting System (NRS) goal-setting processes changed from a student goal selection model to an automatic cohort designation model. Basic Skills Education has responded by surveying students as part of the data collection process in order to accurately verify if students had the goal to enter post-secondary education.

Objective 1: Ensure 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 Gains and Attendance Measures for Pre- and Post-Tested	70% of EFL post-tested students will have moved up a level.

Educational Functioning Level exam (EFL).	Participants (Table 4B Idaho Management and Accountability System – IMAS). ²	
Students who have the goal to enter post-secondary or short-term training, will complete this goal within three years.	Core Follow-up Outcome Achievement Measures (Table 5 IMAS) plus Student Surveys. ³	40% of students with this goal will enter postsecondary or short-term training.
Student responses indicate that their basic skills educational experience was satisfactory.	Student Surveys	80% satisfaction rating.
<p>Rationale:</p> <p><u>EFL:</u> 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 an appropriate number of 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 continual program improvement projects.</p> <p><u>Further education and training:</u> 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 BSE is advising students at intake in the setting of realistic goals. It also measures the critical supports in place within BSE that help students and GED completers prepare to enter and succeed in post-secondary education.</p> <p><u>Student satisfaction:</u> 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 goals.</p>		

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

Indicators of Achievement	Metric	Target
Continual improvement model	Analysis, Identify, Design, Document, and Evaluation (AIDDE)	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:		

² Educational Gains and Attendance Measures for Pre- and Post-Tested Participants (Sample Table 4B IMASS)

³ Core Follow-up Outcome Achievement Measures (Sample Table 5 IMAS)

Continual 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 using 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 continual improvement.

Core Theme Four - Community Outreach

As a tax payer supported institution, the College of Western Idaho must engage in a variety of educational and developmental programs beyond college level courses to bring the College into the community in meaningful ways. CWI defines community outreach as being an active partner in driving economic development and quality of life, as well as acting as the primary facilitator for lifelong learning opportunities.

The College actively seeks opportunities for expertise and experience exchanges with industry professionals; establishes strong partnerships with education and community service organizations; provides ongoing skills development and retraining for evolving industries; and engages in activities that enhance the quality of life. With this focus, the College will be an integral voice and resource for the entire community and continued support from the constituents it serves.

In FY10, the College added Connect the College to the Community (now referred to as Community Outreach) as one of its five priorities. The following tables illustrate updates that align CWI’s goals outlined in the Strategic Plan with the objectives and indicators of achievement in this report to continue to fulfill its mission.

Objective 1: CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development.

Indicators of Achievement	Metric	Target
Responsiveness to community economic development needs/ requests with contracted/ customized training for business, industry, government.	Increased the number of customized training contracts written and executed.	Increase 10% per year.
	Workforce Development participant surveys reflect positive satisfaction.	Achieve 85% positive satisfaction.

Rationale: Developing and delivering customized and targeted training courses aimed at specific skills improvement provides the community immediate access to just-in-time training. Through its Workforce Development Division, CWI is supporting local economic vitality and continuing education opportunities in direct response to local industry needs. This objective addresses the ongoing needs of local and potential new businesses moving to the area for customized and topic specific training for a highly skilled workforce. To be effective as a community training resource, CWI will continue to increase the targeted skills of our workforce and the participants will be satisfied with the training provided.

Objective 2: CWI engages in educational, cultural, and organizational activities that enrich our community.

Indicators of Achievement	Metric	Target
Provide for community needs through ancillary community services and volunteer activities.	Increase the number of hours that facilities are used by non-CWI organizations.	Develop baseline and target.
	Participate in events that support community enrichment.	Participate in at least 50 each year.
	Expand Basic Skills Education services.	Develop baseline and target.
	Expand CWI student-to-community engagement.	Exceed 6,000 hours annually.

Rationale: As a community educational resource partner, CWI engages in activities that enrich our community. From students, faculty and staff sharing expertise or volunteering to support community service programs, to expanded basic skills classes offered in outlying areas – CWI is fully engaged in the community. The engagement of CWI in community activities provides value to CWI students and employees as well as the community it serves. Education and cultural development occur both on campus and directly in the community, thereby enhancing the learning experience.

Objective 3: Expand CWI’s community connections within its service area.

Indicators of Achievement	Metric	Target
Organizations and businesses within CWI’s service area are actively involved with CWI.	Maintain Technical Advisory Committees within Professional Technical Education.	Each instructional program has a Technical Advisory Committee.
	Active engagement with all high schools in CWI service area.	Develop baseline and target.
	Increase the number of community organizations reached each year.	Develop a baseline and target.
	Increase the number of business partnerships.	Develop a baseline and target.

Rationale: Connections with organizations and businesses within CWI’s service area create greater awareness of CWI educational offerings and active engagement of professionals both referring students and hiring upon completion. CWI gathers input from community leaders and involves the expertise of local professionals to enhance the educational programs and skillsets students receive while at CWI.

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence

The programs and services offered at the College of Western Idaho provide access to higher education for residents of the Treasure Valley. CWI currently offers accredited courses and degrees through the College of Southern Idaho, but has sufficient independence to be held accountable and responsible for meeting the Commission’s standards and eligibility requirements.

As embodied in the Idaho Code, the College of Western Idaho is governed by a locally elected five member Board of Trustees. Trustees are elected from within the College District comprised of Ada and Canyon counties.

5. Nondiscrimination

The College of Western Idaho is an equal opportunity/affirmative action institution and strives to conform to appropriate federal regulations. CWI has implemented policies and practices that express respect for the individual in an appropriate manner while serving the educational needs of its constituents. The Board of Trustees has established policies that dictate high ethical standards in all of the College’s operations and relationships.

6. Institutional integrity

CWI has created a standing committee, the Inclusive Excellence Committee, whose purpose is the promotion of a diverse intellectual and social environment in which opportunity and respect are guaranteed for all. The committee for Inclusive Excellence works with students, faculty, staff, administrators and community partners to ensure that CWI is recognized for using our differences to stimulate and encourage social justice, multicultural competence, and effective and engaged citizenship. We are committed to ensuring access and fair treatment to historically underrepresented populations, and we promote policies, programs, and actions that cultivate habits of inclusivity and equity.

7. Governing Board and Administration

The College of Western Idaho is governed by a volunteer, five-member Board of Trustees that is elected at large from within Ada and Canyon Counties for staggered, four-year terms. Trustees derive their authority from and hold office in accordance with Idaho Code. The responsibilities of the Board of Trustees are outlined in the College of Western Idaho Board Policies (<http://cwidaho.cc/info/policies>).

8. Chief Executive Officer

The Board appoints a full-time president to serve as the chief executive officer of the College. Dr. Berton L. Glandon was appointed president in 2009. The president of the CWI reports to and is supervised by the Board of Trustees. The President's annual performance review by the Board includes a written management review statement, a written summary of progress on goals, and suggested goals for the upcoming year.

9. Administration

In addition to the president, the College employs a team of qualified administrators who provide effective leadership and management for the institution's major functions that enable the College to achieve mission fulfillment.

The CWI administration includes an Executive Vice President of Instruction and Student Services, a Vice President of Resource Development, and a Vice President of Finance and Administration. Reporting directly to the EVP is the Assistant Vice President of Academic Affairs, Dean of Professional Technical Education, and the Dean of Student Services. Four executive directors (Facilities, Workforce Development, Marketing and Advancement, and CWI Foundation) report directly to the Vice President of Resource Development. The Comptroller, Chief Information Officer, Budget Director, and the Director of Financial Analysis report directly to the Vice President of Finance and Administration.

10. Faculty

The College of Western Idaho employs faculty who are well qualified in their areas of instruction and committed to achieving high academic and professional standards. Faculty at CWI establish and oversee academic policies and ensure the integrity and continuity of its academic programs regardless of location or delivery method. Faculty are evaluated annually.

11. Educational Programs

The College of Western Idaho, through its partnership with the College of Southern Idaho, provides 26 programs in Academic Affairs and 30 programs in Professional-Technical Education (<http://cwidaho.cc/program>).

12. General Education and Relation Instruction

Students in these programs achieve clearly identified student learning outcomes which lead to associate of arts, associate of science, and associate of applied science degrees, along with post-secondary technical, technical, and advanced technical certificates. Transfer associate degree programs require a core of general education courses; applied associate degrees require general education/related instruction in communication, computation, and human relations.

13. Library

The College of Western Idaho provides a physical library as well as many digital information resources through the library website. CWI recently relocated its library to the Aspen Creek Multipurpose Classroom Building, a move that substantially increased its physical space and allowed

for the addition of essential resource materials and staff. CWI has opened a satellite Library on the Ada County Campus.

14. Information Resources and Physical and Technological Infrastructure

The College has two campus locations within the Treasure Valley - one in Ada County and one in Canyon County. Several additional sites throughout the valley area also used to offer classes. These resources support the institution's programs and services regardless of location or delivery method. The College provides the physical and technological infrastructure necessary to achieve its mission and core themes.

15. Academic Freedom

The College adheres to CWI Board of Trustee-approved standards of academic freedom and takes responsibility to protect faculty and students from inappropriate influences or pressures. Under this umbrella stand support for independent thinking and the open dissemination of knowledge.

16. Admissions

The Board of Trustees establishes admission policies for the College based upon Idaho State Board of Education Policy

(http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiq_admission_standards_0214.pdf). As indicated in our mission statement, CWI has an open enrollment policy. This policy and all admission processes are published in the college catalog.

17. Public Information

The CWI Catalog is available in hard copy and online. Certain programs (registered nursing, dental assisting, and surgical technology) have prerequisites and require separate application procedures prior to admission; these criteria are available on CWI's website. The Dean of Student Services is responsible for coordinating the publication of the catalog and annual revision process. The Executive Director of Marketing and Advancement oversees maintenance of the CWI website and is responsible for public information external to the College. The Vice President of Finance and Administration handles all public records requests.

18. Financial Resources

The College of Western Idaho is committed to demonstrating financial stability and accountability to its stakeholders. Institutional Priority 3 of CWI's Strategic Plan (Fiscal Stability) establishes performance measures that ensure the College will operate within its available resources, and at the same time implement strategies to increase revenue while improving operating efficiencies.

19. Financial Accountability

The College undergoes an external financial audit annually. Results are considered in a timely, appropriate, and comprehensive manner by the administration and governing board. All audits thus far have resulted in the unequivocal opinion that the records accurately represent CWI's financial position and that the records conform to standard accounting principles.

20. Disclosure

CWI's Executive Vice President of Instruction and Student Services is the College's Accreditation Liaison Officer (ALO), and is responsible to disclose to the Commission any and all information required to carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Committee

CWI complies with the standards and related policies of the Commission as currently stated or as modified in accordance with Commission policy. Further, the institution acknowledges that the Commission may, at its discretion, make known the nature of any action, positive or negative, to any agency or members of the public requesting such information regarding the institution's status with the Commission.

Standard 2.A - Governance

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

The College of Western Idaho has an effective and widely understood system of governance which includes the elected Board of Trustees, faculty, staff, students, and administrators, all of whom operate within clearly defined authority, roles, and responsibilities.

In 2010 CWI adopted a document titled "Making Decisions at the College of Western Idaho" to capture in writing the structure and operating agreements for making decisions at the College. This document was revised and retitled in fall 2012 to "Participatory Governance at the College of Western Idaho, 2012," and again in 2014 (<http://cwidaho.cc/info/planning-statistics-and-reports>) to reflect more clearly the governance structure and processes followed within the College. These processes put into practice the mechanisms through which the voices of the College's constituent groups are heard in making decisions. CWI supports an atmosphere of collegiality, dialogue, and inclusiveness in making decisions, and, whenever possible, bases decisions on evidence. The central importance of student learning and the College's community partnerships are also noted as integral to the culture. Together, these constitute the underpinnings of CWI's equitable and effective practices.

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

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

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

The Executive Vice President of Instruction and Student Services serves as accreditation liaison officer and monitors compliance with the Commission’s standards. The President of the College serves as the liaison to the state legislature and is also involved in monitoring compliance.

Governing Board

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

The College of Western Idaho is governed by a five-person Board of Trustees, none of whom have contractual, employment, or financial interests in the institution. Any person meeting the criteria as identified in Idaho Code 33-2106 is eligible to be elected or appointed trustee. The role, responsibilities, and authority of the trustees are clearly identified in CWI Policy Manual, Chapter 2 – Governance.

Election procedures for the College of Western Idaho trustees are governed by Idaho Code §34-1405. All trustees serve four year staggered terms; elections are held every two years with three seats up for election in one cycle and two seats up for election in the next.

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

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

The College of Western Idaho Board of Trustees acts only as a committee of the whole. Specifically, CWI Board Policy 2010 - Trustees Authority - states:

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

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

The College of Western Idaho Board of Trustees governs on behalf of the citizens of the two-county taxing district it serves. The CWI Board Policy Manual contains specific policies that were created to guide Trustee decisions.

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

The President is appointed by the Board and serves as the chief executive officer of the College. Where not prescribed otherwise to the Board by law or policy, the administration of the College shall be delegated to the President. The President shall carry out as appropriate managerial responsibilities and functions in accordance with the policies adopted by the Board, which includes an annual performance review of the President.

The President is authorized to establish all further policies, make all decisions, take all actions and develop all activities which are true to the Board's policies. The Board may, by extending its policies, "un-delegate" areas of the President's authority, but will respect the President's choices so long as the delegation continues. This does not prevent the Board from obtaining information about activities in the delegated areas.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. The Board of Trustees is required by policy to review its performance annually. The Board is also committed to its own professional development as demonstrated by Board Policy 2110 Trustee Education. To fulfill this commitment, CWI Trustees regularly attend the Association of Community College Trustees (ACCT) Conference and training events.

Leadership and Management

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

Decisions at CWI are made by drawing upon the philosophies of participatory governance. Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the College.

The College is led by its President. He is advised internally by the President's Cabinet and the College Council. The roles and responsibilities of these advisory groups are defined within the Participatory Governance document. Membership of these groups consists of the following administrators.

