College of Western Idaho

Year Seven Self-Evaluation Report

October 2016

Prepared for the

Northwest Commission on Colleges and Universities

Intentional blank page

Year Seven
Self-Evaluation Report

August 2016

Prepared for the Northwest Commission on Colleges and Universities

Intentional blank page

TABLE OF CONTENTS

Page #

Acknowledgements i
Glossary of Terms ii
Institutional Overview 1
Basic Institutional Data Form 5
Preface 13
Institutional Changes since the Last Report 13
Response to Recommendations Previously Requested by the Commission 19
Standard One - Mission, Core Themes, and Expectations 21
Executive Summary of Eligibility Requirements 2, and 3 21
Standard 1.A Mission (1.A.1, 1.A.2) 22
Standard 1.B Core Themes (1.B.1, 1.B.2) 23
Standard Two - Resource and Capacity 33
Eligibility Requirements 4 through 21 33
Standard 2.A Governance (2.A.1 – 2.A.30) 40
Standard 2.B Human Resources (2.B.1 – 2.B.6) 54
Standard 2.C Education Resources (2.C.1 – 2.C.19) 59
Standard 2.D Student Support Resources (2.D.1 – 2.D.14) 69
Standard 2.E Library and Information Resources (2.E.1 – 2.E.4) 82
Standard 2.F Financial Resources (2.F.1 – 2.F.8) 90
Standard 2.G Physical and Technological Infrastructure (2.G.1 – 2.G.8) 96
Standard Three - Institutional Planning 103
Standard 3.A Institutional Planning (3.A.1 – 3.A.5) 103
Standard Four - Core Theme Planning, Assessment, and Improvement 109
Executive Summary of Eligibility Requirements 22 and 23 109
Standard 3.B. Core Theme Planning, Standard 4.A. Assessment and Standard 4.B Improvement 111
Core Theme One – Professional Technical Education 111
Core Theme Two – General Education 115
Core Theme Three – Basic Skills Education 121
Core Theme Four – Community Outreach 128

Standard Five - Mission Fulfillment, Adaptation, Sustainability 133
Executive Summary of Eligibility Requirement 24 133
Standard 5.A Mission Fulfillment (5.A.1, 5.A.2) 133
Standard 5.B Adaptation and Sustainability (5.B.1 – 5.B.3) 135
Conclusion 137
Exhibits 139
Exhibit 1 Candidacy Status Award Letter from ACBSP 141
Exhibit 2 College of Western Idaho Trustee Zoning Map 143
Exhibit 3 CWI Basic Skills Education Table 4B 145
Exhibit 4 Idaho Adult Basic Education Program Improvement Plan (AIDDE Model) 147
Exhibit 5 CWI Inclusive Excellence Committee Charter 153
Exhibit 6 CWI Professional Technical Education Program Learning Outcomes 157
Exhibit 7 CWI Academic Affairs Learning Outcomes Templates 169
Exhibit 8 CWI Participatory Governance Document 179
Exhibit 9 Memorandum of Understanding between CWI and the CWI Foundation 205
Exhibit 10 CWI Staff and Faculty Recruiting Process Map 2015 213
Exhibit 11 CWI Academic Affairs Organizational Chart 215
Exhibit 12 CWI Professional Technical Education Organizational Chart 217
Exhibit 13 CWI Technology Governance Framework 219
Exhibit 14 CWI Professional Technical Education Program Assessment Template 221
Exhibit 15 CWI Academic Affairs Program Review Outline 227
Exhibit 16 CWI Enrollment Management Plan 2017-2021 – Draft 231

ACKNOWLEDGEMENTS

The College of Western Idaho would like to thank the past and present Board of Trustee members, faculty, staff, students, and the taxpayers in Ada and Canyon Counties for their contributions to this report.

A special thanks to the CWI Accreditation Team that guided the College through the self-study process.

The Accreditation Team

First	Last	Title
David	Shellberg	Executive Vice President Instruction & Student Services, ALO
Cheryl	Wright	Vice President Finance and Administration
Craig	Brown	Vice President Resource Development
Brenda	Pettinger	Assistant Vice President Academic Affairs
David	Hunter	Chief Information Officer
Tony	Meatte	Controller
Eric	Studebaker	Interim Dean, Enrollment & Student Services
Will	Fanning	Dean, Professional Technical Education
Doug	DePriest	Director, Institutional Effectiveness
Kim	Reed	Director, Library
Jennifer	Couch	Executive Director, Communications and Marketing
Jeff	Flynn	Executive Director, Facilities
Lillian	Talley	Executive Director, Human Resources
Christi	Rood	Executive Director, Workforce Development
Joy	Palmer	Department Chair, English, Faculty Writer
Cathy	Hampton	Project Manager

