



April 30, 2013

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Dr. Sandra E. Elman  
President  
NWCCU  
8060 165<sup>th</sup> Avenue NE, Suite 100  
Redmond, WA 98052-3981

Dear Dr. Elman:

The College of Western Idaho is pleased to respond to the Commissions' request for a Special Report that addresses Recommendation 3 of the Fall 2012 Year One Mission and Core Themes Peer-Evaluation Report. The College was asked to provide an explication of the institution's growth targets based on realistic assumptions for the next five years and the concomitant impact of the growth in enrollment on the infrastructure of the institution.

The enclosed report discusses several significant events that have occurred at CWI since the October 2012 Peer Evaluators visit:

- revision and implementation of CWI's 2014-2018 Strategic Plan,
- separation from the College of Southern Idaho processes for admitting, registering and issuing financial aid to our students,
- development of an enrollment target matrix that is directly tied to the budgeting process, and
- reorganization of the General Education unit.

The College is confident that we now have a realistic plan for long-range sustainability that addresses enrollment management, staff retention and development, fiscal stability, and support services that will enhance student progression and completion.

If I can answer any questions, please let me know.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Shellberg", is written over a light blue horizontal line.

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# College of Western Idaho Special Report to NWCCU

May 1, 2013

The College of Western Idaho is pleased to present an update on the College's progress in designing and implementing a realistic plan for long-range sustainability that touches all areas of the College. Implementation of our 2014 Strategic Plan over the next several years will allow CWI the ability to monitor, assess and improve efforts in enrollment management, staff retention and development, fiscal stability and support services that will enhance student progression to completion. The following report shows how CWI is taking specific steps to address enrollment growth and plan for its impact on the institution's infrastructure.

The College's 2014 Strategic Plan added a fifth Board Priority of Sustainability. This new priority was largely designed to address the impact of enrollment growth on CWI by assessing the well-being of the institution's infrastructure.

CWI has developed a matrix showing growth targets to assist the College in planning for that growth, and these growth targets are used to help predict revenue needs, so CWI is able to offer new programs when needed, maintain all aspects of its facilities, and increase faculty and staff when necessary.

Finally, the College of Western Idaho has implemented a reorganization of General Education for Fall 2013, adding faculty and staff to address current student needs and prepare for future growth.

## **Implementation of CWI's 2014 Strategic Plan<sup>1</sup>**

The College of Western Idaho is committed to engaging in ongoing, purposeful, and comprehensive planning that leads to fulfillment of its mission. As such, a Strategic Planning Process has been created to move the college toward a commonly accepted set of goals, objectives, and performance measures. The belief that the College's strategic plan is a living document allows CWI the flexibility to add utilization of growth targets as an integral part of the strategic planning processes at CWI.

During the 2014 Strategic Planning process, committee members overwhelmingly supported the inclusion of a new Institutional Priority that would assess infrastructure sustainability at the College. Institutional Priority 5, "Ensure the Sustainability of CWI's Infrastructure" assesses the health and well-being of not only operational and administrative infrastructure, but includes assessment of employee health and well-being as well.

The College of Western Idaho depends on the collection of accurate data to ensure that subsequent enrollment projection and budget development decisions based on that data are valid. Objectives 4 and 5, under Institutional Priority 1, describe CWI's participation in statewide initiatives that are focused on data gathering for community colleges.

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<sup>1</sup> Attachment A, CWI 2014-2018 Strategic Plan

The College of Western Idaho has transitioned away from the College of Southern Idaho's registration system and now has the ability to admit, register and process financial aid for all of our students. The separation of these functions allows the College to comply with the strategic objectives mentioned above; plus, we now have the ability to generate adequate and accurate reports to use as the basis for sound decision-making. Several entities within CWI have been able to produce independent reports, but those reports have not been brought together for analysis. The necessary hardware and software have been purchased and installed; the College is now in the process of identifying and training those who will be generating the reports. This project also includes the installation and validation of "best practices" using dashboards for measuring and tracking persistence and retention rates for budget and enrollment planning.

The College of Western Idaho has joined North Idaho College and the College of Southern Idaho in a national initiative designed to develop a set of appropriate measures to determine how well community colleges are serving students. This initiative is called the Voluntary Framework of Accountability (VFA). The VFA was designed to help community colleges create sector-appropriate reporting formats and share them publicly. Objective 4 establishes CWI's participation in the VFA program and identifies timelines for completion of this activity.