President's Cabinet

- President, Chair
- Executive Vice President, Instruction and Student Services
- Vice President, Finance and Administration
- Vice President, Resource Development
- Assistant Vice President, Academic Affairs
- Executive Director, Human Resources
- Dean, Enrollment and Student Services

Dean, Professional Technical Education
Chief Information Officer
Executive Assistant to the President

College Council – Voting Members

Two (2) Vice Presidents: selected by President’s Cabinet

Two (2) Faculty Representatives: President of Faculty Senate plus another faculty representative is selected by Faculty Senate (One PTE and One Academic Affairs) (2 year term)

One (1) Adjunct Faculty Member: selected by the Faculty Senate (2 year term)

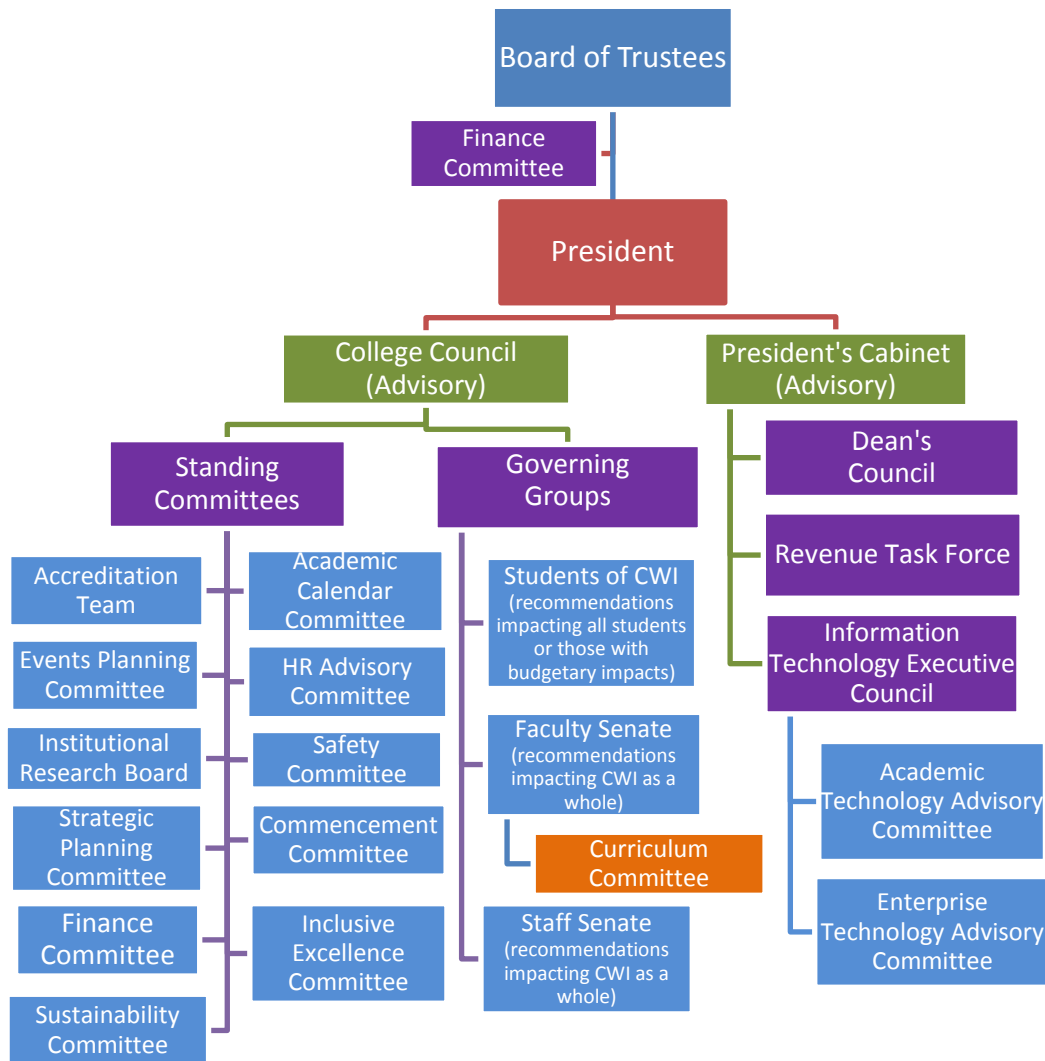
Two (2) Assistant Deans: One PTE and One Academic Affairs (selected by appropriate Assistant Dean group) (2 year term)

Two (2) Staff representatives: selected by the Staff Senate (one hourly employee and one exempt employee) (2 year term)

Two (2) Students: selected by the ASCWI Government (1 year term) One from Canyon County and One from Ada County)

Ex-Officio Members: All Vice Presidents who are not voting members; the Assistant Vice President; Executive Director, Financial Services; Executive Director, Human Resources; Chief Information Officer; Executive Director, CWI Foundation; Executive Director, Workforce Development; Executive Director, Marketing and Advancement; and Dean, Enrollment and Student Services

The following chart presents the CWI participatory governance structure.



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

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

Dr. Berton L. Glandon was named the president for College of Western Idaho in July 2009. He received his B.A. in Business and a Master of Arts in Communication from Western Washington University and then earned a Doctor of Education in Educational Administration at Brigham Young University. Dr. Glandon joined Idaho’s newest community college during its unprecedented growth stage. Under his leadership the College is focused on meeting this demand for affordable education and becoming an economic resource for the area’s business and industry. Dr. Glandon is a seasoned leader with more than 31 years of community college experience. Prior to joining CWI, Glandon held president positions at Arapahoe Community College (2002-2009) and Treasure Valley Community College (1981-2002).

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

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

The College of Western Idaho employs a sufficient number of qualified administrators to provide leadership and management to achieve the objectives outlined by CWI’s core themes. The following chart identifies the qualifications of members of the President Cabinet.

Title	Name	Qualifications
President	Berton Glandon	Bachelor of Arts in Business and Master of Arts in Communication, Western Washington University; Doctor of Education in Educational Administration, Brigham Young University
Executive Vice President, Instruction and Student Services	David Shellberg	Bachelor of Business Administration, Colorado State University
Vice President, Finance & Administration	Cheryl Wright	Bachelor of Business Administration, Kennedy Western University
Vice President, Resource Development	Craig Brown	Bachelor of Architecture, University of Idaho; Licensed Architect; Accredited by US Green Building Council – LEED AP

Assistant Vice President, Academic Affairs	Brenda Pettinger	Associate of Arts, College of Southern Idaho; Bachelor of Arts-English, Boise State University; Master of Arts-English, University of Idaho
Executive Director, Human Resources	Lillian Talley	Bachelor of Arts, George Fox University; Professional in Human Resources (PHR) certified, Human Resources Certification Institute
Dean, Professional Technical Education	Will Fanning	Bachelor of Arts in Human Resource Training and Development, Idaho State University; Master of Training and Development, University of Idaho; Ed.D. (ABD) in Higher Education Administration
Dean, Enrollment and Student Services	Kevin Jensen	Bachelor of Arts, Northwest Nazarene University; Master of Business Administration, Northwest Nazarene University
Chief Information Officer	David Hunter	Bachelor of Science in Electronic Engineering Technology, DeVry Institute of Technology; Master of Science in Computer Engineering, University of Idaho; Ph.D. in Electrical Engineering, Auburn University.

Policies and Procedures

Academics

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

Academic policies at CWI (<http://cwidaho.cc/info/policies>) are communicated campus wide through appropriate avenues, and are reviewed and modified annually. The CWI Faculty handbook was created by faculty and is maintained by the Faculty Senate. This document outlines expectations for

faculty objectives in instruction, curriculum, and administrative support. Procedures for modifying the faculty handbook are listed within the document and include approval by the Faculty Senate and the Executive Vice President of Instruction and Student Services.

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

The CWI Policy Manual establishes guiding principles and policies to guide the College. This document details expectations for administrators and staff relating to academic policies. CWI staff continually review and revise procedures and are encouraged to forward suggestions for revisions to the policy manual to the Executive Director of Human Resources. The Policy manual is located on the CWI portal, which provides easy access to staff and faculty.

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

The *CWI Library Manual* documents all policies and procedures relevant to Library operations. A living document, the *Manual* provides detailed information about policies related to access and use of library and information resources at the College, including circulation, reference, instruction, spaces, computers and technology, and collection development. The *Manual* further includes more than a dozen appendices created for internal use that detail procedures integral to effective daily Library operations.

The *CWI Library Manual* (<http://cwidaho.cc/current-students/library>) is published without appendices on the College's website ("About" section), where it is freely available to the public for review. Policies described in the *Manual* are enforced by the Director of Library Services in concert with representatives from other College units, where applicable.

The *CWI Library Manual* is updated at least quarterly by Library staff and is reviewed at least annually by the Library Advisory Committee (LAC), a group comprised of faculty, staff, students, and community members. The first page of the *Manual* lists the latest dates on which the document was updated and reviewed by the LAC.

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

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

The College has also completed “Transfer Articulation” agreements with every Idaho four year college or university, has initiated several 2+2 agreements with Idaho public four year institutions, participates in several grants as an active partner with our sister four year institutions, and in 2013, opened a Boise State University Center on our Nampa Campus.

Students

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

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

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

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

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

The College of Western Idaho has adopted a *Successful Start* process that reflects all of the admission and placement policies related to the enrollment of students in courses and programs.

The **Successful Start** approach combines admission criteria and deadlines, student orientation and advising, student financial planning (including Financial Aid), and enhanced support during the first several weeks into an enrollment continuum. These processes are built upon the College's open access policies and course placement requirements as defined within the College Catalog. The College Catalog is readily available on the College's website and contains policies regarding continuation in and termination from its programs as well as appeals processes.

The **Successful Start** model, a standardized Appeals/Grievances process, and movement toward a stronger emphasis on "active advising" have been developed during the last year through the Instructional Leadership Team composed of the EVP for Instruction, AVP for Academic Affairs, Dean for Professional Technical Education and the Dean of Enrollment and Student Services.

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

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

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

The CWI Student Club and Organization Handbook applies to all student organizations, clubs, and sponsored academic/competitive teams. The handbook is reviewed annually through a subcommittee of the ASCWI Senate in coordination with the CWI Office of Student Enrichment. The criteria for the creation of clubs, organizations, media board, and other non-athletic co-curricular activities has been established within the context of the Constitution of the Associated Students of CWI, approved by a student election process, and consented to by the CWI Board of Trustees. The staff of Student Enrichment shall provide administrative assistance and oversight for all CWI/ASCWI issues.

Human Resources

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

The College of Western Idaho maintains and publishes its human resources policies in the CWI Policy Manual, chapter five. An Employee Handbook has been developed that builds on the information from chapter five of the Policy Manual. New employees are shown where to find these documents on the website, and instructed to become familiar with the content, during New Employee Orientation. Employees are then asked to sign an acknowledgement confirming they

have been advised of these manuals. The Employee Handbook will be reviewed at a minimum of every two years or as needed to ensure policies are consistent, fair, and equitably applied to its employees and students.

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

College of Western Idaho employees are advised of their conditions of employment, work assignments, rights, and responsibilities during a new employee orientation conducted by the Human Resource Office. These topics are also covered in detail within the Employee Handbook. New employees are asked to sign an acknowledgement of their job descriptions during the pre-employment process. Full-time faculty are given an offer letter and employment contract that outlines their specific position and conditions of employment. Adjunct faculty are issued a letter of teaching appointment that outlines their specific teaching responsibilities and their salary. The Employee Handbook describes CWI's evaluation and disciplinary policy and the steps that precede termination. The Faculty Handbook describes promotion requirements and the methods for evaluating full-time and adjunct faculty. The CWI Policy Manual covers the steps for termination.

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

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

Institutional Integrity

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

The College of Western Idaho communicates the College's academic intentions, programs, and services to students as well as to the public, through the College Catalog. This document is readily available on the CWI website and is revised annually by the Registrar to ensure accuracy of content. Course frequency is clearly noted in catalog for degree planning purposes. Program guides are also published by CWI's Marketing and Communication unit with content generated and reviewed by appropriate academic departments. Degree progression grids that demonstrate how students can complete academic programs in a timely fashion are also maintained on CWI's web site. Program web content is reviewed continually for accuracy by individual departments and units. Brand style guidelines have been developed to enable CWI to represent itself in a way that will be recognized by the public as a cohesive brand.

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

CWI's public pledge to practice nondiscrimination and respect for all appears on page two of the College of Western Idaho 2014/2015 Catalog and reads as follows:

"It is the policy of the College of Western Idaho to provide equal educational and employment opportunities, services, and benefits to students and employees without regard to age, race, color, national origin, sex, religion, and/or disability, in accordance with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title XI of the Educational Amendment of 1972; Age Discrimination in Employment Act of 1967; Age Discrimination Act of 1975; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act (ADA) of 1990; and all other applicable state and federal non-discrimination statutes. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations. CWI prohibits all forms of retaliation for filing complaints of illegal discrimination or harassment."

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

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

CWI Board of Trustees, administrators, and employees have an obligation to the public to operate the College in compliance with all state and federal laws. The College has created policies and procedures that ensure conflicts of interest do not occur. CWI Board Policy 5100 and Administrative Procedure 5101 clearly address conflict of interest at CWI. It states, "No person shall be employed by CWI when said employment would result in a violation of provisions found in Idaho Code § 59-701 et seq., §18-1359, or their successors. Any such appointment may be void. An employee whose relative is subsequently elected may be eligible to retain his/her position as allowed in Idaho Code §18-1359(5)." Conflict of interest at CWI is clearly defined by policy. Idaho Code § 59-701 et seq., §18-1359 and CWI Board Policy 2130 speak to conflict of interest for Board members. Idaho Code §18-1359(5) and CWI Board Policy 5100 speak to conflict of interest for employees.

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

The College of Western Idaho recognizes the importance and value of intellectual property and that careful management of these assets is critical. The College of Western Idaho Faculty Handbook

currently addresses ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property in Section 2.06 Patents and Copyrights.

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

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

The College of Western Idaho currently delivers college credit instruction, certificates, and degrees through its memorandum of understanding with the College of Southern Idaho, which is accredited through the Northwest Commission on Colleges and Universities (NWCCU). This status is reflected in all publications by the College. The College also identifies on the CWI website the fact that it has been awarded Candidacy Status from NWCCU (<http://cwidaho.cc/info/accreditation>).

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

CWI Policy 4410 assigns authority to the President to enter into contracts on behalf of the College. The Vice President of Finance and Administration approves all contractual agreements into which CWI enters. CWI has developed a contract reference guide and coversheet to assist employees in following appropriate steps when entering into agreements with external entities.

Academic Freedom

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

The College has published policies that relate to academic freedom. CWI endorses and encourages academic freedom through Board Policy 3070 Academic Freedom and Policy 2.01 of the CWI Faculty Handbook.

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

The College of Western Idaho recognizes each faculty, staff, administrator, and student's fundamental right to academic freedom as the cornerstone of the educational process. CWI adheres to Board-approved standards of academic freedom and takes responsibility to protect faculty, staff, and students from inappropriate influences or pressures.

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

The College of Western Idaho strives to create an educational community that holds common values of honesty, trustworthiness, fairness, respectfulness, and responsibility. CWI Policy 3070 and the Faculty Handbook Policy 2.02 Academic Integrity require that faculty model academic honesty at all times.

Finance

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

The College of Western Idaho has clearly defined policies and procedures regarding the oversight and management of financial resources. All Business Office procedures can be found on CWI's portal. Policies for fee payment, refunds, and student related issues can be found in the College Catalog.

Standard 2.B - Human Resources

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

The College of Western Idaho employs 405 full time benefitted staff and faculty, and 799 part time staff as of November 2013. Positions are posted to internal as well as various external websites to recruit top talent. These websites include general career and social media sites such as Department of Labor, Career Builder and LinkedIn, sites specific to qualifications such as higher education experience, and on the CWI website. The job postings list the functions and minimum requirements of the position as well as qualifications of superior candidates. Hiring managers receive training on

the applicant tracking system, a hiring process checklist, and are encouraged to attend CWI training on effective hiring and selection. Applicants are screened and then interviewed by multiple individuals. For key positions, the top interviewee may interview with the appropriate Vice President, the President, or the Board of Trustees. The College of Western Idaho conducts background checks on all new employees to ensure the hiring of quality employees.