GLOSSARY OF TERMS

A.A.	Associate of Arts
A.A.S.	Associate of Applied Science
ACCT	Association of Community College Trustees
A.S.	Associate of Science
A.T.C.	Advanced Technical Certificate
ABE	Adult Basic Education
ACBSP	Accreditation Council for Business Schools and Programs
ACCT	Association of Community College Trustees
AIDDE	Analysis, Identify, Design, Document and Evaluate
ALA	American Library Association
ASCWI	Associate Students of CWI
AVPAA	Assistant Vice President for Academic Affairs
AY	Academic Year
B.T.C.	Basic Technical Certificate
BSE	Basic Skills Education
CARE	Campus Assessment, Resource, and Education Team
CPL	Credit for Prior Learning
CSI	College of Southern Idaho
CTL	Center for Teaching and Learning
CWI	College of Western Idaho
CWID	Connecting with Ideas
ECERP	Ellucian Colleague Enterprise Resource Planning
EFL	Educational Functioning Level
EKA	Eva Klein and Associates
ERP	Enterprise Resource Planning
ESL	English as a Second Language
EVP	Executive Vice President for Instruction and Student Services
FY	Fiscal Year
GED	General Educational Development, aka General Education Degree
GEM	General Education Matriculated
GPA	Grade Point Average
I.T.C.	Intermediate Technical Certificate

IDPTE	Idaho Division of Professional Technical Education
LAC	Library Advisory Committee
LMS	Laboratory Materials Supervisor
MOU	Memorandum of Understanding
MSC	Math Solution Center
NASF	Net Assignable Square Feet
NRS	National Reporting System
NWCCU	Northwest Commission on Colleges and Universities
One Stop	CWI One Stop Student Services
OMS	Outcome Monitoring System
PACE	Personal Academic Career Enrichment
PAR	Program Assessment Report
PCI (DDS)	Payment Card Industry Data Security Standards
PFBAC	Permanent Building Fund Advisory Council
PTE	Professional Technical Education
RCO	Registered Clubs and Organizations
RFP	Request for Proposal
RFQ	Request for Qualifications
RAC	Retention Advisory Committee
SAPB	Student Activities Programming Board
SBOE	Idaho State Board of Education
SDS	Student Disability Services
SLDS	State Longitudinal Data Systems
SOAR	Student Online Advising and Registration
TAC	Technical Advisory Committee
TAT	Threat Assessment Team
UROC	United Registered Organizations and Clubs
VFA	Voluntary Framework of Accountability
WD	Workforce Development

INSTITUTIONAL OVERVIEW

CWI Milestones

2007 — CWI is established by voters in Ada and Canyon Counties

2008 — Trustees are elected and MOU is signed with CSI for accreditation

2009 — First classes held and professional-technical programs are transferred to CWI

2010 — First Graduation and CWI Foundation is established

2011 — CWI expands classroom space, Speech and Debate team wins first National Title

2012 — CWI is granted candidacy for accreditation, Micron Center opens

2013 — Boise State Tranfer Center opens and articulations are expanded with universities

2014 — Leased space grows in Boise, Nampa expansion plan updated

2015 — English and Math remediation redesigned to support completion

2016 — CWI purchased 10 acres of land in Boise to create a permanent Ada County Campus.

The Beginning

After years of regional effort, the College of Western Idaho (CWI) came into being in 2007 and began offering courses in Spring 2009. Until then the Boise Metro/Treasure Valley, hosting 39 percent of Idaho's population, was one of the only US population centers of this size without a publicly-funded community college. Since 2009, CWI has delivered college credit instruction, certificates, and degrees through its memorandum of understanding with the College of Southern Idaho (CSI). CWI faculty and staff are working diligently toward fulfilling the College's goal of independent accreditation as the school is seeking to reach that milestone with the Northwest Commission on Colleges and Universities (NWCCU) by 2017.

Transfer Curriculum Design

Since 2009, CWI has delivered college credit instruction, certificates and degrees through its memorandum of understanding with the College of Southern Idaho. While transfer programs continue to adhere to CSI curriculum relative to the existing agreement, CWI Academic Affairs division has been engaged in a comprehensive curricular design process in anticipation of the College's independent accreditation standing. Post-accreditation academic programs are designed by CWI faculty in consultation with four-year partners for strength of transferability. All A.A. and A.S. degree programs are intentionally designed to include general education programmatic objectives, degree program objectives, and broad Academic Affairs objectives. Course and program objectives are thoughtfully mapped to illustrate the introduction, reinforcement, and assessment of program objectives. All 2017 programs will include a capstone or programmatic assessment embedded in the design, as well as two High Impact Practices (American Association of Colleges and Universities) for student retention and engagement. This design process will culminate in 2016, and new courses and degrees will be implemented upon receiving accreditation.

Program Array

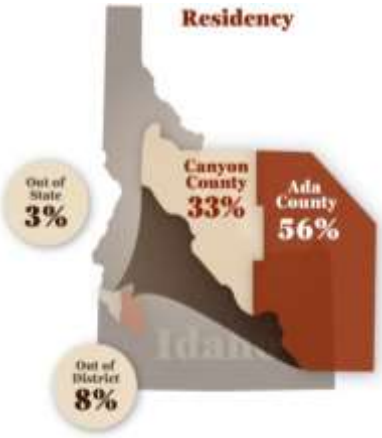
Considering the short time since its inception, CWI offers a wide range of academic and professional/technical courses—variously leading to Associate of Arts or Science degrees, Associate of Applied Science degrees, continuing education, and certificates. CWI also offers Basic Skills Education to help learners prepare for the GED and attain college readiness, Dual Credit for high school students, and fast-track job training for working professionals.

Strategic Planning

In June 2016, CWI completed its five year institutional comprehensive strategic planning process, complete with a new mission statement and retooled core themes that will allow the College to move thoughtfully forward for the next five years. More information on the new strategic plan can be found in the Preface of this document.