The College also participates in two Idaho State Board of Education data collection initiatives. The first, the Statewide Longitudinal Data System, is based on the America Completes Act. The second focuses on establishing benchmarks for performance measures that identify factors to correlate a student's ability to successfully engage in and complete postsecondary level general education coursework without the need for prior developmental coursework.

### **Fiscal Stability**

Institutional Priority 3 of CWI's Strategic Plan, "Implement Practices for 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. CWI's strategic plan intentionally joins the budgeting process, enrollment targets, and development of Strategic Objectives together within its strategic planning process.<sup>2</sup> This process ensures the College that revenue generation does support all elements of the infrastructure.

### **Enrollment Targets**

With several years of actual enrollment data, knowledge of the demographics of the students who are attending CWI, and patterns of program persistence, the College has worked to incorporate the attached "Enrollment Projection Matrix"<sup>2</sup> as a core guide for both strategic planning and multiyear budget planning.

The modeling is based upon IPEDS data as the standard source of retention measures, and a historic trending of our "new student" enrollment patterns. (Note: IPEDS data does not reflect Dual Credit enrollments; therefore they are not included in the projection matrix.) The trend line for "new student enrollment" is developed based upon the actual three year measures and a trending of anticipated

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<sup>2</sup>Attachment B – CWI Enrollment Projection Matrix

numbers for 2013. This estimating tool will be revised each Fall based upon actual increase/decrease of new students and the IPEDS reported retention data. This estimating tool will be as part of an ongoing process of refining the accuracy of the tool. This document is also supported by another measurement tool, which calculates an on-going estimating process for prospects, applicants, admits, and registered students. Together, these two tools provide a strong immediate platform for planning purposes built upon the data and logic framework of the Ellucian retention and persistence reporting tools.

### **Budgeting Process**

Student tuition and fees revenue is projected utilizing enrollment projections and budget information gathered through the strategic planning process. In addition, the college Budget Office projects non-tuition revenue based upon state legislative appropriations (academic and Professional Technical Education - PTE), local property taxes, grants & contracts, workforce (self-support), and miscellaneous sources.

Taken together, these revenues allow CWI to develop annual expenditure operating budgets which meet student demand and business needs in the region. The operating budgets include funding increases for necessary faculty and staff, for facility and equipment deferred maintenance, and for other necessary reserves.

### **Space Capacity**

In order to maximize capacity, General Education has been successful in creating efficiencies in class size, achieving a Fall/Spring average class size of 27-28 over the past two years, and a Summer average class size of 19-20. As CWI's enrollments increase over the next five years, General Education may absorb the majority of new enrollments keeping in mind that PTE programs have dedicated space and limited program capacity.

CWI's current facilities will allow us to accommodate about 1000 more students; therefore, we continually seek opportunities to add additional classroom space. The following focus areas have been identified for 2014:

- Nampa Campus build-out based on current MIG master plan
- Look for future Campus opportunities to expand service in Ada County
- Continue to maintain Centers to support Campuses where they make sense
- Consolidate lease spaces where possible into Campuses or Centers

Additionally the College continues the development of new online offerings. Currently we offer 25% of our academic sections online, and as enrollment increases, we will be able to accommodate more students virtually. We are also developing hybrid training for faculty and plan to increase our hybrid offerings over the next year, which will create more efficiency within our current facilities to accommodate enrollment growth.

## **General Education Reorganization**

In February 2013, the CWI Board of Trustees approved a reorganization of structure for General Education at CWI.<sup>3</sup> The College will hire 12 department chairs by Fall 2013. These are 12 month, administrative-faculty positions that will contribute to quality assurance of programs by providing more concentrated oversight of program and faculty performance. These departments fall under the four areas of emphasis within General Education devised for Fall 2012. General Education will continue to make structural changes as necessary to respond to enrollment growth. The new department structure will allocate instructional management, i.e. Department Chairs, and faculty resources to support each department.

General Education was also approved to hire eight (8) new full-time faculty positions to establish greater instructional coverage by full-time faculty. These 20 new faculty positions, in total, will increase our full-time faculty representation from 55 to 75 general education faculty, a continuation of CWI's commitment to adding full-time faculty. The new organizational structure, with the increase in full-time faculty positions, will provide General Education adequate human resources and reasonable oversight to serve projected student enrollment over the next several years. If enrollment trends continue as expected (5% per year), the College will need to add an additional 3-4 new faculty each year through 2017 to maintain current ratios.