The College of Western Idaho maintains job descriptions for each position and updates them as needed. In 2013, a job architecture system was implemented and all job descriptions were reviewed to ensure appropriate level placement within the college. Job descriptions are reviewed annually during the performance evaluation period. Each employee is given a copy of his/her job description.

Staffing needs at CWI are developed and identified through several avenues—the college strategic plan, identified division and departmental needs, and enrollment growth. Positions are then prioritized using a 1-3 rating scale (1 being the most important).

Staffing requests are funneled through the appropriate Vice President and then brought forward and presented during the college budgeting cycle. At this point, budget and projected revenue are the main drivers in determining whether staffing requests can be granted. Requests are prioritized following the order of determination: 1s are given first priority, 2s are next, and we are unable to give any consideration to priority 3s.

CWI developed a matrix showing growth targets to assist the College in planning for that growth, and these targets are used to help project revenue and identify needs. Given this information, CWI is able to evaluate program offerings, maintain all aspects of its facilities, and adjust faculty and staff as necessary.

In reviewing the matrix, some difficulties were identified that needed to be corrected. The matrix was projecting growth into the coming years, but actual enrollments were showing a peak and slight decline. Additionally, the matrix was focused on headcount, but revenue projections are calculated based on credit hours generated. Finally, the matrix projected overall headcount, but didn't provide granular break-downs of students in Academic Affairs, Professional Technical programs, dual credit programs, etc. This granularity of measurement has ramifications for revenue generated. A case in point: academic credit students are billed the standard tuition and fees rate of \$136/credit hour whereas dual-credit students in the same course are only billed \$65/credit hour.

Given these limitations, CWI chose to discontinue use of the existing matrix. For the FY15 budget projections, a statistical modeling of headcount and credits generated in appropriate categories was used. CWI recognizes that this approach is not the most ideal, especially given that it doesn't account for various factors represented in an enrollment model. With that in mind, CWI is undertaking a complete evaluation of enrollment models, from the prospect funnel through retention and graduation. This new model will provide granularity not only in student categories, but also look at trends at the program level. CWI believes it is crucial to have a model adopted, tested, and in place before fall 2015 registrations open in April 2015.

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

CWI Board Policy 5120 Performance Review of Employees states:

“Employees are to be evaluated according to their position descriptions in a systematic and fair manner. This office provides the format supervisors are to use as well as training to maintain a high level of effectiveness among supervisors. It also keeps the written evaluations in Human Resource Office files.”

Currently there are three evaluation forms: one for faculty, one for supervisors, and one for employees. The College of Western Idaho requires performance reviews of administrators and staff to be conducted annually by supervisors. Each employee is measured based upon predefined criteria and goals achieved. Employees whose performance does not meet expectations are coached by their supervisor throughout the year and provided training as appropriate to allow performance corrections. CWI does have a progressive disciplinary framework to allow for the appropriate corrective action to be taken for the situation. If a formal performance improvement plan is implemented, this plan, like the formal performance reviews, is kept with the employee file maintained by the HR department. The goal is to ensure all employees are able to succeed in their careers at the College of Western Idaho.

In 2013, an online performance review system was implemented to facilitate the completion of reviews, and to emphasize goal setting as well as performance review and development.

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

The College of Western Idaho strives to provide affordable, quality teaching and learning opportunities for all to excel at learning for life. As a centerpiece of that philosophy, CWI has created a Center for Teaching and Learning that provides training for faculty throughout the academic year. The center is also charged with providing workshops to be offered during in-service week of the fall and spring semesters. In addition, the center provides numerous development activities for faculty. The Center for Teaching and Learning is staffed by a full-time Director. The center also maintains a Center for Teaching and Learning Committee, which is comprised of individuals from various parts of instruction (academic affairs, professional-technical, basic skills, and community outreach) and administrative support services.

CWI employees who are eligible for benefits and their spouses may enroll in credited courses on a space-available basis in accordance with the Employee Educational Benefits Procedure. The College supports attendance at workshops and conferences where employees can learn new skills or update previously gained skills. Professional development goals are listed on each employee’s performance evaluation and are expected to be achieved.

CWI has a staff position in the Human Resource Office with responsibility of offering training and professional development programs for employees. Since the start of the position, CWI has implemented new hire orientations, annual training on system security, maintaining a harassment-

free work environment, and various safety courses. Additional training on values, institutional priorities, avoiding conflicts of interest, coaching and performance management, time-management, and other skills and behaviors to enhance success have been offered. Annual needs assessments, as well as emergent requests, help to prioritize the offerings.

Professional growth is also available to CWI employees through internal job changes. Over the last year, approximately 30% of our posted job openings have been filled with internal candidates, with most of them being promoted to a higher job level.

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

The Division of Academic Affairs employs 75 academic affairs faculty (63 full-time faculty and 12 department chairs with partial teaching loads) and 289 academic affairs adjunct faculty. The College of Western Idaho has increased full-time instructional coverage in academic affairs from 18% to 31% in the past three years. While this is a significant improvement, CWI recognizes that academic affairs serves approximately 9,000 students (over 5,500 FTE).

Academic faculty have a master's degree in the discipline in which they teach, a master's degree in a related field with at least twelve graduate credits in the field taught, or documented experience that has been deemed relevant by a selection committee in that discipline and/or by the administration. Faculty teaching online courses are held to the same hiring qualifications; online faculty must also complete an online instruction course. Dual-credit faculty have the same qualifications as academic affairs faculty; in instances where they do not, a CWI faculty mentor is assigned to monitor the quality of outcomes in the high school setting.

The College of Western Idaho employs 65 full-time professional-technical faculty and 17 adjunct professional-technical faculty as of spring 2014. 80% of sections are taught by full-time faculty. The disparity in full-time to adjunct ratios for academic affairs and professional-technical education is largely due to the dedicated funding and associated requirements from the Idaho Division of Professional-Technical Education. Faculty teaching in professional-technical programs must have a professional-technical teaching certification and maintain all available professional certifications in their field. Nursing faculty must have a master of science in nursing.

To ensure continuity in the quality of education at CWI, four assistant deans and twelve department chairs in academic affairs and four assistant deans in professional-technical education manage the programs. Where appropriate, program heads are also assigned to programs. The chairs and heads, in collaboration with faculty, are responsible for program and discipline review, which helps ensure integrity and continuity of the curriculum and instruction.

Faculty are also represented on the CWI College Council, which oversees academic policies. Faculty members on the council include the faculty senate president, a faculty-senate appointed representative from whichever division the president does not represent, and an adjunct faculty member (appointed by the faculty senate).

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

The College of Western Idaho defines a full-time faculty load as fifteen credit hours per semester or the equivalent contact hours. The appropriate dean, however, will have the option of assigning workload within a department as needed, which may take into consideration the number of instructional hours in relation to credit hours. The essential job functions for each level of faculty rank are published in the Faculty Handbook.

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

New standards for evaluating the performance of full-time faculty were developed in spring 2014⁴ and include teaching, professional development, institutional engagement, and professionalism. Faculty performance evaluations occur annually and include student evaluations, which are conducted each term; supervisor classroom observations; and review of professional development, institutional engagement, and performance objectives from the previous year's evaluations.

Typically, when a faculty member is not performing at the level expected, the supervisor meets with the instructor several times and coaches him or her through methods for improvement. If a more formal approach needs to be taken, a written performance improvement plan is administered. This allows the faculty member the opportunity to improve performance. Evaluation timelines coincide with the rank and promotion process and faculty contract renewal.

In 2013, a new three-tier pay structure for adjunct faculty was approved.⁵ Formal evaluations will be required for adjunct faculty to progress to a higher level of pay. A formal evaluation process of adjunct faculty has been finalized and will be implemented fall 2014.

⁴ New Standards for Evaluating Faculty Performance

⁵ Adjunct Faculty Pay Structure

All adjunct faculty currently receive teaching observations. New adjunct faculty are observed and debriefed during their first semester of teaching assignment. Seasoned adjunct faculty are observed once per academic year. PTE adjunct teaching observations are conducted by a full-time faculty member. Due to full-time to adjunct ratio challenges in Academic Affairs, faculty in this division use a peer review process where faculty (regardless of classification) are paired for preliminary conversations, teaching observations, and collaborative debriefing. All observation or peer review forms are kept in faculty files at an administrative location. Each semester department chairs review student evaluations of adjunct faculty. Concerns and performance plans, if necessary, are addressed by the department chair with the faculty member and documented in faculty files.

Standard 2.C - Education Resources

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

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

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

Online and hybrid courses carry the same objectives and outcomes as those taught face-to-face. In order to ensure quality and consistency of course development and delivery, faculty must complete the Online Instructor Course or the Hybrid Instructor Course in order to qualify to teach courses using these delivery models. Standards are clearly outlined and used to assess online course development and delivery. CWI has a faculty-led online advisory team. This team works in collaboration with the Director of Online Learning to assess functionality of online tools and resources for faculty and students, create training resources, and explore online innovation.

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

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

The expected student learning outcomes for each course at CWI are provided in written form to students in a printed and/or electronic syllabus, regardless of the course location or delivery method.

Professional-technical programs identify program and degree learning outcomes and provide them for student review on each program's webpage.

Academic programs define outcomes for each course, which can be found on course syllabi. Usually these outcomes are provided by the College of Southern Idaho; however, in some instances CSI has approved CWI's request to revise outcomes for a particular class. Outcomes assessment results are reported each semester and compiled for program assessment purposes in program and discipline reviews. Program and discipline reviews have been conducted annually since 2010; beginning in 2016, programs will undergo program review on a three-year, rotating cycle. General education core outcomes, which are listed in 2.C.10, are published in the 2014-2015 catalog, and are identified on general education course syllabi. Idaho post-secondary institutions will be moving to a new outcomes-based general education framework, which will take effect in 2015. CWI will modify general education outcomes to align with the new state framework. CWI is currently in the process of developing assessment methods for general education core.

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

Through the College of Southern Idaho, the College of Western Idaho offers credit and degrees which, regardless of delivery location or method, are based on documented student achievement and are awarded in a manner consistent with the requirements stated in the CWI Catalog. These requirements reflect generally accepted learning outcomes, norms, or equivalencies in higher education. Students who graduate have demonstrated proficiency in course objectives and have successfully completed all program requirements. Each course measures outcomes that address content appropriateness and rigor through outcomes assessment. CSI's institutional policies guide the awarding of credits and degrees. CWI holds articulation agreements with all Idaho state colleges and universities as well as other private colleges and universities for all A.A. and A.S. degree transfers. However, some CWI programs do not align with transfer universities, particularly with Boise State University, the nearest public transfer institution. CWI's agreement with CSI does not allow CWI autonomy over curriculum; therefore, CWI's academic departments are unable to create the desired alignment for program-to-program transfer at this time. CWI is currently undergoing intensive curriculum development at the course and program levels in anticipation of full accreditation. In this process, faculty are working closely with their colleagues at the four-year institutions in the state to create more seamless alignment in course and program design.

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

College of Western Idaho degree programs, regardless of delivery location or method, are coherently designed with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Currently, CWI offers degrees through its accreditation partner, the College of Southern Idaho. Academic degree programs are in line with CSI's requirements. In most cases, academic degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning; however, in cases where they do not, CWI lacks the curricular autonomy to make the necessary changes without agreement of CSI curriculum committee. In 2013, Academic Affairs began a comprehensive degree re-design process, including programmatic outcomes, course sequencing and continuity of learning, degree mapping, and assessment planning. This process will culminate in 2016; new degrees will be implemented upon receiving accreditation. Professional-technical programs are designed by CWI faculty with industry input and are designed specifically to provide employability skills to graduates. Professional-technical programs demonstrate appropriate learning through course and program review, programmatic accreditation, and through the successful employment of graduates. All curricula must be vetted through CSI's curriculum committee.

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

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

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

In anticipation of independent accreditation, academic faculty are fully engaged in curriculum and degree redesign to launch when CWI is fully accredited. All proposed degrees have been thoughtfully mapped. Degree outcomes are defined and aligned with institutional goals. Major courses for each degree have been aligned with program outcomes. All new degree programs will include a mandatory First Semester Experience, a capstone component for program assessment, and will incorporate High Impact Practices for student learning and engagement. Assessment rubrics will be created for all proposed degrees to be used for program assessment. All proposed curriculum for post-accreditation will be approved through the CWI curriculum committee in 2014-2016 and will be implemented upon final accreditation.

Faculty also actively participate in the hiring process of full-time and adjunct faculty as well as instructional staff and college administrators. Faculty are routinely included on hiring committees throughout the institution, which are responsible for selecting qualified applicants, conducting interviews, and subsequently providing a ranked list of candidates to the hiring manager.

Faculty take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Student learning outcomes for each credit course offered by the College of Western Idaho are reviewed by the faculty, displayed clearly on all course syllabi, and discussed with students at the beginning of the semester. Though learning outcomes are initially provided by CSI, in some instances CWI has been granted permission to revise outcomes based on faculty input. Measurement of outcomes is demonstrated by the grades issued to students, outcomes assessment reports, and/or end of semester assessments given in select courses. Programmatic student learning outcomes are also defined and measured in the program assessment reports for professional-technical programs and the program and discipline review reports for general education.

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

Academic Affairs program and discipline reviews include assessment of how each program or discipline uses library and information resources. These assessments are intended to promote productive discussions between faculty and library personnel. Professional-technical programs are also actively engaging with the library to assure that resources are adequate for student learning and instruction. Additionally, all new courses, including general and professional-technical education, must include an assessment of the adequacy of library resources before the proposed course can move through curriculum committee. Certain departments at the College, including Communication, mandate Library information literacy as part of their course or program goals.

CWI Library is actively involved in partnering with faculty to increase integration of information literacy instruction. Librarians regularly visit department and college meetings, provide informational presentations at faculty In-service events, and share updates via the faculty listserv and the staff/faculty newsletter. The four full-time librarians each focus on designated liaison areas so that faculty have an individual contact point for their discipline; these librarians provide tailored information literacy instruction through in-person class sessions, online videos and research guides, and other formats based upon conversations with faculty about the needs of each individual class. Librarians further offer one-on-one consultations with faculty to work together on information literacy assignments and scaffolding of skills instruction. The combined efforts of faculty and librarians to integrate the use of library and information resources has contributed to several notable increases in library usage. The Library has seen a 44.31% increase in physical visits to the library from Fall 2011 to Fall 2013, while the number of searches in Library-provided EBSCO databases saw an increase of 149%, from 727,705 in Fall 2012 to 1,815,203 in Fall 2013. Meanwhile, Library information literacy instruction has increased by 822%, from 9 sessions in Fall 2011 to 83 sessions in Fall 2013.

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

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

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

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

In spring 2014, Idaho State Board of Education established a statewide committee to review prior learning assessment practices and provide guidance through statewide policy for prior learning assessment. A CWI representative is on this committee. Additionally, CWI has convened a prior learning assessment taskforce with cross-divisional representation to participate in training and development of a more comprehensive approach to prior learning assessment in relation to the guidelines to be established at the state level.