Students

CWI's early growth has been rapid and enormous. In 2015-2016, CWI served 18,500 full-time and part-time learners, 89 percent of whom are from Ada and Canyon Counties. These are students working on degrees, certificates, and dual enrollment programs (high school students taking community college instruction while in high school). Additionally, this number includes over 8,000 learners in Workforce Development (non-credit) courses. In 2014-2015, its sixth year of operation, the College awarded over 1,400 degrees and certificates.



Faculty and Staff

In Fall 2015, the College employed nearly 1,000 faculty and staff, 72 percent of whom are instructional and student services/support personnel.

Business Community

CWI takes pride in playing a fundamental role in establishing economic stability in the Treasure Valley, and continues to partner with local business and industry to help ensure the College is producing some of the most sought-after students in the community. 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 the economic growth and vitality of the Treasure Valley.

Governance

CWI has a five-member Board of Trustees, currently selected by the voters. Also, the Idaho State Board of Education governs many aspects of CWI operations, ranging from approving educational programs to procurement requirements.

Locations and Facilities

Since 2009, CWI has operated in a few owned and several leased facilities in several locations. Campus space in use now totals about 350,000 Net Assignable Square Feet (NASF). The Ada County Campus consists of several leased facilities located together in a single business complex. The Canyon County Nampa Campus includes the Micron Center, a superb facility for Professional Technical Education, as well as owned or leased facilities located in close proximity along a major thoroughfare. CWI also offers classes at its Canyon County Center and in community locations. By the end of this five-year *Strategic Plan* period, CWI hopes to move into its own new facilities in Nampa and in downtown Boise, the latter on a recently acquired 10-acre property.

Budget

The College of Western Idaho's Board of Trustees continue to contain the rise in tuition and fees to enable access, retention, and completion. While CWI will raise tuition from $136 per credit to $139 per credit in 2016, the College had not previously increased tuition since 2011.

CWI's tuition is nearly half the cost of Idaho's public universities, and a quarter the cost of most private colleges. The operating budget for 2015 totaled $55,877,947 as shown below.

- $22,165,300 Tuition and Fees
- $18,247,800 State Funds
- $7,252,147 County Property Taxes and Payments
- $5,773,500 Self-Support and Grants
- $2,439,200 Carry Forward and Other

Other notable statistics:

- 62% increase in students graduating over the previous year
- 38% reduction in the amount of money students chose to borrow, thanks to changes in student loan packaging process and financial advising
- 89.5% of students who complete English 100 pass the college gateway course (ENGL 101)
- 9,000+ hours of student to community hours (includes volunteer work and discipline-specific work in the community)
- In 2014-2015, 73.9% of students at CWI accessed some type of financial assistance to make higher education a reality
- 30% increase in dual credit enrollment from Spring 2014 to Spring 2015; 3,600 high school students earned college credit while in high school, and the program continues to grow

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

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

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	BTC, ITC, ATC, AAS	National Automotive Technicians Education Foundation (NATEF)	2018
Certified Dental Assisting	ITC, AAS	Commission on Dental Accreditation (CODA)	2019
Heavy-Duty Truck Technician	BTC, ITC, ATC, AAS	National Automotive Technicians Education Foundation (NATEF)	2016
Heavy-Equipment Technician	BTC, ITC, 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	BTC	Professional Truck Driver Institute	2017
Surgical Technology	ITC, AAS	Commission on Accreditation of Allied Health Education Programs	2019

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

Official Fall 2015 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2015	One Year Prior Dates: Fall 2014	Two Years Prior Dates: Fall 2013
Undergraduate	4,908	5,735	5,635
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	4,908	5,725	5,636

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

Official Fall _____ (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2015	One Year Prior Dates: Fall 2014	Two Years Prior Dates: Fall 2013
Undergraduate	8,398	9,995	8,954
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	8,398	9,995	8,954

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	70		5	5	6	47		7
Instructor	83		9	9	9	46		9
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank		328						

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	51,469	5.9
Instructor	48,097	3.7
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	41,680	3.6

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 institution:	July to June			
reporting of income:	Accrual Basis		Accrual Basis	
Reporting of expenses:	Accrual Basis		Accrual Basis	

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:7/1/14 – 6/30/15	One Year Prior to Last Completed FY Dates:7/1/13 – 6/30/14	Two Years Prior to Last Completed FY Dates:7/1/12 – 6/30/13
CURRENT FUNDS			
Unrestricted			
Cash	30,935,656	44,735,271	40,559,935
Investments	20,434,474	1,034,992	1,024,454
Accounts receivable gross	7,008,258	9,320,414	7,792,721
Less allowance for bad debts	(2,447,109)	(2,666,557)	(1,717,408)
Inventories	0	0	0
Prepaid expenses and deferred outflows	1,444,256	699,084	858,390
Other (identify)	130,400	138,990	118,990
Due from	0	0	0
Total Unrestricted	57,505,935	53,262,194	48,637,082
Restricted			
Cash	894,181	1,077,594	1,250,351
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	894,181	1,077,594	1,250,351
TOTAL CURRENT FUNDS	58,400,116	54,339,788	49,887,433
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	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	17,280,000	17,280,000	13,720,000
Land improvements	221,841	199,311	216,587
Buildings	27,143,687	27,265,022	13,745,038
Equipment	2,737,878	2,838,837	2,780,146
Library resources	791,316	608,543	409,016
Other (identify) CIP	788,986	1,449,713	838,159
Intangibles	72,774	134,095	192,485
Total investments in plant	49,036,482	49,775,521	31,901,431
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	49,036,482	49,775,521	31,90,431
OTHER ASSETS (IDENTIFY)			0
TOTAL OTHER ASSETS			0
TOTAL ASSETS	107,436,598	104,115,309	81,788,864