CWI is also in the process of hiring a Director for the Center for Teaching and Learning. This position will be integral to continuous improvement of teaching and learning and will focus on the cultivation and retention of adjunct faculty, as well as providing professional development opportunities for all faculty. The College is in the process of completing a Title III Grant request that features a major initiative focusing on further development of the Center. The College acknowledges the critical importance of the role of adjunct faculty at the institution and the necessity to provide appropriate training, mentoring and continuous development opportunities.

These changes will be implemented over the spring and summer in preparation for the Fall 2013 semester, and they will serve multiple CWI campus locations throughout Boise and Nampa. Although we anticipate that this change will take some time to implement, we are confident that the changes will support student success through a structure that supports strong integrity and excellence in each of our programs.

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<sup>3</sup> Attachment D – CWI General Education Fall 2013 Organizational Chart  
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## **CWI SPECIAL REPORT ATTACHMENTS**

**Attachment A – CWI Strategic Plan 2014-2018**

**Attachment B – CWI Strategic Planning Process**

**Attachment C – CWI Enrollment Projection Matrix**

**Attachment D – CWI General Education Organizational Chart**

# Strategic Plan 2014 - 2018

## MISSION

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

## VISION

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

## CORE THEMES

- Professional technical 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

## STATUTORY AUTHORITY

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

**STRATEGIC GOALS, OBJECTIVES, MEASURES and BENCHMARKS****Institutional Priority 1: Structure Student Success**

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

<b>Objective 1</b>	<b>CWI will be actively involved in college readiness efforts that prepare students for success.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Implement a curriculum-driven, mandatory course placement system supported by accurate assessments and course prerequisites so that students who respond to end-of-course surveys indicate they were adequately prepared to succeed in that course. <u>Benchmark: 80%</u></li> <li>• Develop a procedure to synchronize all aspects of student financial accounts by improving communication and collaboration, including payment plans; document a decision tree procedure for drop for no pay and non-attendance, collection processes, and debt advising. <u>Establish benchmark.</u></li> <li>• Develop an annual survey that determines student satisfaction with the financial aid process. <u>Establish benchmark.</u></li> <li>• Promote and publicize the positive financial and personal benefits of earning a degree or certificate from a community college. <u>Benchmark: Yes/No</u></li> <li>• By 2015, develop an instructor survey that measures student placement in the appropriate class. <u>Establish benchmark.</u></li> </ul>

<b>Objective 2</b>	<b>The CWI community will engage students and provide timely, relevant, and effective support.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Students who have the goal to enter postsecondary or short-term training will complete this goal within one year of enrollment. <u>Benchmark: 40%</u></li> <li>• ABE/ESL student responses will report that their basic skills educational experience was satisfactory. <u>Benchmark: 80%</u></li> <li>• Academic programs will go through the program review process. <u>Benchmark: 100%</u></li> <li>• Students respond 'Yes' to the end-of-course evaluation question, "Are you satisfied that the curriculum prepared you for continuation in higher education or employment?", indicating positive retention and persistence. <u>Benchmark: 80%</u></li> <li>• Admitted new students are offered the opportunity to participate in an Orientation Advising Registration Session (OARS). <u>Benchmark: 100%</u></li> <li>• The College will experience a year over year increase in internship and employment opportunities for CWI students. <u>Benchmark: positive percent</u></li> </ul>



<b>Objective 3</b>	<b>CWI will proactively cultivate pathways for continued student success beyond CWI by expanding CWI’s transfer program and creating a CWI-based Transfer Center.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Students who graduate with an AA or AS transfer to a 4-year college or university within one year. <u>Benchmark</u>: 60%</li> <li>• CWI general education and PTE degrees have articulated 2+2 and other cooperative agreements with an Idaho college or university for the four-year sequence. <u>Benchmark</u>: 80%</li> <li>• Create a CWI-based Transfer Center by 2017 that will assist students whose goal is to transfer to a 4-year college or university. <u>Benchmark</u>: Yes/No</li> </ul>