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

The College of Western Idaho recognizes and evaluates a student's transfer credit from other regionally accredited colleges and universities. Individual transcript evaluations are completed for

students who provide official college transcripts. Course descriptions from the transfer institution are compared to CWI course descriptions for similarities. Courses may transfer as an exact class equivalent, a core class within an area of the general education core requirements, or as an elective course. Courses must be college-level, not preparatory or remedial, to count toward a degree. Per Idaho State Board of Education policy, transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses, though specific degree requirements must still be met.

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

Undergraduate Programs

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

The College of Western Idaho general education component of our transfer associate degree programs demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. The general education core reflects the Idaho State Board of Education General Education Core Standards. Core course requirements for all transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of communication, English, humanities, mathematics, science, and social science, as represented in the CWI Catalog. The Idaho State Board of Education recently approved new general education standards for the state, in an effort to move institutions from a discipline-based core to an outcomes-based core. College of Western Idaho faculty and administration have participated in the process of creating the new statewide general

education framework and competencies. CWI faculty are currently in the process of designing general education core classes to align with new state policy. These redesigned courses will go before the College's curriculum committee for approval in 2014-2015, and the new general education program will be implemented in fall 2015. In addition to course assessment, CWI will also implement a programmatic assessment of general education, based on institutionally defined outcomes.

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

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

The general education components of the College of Western Idaho's transfer associate degree programs identify concepts important to a student's development of knowledge and skills. General education objectives, where they apply, are integrated into the course outcomes for all general education courses. General education graduates of the College have completed a shared body of concepts and methodologies which will provide them with a fundamental understanding of arts, culture, science, society, and technology. This knowledge will inform their view of the world, help them become active and responsible participants within a global community, and prompt them to consider the ethical consequences of actions. Through this pattern of rigorous college-level study, students will engage in the following skills, which constitute the general education learning outcomes:

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

Currently, general education is assessed at the course level. However, CWI's General Education Steering Committee, in collaboration with the faculty body, is currently designing a method for programmatic assessment of the new outcomes-based general education core.

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

The related instruction components of applied degree and certificate programs use the learning outcomes of the general education courses. As addressed in 2.C.9, these courses help to fulfill one of the degree outcomes for all professional-technical programs. The related courses taken by students enrolled in professional-technical programs meet the requirements of state educational guidelines in communication, writing, mathematics, and human relations.

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

Continuing Education and Non-Credit Programs

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

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

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

The College of Western Idaho does not currently offer academic credit through continuing education or other special learning activities.

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

Through CWI's Workforce Development unit, CWI offers several courses in different trade disciplines that provide Continuing Education Units (CEUs). The CEUs are recognized by the governing bodies of the appropriate professional licensing body and are reviewed and approved by the appropriate agency prior to registering students in the class. Upon successful completion of the course, the participant receives a CWI course certificate that includes the course topic and number of hours of participation, plus a certificate of recognition by the licensing body.

In addition to CEU courses, CWI also provides specialty license courses that prepare or qualify a student to test with the licensing body.

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

The College of Western Idaho tracks participation in non-credit classes through Aceware, a student management system. During Fall semester 2014, all reporting functions for non-credit classes will be transitioned into Ellucian/Datatel Colleague Integrated Student Records which will provide greater consistency within the College, as well as enhanced reporting capabilities. Basic skills course attendance is tracked using the Idaho Management and Accountability System. Rosters can be printed to verify enrollment, attendance hours for basic skills, and completion of each class.

Standard 2.D - Student Support Resources

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

Consistent with the nature of its educational programs and methods of delivery, the College of Western Idaho creates effective learning environments with appropriate programs and services to support student learning needs. All student services are available through the One Stop Student Services Center (One Stop). There are currently four physical One Stop locations. One Stop Student Services are also provided to campus-based students and online students through the CWI Virtual One Stop Center. This One Stop functions as a call center and computer-based contact point for all CWI students. The same One Stop philosophy and services are provided on a call-in basis and through the website. The College One Stop strives for consistency of information through its varied contacts with students and the general public.

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

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

Tutoring services are available at the Ada County and Nampa Campuses, and the Canyon County Center. The writing center has physical locations at each of the campuses listed above and also maintains an online writing lab. Instructional support offers study skills workshops throughout the semester, and students can contact instructional support to join study groups facilitated by experienced peer tutors, especially for difficult content courses like anatomy and physiology or modern languages. Information about CWI's various tutoring options is available on the college website and course syllabi, and faculty are encouraged to tell their students about the services available to them.

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

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

The College has also developed and maintains a "cloud-based" comprehensive emergency response plan which has been developed with BOLD Planning Solutions to insure our ability to restore business functions, protect our campus property, and most importantly, to provide for the safety and security of our students, staff, and faculty. This plan is reviewed and updated quarterly.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the College of Western Idaho creates an annual Safety and Security Report which is available on the College's website (<http://cwidaho.cc/info/safety-and-security-annual-reports>). This document is created in October of each year.

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

The College of Western Idaho is an open-access, comprehensive community college. As such, it admits all applicants, though some programs require additional information or have limited space, which limits enrollment. Recruitment and community outreach services are directed in two ways: first, specific regions within the Ada and Canyon County taxing districts are targeted by zip code according to direct student interests and community partnerships; second, a broader outreach effort is targeted toward CWI's entire ten-county service area. Outreach advisors ensure that prospective students understand the requirements related to their future program of study. The outreach advisors monitor and support a prospective student's needs in the application progress until they attend a mandatory Orientation, Advising and Registration (OAR) session, which helps them transition into the College. These sessions, along with additional required first semester advising processes, help ensure that students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Online orientation is also available with the goal of making all relevant academic information readily available to the entire student population.

Professional Technical Education students are assigned to an advising team consisting of a program related faculty advisor and a Learning Community Coordinator. Together this team is able to assist the student in developing clear career pathways, identify tutoring and support needs, and focus on the retention of individual students.

Academic transfer students are assigned either a faculty advisor or Student Enrichment advisors. Student Enrichment advisors are responsible for first semester students, those on academic probation, undecided majors, pre-majors preparing for professional programs or students with COMPASS scores placing them in pre-college level courses. Faculty provide advising within an instructional department for a portion of continuing students in a declared major. Because CWI's faculty-to-student ratio presents challenges to a faculty advising model, many continuing students are self-advised. All students have access to advising resources such as degree planning worksheets and degree audit to assist them in planning. Recognizing our students' need for more intensive advising, an advising taskforce with faculty and student services representatives is in the process of creating a stronger advising model for academic transfer students.

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

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

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

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

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

The College of Western Idaho publishes a catalog for each academic year with current and accurate information. The catalog includes the institutional mission and core themes; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree

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

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

Progression expectations for the completion of a degree or certificate are included in the appropriate instructional sections of the college catalog; students are also provided degree- or certificate-planning sheets appropriate to their course of study. These sheets provide the basis for a student to plan their long-term course of study, including required courses and required areas of study.

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

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

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

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

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

The College of Western Idaho has been an early adopter of document imaging. CWI uses the Ellucian/Datatel Colleague Integrated Student Records (Campus Enterprise Resource Planning)

System, which provides a complete suite of management tools and best practice procedures for managing student records. The document imaging capabilities of the product allow CWI to link individual student file documents to electronic student records. This makes it possible for student documents to be accepted at any location and linked directly to the student's electronic record, allowing CWI to maintain one unified electronic file for each of our students.

The College has also established access and privacy protocols for student records, limiting access to specific document types for staff within enrollment and student services on a specific, need-to-know basis. While access can be made from any campus location, specific access is limited based upon an integrated security protocol. For example, individuals with specific financial aid clearance have access to items such as tax information and financial aid appeals information for their assigned students, while others don't have access to these documents; counseling staff have access to information about retention issues for students to whom they are assigned, but no one else has access to those secure files.

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

Many of the student records are owned by the College of Southern Idaho, since credits and degrees are granted through CSI. Secure electronic records allow CWI and CSI to share records while maintaining security and privacy for students. Since 2012 the primary repository of student records and information has been the CWI Ellucian/Colleague system, with essential degree and transcript related information transmitted to the CSI Registrar's Office to allow for the validation of degree status information and transcript production. All other student related records (Admission, Registrar/registration records, Financial Aid/Student Accounts Receivable, student demographics, etc.) are maintained independently within the CWI ERP system.

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

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

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

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

The College's financial aid delivery methods are continually monitored to insure the delivery of aid is strongly linked to literacy services, debt/borrowing awareness programs, packaging that works to limit student debt at graduation, and repayment monitoring through the SALT program. CWI is combining effective financial aid delivery systems, debt management programming, and effective student accounts receivable services to focus on providing our students with strong and effective student finance management services.

Information related to all of these services is provided through the One Stop Centers. Outreach staff from financial aid and student accounts receivable are located within the One Stop Centers to guide students through all of these direct and indirect services. This information is available on the college website and in the catalog.

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

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

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

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

The College of Western Idaho is developing a systematic and effective program of academic advisement to support student retention and success. The College advising core model consists of a "centralized advising team," which is supplemented by "Learning Community Coordinators" for all Professional Technical Programs, Online Programs, and Dual Credit students.

Whether the students are PTE or Academic Affairs students, each advising team supports five distinct advising periods:

- Pre-Admission Advising
 - CWI is committed to supporting students who are exploring the college as an educational option. Pre-Admission Advisors work through school districts and community agencies and with individual students to develop an enrollment plan, prepare for enrollment, and mentor them as they move toward enrollment.
- Admission Advising
 - Once a student initiates the admission process, the advising team will continue to work with each entering student to identify major/program choices, assess enrollment readiness, assist with financial planning, and assist non-credit CWI students with credit enrollment (if desired). Students are admitted to CWI with a registration hold that will be removed after participation in an Orientation, Advising & Registration (OAR) session.
- Pre-Enrollment Advising
 - Effective fall 2014, all students will be required to participate in a mandatory OAR event. These sessions will be offered both as in-person and online options for all students. Whichever option is selected, the core curriculum will be composed of several common curriculum components: (a) Welcome and introduction to college, (b) Group Advising Session (distinct tracks for PTE and Academic Affairs), (c) Tools Session (MyCWI, Email, FA procedures, Student Accounts Receivable, campus communities, etc.), (d) Registration Work Session, and (e) a one-on-one check-out session to review with each student his or her enrollment and registration status, confirm his or her advisor, and schedule the first appointment of the semester.
- First Semester Advising
 - The first semester advising curriculum for each new incoming CWI student is composed of a minimum of two individual appointments during the semester. The first appointment is to complete the academic plan assessment and develop the educational plan, the second to affirm the earlier decisions and develop the registration plan for the completion of this plan. At this time the student will be cleared for registration for the second semester.
- Continuing Student Advising
 - As students have completed the first enrollment semester at CWI and their academic plan, they will move to a more supportive (less intrusive) advising process. The retention advising process will support students who wish to reevaluate their educational plan, intervene when a student is identified as having educational risk factors (SAP warning/probationary statuses, academic related Retention Alerts, non-productive registration patterns, etc.), and support all students by monitoring degree progress and semester check-ins.

This advising process is structured to focus our students on successful completion of their declared enrollment goals and assist them in obtaining a measurable success outcome (core certification, a certificate or degree, or the ability to transfer). CWI attempts to engage every student in

developing an educational plan. Advisors are provided with worksheets to help students track and complete program and graduation requirements. In addition, group/program/major advising sessions are held each semester to reach students and engage them in the advising process.

Advisors have access to degree audit tools that help them track the student's progress toward degree completion. Specific measurable metrics are being developed and used to guide the faculty advising process. These metrics will be used to ensure that each CWI student has a fully developed educational plan, to clarify and monitor program requirements, and to assist students each semester in deciding which courses they need to take and the sequence necessary to complete their educational plans. Advising professionals work in collaboration with faculty advisors to provide complementary advising services, appropriate workshops and seminars, and intensive support for students. Professional Student Enrichment advisors also provide coordinated services specific to the needs of PTE students through specific program area Learning Center Coordinators, through the College Career and Transfer Center for students transferring to four-year institutions, or the University Center(s) advising staff.

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

The Enrollment and Student Services Student Enrichment (E&SSSE) unit manages, with assistance from student leadership within the Associated Students of the College of Western Idaho (ASCWI) Student Senate, co-curricular clubs and organizations and associated student-focused campus activities. At CWI these events or activities are developed cooperatively between the E&SSSE Unit, instructional/academic units, and ASCWI to provide opportunities for learning that extend beyond the walls of the classroom. While these activities are formed within the established procedures of the College's United Registered Organizations and Clubs (UROC) and monitored through the ASCWI governance structure, they are also linked to specific academic departments. A Club and Organization Handbook has been developed to assist in the appropriate development and stewardship of student clubs.

During the 2013/14 academic year, there were 34 approved clubs, and ASCWI sponsored over 126 campus-based activities and supported many community outreach activities (such as "rake up Nampa," "paint-the-town," and a campus-wide participation in St. Baldrick's Day to support the fight against Children's Cancer). ASCWI, UROC, and our campus clubs and organizations are creating a vibrant student-led, co-curricular learning environment.

This core connection to instruction ensures that the co-curricular activities are mission driven and that the specific activities or groups are linked to the College's core themes. As an example, SkillsUSA is represented by 15 Professional Technical Education programs and provides learning experiences that extend beyond the classroom to local, regional, and national competitions. As a club, however, the structural elements, fundraising, constitutional structure, and participatory student leadership are linked to the ASCWI and UROC governance structure (as described in 2.A.17).

The UROC approved Clubs and Organizations for the 2013/14 academic year are:

Anthropology Club	Arts Club	Auto Brigade
Beta Sigma Pi	Biology Club	Birdies and Bogies
Business Professionals of America	Chemistry Club	Community Service Club
Criminal Justice Club	Culinary Club	English Club
Entrepreneurs Club	Exercise & Health Science Club	Future Educators Club
Future Farmers of America	Geography Club	Geology Club
Glee Club	Horticulture Club	Machinist Club
Media Club	Physics Club	Powersports & Small Engine Repair Club
Psychology Club	Queers and Allies	Skills USA
Sociology Club	Student Nurses Association	Veteran's Association
Visual Language Club		

To ensure that each student club is actively supported by current students, each club or organization must annually submit/revise their constitution and other charter documents, provide an updated officers roster, and participate in the UROC Club Training event. This qualifies the club for an annual funding base, assures advisor approval through an appropriate Instructional area, and continues access to prior club-raised fund accounts.

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

The College currently has no auxiliary service operations. In 2011, CWI outsourced bookstore services to an external third party. The bookstore receives no financial support from the College. Instead, the bookstore provides commission income to the general fund based on sales. (Please refer to 2.F.6. for further explanation.)

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

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

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

The College of Western Idaho adheres to all Payment Card Industry (PCI) compliance requirements and mandated federal and state identity verification per Board Policy 4640. The College establishes, using physical proof, the identity of each enrolling student, whether campus-based or online, and confirms identity prior to establishing password security for online interactions. All students have unique, secure usernames and passwords used to access Blackboard and other necessary services.

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

Standard 2.E - Library and Information Resources

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

The College of Western Idaho Library has transformed its spaces, services, staffing, and collections in the past two years and dramatically increased the ability of CWI users to understand and access authoritative information. CWI Library's staff has focused closely upon the College's mission, core themes, programs, and services to build a suite of resources and services that fully and appropriately address student, faculty, and staff needs.