LIABILITIES	**Last Completed FY Dates: 7/1/14 – 6/30/15**	**One Year Prior to Last Completed FY Dates:27/1/13 – 6/30/14**	**Two Years Prior to Last Completed FY Dates:7/1/12 – 6/30/13**
CURRENT FUNDS			
Unrestricted			
Accounts payable	360,557	1,071,242	401,786
Accrued liabilities	2,673,185	2,662,521	2,285,092
Students' deposits	0	0	0
Deferred credits and Deferred Inflows	2,463,171	1,016,754	1,304,797
Other liabilities (includes current/noncurrent + net pension liability)	1,733,726	800,428	1,003,352
Compensated Absences	627,228	602,946	616,450
Due to	0	0	0
Fund balance	0	0	0
Total Unrestricted	7,857,867	6,153,891	5,611,477
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	7,857,867	6,153,891	5,611,477
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	3,503,019	3,843,615	4,151,378
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	3,503,019	3,843,615	4,151,378
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	7,857,867	6,153,891	5,611,477
TOTAL LIABILITIES	11,360,886	9,997,506	9,762,855
FUND BALANCE	96,075,712	94,117,803	72,026,009

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 7/1/14 – 6/30/15	One Year Prior to Last Completed FY Dates:7/1/2013 – 6/30/2014	Two Years Prior to Last Completed FY Dates:7/1/2012 – 6/30/2013
Tuition and fees	17,200,148	18,723,905	20,236,626
Federal appropriations	0	0	0
State appropriations	17,761,419	15,090,514	13,325,014
Local appropriations	6,705,653	6,339,677	6,074,279
Grants and contracts	2,442,063	2,321,997	2,229,653
Endowment income	0	0	0
Auxiliary enterprises	0	41,820	63,226
Other (state & federal financial aid)	18,721,176	21,695,881	22,398,562
Other (sales, other, gifts, other, int)	1,050,774	1,488,568	1,429,236
Other (investment)	87,084	0	0
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	21,277,573	21,944,959	20,799,076
Research	0	0	0
Public services	258,352	264,350	379,211
Academic support	8,948,074	7,974,156	5,320,531
Student services	6,070,238	5,695,216	5,163,835
Institutional support	5,933,244	6,444,677	7,632,249
Operation and maintenance of plant	7,664,489	7,396,109	5,093,053
Scholarships and fellowships	9,619,469	11,595,402	14,417,813
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	59,771,439	61,314,869	58,805,768
Auxiliary Enterprises			
Expenditures	(153,838)	64,729	106,569
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	(153,838)	64,729	106,569
TOTAL EXPENDITURE & MANDATORY TRANSFERS	59,617,601	61,379,598	58,912,337
OTHER TRANSFERS AND ADDITIONS/DELETIONS (capital gifts)	10,455	17,769,030	292,104
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	4,361,171	22,091,794	7,136,363

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	**Last Completed FY Dates:7/1/14 – 6/30/15**	**One Year Prior to Last Completed FY Dates:7/1/13 – 6/30/14**	**Two Years Prior to Last Completed FY Dates:7/1/12 – 6/30/13**
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				

Intentional blank page

PREFACE

Institutional Changes since the Last Report

The College of Western Idaho has seen growth and changes in a number of areas since its last report.

Educational Offerings

The following changes have occurred since submission of CWI's Mid-Cycle Report.

Perioperative Nursing Certificate: Based on industry need, CWI submitted a proposal to the Idaho State Board of Education to offer a certificate program in Perioperative Nursing. This program teaches the basic knowledge and clinical skills necessary to function independently in an entry-level operating room nursing position. Target implementation date is Fall 2016.

CWI Western States CAT Technician: CWI launched a collaborative program with Western States Caterpillar to train technicians in Summer of 2014. The CWI Western States CAT Technician program covers 15 months of training and is designed to prepare entry-level technicians for Western States CAT equipment dealer positions.

Medical Assisting: In Spring 2015 CWI launched a new Medical Assistant credit program. This professional-technical program allows students to earn an Associate of Applied Science degree.

Masonry Apprentice Program: In October 2015 CWI began offering a new Masonry Apprenticeship program, which is a three-year program offered through CWI's Workforce Development division. It is made possible by a grant from the Idaho Department of Labor. CWI is partnering with West Ada School District on instruction and curriculum.

Culinary Arts: The Culinary Arts program has been suspended until appropriate facilities can be located.

Software Development: The Web Development program name was changed to Software Development effective Fall 2015.

Implementation of Redesigned General Education Program: In Fall 2015 CWI implemented a redesigned General Education Program. The program aligns with the new Idaho State Board of Education Framework and CWI's General Education Objectives. In addition to 30 credits that fall within the state competency areas, the program contains a first semester success course and courses in global perspectives and ethics for a total of 36 credits.