<b>Objective 4</b>	<b>CWI will develop a system of appropriate measures to facilitate participation in the Voluntary Framework of Accountability program sponsored by the American Association of Community Colleges.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Develop tracking mechanisms that align with the “Developmental Education Progress Measures” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> <li>• Develop tracking mechanisms that align with the “Two-Year Student Progress Measures” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> <li>• Develop tracking mechanisms that align with the “Six-Year Student Outcomes Measures” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> <li>• Develop tracking mechanisms that align with the “Career and Technical Education Measures” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> <li>• Develop tracking mechanisms that align with the “Non-Credit Course Measures 1, 2 &amp; 3” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> <li>• Develop tracking mechanisms that align with the “Adult Basic Education/GED Measures” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> <li>• Develop assessment mechanisms that align with the “Student Learning Outcomes Assessments” identified in the Voluntary Framework of Accountability Initiative. <u>Benchmark</u>: Yes/No</li> </ul>

<b>Objective 5</b>	<b>CWI will develop a system of appropriate measures to facilitate the Idaho State Board of Education Performance Measures.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• <u>Remediation</u>: Number of first-time freshmen who graduate from an Idaho high school in the previous year requiring remedial education. Establish benchmark.</li> <li>• <u>Retention</u>: Number of full-time and part-time freshmen returning for a second year, or program completion if professional-technical program of less than one year. Establish benchmark.</li> <li>• <u>Dual Credit</u>: Total credits and number of students. Establish benchmark.</li> <li>• <u>Total certificates and degrees conferred</u>: Number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled. Establish benchmark.</li> <li>• Cost per credit hour to deliver education.</li> <li>• Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institution (Education &amp; Related spending is defined as the full cost of instruction and student services, plus the portion of instructional support and maintenance assigned to instruction). Establish benchmark.</li> </ul>

### **Institutional Priority 2: Develop Systems to Support Faculty and Staff**

The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

<b>Objective 1</b>	<b>Develop resource allocation guidelines to effectively deliver programs and services.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Develop staffing model guidelines for <i>each Unit</i>. <u>Benchmark</u>: Yes/No</li> <li>• Top training/development needs are identified for each Unit based on HR training needs assessment and performance evaluation results. <u>Benchmark</u>: 2-3 needs, 100% of units</li> </ul>

<b>Objective 2</b>	<b>Provide professional development, training and learning opportunities for all employees.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• The Center for Teaching and Learning is established by July 1, 2013. <u>Benchmark</u>: Yes/No</li> <li>• A change in funding for employee tuition assistance will be experienced at CWI year over year. <u>Benchmark</u>: Increase</li> <li>• Employees give the question, “CWI consistently follows clear processes for orienting and training new employees.” agree/strongly agree rating on the annual employee survey. <u>Benchmark</u>: 50%</li> <li>• Employees give the question, “I have adequate opportunities for training to improve my skill.” agree/strong agree rating on the annual employee survey. <u>Benchmark</u>: 70%</li> <li>• Employees give the question, “I have adequate opportunities for professional development” agree/strongly agree rating on the annual employee survey. <u>Benchmark</u>: 71%</li> </ul>

<b>Objective 3</b>	<b>Promote a culture to recognize employee excellence.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Programs are developed that recognize our employees. <u>Benchmark</u>: yes/no</li> <li>• Employees give the question “The work I do is appreciated by my supervisor.” agree/strong agree rating on the annual employee survey. <u>Benchmark</u>: 89%</li> <li>• Employees give the question “CWI consistently follows clear processes for recognizing employee achievements.” Agree/strong agree rating on the annual employee survey. <u>Benchmark</u>: 60%</li> <li>• Employees give the question, “I have adequate opportunities for advancement.” agree/strong agree rating on the annual employee survey <u>Benchmark</u>: 34%</li> </ul>

**Institutional Priority 3: Implement Practices for Fiscal Stability**

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue while improving operating efficiencies.

<b>Objective 1</b>	<b>CWI operates within an annual balanced budget based on known resources.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• New initiatives and objectives include fiscal implications. <u>Benchmark</u>: 100%</li> <li>• Conduct quarterly and annual business reviews to maintain and document a balanced budget. <u>Benchmark</u>: yes/no</li> </ul>
<b>Objective 2</b>	<b>Increase revenue to fund enhanced college operations including infrastructure.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Revenue increases annually in Business Partnerships Workforce Development Division to contribute to the long term sustainability of the institution. <u>Benchmark</u>: 10%</li> <li>• Relevant grant opportunities are comprehensively evaluated every year. <u>Benchmark</u>: ≥ 5</li> </ul>
<b>Objective 3</b>	<b>Increase external grant submissions for the Foundation and the College by 10% each year.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• External grants submissions for the Foundation and the College increase each year. <u>Benchmark</u>: 10%</li> </ul>
<b>Objective 4</b>	<b>Improve operating efficiencies campus wide.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Energy usage decreases by designing and implementing a plan to replace various HVAC components at Canyon County Center. <u>Benchmark</u>: 20%</li> </ul>

### Institutional Priority 4: Connect the College to the Community

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways to include credit, non-credit, short-term programs, technical certifications and continuing education units (CEU's). CWI is responsive to community economic development needs as well as actively supporting lifelong learning opportunities for personal and cultural enrichment.