Collections - Electronic Resources: The Library, which formerly shared database access with the College of Southern Idaho, now provides access to over fifty research databases that have been selected based upon program offerings and usage statistics. These include major research databases available at peer institutions, including Academic Search Complete, CQ Researcher, Films on Demand, ITPro, JSTOR, PsycARTICLES, and ScienceDirect (<http://cwidaho.cc/current-students/library-databases> for a full database listing) The Library additionally leverages databases provided to the state by the Idaho Commission for Libraries and integrates those seamlessly into our resources. CWI Library provides users with access to 110,841 licensed eBooks on a variety of platforms including Ebook Library, Gale Virtual Reference Library, and Oxford University Press.

Overall, the Library provides online, full-text access to more than 30,000 newspapers, magazines, academic or trade journals, and related publications. To complement and extend the journal packages provided within our licensed research databases, the Library provides access to individual online journal subscriptions upon request; these journals include *College Composition and Communication*, *The Journal of Chemical Education*, *Nature*, *The New York Times*, *Science*, and

Teaching English in the Two-Year College. Usage statistics show that CWI students, faculty, and staff are using these resources more and more: between Spring 2012 and Fall 2013, EBSCO databases searches jumped from 155,065 searches to 1,818,336, for an increase of 1,072%.

The ease of access to the Library's online resources increased exponentially in August 2012, when the College's Information Technology Department was able to align the college's standard authentication system with the Library's hosted EZProxy software, resulting in the ability for students, faculty, and staff to sign in to the great majority of Library resources using the same login information they use for other College platforms, such as Blackboard and email. Library account information remains on a separate authentication system.

Access - Discovery Tools: In order to make the Library's valuable resources more easily available, librarians study user experience information to guide our design choices for our web resources, striving for a clean, simple design with limited text that is easy to navigate. CWI Library has expanded and improved its web presence since 2011, growing from a single Library web page to fourteen pages that detail the resources and services available. On the Library's homepage (<http://cwidaho.cc/current-students/library>), users now find an intuitive, one-stop search box comprised of tabs enabling quick navigation between: (i) a catalog search for books and eBooks; (ii) an article search that cross-searches twenty-eight of our EBSCO databases, providing article results from magazines, newspapers, and scholarly journals; (iii) a WorldCat Local search (see next paragraph) that includes the Library's entire catalog and the majority of online resources, along with resources available from other libraries in the United States and around the world; and (iv) the Library's list of thirty-plus Research Guides. These quick search tabs were created to improve the ease of use for CWI students. The number of visitors to the Library's web pages has increased each semester, from 8,582 in Fall 2011 to 41,552 in Fall 2013.

The Library's migration to OCLC's Worldshare Management Services (WMS) in June 2012 signaled an important improvement in discovery tools available to CWI users. The previous catalog system, SirsiDynix Symphony, limited discovery to physical library holdings. WMS, and its catalog component, WorldCat Local, enabled the Library to combine searchable information about nearly all of its resources in one place. The Library's physical holdings were transferred to this system, and the WorldCat Knowledge Base enabled the addition of the majority of the databases, online journals, and eBooks licensed by the Library, as well as many open access resources.

Collections - Physical Resources: The Library's physical collection has grown from 2,715 items in April 2011 to 13,683 items in December 2013, for more than a five-fold or 403% increase. The Library's four full-time and two part-time librarians allocate a percentage of their time to evaluating and selecting physical materials based upon the Library's Collection Development Criteria, included in the *CWI Library Manual*. Upon completing a successful Request for Qualifications (RFQ) in Fall 2013 and selecting six vendors for the college's purchasing pool, the Library is now pursuing the creation of one or more approval plans to further increase the rate of purchasing for the physical collection.

While the Library's physical collection is still limited and databases are expansive but not comprehensive, the Library prioritizes user requests for non-owned materials. These requests may be filled in one of two ways invisible to the user. Requested physical items that meet the Library Collection Development Criteria are immediately purchased with expedited shipping and added to the collection through the "Request It" process, with an average turnaround time of 3-4 business days. Articles or items that do not meet the Collection Development Criteria are obtained through interlibrary loan (ILL) agreements with other libraries. The number of requests submitted and fulfilled by CWI users has increased each semester, from 63 requests in Spring 2012, to 225 requests in Fall 2012, to 329 requests in Spring 2013, and during Fall 2013 requests were up to 403 items. Meanwhile, items obtained for CWI users through ILL has increased substantially, from 8 items in Fall 2011 to 95 in Fall 2013, for an increase of 1,087.5%. This overall increase in requests is reflective both of improved Library services and increasing awareness of those services on campus.

Access – Spaces: In March 2013, CWI Library moved from the Nampa Campus Academic Building to a larger, 5,086 ft² space in the Nampa Campus Multipurpose Building. The new NCMP Library offers many features that were not available in the previous library space, including a Quiet Study Room, two Group Study Rooms that are reservable by students, additional lounge and group seating, and an Instruction Lab reserved for information literacy instruction workshop sessions that librarians provide to classes, groups, and tours. Additionally, in August 2013, the roughly 500 ft² ADAC Library opened at CWI's Ada County Campus, offering nine computers, lounge seating, and reference help. The ADAC Library is CWI Library's first opportunity to physically reach out beyond the Nampa Campus and has been warmly welcomed by faculty and students. Meanwhile, planning is already in place for expanded library spaces at both campus locations: for a 1,000 ft² expansion to the ADAC Library anticipated in Fall of 2014, and a new 30,000 ft² Nampa Campus Library Learning Commons that will be housed in the future CWI Student Center.

Access – Services: CWI Library is constantly reviewing user feedback and adding new resources and services to address needs. Since Fall 2011, the services added include:

- Request It. Through this highly popular service, students, faculty, and staff are invited to submit request for any items they need for college-related purposes and the Library will prioritize and expedite purchase and processing for those items, with most available within 3-4 business days.
- Books by Mail. To accommodate CWI users who are unable to visit one of the libraries, the Library invites users to place a hold on any physical item in the Library (except noncirculating items) and it will be mailed to their home or work address at no cost, with return postage included. As an alternative, items may be held at either of the two CWI Library locations.
- An online chat help service and FAQ. Chat help is available when librarians are in the library; at other times an interactive FAQ can be used for self-service assistance and questions can be submitted online or by email.
- Online research and course guides. CWI Library leverages SpringShare's LibGuides (hosted) platform and has created dozens of guides focused on particular subjects, departments, courses, and other topics to aid research.

- Online reservations for the NCMP Library’s two group study rooms, powered by Springshare’s LibCal.
- An online request form for faculty to request library instruction. Submitted requests are distributed to all instruction librarians immediately and requests are claimed and answered within one business day.

Staffing: Since Fall 2011, CWI Library has increased staffing from one librarian/director and one support staff member to four full-time permanent librarians (including the director), two part-time temporary librarians, and two support staff. This increase in staffing has enabled the Library to substantially increase services and offerings.

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

CWI Library’s decision-making is driven by user feedback above all. The Library’s primary role is to support coursework at the College and, as a result, we are constantly inviting and accepting comments from students, staff, and faculty about spaces, services, hours, and resources. Feedback is accepted at all times from all users in person, via phone and email, and through a “Feedback” tab on the right side of the CWI website. In 2012 the Library staff conducted a strategic planning process to align this feedback and create an achievable vision for the short- and long-term future. The strategic plan will be reviewed and updated in 2014, and will be revisited regularly to update and realign goals.

User Surveys: Each year CWI Library has conducted a student survey to gather feedback about the Library’s performance. The initial Fall 2012 survey gathered basic feedback and information from students, staff, and faculty about their needs and activities in the library, with 289 individuals responding. The Spring 2013 survey was the first in a long-term effort to gather longitudinal, comparable data to measure progress by gathering feedback annually; 585 students responded. The survey was repeated in Spring 2014 with 390 respondents. CWI Library will continue to repeat this survey annually to identify trends over time. The below table compares selected results from the two surveys.

Percentage of positive responses (rating of 7-10, where 10 is “Strongly Agree”) in CWI Library Student Survey 2013-2014.			
Question	Spr 2013	Spr 2014	% Change
The Library has the physical resources (books, DVDs, etc.) I need to complete my coursework.	51.91%	57.79%	+ 5.88%
The Library has the online resources (ebooks, articles, etc.) I need to complete my coursework.	66.67%	72.23%	+ 5.56%
The Library website and online resources are easy to use.	63.06%	72.04%	+ 8.98%

The Library staff are friendly and helpful when I need something.	71.46%	74.75%	+ 3.29%
The Library provides physical spaces that inspire study and learning.	58.96%	64.65%	+ 5.69%
I hear a lot about Library resources, services and events.	54.56%	56.68%	+ 2.12%
Has a librarian ever visited one of your classes? If yes, how helpful was the visit?	83.98%	78.73%	- 5.25%

Library Advisory Committee: The Director of Library Services consults regularly with the Library Advisory Committee, a body made up of students, faculty, and staff. The committee meets at least twice a year during fall and spring semesters, with additional meetings on an as-needed basis. The committee’s charge is as follows: “To provide feedback and guidance related to CWI Library procedures, resources, and activities in order to ensure that the Library continuously improves to meet the needs of all CWI students, faculty, and staff, and the Idaho community.” The Library Advisory Committee annually reviews the *CWI Library Manual*.

Outreach to Faculty: CWI librarians have an active presence on campus beyond the library and build collaborative relationships with faculty across all departments. Librarians participate in campus-wide committees and many faculty training activities including the In-service events that precede each Fall and Spring semester. As of summer 2014, each CWI department on campus has an assigned liaison librarian who develops and maintains a working relationship with the faculty in that department. This includes being the primary contact point for that department to share news and invite feedback, serving as the department’s instruction and collection development librarian, attending department meetings, updating faculty on related resources, and creating instructional support materials for those subject areas. Instructional presentations for faculty at the start of each semester provide a platform for discourse and instructor recommendations, while library submissions to the faculty/staff newsletter “Bert’s Alerts” and to the faculty/staff email listservs allow faculty to communicate with library staff regularly via email.

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

The College of Western Idaho provides instruction in support of the College curriculum, mission, and core themes through an information literacy program, and research resources provided by the College of Western Idaho Library. These tools and skills expand the ability of students, faculty and staff to locate, evaluate, and effectively use information. The library staff use the guiding principles found in the Association of College and Research Libraries’ *Information Literacy Competency Standards for Higher Education* (<http://www.ala.org/acrl/standards/informationliteracycompetency>).

The Library employs four full-time librarians who promote and implement a developing information literacy program, and who fulfill all requests from CWI faculty and staff for instruction for their students or faculty/staff groups. College-wide instruction requests have dramatically increased over a two-year period from a total of 9 sessions in Fall 2011 to 83 sessions in Fall 2013. Librarians support these sessions at any location, at any time, and in any academic program; as of April 2013, this now includes sessions in the Library's new "Instruction Lab," located in the Nampa Campus Multipurpose Building. During the 2012-13 academic year, these instruction lab sessions comprised 52% of all instruction sessions, signaling a massive increase in student presence for instruction in the library's physical space. Overall, the number of students reached via instruction sessions at all locations has increased over 1000%, from 170 students in Fall 2011 to 1,940 in Fall 2013.

Library staff use a variety of methods to promote library instructional services. These include having a librarian present at the majority of department meetings on a regular basis, presentations for faculty at in-service, presentations and promotional materials at new student orientations, and informational pamphlets on library resources and services for new and returning faculty. The impact of this instructional outreach can be seen in the overall increase of instruction sessions, as well as in the overall increase in time that faculty members are designating for library instruction. The average length of a library instruction session has increased over 80% from 38 minutes per session in Fall 2011 to over 60 minutes per session in Fall 2013. Beginning in Fall 2013, student feedback is solicited after each instruction session using an assessment tool that asks students to rate various aspects of the session on a scale of 1 to 10. 697 students completed the assessment in Fall 2013, rating the sessions at an average 9.22 overall, a 9.41 for helpful content, and a 9.48 for the librarian's presentation.

In an effort to further develop the Library's information literacy instruction program, library staff partnered with the Communication department in Fall 2013 to offer an integrated information literacy pilot program to Communication faculty. This pilot program leverages in-person instruction and the LibGuides platform to provide an online, media-rich tutorial offering fundamental information literacy skills to all Communication 101 students. Beginning in Spring 2014, the program includes an assessment tool that will be used to measure and track the program's success. CWI librarians are also proud to have steadily increased collaboration with the Professional Technical Education (PTE) programs at the College of Western Idaho. Ten percent of all instruction sessions completed in the fall 2013 semester took place in PTE classes, ranging from Medical Administration classes to Heavy Duty Truck classes.

CWI Library further emphasizes reference assistance as an on-demand instructional approach. During business hours a rotating staff of four full-time librarians, two part-time librarians, two full-time library assistants, and eight student workers are available to answer questions and provide assistance at both the Nampa and Ada County Campus library locations. For students unable to visit a physical library location, a virtual chat service and FAQ are provided on the library's website. In addition, library staff have developed a variety of online research guides and an instruction webpage that houses a collection of online instructional videos and handouts. These resources can be used directly from the library's website or can be embedded into faculty course management system pages.

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

Quality and Adequacy: CWI Library is focused on providing information resources that are appropriate to lower-level undergraduates, general audiences, and practitioners in trades taught at the College. Print materials are selected through consultation with major review sources, including *Choice, Resources for College Libraries*, and other subject-specific sources. Databases are selected by their appropriateness to support CWI's academic programs, and with attention to ensuring enough breadth for all classes offered. CWI librarians regularly consult with faculty at department meetings and individually to ensure that available resources are meeting their and their students' needs. Finally, librarians regularly review the list of items that have been ordered upon request to identify topics or collection areas that need more development in the future. The collection is reviewed on a regular basis according to the Deselection criteria outlined in the *CWI Library Manual* to identify resources that may no longer be relevant or appropriate and those items are discarded.

Resources provided through cooperative arrangements, including a number of databases available through Libraries Linking Idaho (LiLI), are evaluated independently by CWI librarians and integrated into CWI Library's resources when appropriate. Those resources that are geared towards younger audiences, or that otherwise do not fit CWI Library's Collection Development Criteria, are omitted.

Utilization: CWI Library tracks usage statistics on a daily basis and evaluates this information regularly. At the end of each fiscal year when database license agreement renewals are pending, CWI Library staff review usage statistics for the year and identify the resources that are most- and least-used to determine what databases might be replaced and what databases are underused and should be emphasized in outreach and instructional activities. For instance, upon review of statistics in FY13, library staff determined that Westlaw and ValueLine, both of which had very low usage, would be more appropriately replaced by ScienceDirect, as we previously had little coverage in the hard sciences and received a number of requests in that area. This evaluation takes place annually as we create the budget for the following year.

The Library additionally tracks in-person traffic at the library through gate counts. Between Fall 2012 and Fall 2013, after the Library's move to its new location, visitors to the library increased 20.33%. Reference interactions have increased as well, from 504 questions answered during the entire 2011-12 academic year to 1,552 questions answered to-date in 2013-14 (as of January 21, 2014). This upward trend is indicative of the Library's greater reach and impact on campus.