Implementation of First Semester Student Success Course (Connecting with Ideas): In Fall 2015 CWI implemented Connecting with Ideas as part of its general education program. Students take the course during their first semester at CWI, and it is taught by faculty in all departments across the college, which results in a wide variety of high interest topics. The thematic content is linked with critical and creative thinking, writing and discussion, academic expectations and strategies, college resources and services, personal responsibility, and other habits of mind that lead to lifelong learning.

Business Program Accreditation: The CWI Business Department was granted Candidacy Status by the Accreditation Council for Business Schools and Programs (ACBSP) in October 2014.[1] The department has been working hard to put together the self-study and create processes through which to measure the necessary objectives. The site visit will take place in Fall 2017 with the goal of being accredited through ACBSP by the beginning of 2018. The benefits of this accreditation for students include program credibility and recognition by regulatory bodies. For the institution and faculty, the benefits include professional development, peer support, support of regional accreditation, and student recruitment.

I Do Teach: IDoTeach is a local BSU and CWI replication of the University of Texas, Austin UTeach model for recruiting, mentoring, and guiding STEM majors through obtaining their bachelor's degree in content and secondary teaching certification. This model is highlighted with early field teaching experiences in local elementary and middle schools where CWI students design inquiry-based hands-on math and science lessons. With this model, students get to try teaching and reflect on pursuing it as a career.

Math Remediation Transformation: CWI implemented the Math Solutions Center in Fall 2015. This emporium model condenses the former ten-credit, three semester format (MATH 015, MATH 025, and MATH 108) of remedial math into a single mastery-based course, repeatable for up to six credits (MATH 095). Students are able to advance through the content at their own pace utilizing digital supports, lab faculty, and carefully scaffolded curriculum. The MSC is facilitated by a Director, Site Coordinator, five full-time support faculty, and a team of adjunct faculty.

Lab Science Reform: CWI launched Life Science Lab reform with the introduction of Anatomy and Physiology Flex Lab (BIOL 227L and BIOL 228L). This reform provides a mastery-based hybrid design utilizing digital learning tools, lab manuals, and hands-on lab experience. After completing the online components of the weekly entry ticket, which demonstrates readiness for the in-person lab content, students attend a two-hour face-to-face lab. An exit ticket at the end of the lab session confirms mastery of the content. This model of instruction is made possible through two full-time support faculty who serve as lead instructors and monitor the online components as well as teaching the in-person labs along with adjunct faculty.

[1] Exhibit 1 – Candidacy Status Award Letter from ACBSP

Organizational Changes

New Instructional Support Division: In July 2015 the College reorganized a part of its Academic Affairs area by creating the Division of Instructional Support. The new entity is comprised of all instructional support functions, including Assessment and Testing, the Center for Teaching and Learning (CTL), Dual Credit, Library Services, and Tutoring Services. This organizational change is intended to help the College develop synergies among the constituent instructional support departments, enhance the integration of instructional support services throughout the institution, and influence the quality of instruction and the prevalence of student success.

New Faculty Classification: Support Faculty: In 2015 support faculty positions were created to serve new models of instruction in the Math Solutions Center (MSC) and Life Science labs. Support faculty is a new classification of faculty whose primary responsibility is to support applied learning in an instructional setting where student learning is largely self-directed. Currently, four full-time support faculty assist students in the Math Solutions Center and five full-time support faculty assist in Life Science labs. These faculty positions are not rank eligible, their role is limited to a laboratory setting, they do not carry lecture responsibilities, and their non-instructional duties are much more limited than those of rank-eligible faculty.

Policy Manual Revision

Significant revisions to CWI's Policy Manual occurred during 2015-16. As the Board of Trustees role has evolved through the years, the Trustees made the decision to separate policies and procedures pertaining to their governance role at CWI from the operational policies and procedures manual. This decision allows the Board to focus on approving high-level, over-arching College policy and delegating the administrative policies to the President. Therefore, two additional documents were created: CWI Board of Trustee Handbook and CWI Governance Policies.

Substantive Changes

Law Enforcement: The Law Enforcement curriculum is designed to result in an Associate of Applied Science degree and meets all of the necessary requirements set forth by the Idaho Division of Career Technical Education (IDCTE). This program has been designed to serve as a supplement to the Criminal Justice program at CWI.

Academic Certification: The General Education Academic Certificate is an acknowledgement of completion of the College of Western Idaho's 36-credit General Education Program. The courses that make up the certificate were redesigned as part of a statewide General Education reform effort. The General Education Academic Certificate formalizes General Education as a cohesive program of study to acknowledge a significant milestone for A.A. and A.S. students upon completion of General Education studies, and to encourage students to focus on an attainable set of requirements, thereby improving retention, completion, and transfer rates. The decision to create the General Education Academic Certificate was made collaboratively with the other Idaho community colleges.

Comprehensive Strategic Plan

Time Horizon: The College of Western Idaho's first and only Comprehensive Strategic Plan was developed and adopted by the College in May 2010 and addressed a time horizon of 2010–2015, reflecting Academic Years (AY) 2010/11–2015/16. In Fall 2015 CWI initiated a new Comprehensive Strategic Planning process to develop strategies to address the next five-year period beginning in AY 2016/17 extending through AY 2020/21. Planning is occurring now through AY 2016/17, which is a transition year between the previous Strategic Plan to the new Strategic Plan.