<b>Objective 1</b>	<b>CWI provides educational services and programs in response to local business and industry needs to support economic and personal development.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Student surveys reflect an 80% positive response and satisfaction.</li> <li>• Develop a survey to measure Technical Advisory Committee satisfaction with PTE programs. <u>Establish benchmark</u></li> </ul>
<b>Objective 2</b>	<b>CWI ensures the sustainability of its programs and services through community partnerships.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Develop a process to track and measure all in-kind, monetary and program support we receive from the community. <u>Establish benchmark</u></li> <li>•</li> </ul>
<b>Objective 3</b>	<b>CWI participates in or supports community engagement through educational, cultural and organizational events.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Develop a tracking system to identify the number of events held in conjunction with or in support of our community. <u>Establish benchmark</u></li> <li>• Develop a tracking system to identify the number of organizations using college resources and facilities. <u>Establish benchmark</u></li> </ul>
<b>Objective 4</b>	<b>CWI participates in a professional expertise exchange through inviting class guest speakers, as well as encouraging CWI staff, faculty and students to participate in communities of interest (professional organizations, local, state, national communities).</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Develop a tracking system to identify the number of guest speakers and employee speaking engagements. <u>Establish benchmark</u></li> </ul>
<b>Objective 5</b>	<b>Expand CWI's presence within its service area.</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• The square footage of classroom space, faculty space and student resource space in Ada County will change. <u>Benchmark</u>: Increase</li> <li>• The number of classes available to students in Ada County will change. <u>Benchmark</u>: Increase</li> </ul>

**Institutional Priority 5: Ensure the Sustainability of CWI's Infrastructure**

The College of Western Idaho will conduct continual evaluations of the College's systemic health, and operational and administrative infrastructure, to determine strength and viability.

<b>Objective 1</b>	<b>Develop a plan to implement a system of assessments that identifies and evaluates strengths and weaknesses of CWI's systemic health, and the operational and administrative infrastructure. (FY2014)</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Create an internal process to evaluate the systemic health of the institution. <u>Establish benchmark</u></li> <li>• Create an internal process to evaluate the operational and administrative infrastructure. <u>Establish benchmark</u></li> <li>• Create an internal process that insures individual performance standards are do-able and sustainable. <u>Establish benchmark</u></li> </ul>

<b>Objective 2</b>	<b>Implement plan that identifies and evaluates the strengths and weaknesses of CWI's systemic health, and operational and administrative infrastructure. (FY2015)</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Implement an internal process to evaluate the systemic health of the institution. <u>Benchmark: Yes/No</u></li> <li>• Implement an internal process to evaluate the operational and administrative infrastructure. <u>Benchmark: Yes/No</u></li> <li>• Implement an internal process to insure individual performance standards are doable and sustainable. <u>Benchmark: Yes/No</u></li> </ul>

<b>Objective 3</b>	<b>Identify and appropriately address weaknesses of CWI's systemic health, and operational and administrative infrastructure. (FY2016)</b>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Develop action plans to respond to identified weaknesses of CWI's systemic health and operational and administrative infrastructure. <u>Benchmark: Yes/No</u></li> <li>• Develop action plans to respond to resource needs not met but needed/required/planned for. <u>Benchmark: Yes/No</u></li> </ul>

**EXTERNAL FACTORS**

A major key external factor that may impact our ability to fulfill our mission and goals is the inability to confidently predict future growth. Because CWI is such a new institution, and combined with the tremendous growth in enrollment year over year, it is difficult to predict our revenue and student impact.