Security: CWI Library protects the College's private data in all transactions. Systems security is provided by the College's Information Technology Department, which manages all platforms that involve the transfer or authentication of sensitive information.

Standard 2.F - Financial Resources

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

The College of Western Idaho has made financial stability a priority. As stated by the CWI Strategic Plan Institutional Priority Number Three: “The College of Western Idaho will operate within its available resources and implement strategies to increase revenue, while improving operating efficiencies.”

The Finance Plan 2010-2015 (<http://cwidaho.cc/info/planning-statistics-and-reports> [under Plan tab]) which is part of the Comprehensive Strategic Plan, guides financial decision-making for the College. The College is currently updating the five year Finance Plan.

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

The Board of Trustees established a Finance Committee with a Trustee appointed as Committee Chair, four community members/business leaders, CWI Vice President of Finance, Comptroller, Director of Financial Analysis, and Budget Director. The Finance Committee meets a minimum of once a quarter and also acts as the College’s Audit Committee. The Committee reports directly to the Board of Trustees.

Reserves have been established to cover potential deferred maintenance, strategic facilities/capital projects, other strategic plans and for fiscal stability. The Board of Trustees must pre-approve spending from reserves.

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

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

Operating expenditures and capital outlay items are similarly examined. The overall budget taken to the College’s Trustees for approval is based on projected revenues from all sources, such as tuition, state and property tax revenue, grants, etc. Projected expenses, including additions to operating and permanent reserves, do not exceed projected revenues. The President will only recommend a balanced budget to the Trustees, where anticipated revenues are at least equal to projected expenditures, including reserves.

Tuition and fee revenue from student enrollment is projected for the succeeding fiscal year based upon the existing year's enrollment. All assumptions related to the new enrollment projection are documented and tracked during the budget fiscal year.

In addition to tuition and fees, the College responsibly projects non-tuition revenue sources in order to craft an annual balanced budget. These revenue sources include the following: local property taxes, State general education appropriation, State Professional-Technical education allocation, grants, and contracts. Projections for grants are based on grant contracts received and on grants anticipated from the Idaho State Division of Professional-Technical Education. Other grant contracts are budgeted upon receipt of the contract. Other non-tuition revenue projections are based on known contracts with business partners and on historical data. The departments budgeted with non-tuition revenue are required to expend only the revenue collected. Fund balances are reviewed monthly.

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

Definitions of policies, guidelines, and processes regarding current fiscal year and long-term financial planning and budget development are initiated by the Vice President of Finance and Administration along with the Budget Director. They discuss and develop policies to present to President's Cabinet, the College Council, the Finance Committee, and ultimately to the Board of Trustees. They also provide potential revenue information to President's Cabinet, the Finance Committee, and the Board, including updates on state-level budget discussions. The Finance Committee provides input and recommendations.

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

The Cabinet prioritizes the requests in line with projected revenue, and that ranking is reviewed by the College Council (representing a broad spectrum of the campus community, including faculty). The President's Cabinet takes recommendations from the College Council into account, and the President makes a recommendation to the Board of Trustees, which approves the final budget for the upcoming fiscal year.

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

The College of Western Idaho uses the Ellucian Colleague Enterprise Resource Planning (ECERP) System to generate necessary reports. These reports are designed specifically for higher education and follow generally accepted accounting principles. The system allows for integrated management of accounts receivable, accounts payable, fixed assets, payroll, and general ledger.

Budget officers have the ability to view the general ledger activity in the My Toolkit portion of myCWI, which is an interactive web application that enables web users to view their individual information contained in CWI's Colleague databases at any time. The information displayed in My Toolkit is at most twenty-four hours old; therefore, all journal entries, vouchers, budget transfers, etc. are current. In addition, users are able to drill down to the transaction level. This allows budget officers to monitor and reconcile their accounts on a regular basis.

Internal control responsibility is assigned at the department level to ensure accurate information is provided to the business office. All business office forms have been created to ensure the accurate and complete gathering of information as well as consistent inputting of data into the ECERP system. Each business office form has supporting documentation, which provides procedures that are easy to understand. Routine training is provided to ensure all employees who spend money understand the forms and procedures and know when to involve the business office. In addition to one-on-one training, semi-annual training is conducted campus-wide for everyone who uses business office forms.

Access to the accounting system is controlled by role-based security profiles. Processes have been developed to ensure that the appropriate personnel have access only to what they need. Separation of duties exists between data entry functions and post/review functions.

Procedures and internal controls have been developed and are regularly reviewed for effectiveness. All sources of revenue are controlled through the Colleague financial system, and are subject to College policies and internal controls. Because of the effective internal controls that have been established, the financial information that is generated is both timely and accurate.

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

College of Western Idaho focuses capital budgets on ensuring long-term economic sustainability and promoting a community based campus infrastructure. Campus locations in both Ada and Canyon counties open the potential of new building growth to accommodate the needs of the college mission.

CWI applies each year to the Permanent Building Fund Advisory Council (PBFAC) of the State of Idaho, seeking funds to develop new buildings on the Nampa Campus as part of Phase II of the CWI Campus Master Plan. CWI received \$210,000 from PBFAC for FY14 to augment the Nampa Campus Master Plan.

The CWI campus contains approximately 137 acres of land with 78 acres of land designated for academic uses. Campus development potential is a significant asset for future campus growth. There is more than sufficient land area to accommodate campus build-out. College of Western Idaho has multiple lease obligations for instructional and administrative office space and office equipment. These include capital leases for library, instruction, and administrative space. The CWI Board of Trustees has been presented with several options for capital facility financing, but no decisions have been made regarding the selection of available alternatives.

At present, CWI does not receive revenue from bonds or other external debt funding sources. Looking forward, the College may decide to issue debt related to the proposed Student Center building at the Nampa Campus, to be repaid in part by existing student fees designated for reserves.

The Vice President of Finance and Administration is currently working on capital equipment replacement plans and schedules. The acquisition of equipment at CWI includes both new equipment for campus expansion and the replacement of old equipment. Many programs at CWI require specific equipment suitable for the most effective educational experience to prepare students for real world opportunities. CWI must fulfill the equipment requirements of each program to meet the educational demands of current industry. The College will look to the CWI Foundation to help with fundraising for major capital projects.

CWI has an annual budget development, approval and execution process for all departments and functions, including capital facilities and equipment acquisition. CWI's Professional Technical Education division (PTE) is comprised of equipment-intensive programs and has a separate equipment budgeting process. On a biannual basis, PTE program staff review equipment needs within their programs to determine if new or replacement equipment is needed. All programs submit their equipment requests to the Dean's office, where the requests are compiled on a master equipment needs list. The PTE leadership team evaluates all requests and prioritizes purchasing of items based on greatest need and programmatic impact of each request. It is typical for equipment requests to exceed the budget for equipment purchasing. In these circumstances, the PTE leadership team strives to balance program maintenance of operations and program modernization in all purchasing decisions.

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

In 2011, CWI outsourced bookstore services to an external third party. The bookstore receives no financial support from the College. Instead, the bookstore provides commission income to the general fund based on sales.

During fiscal year 2013, the College of Western Idaho had three auxiliary enterprises. These included Hospitality, Skin Care Clinic, and Medical Clinic. Hospitality focused on providing catering services for college sponsored events, with a vision of delivering teaching opportunities for students. The Skin Care Clinic was established as a means to provide business experience and

clinical hour opportunities required for certification of students enrolled in the Esthetic Program. The Medical Clinic served faculty, staff, and students, while providing clinical experience for students enrolled in various medical classes.

All three auxiliaries allowed students an opportunity to participate in business-type activities. As an auxiliary, the programs must be self-supporting. An evaluation of each program was conducted to assess their long term sustainability. At the present time, all three auxiliaries have either been suspended or are in the process of being suspended. It was determined that the revenue generated was not sufficient to support the expenses. At some time in the future, these auxiliaries may be reevaluated and reactivated, depending upon market demand.

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

Each year a qualified independent external audit firm, selected as the result of an open, competitive Request for Proposal (RFP) process, performs an external financial audit. The audits are conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The fieldwork for the audits is conducted in September, with reports issued and approved in October or November. The results of the audits are shared with the Vice President of Finance and Administration, the Comptroller, and the Executive Director of Financial Analysis during an exit interview. The audit report is then approved by the President, the Finance Committee, and finally by the Board of Trustees. After approval by the Board of Trustees, the audited financial statements are posted on the CWI website so that any interested party may review the results. If questions arise, the readers are invited to contact the Vice President of Finance and Administration.

The audits for fiscal years ended June 30, 2011, 2012, and 2013 were completed in November each year. Each completed audit produced an unqualified or unmodified opinion with no audit findings.

The College of Western Idaho has a six year record of no audit findings. These reports can be found on CWI's website (<http://cwidaho.cc/info/business-and-financial-services>).

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

The College of Western Idaho requires that all college fundraising activities be governed by institutional policies and federal and state requirements as written in Idaho Code, and section 501c(3) of the Internal Revenue Code of 1954 requirements. Bylaws of the College of Western

Idaho Foundation (CWIF) were established and the CWIF was incorporated in Boise, Idaho, under the laws of the State of Idaho in December 2009, and received its designation as a 501c(3) nonprofit corporation from the United States Internal Revenue Service on July 12, 2010.

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

CWI has a clearly defined relationship with the CWI Foundation as outlined in the Foundation By-Laws and Articles of Incorporation of the College of Western Idaho Foundation, filed with the Idaho Attorney General's office in December 2009. The CWI Foundation operates according to policies and procedures set forth by its by-laws and articles of incorporation. The CWI Foundation also abides by a memorandum of understanding further outlining the relationship between the College and the Foundation. The MOU was signed by the CWI Board of Trustees President, the CWI President, and the CWI Foundation President in June of 2010, with an amendment dated September 17, 2013.

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

Standard 2.G - Physical and Technological Infrastructure

Physical Infrastructure

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

The College of Western Idaho's Facilities Management Department provides capital planning, management, maintenance, security/environmental health and safety support, and operations of multiple instructional facilities. CWI facilities are accessible, safe, secure, and sufficient in quality to ensure quality learning and working environments that support the institution's mission, programs, and services. Facilities are thoughtfully designed, constructed, and maintained with due regard for teaching and learning, health, safety, and access by the physically disabled.

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

The Facilities Management Department coordinates campus-wide planning meetings on a quarterly basis to initiate a planning process for future projects as well as provide updates on projects currently under construction. While the campus-wide planning meetings address larger-scale projects, the facilities management department also works with college departments and divisions to assist with space planning, modular furniture reconfigurations, classroom upgrades, and interior remodels. These processes are crucial for budgeting and forecasting future college needs.

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

In fiscal year 2011 the College created a Risk Management Department and the position of Risk Manager to oversee all non-employee insurance matters, develop and implement safety practices and procedures, analyze risk within the College, and specifically address the broad spectrum of safety within the College. The College also added the position of Environmental Safety and Health (ES&H) Coordinator and contracted with a consultant, Bold Planning Solutions, to perform a college-wide risk assessment, assist with updating the College's Emergency and Crisis Management plans, and develop the College's Business Continuity plan. This project is currently underway.

As part of the College's efforts to create a culture of safety, and because of overlapping duties, ownership of safety is shared by the Risk Management Department and the Facilities Management Department. Risk Management oversees insurance coordination, claims management, contract review, risk identification, and analysis and provides recommendations to the leadership of the College. Facilities Management oversees the physical and environmental health of the College, including related security and safety matters. Facilities Management is responsible for the compilation and production of the annual Safety and Security Report (<http://cwidaho.cc/info/safety-and-security-annual-reports>) in accordance with the Jean Clery Act.

College of Western Idaho has also established a Safety Committee which convenes monthly to address safety and security issues on campus, review accident reports, and draft policy and procedures regarding safety, security, and regulatory compliance concerns. The Committee also makes recommendations to CWI's College Council and President's Cabinet on matters of safety and security affecting the College. The Committee is co-chaired by the Risk Manager and the Director of Facilities Management.

The ES&H Coordinator serves as a liaison with state and federal agencies, providing emergency response to chemical spills and incidents involving hazardous materials, recycling hazardous materials, and providing technical support and training for CWI. A chemical hygiene plan has been developed and implemented to assist CWI staff in the use, storage and disposal of hazardous/toxic/biohazard materials relating to each department's operations. The chemical hygiene plan guides each department to comply with the Occupational Safety and Health Administration, Environmental Protection Agency, Department of Environmental Quality, and other applicable regulatory authorities regarding the use, storage and disposal of hazardous/toxic/biohazard materials.

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

The College has the ability on an annual basis to request funding from the State Permanent Building Fund Advisory Council (PBFAC). If approved, this funding can be used for anything from capital building projects to alterations and repairs. The College of Western Idaho began requesting funding for these two categories in 2010. To date, the PBFAC has funded approximately \$725,000 in alteration and repairs for the College.

As part of a request submitted to the PBFAC in 2012 (awarded in 2014), the College received \$210,000 in funding for a Nampa Campus Master Plan (Phase II). The Phase I document is referenced in the 2011 Self Study Report. The Phase II document will address changes to the campus plan priorities and next phases for development as well as new parameters that will impact the campus including future growth and build out, transportation, future traffic considerations, regional transit programs, and changes in utility services. Considerations that will be taken into account during Phase II will be a new Student Center and a comprehensive Health Science Building. Both of these projects have completed programming and conceptual design.

The phase II plan provides a more refined and current detail for the campus environment, and will address current issues and growth needs for the college, which will relate to the next phases of identified campus activity in keeping with the College's mission, core themes, and long-range plans. An additional consideration for this phase will address more defined design standards as well as opportunities to incorporate environmental sustainability into the campus planning process.

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

The Facilities Management Department is responsible for assuring equipment is in proper working condition and adequate in quantity to meet the mission and core themes of the institution. The department is responsible for initiation and management of physical plant budgets, new construction and remodeling, repair and maintenance, grounds, housekeeping, and campus safety. There are three methods used for requesting equipment-related funding. The annual budget process is the typical mechanism in setting equipment priorities for maintenance or new equipment purchases. Supplemental funding can be requested for equipment that may not have been budgeted for, such as emergency system or infrastructure failures. The State of Idaho Permanent Building Fund Advisory Committee (PBFAC) is the third option.

Technological Infrastructure

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

CWI maintains two main campuses and three remote sites, all within a twenty-mile radius. Each campus is interconnected to a leased collocation center operated by TW Telecom, which provides 100 Mb/s of internet connectivity to each of the college's separate sites. In fiscal year 2014, the College implemented a significant network infrastructure upgrade which further enhanced access to the internet, replaced aged equipment, and improved network operating efficiencies resulting in a scalable, flexible, and reliable network that supports a variety of voice, video, and data services. CWI also maintains a comprehensive Voice-over Internet Protocol solution to serve the College and provide authenticated wireless internet and network access to students and employees. Authorized College users can also access the network through a virtual private network from other locations.

CWI has secure data facilities and a robust computing infrastructure that supports a host of both centralized and decentralized capabilities such as file/print sharing, anti-virus functions, staff/faculty email, web applications, web servers, client/server applications, licensing services, automated systems patching, and enhanced system backup and recovery processes. In planning, implementing, and maintaining various components of the College's technology infrastructure, CWI establishes contractual relationships with a variety of technology service providers to augment existing staff technical resources and related services in further supporting students, faculty, staff, and administration. These services could include systems and applications hosting, software subscription and maintenance agreements, and staff augmentation.