Strategic Planning Goal: CWI undertook this planning with the express intention and goal of developing a plan that will serve as a working, active and living document that provides a longer term, 25-year horizon of the college's future with specific focus on the next five years. Key considerations in the development of this plan included evaluating and updating the College's Mission, Vision (Vision 2040), and Core Themes & Values; completing input and environmental scans including a gap analysis; developing Key Analysis Plans; identifying opportunities and challenges; and establishing Strategic Priorities for the next five years. The resulting plan provides a high-level framework document which will guide the next phase of CWI's planning including the development of Operating Plans to ensure execution.

Participation: The process was facilitated by Eva Klein & Associates (EKA), who worked closely with the College's Board of Trustees; Executive Leadership Team; internal constituents including faculty, staff, and students; and external constituents including governmental agencies, economic development communities, business and industries, and other education partners and thought leaders. Through a thoughtful and exploratory process, CWI sought to engage these internal and external constituents in the planning analyses and dialogue to help create and shape the future strategic direction of the college.

Key Plan Elements: The Key elements of the Strategic Plan are:

- Mission/Vision 2040/Core Themes/Values
- Environmental Scans/Contexts
- Key Analysis Plans which includes:
    - Educational Master Plan
    - Enrollment Model
    - Space Capacity Analysis
    - Instructional Technology Plan
    - Long Range Financial Model
- Strategic Priorities
- Implementation Framework/ Considerations

Future Campus Development:

CWI has been working toward consolidating services into two primary campus locations in Nampa and Boise supported by the Canyon County Center. A key aspect of this strategy includes shifting from leased locations into owned facilities, addressing growth, and providing students and the communities the College serves with key services and campus environments. Two buildings have been programmed for the Nampa Campus: a Health Sciences Building, which will consolidate and

expand the college's health and sciences programs, and a Student Success Center, which will become the central hub of the Nampa Campus and will provide a learning environment that brings together critical services to support students, faculty, and the community. This center will include Student Services, Library Learning Commons, space for student clubs and organizations, University Transfer Center, tutoring and academic support, food and retail services, conference spaces, and college administrative operations.

Planning is underway for the Boise Campus which will be located on the recently acquired 10-acre property located in downtown Boise's West End. This site will replace the current leased campus site as a permanent, owned location. Like the Nampa campus, the Boise Campus will be developed in phases over time based upon the College's and community's needs.

Campus Safety

As part of its ongoing effort to promote campus safety, in September 2014 CWI introduced new procedures to help address active shooter situations. CWI approved Run, Hide, Fight as the official response to such an emergency, while also implementing a lockdown procedure to help serve as a guideline on how to secure facilities in case of an active shooter situation. Training videos were created for both procedures.

Student Success

In an effort of continuous improvement, Enrollment & Student Services and Instruction are continually evaluating the services and tools that support students in their academic endeavors. The following list exemplifies some of the many changes implemented since the last site visit.

English Placement: In March 2015 the College adopted a multiple-measures placement model for English courses. Rather than only using a standardized test score (SAT, ACT, COMPASS), students go through The Write Class, an English-faculty-designed adaptation of software developed at Boise State University. The Write Class considers GPA, standardized test scores, a reading quiz, self-reported literacy practices and life situation, and provides a placement based on those measures. These multiple measures provide a more accurate placement, leading to increased success for students. Most students have a decision at the end because The Write Class incorporates directed self-placement as well. As of May 27, 2016, over 4000 students have gone through CWI's Write Class.

Community Engagement: CWI students continue to increase the number of hours served in the community through college-supported activities. Additionally, more and more opportunities are provided on campus, which invite the community to engage with CWI on site. Students serve the community through internships, service-learning, and club activities. Visiting Writer, Artist, and Scientist programs; symposiums; visual and performing arts performances; and the CWI Connections event are samples of community opportunities on campus.

Retention Advisory Committee: In July 2014 the College formed a Retention Task Force that included representation from all relevant stakeholders. In the two years of its existence, it completed many achievements to advance the College's retention efforts, including the Invite Forward Initiative designed to encourage faculty to personally connect in a variety of areas and ways with students. In May 2016 the College decided to continue these efforts by creating a permanent body, the Retention Advisory Committee (RAC), whose purpose is "to provide timely, comprehensive recommendations…on all matters relating to student retention, support, and success."

Transfer KIOSKS: The Transfer Kiosks are an innovative way to connect current CWI students with Idaho's public four-year colleges and universities, preparing them for the next steps after CWI. These kiosks use professionally designed graphic layouts, multiple touchscreen interactive self-service stations, and large flat-screen messaging boards to help ensure students are aware of and connected to in-state transfer opportunities. Transfer service program agreements have also been established with each of these partner institutions to support the activities and services that take off where the kiosk contact ends. Diagnostic data is collected and analyzed on student usage. This allows CWI to monitor the use and effectiveness of the kiosks, the interests in each of the partner institutions, and the impact of associated marketing efforts.

CWIDeal Boost scholarship program: The first program of its kind in Idaho, the CWIDeal Boost scholarship provides matching funds to qualifying students who make tuition and fee payments to CWI directly from an Ideal 529 College Savings Account—up to $500 per semester or $1,500 per year.