**For Additional Information Regarding The  
College Of Western Idaho  
2014-2018 Strategic Plan**

**Contact:**

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# College of Western Idaho Strategic Planning Process

### Summary

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

### Philosophy

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

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

### Process

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

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

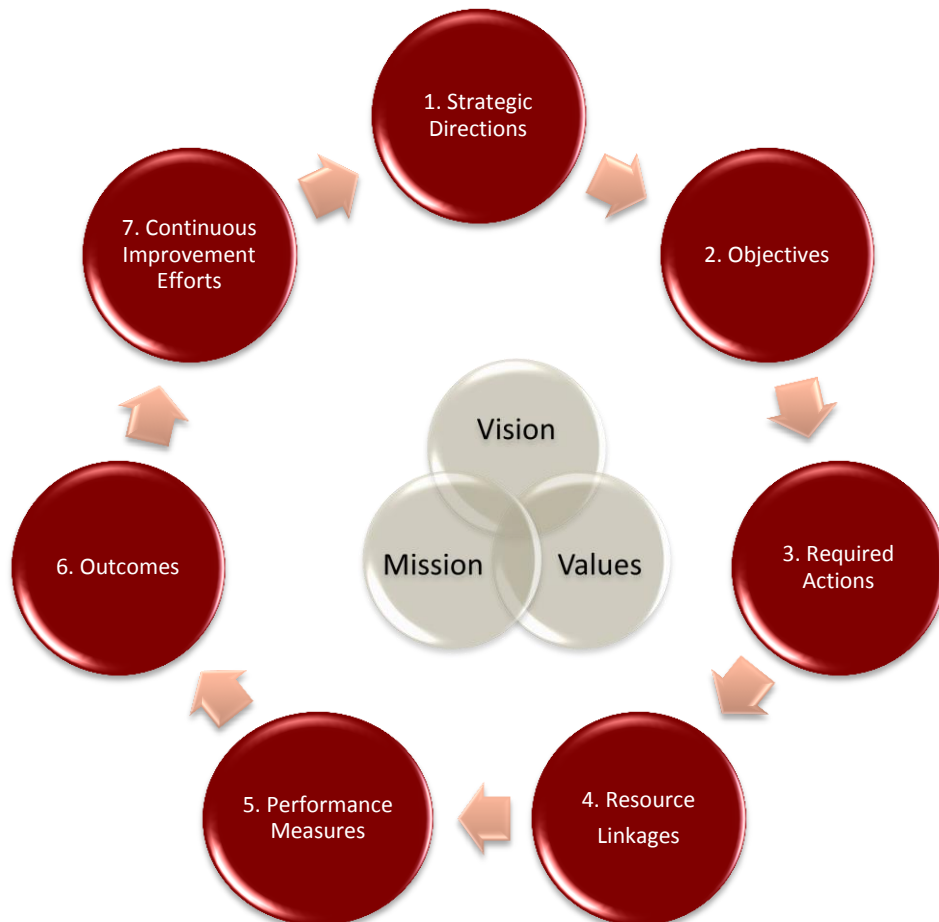


The Objective Planning process is an annual process. The process is guided by the Strategic Plan and is a bottom up process that provides for involvement and input from faculty and staff.

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

### Strategy

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



## Definitions:

### Hierarchical Levels

**Unit:** Vice President Level

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

**Division:** Instructional Dean, Executive Director, Director

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

**Department:** Assistant Dean, Director, Manager

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

**Individual:** Faculty and Staff

*Example: Jim Nasium, Faculty*

### Objective Plans

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

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

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

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

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

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

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

### Strategic Planning Terminology

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

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

2. **Institutional Priority** – Defines what needs to be accomplished to assist the INSTITUTION in accomplishing its mission, vision and objectives (as outlined in its Strategic Plan). Institutional Priorities can be short term or long term.
  - a. **Short term priority:** (1) can be accomplished within a year's time (2) can be accomplished through an individual objective and usually will need no outside resources (funding) to achieve. If funding IS needed to accomplish a short-term priority, it will usually need to be prioritized by the UNIT as currently important to the Unit, and will need to be funded from the Unit's next fiscal year's OPERATIONAL BUDGET.
  - b. **Long term priority:** (1) usually will require Unit or institutional funding support, (2) should NOT be expected to be funded within the CURRENT FISCAL YEAR, (3) perhaps, if the goal becomes an institutional priority because other Units have similar needs or it addresses a strategic initiative, it may be funded through future strategic planning monies.
  - c. Other avenues for funding activities may include (1) external grants (federal, state, or private), or (2) legislative appropriations.
  