Enterprise Resource Planning databases are well supported. The College uses Ellucian's Strategic Academic Enterprise solution to seamlessly integrate its business operational framework that serves students and supports the teaching/learning process. CWI currently licenses Ellucian's entire *Colleague* suite, Ellucian Portal, and Reporting and Operating Analytics solution, which support most areas of college operations. The College has projects underway to use more fully the capabilities of *Colleague* to improve the student experience and further enhance operational efficiencies. CWI also licenses third party hardware and software products that provide additional functionality, such as Blackboard, integrated document imaging, print document management, Payment Card Industry compliant payment transactions, campus scheduling, and job applicant tracking solutions.

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

CWI's Office of Information Technology (OIT) is charged with the responsibility for providing technology support for the entire campus, both in terms of training and operations. Within the Division of Academic Affairs, Online Learning as well as IT's Multimedia Services department oversee the specification, purchase, installation, maintenance, and training on the use of classroom

infrastructure, digital signage, and learning technologies. Instructional Technologies staff provide direct support and training for faculty in the use of the Blackboard Learning Management System (LMS), third party Blackboard Building Blocks; MyMathLab, Respondus, and other related tools.

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

Within the Office of Information Technology, Enterprise Applications Services oversees the implementation, development, enhancement, integration, and support of the *Colleague* application suite, document imaging, business intelligence, and SharePoint portal systems. This group provides training for the initial implementation and support of e-advising, portal, and administrative technology tools.

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

The College of Western Idaho provides opportunities for input from its constituencies who rely on technology for institutional operations, programs, and services. As CWI further transitions to a more operational structure, the Office of Information Technology will continually align technology and its support services with the College's mission and strategic initiatives.

To continually improve the quality of input for identifying and prioritizing technology needs throughout the College, a new Technology Governance Framework⁶ is being introduced. This framework will continue to include representation from across the College community, with its membership providing guidance on technology projects and priorities to ensure support for the College's technology and related service needs to support students, faculty, staff, and administration.

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

The College of Western Idaho has a Technology Equipment Life-Cycle Replacement Plan, which it implements and reviews regularly to ensure its technological infrastructure is appropriate and adequate to support its operations, programs, and services. The technology infrastructure is continually monitored as to capacity and performance history. The infrastructure is reviewed annually to determine if the existing systems will continue to support the ongoing initiatives of the College. Standardization, maintainability, and optimization remain key factors in keeping the total cost of ownership low for technology purchase and replacement decisions.

⁶ CWI Technology Governance Framework

As a general rule, server infrastructure components are given a five-year life-cycle, balanced with costs for annual maintenance, and weighted for production/non-production and mission-critical/non-critical considerations. Network devices have a tiered approach for replacement, with the core infrastructure switching and routing devices having a five-year life cycle. Remaining devices (edge switches, wireless access points, etc.) will have a lower priority and will be upgraded as needed and as budgets allow.

College-owned computers, peripherals, and network devices will maintain a replacement life cycle that will ensure compatibility with scheduled upgrades, application enhancements, and current and future computer security issues. While a five-year replacement cycle is maintained for most technology, exceptions exist in areas where higher technology demands dictate. Funds for replacing aging technology are appropriately linked to the College's budgeting process and reviewed annually to match institutional priorities.

CONCLUSION

The College of Western Idaho has provided strong evidence of its eligibility to seek accreditation and that the resources of the institution are sufficient to meet the guidelines and expectations of the NWCCU. CWI continuously monitors the availability of critical resources including facilities, personnel, finances, and policies to ensure they are of sufficient size and scope to continue to meet the needs of the institution as it grows. In spite of our rapid growth, CWI has maintained a balanced budget and has not yet needed to incur debt to maintain and expand resources. Overall, CWI is a healthy young institution and continues to progress to meet the needs of the community we serve.

As discussed in CWI's Year One Report in 2012, the College has worked aggressively to address the recommendations from the initial candidacy visit in October 2011. CWI has continued to work toward addressing the recommendations of the Year One Report as well. CWI would like to emphasize the way in which this Year Three Report shows continued progress on the Self-study Report recommendations, as well as those identified in the Year One Report.

CWI engages in yearly reflections on how the core themes, objective, and indicators can be improved to better meet the needs of the institution and more closely align with the strategic plan and assessment needs. It is critical that core themes, objectives and indicators align and that through these measures the institution can demonstrate mission fulfillment. A comprehensive revision of core theme four and well as modifications to the three other core themes was undertaken to better align indicators with mission fulfillment. These activities demonstrate CWI's efforts to address recommendations in both the Self-study Report and the Year One Report.

Both the Self-study and Year One Report recommendations addressed planning for sufficient faculty and staff; in standard 2.B CWI demonstrates its progress on this recommendation. Not only has CWI continued to hire new faculty and staff as institutional need has required, but CWI has also

actively reviewed the structure and needs of the institution to assure that we can continue to meet the needs of those who we serve in a superior manner through building economies within the operation of the institution.

The Library was of particular concern in the initial candidacy visit. Standard 2.E demonstrates the immediate strides CWI took to improve library services with expanded staffing, physical space and collections, digital resources, and collaboration with programs across the College. CWI has made significant strides in this area and believe that a marked improvement in mission fulfillment in this regard has been accomplished.

Lastly, CWI has addressed, in a special report to the commission, the preparation and planning undertaken by the institution to address the rapid enrollment growth of the institution. CWI believes that this Year Three Report strengthens the statements made in the special report to the commission of our efforts to ensure that we are fiscally stable, have and are planning to meet enrollment targets, have developed a sound budget process, and have continued to work to meet the need for sufficient facilities to achieve mission fulfillment.

The College of Western Idaho has demonstrated significant progress and development since the Commission's last visit, and we look forward to more feedback from the evaluation committee as we continue to progress in our accreditation process.

EXHIBITS

Exhibit One - CWI Basic Institutional Data Form



CWI BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: College of Western Idaho

Address: 6056 Birch Lane (MS 1000)

City, State, ZIP: Nampa, ID 83687

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Automotive Technology	PTC, TC, ATC, AAS	National Automotive Technicians Education Foundation (NATEF)	2018
Certified Dental Assisting	TC, AAS	Commission on Dental Accreditation (CODA)	2019
Culinary Arts	PTC, TC, ATC, AAS	The American Culinary Foundation	2014
Heavy-Duty Truck Technician	PTC, TC, ATC, AAS	National Automotive Technicians Education Foundation (NATEF)	2016
Heavy-Equipment Technician	PTC, TC, ATC, AAS	National Automotive Technicians Education Foundation (NATEF)	2018
Nursing	AS	Accreditation Commission for Education in Nursing (ACEN)	2018
Physical Therapist Assistant	AAS	Commission on Accreditation in Physical Therapy Education (Candidacy Status)	2015
Professional Truck Driving	PTC	Professional Truck Driver Institute	2014
Surgical Technology	TC, AAS	Commission on Accreditation of Allied Health Education Programs	2019

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS

Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2012	One Year Prior Dates: 2011	Two Years Prior Dates: 2010
Undergraduate	9107	8077	6277
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall _____ (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2012	One Year Prior Dates: 2011	Two Years Prior Dates: 2010
Undergraduate	4168	4071	3550
Graduate			
Professional			
Unclassified			
Total all levels			

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor	65	1	8	8	6	40		3
Instructor	76	327	12	5	6	45		8
Lecturer & Teaching Assistant								
Research Staff & Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor	46048	4.6
Instructor	42860	3
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income: Accrual Basis _____ Accrual Basis _____
 Reporting of expenses: Accrual Basis _____ Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 07/01/12 - 06/30/13	One Year Prior to Last Completed FY Dates: 07/01/11 - 06/30/12	Two Years Prior to Last Completed FY Dates: 07/01/10 - 06/30/11
CURRENT FUNDS			
Unrestricted			
Cash	40,559,935	34,247,034	21,221,438
Investments	1,024,454	1,016,055	1,007,892
Accounts receivable gross	7,792,721	7,149,136	11,393,418
Less allowance for bad debts	(1,717,408)	(771,408)	(432,038)
Inventories	0	0	0
Prepaid expenses and deferred charges	858,390	692,993	715,985
Other (identify) Deposits	118,990	78,990	69,900
Due from	0	0	0
Total Unrestricted	48,637,082	42,412,800	33,976,595
Restricted			
Cash	1,250,351	1,413,072	1,566,340
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	1,250,351	1,413,072	1,566,340
TOTAL CURRENT FUNDS	49,887,433	43,825,872	35,542,935
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	13,720,000	13,720,000	13,720,000
Land improvements	216,587	227,026	0
Buildings	13,745,038	11,693,759	10,262,283
Equipment	2,780,146	2,597,381	2,142,633
Library resources	409,016	226,695	66,587
Other (identify) CIP	838,159	28,080	106,993
Intangibles	192,485	139,722	148,299
Total investments in plant	31,901,431	28,632,663	26,446,795

Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	31,901,431	28,632,663	26,446,795
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	81,788,864	72,458,535	61,989,730
CURRENT FUNDS			
Unrestricted			
Accounts payable	401,786	1,053,717	1,026,503
Accrued liabilities	2,285,092	1,949,367	1,733,382
Students' deposits	0	0	0
Deferred credits	1,304,797	1,352,941	1,674,566
Other liabilities (identify) Compensated Absences	616,450	483,626	388,023
Other liabilities	1,003,352	1,024,617	575,801
Due to	0	0	0
Fund balance	0	0	0
Total Unrestricted	5,611,477	5,864,268	5,398,275
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	5,611,477	5,864,268	5,398,275
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended	0	0	0
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify) Lease payable	4,151,378	1,704,621	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	4,151,378	1,704,621	0
OTHER LIABILITIES (IDENTIFY)	0	0	0

TOTAL OTHER LIABILITIES	5,611,477	5,864,268	5,398,275
TOTAL LIABILITIES	9,762,855	7,568,889	5,398,275
FUND BALANCE	72,026,009	64,889,646	56,591,455

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:07/01/12 - 06/30/13	One Year Prior to Last Completed FY Dates:07/01/11 - 06/30/12	Two Years Prior to Last Completed FY Dates:07/01/10 - 06/30/11
Tuition and fees	20,236,626	25,890,717	21,910,380
Federal appropriations	0	0	0
State appropriations	13,325,014	10,536,812	16,176,980
Local appropriations	6,074,279	5,764,109	5,515,591
Grants and contracts	2,229,653	2,910,542	2,404,578
Endowment income	0	0	0
Auxiliary enterprises	63,226	47,544	0
Other (identify) State & Fed Financial Aid	22,398,562	1,309,150	178,151
Private gifts	386,232	780,366	21,528
Other revenue	1,043,004	504,034	462,684
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	20,799,076	19,093,651	16,993,791
Research	0	0	0
Public services	379,211	320,902	411,235
Academic support	5,320,531	5,045,222	4,101,425
Student services	5,163,835	3,984,204	3,442,567
Institutional support	7,632,249	5,793,149	4,367,131
Operation and maintenance of plant	5,093,053	4,923,614	4,130,545
Scholarships and fellowships	14,417,813	163,319	123,945
Other (identify)	0	0	0
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	58,805,768	39,324,061	33,570,639
Auxiliary Enterprises			
Expenditures	106,569	254,929	109,914
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	106,569	254,929	109,914
TOTAL EXPENDITURE & MANDATORY TRANSFERS	58,912,337	39,578,990	33,680,553
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	292,104	133,907	11,096
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	7,136,363	8,298,191	13,000,435

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 07/01/12 - 06/30/13	One Year Prior to Last Completed FY Dates:07/01/11 - 06/30/12	Two Years Prior to Last Completed FY Dates:07/01/10 - 06/30/11
For Capital Outlay	0	0	0
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

Exhibit Two - Educational Gains and Attendance for Pre- and Post-tested Participants

Table 4B EMASS Report (Sample from FY12)

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a level and Advanced one or more Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
1 - ABE Beginning Literacy	7	798.75	6	6	1	0	86 %
2 - ABE Beginning Basic Education	183	23,483.00	129	129	54	0	70 %
3 - ABE Intermediate Low	235	27,844.25	172	172	62	1	73 %
4 - ABE Intermediate High	185	16,433.25	130	130	55	0	70 %
5 - ASE Low	39	3,585.50	34	34	5	0	87 %
6 - ASE High	16	686.25	16	0	0	0	100 %
1 - Beginning ESL Literacy (06)	49	4,788.25	37	37	12	0	76 %
2 - Low Beginning ESL (06)	46	5,042.00	36	36	10	0	78 %
3 - High Beginning ESL (06)	138	15,229.75	108	106	30	0	78 %
4 - Low Intermediate ESL (06)	162	17,202.75	110	110	52	0	68 %
5 - High Intermediate ESL (06)	120	12,572.00	79	78	39	2	66 %

Include in this table only students who are both pre- and post-tested Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels. Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services. Column D+F+G should equal the total in column B. Column G represents the number of learners still enrolled who are at the same educational level as when entering. Each row in Column H is calculated using the following formula: $H=D/B$ Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.
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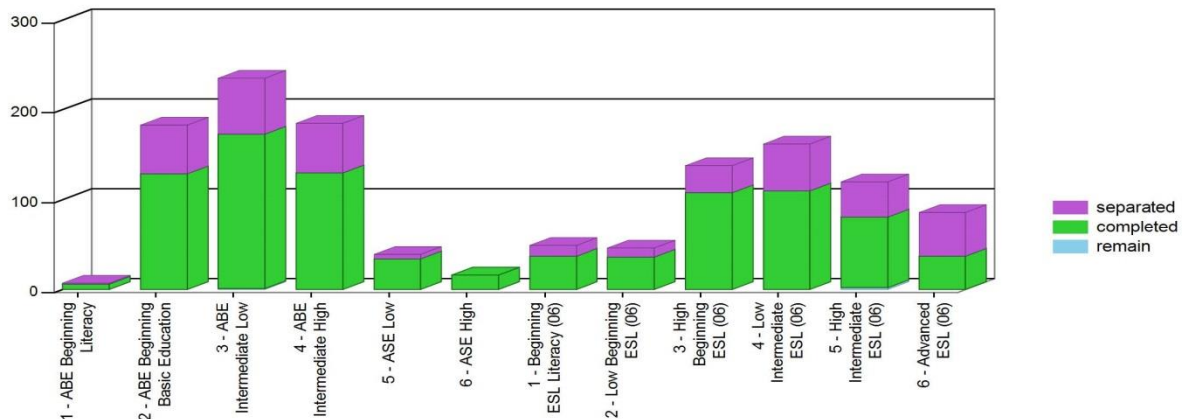


Exhibit Three - Core Follow-up Outcome Achievement

Table 5, EMASS Report

(Sample from FY12)

TABLE 5 Core Follow-up Outcome Achievement						
6/30/12						
Core Follow-up Outcome Measure (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey Sample (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Percent Achieving Outcome (G)
Entered Employment *	472	472	416	88.0%	185	44.0%
Retained Employment **	844	844	759	90.0%	313	41.0%
Obtained a GED or Secondary School Diploma ***	216	0	211	98.0%	149	71.0%
Placed Postsecondary Education or Training ****	76	0	73	96.0%	32	44.0%

Instructions for Completing Table 5

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year.