Student Life:

- CWI created a new student life area located in the Nampa Campus Academic Building and established a Student Life Coordinator position.
- The CWI Student Life Department created a Student Activities Programming Board to help facilitate campus life. The student-led organization hosts and promote events on campus.

Career Planning: In Spring 2015 CWI adopted My Career Network, a new web-based tool for connecting students with internships and jobs. The network already has 156 employers in the system with 89 current job postings.

Transferring Students: To bolster existing articulation agreements, CWI has partnered with Boise State University, Lewis-Clark State College, and the University of Idaho to ensure students are guaranteed admissions and smooth the process to become a Bronco, Vandal, or Warrior upon graduation from CWI. Similar pathways are being developed with Idaho State University and the College of Idaho.

Investing in Students: CWI is actively seeking organizations and people who will invest in students. Last year a grant committee with representation from around the college was formed to help match needs and funding opportunities. Additionally, the College brought on a full time grant

project manager and an external resource to support its goal to increase funds to support CWI through grants and large asks.

Successful Start: CWI implemented new deadlines for admission, registration, and payment for the Fall 2014 semester. The initiative is known as Successful Start. The deadlines were created to ensure students have adequate time to register and prepare for the start of classes each semester, which is critical to academic success and completion.

Financial Aid: In October 2014 CWI was approved for recertification to provide federal financial aid to its students through 2018. The designation concluded CWI's initial provisional certification that was achieved in May 2012.

Free Legal Advising Clinics: CWI introduced free legal advising clinics for students in December 2014. The College has partnered with local attorneys who volunteer to provide consultation on a wide variety of legal topics.

Responses to Topics Previously Required by the Commission

Recommendation from NWCCU based on CWI's Mid-Cycle Report:
"As the College of Western Idaho prepares for its initial accreditation evaluation in fall 2016, the Commission once again urges the leadership of the institution to be mindful of the impact of the rapid expansive growth on the capability of the institution to realistically demonstrate mission fulfillment and sustainability which is the essence of the initial accreditation evaluation. The Commission encourages the institution to build upon its Mid-Cycle Evaluation efforts and to utilize its assessment strategies toward producing data-driven student learning outcomes that inform mission fulfillment and sustainability."

The College continues to focus on the concerns expressed by the Commission regarding mission fulfillment and sustainability. Enrollment growth at CWI has stabilized, thus affording the College the ability to strategically guide its operations and develop its strategic direction. Mission fulfillment and sustainability are discussed in greater detail in Standards One, Four and Five.

Completion of the following important initiatives have allowed the College to position itself for continued mission fulfillment and comprehensive college sustainability.

- Redesign of academic degrees (ready for implementation upon receiving independent accreditation)
- Creation of a robust institutional research office to support key assessment areas (Instruction and Student Services, Finance and Administration, and Resource Development)
- Revision of CWI's enrollment management plan (EMP)
- Creation of five-year Comprehensive Strategic Plan, including analysis of fiscal stability and sustainability of human resources and facilities
- Implementation of a new five year financial model

Intentional blank page

STANDARD ONE
MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

AUTHORITY (ER2) *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.*

CWI is governed by an elected five-member Board of Trustees. Prior to 2016, the Trustees were elected at large from within Ada and Canyon counties for staggered, four-year terms. In 2016 Idaho passed new legislation whereby community college districts will be divided into five zones with one Trustee to be elected from each zone and serve a four-year term. Trustees derive their authority from and hold office in accordance to the state of Idaho Code 33-2104 *Formation of Community College Districts.*[2]

MISSION AND CORE THEMES (ER3) *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.*

The College of Western Idaho reviews its mission statement annually during CWI's Strategic Planning Process. The current mission statement and core themes were approved by the CWI Board of Trustees in December 2009, and were reaffirmed during the strategic planning process in 2015.

In correlation with its mission, most of CWI's credit programs lead to A.A.S., A.S., or A.A. degrees. All resources at CWI are devoted to support its educational mission, vision, and goals.

[2] Exhibit 2 - College of Western Idaho Trustee Zoning Map

Mission (Standard 1.A)

MISSION STATEMENT (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,*

The following College of Western Idaho mission statement was approved by the Board of Trustees in 2009. The College's mission and vision statements, core themes, and core values are made public through a variety of venues. They are published in the college catalog and the student handbook. They appear on the College's website as well. Additionally, the mission statement is posted prominently throughout the campus.

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 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

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.*

CWI's Core Themes constitute the foundation upon which mission fulfillment is articulated and assessed; therefore, all planning and goal-setting take place within the context of the Core Themes. Each year during the strategic planning review process, core theme objectives and

measures are analyzed to ensure CWI is capturing and utilizing the correct data. When necessary, new objectives and measures are implemented as the needs of the College and community change.

Articulation of an Acceptable Threshold of Mission Fulfillment
The College of Western Idaho has created objectives for each core theme and indicators of achievement to assist in measuring mission fulfillment. These objectives are reviewed and revised as necessary to ensure that CWI is measuring the appropriate target.