3. **Objective** - Objectives are strategic targets that provide pathways and mechanisms to achieve each institutional priority. Therefore, the Objectives should effectively tie into one or more institutional priority. Each objective needs to have at least one documented performance measure.
 

*Example: Develop a transfer admissions guarantee program with universities.*
  
4. **Outcome** – An outcome is the desired result after the objective has been identified. Communicating and analyzing outcomes is an essential component of effective planning. Measuring and understanding outcomes helps to identify areas of accomplishment and areas where continuous improvement is necessary.
 

*Example: CWI has 1 additional contract with University of Idaho acquired during AY 09/10, for a total of 5 contracts.*
  
5. **Performance Measure** - Measures define factors the institution needs to benchmark and monitor. Each objective needs to have at least one Performance Measure attached to it. Assessment techniques provide the mechanism for measuring and evaluating the defined factors to evaluate progress or impact. Indicators specify what is measured and assessment techniques detail how and when it will be measured.
 

*Indicator: # of actual transfer admission guarantee contracts CWI has received.*
  
6. **Required Action** - Each objective corresponds with specific actions or tasks that are necessary to achieve the objectives. Required actions are associated with a timeframe for completion and a planning coordinator who oversees implementation of each action.
 

*Examples:*

  1. *Dean of Enrollment and Student Services meets with counterparts at Boise State University to develop an agreement that CWI students who complete the set of courses specified by Boise State University will be admitted to the University.*
  2. *CWI offers students a total of five transfer admissions guarantees.*
  
7. **Resource Linkage** - Linking resources to each required action helps ensure the sustainability of the planning process and accomplishment of the actions. Creating intentional linkages between resources and planning demonstrates an institutional commitment to the process.
 

*Examples: FY 12: \$1,000 (allocation for software to track transfer admissions guarantees)*
  
8. **Strategic Direction** - The centerpiece of our strategic planning efforts is the ongoing development and implementation of our "strategic directions." The strategic directions are broad, significant goals that guide the institution's planning, budgeting, benchmarking, and assessment activities.
 

*Example: Board Priority 1: Structure Student Success*

## Milestones

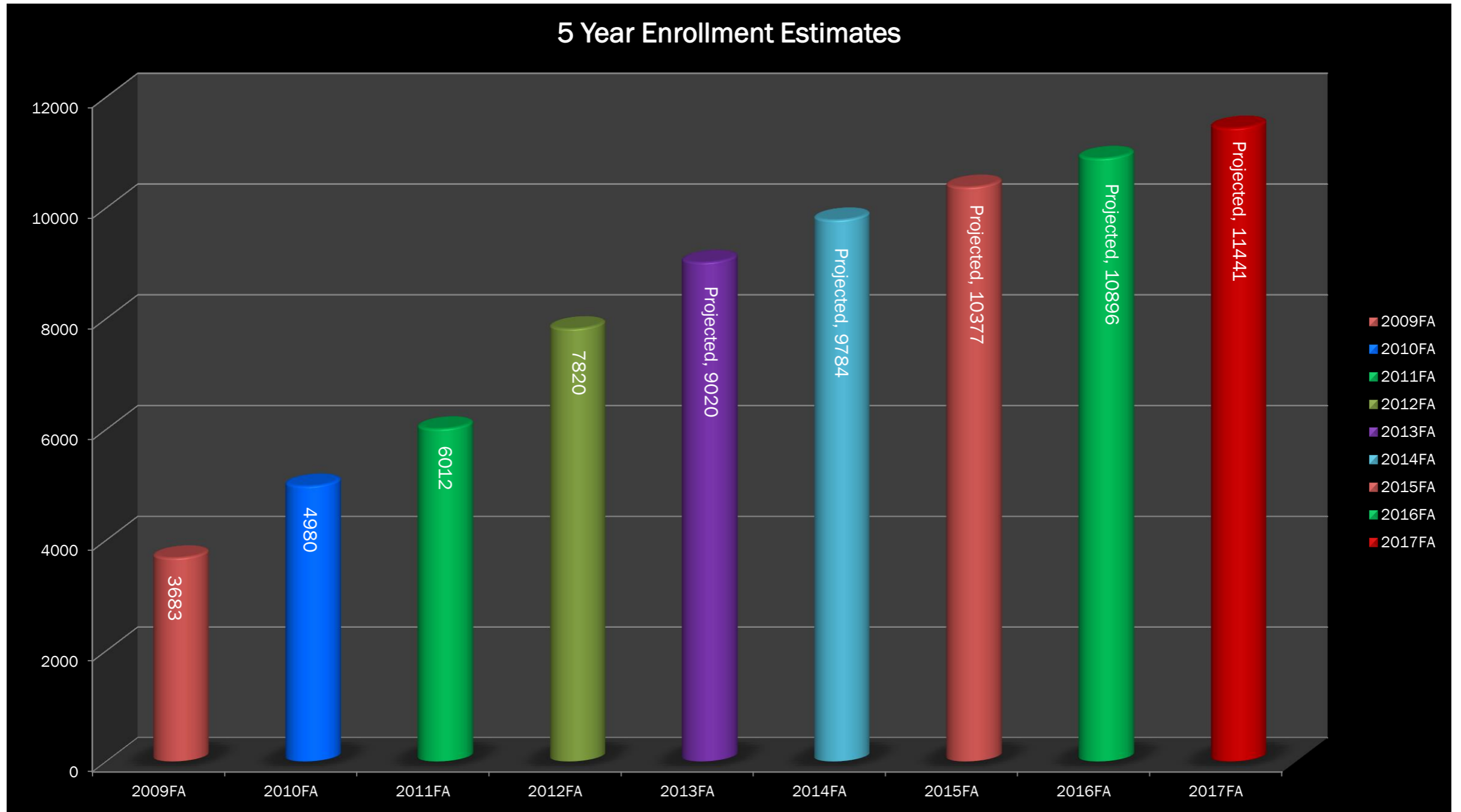
The following milestones will be implemented to ensure the success of the Strategic Planning Process.