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = ColumnD/ColumnB , unless one or more programs used random sampling. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Number 1830-0027, Expires 1/31/03

Filter: Program: College of Western Idaho Region 3|
Dates: From 7/1/2011 To 6/30/2012

Exhibit Four - CWI Standards for Evaluating Faculty Performance

Teaching

Faculty teaches assigned classes in accordance with the policies set out in the Faculty Handbook. Faculty plans, prepares and implements effective lessons that relate to the course objectives and can be measured by the Outcomes Assessments. Instructor fosters student success/achievement. Faculty engages students through a variety of activities and assignments.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none"> • Models excellence in teaching in accordance with Faculty Handbook policies • Provides valuable input that influences the shape and direction of the department's curriculum and pedagogy • Aligns teaching to the course and college outcomes • Fosters student success/achievement at all times • Models excellence in engaging students through a variety of multimodal activities and assignments 	<ul style="list-style-type: none"> • Fails to teach in accordance with Faculty Handbook policies • Does not contribute to or help shape the development of the department's curriculum and pedagogy • Fails to align teaching to the course or college outcomes • Fails to foster student success/achievement • Fails to engage students effectively

Student Focus/Advising

Student success and achievement is a priority for the college. Faculty contributes to student success in the classroom, in club/team activities, service projects, advising, and college life. Faculty performs advising duties as assigned, working with groups of students or individually. Faculty is available to advise as needed throughout the year, answering questions and assisting with the planning of the college career in a timely manner. Faculty attends training and stays current on advising tools, policies and procedures.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none"> • Responds proactively to student requests and needs • Seeks out and acts on student feedback • Acts as a mentor in student advising • Actively participates in extracurricular student activities • Creates opportunities for extracurricular student activities • Mentors student leaders in extracurricular activities 	<ul style="list-style-type: none"> • Responds slowly or ignores student requests/needs • Does not seek out and act on student feedback and may look at decisions and actions from own perspective rather than considering the student's point of view • Fails to participate in student advising • Hinders or discourages extracurricular student activities

Interpersonal Skills

Faculty establishes and maintains effective work relationships with students, colleagues and staff. Faculty demonstrates sensitivity to others and has good communication and listening skills. Faculty uses appropriate means to work through disagreements.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none"> • Shares expertise and knowledge to support department and college • Learns from others and employs best practices • Uses networks inside and outside the college to provide support in delivering goals • Consults with stakeholders to make informed decisions in a timely manner • Supports colleagues and collaborates with them to help achieve goals • Seeks input from others - encourages and listens to different viewpoints and perspectives • Creates a positive team environment through cooperation • Facilitates understanding of individual roles in projects or groups • Models effective interpersonal skills 	<ul style="list-style-type: none"> • Withholds knowledge, encouraging a climate where knowledge is seen as power • Misses opportunities to learn from others or best practices • Does not sustain effective networks and therefore misses opportunities for support from internal or external relationships • Makes decisions alone rather than involving stakeholders • Does not collaborate with colleagues to progress work • Makes no effort to accept different viewpoints and backgrounds - fails to take the views of others into account • Does not work well in teams; prioritizes own agenda • Does not act appropriately within roles in groups • Models ineffective interpersonal skills

Technical Skills and Use of Instructional Technology

Describes how the faculty performs their technical duties related to their position. Faculty fulfills the minimum technology requirements for each course. Faculty uses the appropriate learning management system to prepare, deliver, and communicate course material. Faculty uses technology appropriately to complete other assigned duties.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none"> • Supports technology requirements through innovative use • Uses learning management system effectively to prepare, deliver and communicate course material • Explores and utilizes new technologies to enhance performance • Seen as a resource for technology use within the department • Seen as a resource for technology use at the college level 	<ul style="list-style-type: none"> • Does not use the required technology • Uses learning management system ineffectively and relies on antiquated methods to prepare, deliver and communicate course material • Avoids technology in a manner that hinders effectiveness

Service

Describes how the faculty member provides service to both CWI and the college district. Includes examples of committees, student related activities, civic group participation or other non-teaching related activities. Faculty and supervisors are encouraged to find a variety of activities in which the faculty is interested in participating. (Ex: Dual Credit Mentor, Industry Councils, Student Clubs, Accreditation Team, etc.)

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none">• Demonstrates leadership in department level committees• Demonstrates leadership in college level committees• Demonstrates leadership in outreach committees and boards• Demonstrates leadership in activities to support students• Demonstrates leadership in community services activities supported by the college• Demonstrates leadership in service activities	<ul style="list-style-type: none">○ Does not participate in department level committees○ Does not participate in college level committees○ Does not participate in outreach committees and boards○ Does not participate in activities to support students○ Does not participate in community services activities supported by the college○ Does not participate in service activities

Professional Development

List professional development, certification, workshops and training. This may include on-the-job training sessions, in-service, course work, attendance or presentations at workshops/training sessions. Includes both instructional and professional development activities.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none">• Actively seeks and participates in a variety of development opportunities• Participates in a state or national professional organization or committee• Serves as a leader in a state or national professional organization or committee• Seeks opportunities to obtain additional certification and/or education• Provides professional development opportunities, potentially including in-service, for others• Leads professional development opportunities for others	<ul style="list-style-type: none">• Does not participate in In-Service workshops or other development opportunities• Is not current in required certifications

Adaptability/Flexibility

Describes how faculty adapts to change. Faculty is engaged in continuous improvement. Faculty demonstrates a willingness to learn and apply new skills or methods in completing work or teaching assignments, due to changes in materials, program, assignment, or reflection of student achievement. Faculty is willing to accept new or different responsibilities as assigned by the Department Chair or Dean.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none"> • Uses critical thinking to generate insights, alternatives and opportunities for continuous improvement • Participates appropriately in the process of change (planning, implementation, evaluation, and revision) • Models adaptability and flexibility • Recognizes opportunities for improvement • Offers solutions based on thorough research and analysis 	<ul style="list-style-type: none"> • Has difficulty analyzing complex issues; gets lost on irrelevant details • Does not participate appropriately in the process of change and may impede progress • Fails to adapt to change or new situations and acts inflexibly • Ignores and fails to seek opportunities for improvement • Does not offer solutions to problems • Recommendations are not thought through or are based on incomplete analysis

Accountability

Faculty completes assigned work in a timely manner, keeps commitments, and is accountable. Work is of a consistent quality. Faculty meets minimum attendance requirements. Classes and office hours are maintained and if canceled, notification is given in a proper manner. Meetings and in-service are attended as required. Paperwork is completed correctly and turned-in by the deadline and/or stored in an appropriate manner.

High Performance Behaviors	Poor Performance Behaviors
<ul style="list-style-type: none"> • Consistently exceeds goals and objectives • Sets challenging goals and standards, prioritizes tasks, assigns responsibilities, drives execution, overcomes obstacles, accepts accountability, targets and achieves results; • Plans and sets priorities effectively to ensure goals are consistently achieved • Understands and applies quality principles such as teamwork, decision-making and continuous improvement to meet or exceed expectations. • Builds strategic partnerships • Self-imposes standards of excellence • Works with appropriate concern for people, teams, due process, and norms and ethics 	<ul style="list-style-type: none"> • Doesn't deliver results consistently • Consistently misses goals and does not achieve key objectives • Is not consistent in employing effective and efficient ways to achieve goals • Fails to apply use quality principles leading to a failure to achieve goals • Does not seek strategic partnerships • Puts minimal effort into completing tasks and only does enough to get by • May go for results at all costs without appropriate concern for people, teams, due process, or possibly norms and ethics

Work Environment/Safety and Compliance

Describes how well the manager demonstrates support and compliance with general conditions of employment, EEO, security, and workplace safety policies. Demonstrates ethical behaviors and decision-making and compliance with appropriate federal, state laws, and College policies and procedures

High Performance Behaviors

- Always follow college policies and procedures
- Is compliant with general conditions of employment, EEO, security, and workplace safety policies
- Exercises excellent judgment about ethical behaviors and sponsors like behavior with colleagues
- Reports inappropriate activities and seeks to resolve issues immediately
- Is seen as a role model in the organization

Poor Performance Behaviors

- Violates established policies and procedures
- Is in questionable compliance with general conditions of employment, EEO, security, and workplace safety policies
- Demonstrates questionable ethical behavior
- Allows inappropriate activities to occur and continue

Exhibit Five - CWI Adjunct Evaluation and Pay Structure

In an effort to acknowledge the talent, dedication, and development of adjunct faculty, CWI invites eligible adjuncts to apply for advancement in tiered pay. An evaluative process of professional performance is the method by which advancement is determined. Tier advancement is not automatically granted for time-served, but is based on a demonstrated record of excellence.

Adjunct faculty are eligible to apply for tiered advancement based on their performance relative to the following timeline. Eligibility is based on Fall and Spring teaching (Summer semester is excluded). Faculty on performance plans are not eligible to apply for advancement; they will be eligible to apply the semester following the completion of the performance plan.

Level	Semesters Teaching at CWI	Lecture Credit	Lab Credit	Studio Credit
Tier 1	1-3 semesters	\$895	\$742	\$525
Tier 2	After 3 semesters at Tier 1	\$930	\$770	\$545
Tier 3	After 3 semesters at Tier 2	\$960	\$795	\$562

Adjunct pay rates will be reviewed periodically as part of college-wide market analyses, scheduled and conducted by HR.

Step 1: Faculty are responsible for initiating the evaluation process by Friday, week 3 of the semester *before* eligibility to advance to the next tier. This process commences when the faculty member submits an electronic letter of application to the direct supervisor via email. Faculty teaching in multiple departments should choose a primary chair based on the majority teaching assignment.

This letter (not to exceed 700 words) should cover the following topics:

1. Reflect on your participation in peer review (giving and receiving) and discuss how the process has influenced your teaching.
2. Summarize student evaluations from prior semesters and describe how the results have influenced your teaching. (This could include response to return rates, comment trends, department/institution comparisons. Faculty may also include commentary on results of informal evaluation measures if additional methods of collecting feedback are used.)
3. Explain your efforts to stay current in content area and teaching practices.
4. Describe how you make yourself accessible to students (regular office hours, scheduled conferencing, email, Collaborate, etc.)

Step 2: In evaluating the faculty, direct supervisors will consider the letter of application, trends, and response rates in student evaluations, the faculty member's professionalism, their own experiences with the faculty member, and, when applicable, information from mentors or coordinators. If a supervisor feels it necessary, a formal observation may also be included in this decision. By the end of week 8, the direct supervisor will send a list of adjunct faculty they are recommending for tiered pay to the Assistant Dean.

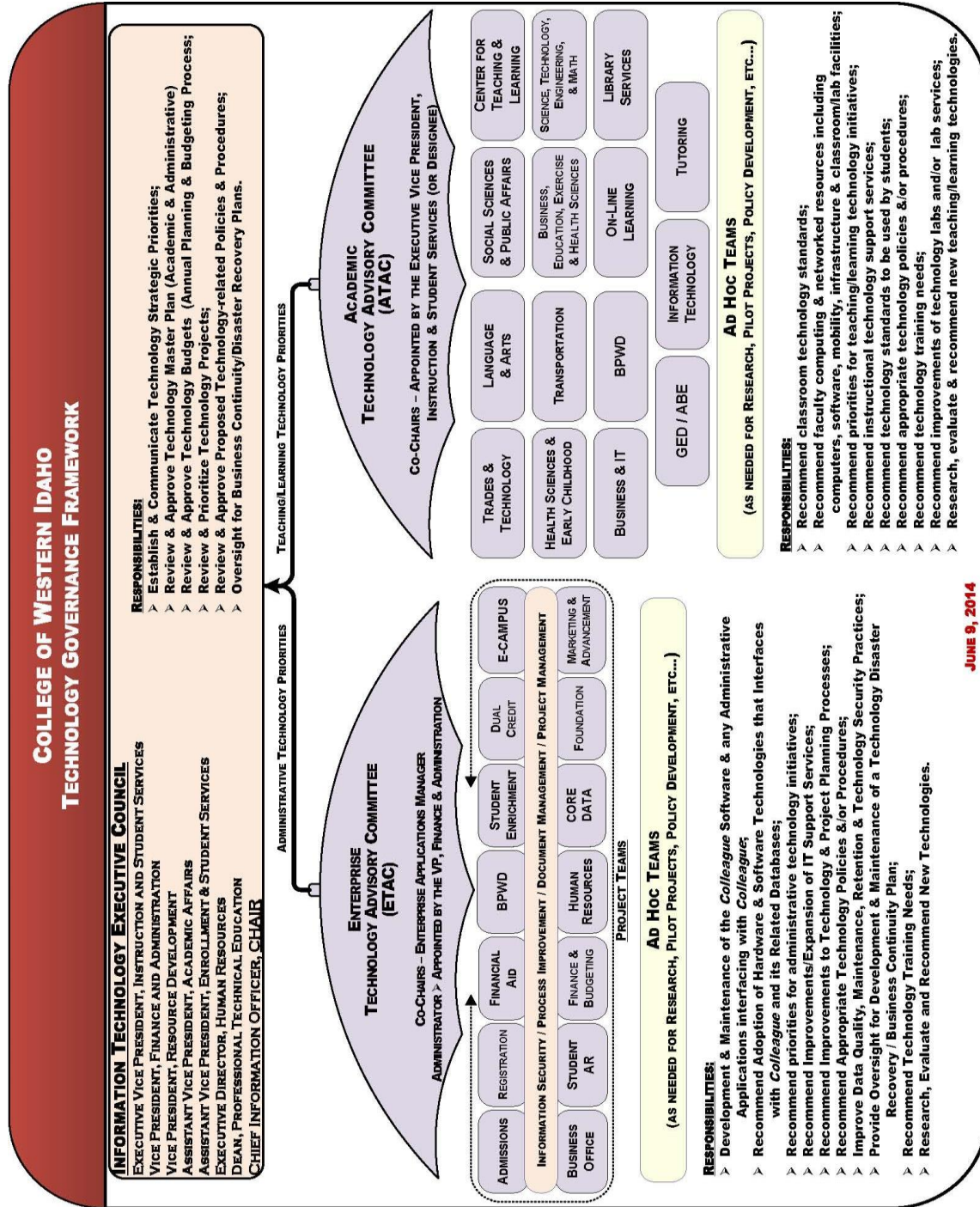
Step 3: The direct supervisor and adjunct faculty should have a formal, 30-minute evaluation meeting to discuss the application and decision. The process should be completed by week 12.

Step 4: Final approval of recommendations rests with the Executive Vice President of Instruction. Faculty will receive an electronic letter notifying them of final approval when the process is complete.

If denied advancement, an adjunct has two options:

1. Faculty are eligible to re-apply for advancement after two full semesters (not including Summer).
2. If an adjunct is denied advancement to the next tier, he or she may appeal to the Assistant Vice President of Instruction (Academic Affairs) or Dean (PTE).

Exhibit Six - CWI Technology Governance Framework





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