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

Item / Objective	Audience	Timeline	Responsible Party
<b>College Council</b> Votes on recommendation from Planning Committee and forwards recommendation to President for review.	<ul style="list-style-type: none"> <li>College Council</li> </ul>	December	Council Chair
<b>Presidential Review</b> Of the recommendation from College Council	<ul style="list-style-type: none"> <li>President</li> </ul>	January	President
<b>Trustee update</b> Drive awareness	<ul style="list-style-type: none"> <li>Board of Trustees</li> </ul>	January	President
<b>Budget</b> Identify revenue assumptions Identify potential areas for increase or decrease	<ul style="list-style-type: none"> <li>Budget Office</li> <li>College Council</li> </ul>	February	President's Cabinet & Budget Office
<b>Board of Trustee Review</b> Offers recommendations if needed, and ultimately approves new plan.	<ul style="list-style-type: none"> <li>Board of Trustees</li> </ul>	February	President
<b>Budget</b> Detailed budget development Communicate directives Departments / Divisions prepare initial requests Decisions made relating to priorities	<ul style="list-style-type: none"> <li>All constituents</li> </ul>	March	Budget Office Unit Leaders
<b>Board of Trustee Final Review (if needed)</b> Offers recommendations if needed, and ultimately approves new plan	<ul style="list-style-type: none"> <li>Board of Trustees</li> </ul>	March	President
<b>Planning Office</b> Publishes document on external website, MyCWI Portal, and State Board of Education	<ul style="list-style-type: none"> <li>All Constituents</li> </ul>	March	Planning & Assessment
<b>Budget</b> Refine assumptions Finalize PTE budget College Council review tentative budget	<ul style="list-style-type: none"> <li>Budget Office</li> <li>PTE</li> <li>College Council</li> </ul>	April	Budget Office & President's Cabinet
<b>Environmental Scan</b> Public Phone Survey (every 3 years) Public Meeting (every 3 years) TAC Survey (every 3 years) Student Satisfaction Survey Employee Satisfaction Survey Economic Forecast	<ul style="list-style-type: none"> <li>All Constituents</li> </ul>	March / April	Planning & Assessment
<b>Budget</b> New FY budget is communicated to Budget Officers	<ul style="list-style-type: none"> <li>Budget officers</li> </ul>	May	Budget Office
<b>Annual Assessment Summit</b> Kicks off the new FY strategic planning cycle (start again at the top)	<ul style="list-style-type: none"> <li>President's Cabinet</li> <li>College Council</li> <li>Planning Committee</li> <li>Invited guests</li> </ul>	May	Planning & Assessment

# Attachment C

## CWI Enrollment Projection Matrix





# Attachment D

## General Education Organization Chart

4/29/2013