In the Year Three report, CWI set a benchmark of 90% (27/30 targets identified below) for a mission fulfillment threshold. At this time, CWI is unable to collect appropriate data to accurately measure mission fulfillment for some of the identified indicators (some still need to set a benchmark and some are contingent on CWI delivering its own curriculum). Therefore, the College has chosen to return to its original definition of mission fulfillment which states: "since the core themes collectively embody the mission, if each core theme is fulfilling its purpose, CWI will consider its mission fulfilled." Core theme committees look at available data from the indicators as well as other pertinent information and make a judgment on each theme (Standard Four). CWI will then examine the themes holistically and determine whether the mission can be considered fulfilled at this time (Standard Five).

Core Themes (Standard 1.B)

CORE THEME IDENTIFICATION (1.B.1) *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

The College of Western Idaho Core Themes were derived from its mission statement and approved by the CWI Board of Trustees on December 15, 2009.

The core themes and objectives have been reviewed periodically to ensure relevance to CWI mission fulfillment. Objectives and indicators were revised in 2012 and again in 2014 to allow CWI to collect appropriate and measurable data. The data collection results are reported in three ways: Academic Year (AY), Fiscal Year (FY) and by semester (FA/SP).

CORE THEMES (1.B.2) *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme One: Professional Technical Education
Professional Technical Education (PTE) 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.), intermediate technical certificate (I.T.C.), and basic technical certificate (B.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.

Objective 1: Professional Technical Education fosters student success by preparing students to successfully gain employment or continue their education.

Indicators of Achievement	Metric	Target	Results
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.	AY12 77% AY13 83% AY14 90% AY15 89%
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.	AY12 88% AY13 92% AY14 85% AY15 92%
Rationale: *Technical Skills Assessment (TSA)*: The technical skills assessment exams are implemented at CWI in alignment with the requirement of the Carl D. Perkins Career and Technical Education Act to assess student learning and to engage in continuous improvement based on the results. These are industry-recognized, third-party assessments agreed upon by industry representatives, the professional-technical program, and the Idaho Division of Career and Technical Education (IDCTE). The target pass rate is 70% of students who take the exam. *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	Results
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.	AY12 71% AY13 76% AY14 86%

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.	AY12 69% AY13 83% AY14 89%
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.	FA13 88% SP14 83% FA14 86% SP15 83%
Rationale: *Student retention:* Retaining students is essential to student success; therefore, program retention is evaluated each semester and further analyzed on a year to year basis and reported out annually as part of the assessment process. Additional student completion is tracked, and completion rates are analyzed to demonstrate reasonable time to completion of students in PTE program. These data points allow the program to track individual students to ensure 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, there was an objective on community connections, but relevant indicators have moved to Core Theme 4.

Core Theme Two: General Education *(Academic Transfer)*

The College of Western Idaho prepares students to earn an Associate of Arts (A.A.) or Associate of Science (A.S.) degree and then, if they so choose, transfer those credits to a baccalaureate institution. Approximately 87% of students enrolled in credit courses 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 Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), and Associate of Applied Science (A.A.S.) programs.

A.A. and A.S. degree programs currently have a minimum of 60 credits, including a 36-credit general education requirement. 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 CWI's General Education program can transfer to these institutions without having to take additional general education courses.

All transfer degree requirements are published in the college catalog and on the college website.

Objective 1: Academic Affairs supports students' academic success.

Indicators of Achievement	Metric	Target	Results
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.	AY14 80% AY15 86%
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 per-sistence rate for first time academic students will meet or exceed 77% by 2019.	AY13 69% AY14 75% AY15 65%
Students who enroll in a college-prep Math or English 101 Plus will successfully complete that pathway within one academic year.	The percentage of students who enrolled in a college-prep Math or English 101 Plus 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.	English 14SP 54% 14FA 62% 15SP 62% 15FA 67%
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 Plus 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.	English 14SP 54% 14FA 62% 15SP 62% 15FA 67%
*Note: MATH outcomes are not reported due to extensive and ongoing changes in the developmental curriculum			
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	By 2019, 50% of students in two-year cohort will reach semester credit hour thresholds.	AY14 76% AY15 71%

	the end of the second academic year.		
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.	SP13 85% FA13 83% SP14 89% FA14 88% SP15 76%
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.	AY14 69% AY15 69%

Rationale:

Target Date of 2019: Core Theme Two targets have been set for 2019 in order to provide Academic Affairs a sufficient window to assess the impact of (2017) CWI-designed curriculum relative to retention, persistence, developmental pathways, student success, and satisfaction.

Student retention: Retaining students is essential to student success; course-level retention is evaluated each semester and contributes to program review.

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. In Fall 2015 the College implemented a first semester student success course (Connecting with Ideas) in an effort to improve first year persistence.

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

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 and out-of-school youths 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 college preparation, 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 postsecondary or short-term training. BSE services are tuition-free and offered within CWI's ten-county service area of southwest Idaho.

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

Indicators of Achievement	Metric	Target	Results
Students who are tested after sixty to seventy hours of instruction will complete an educational functioning level exam (EFL).	Table 4B (Idaho Management and Accountability System-IMAS)[3]	70% of EFL post-tested students will have moved up a level.	AY13 72% AY14 65% AY15 66%
Students who have the goal to enter post-secondary or short-term training will complete this goal within three years	Table 5 (IMAS) names list/student survey	40% of students with this goal will enter postsecondary or short-term training.	AY13 42% Additional data not available until AY18
Student responses indicate that their basic skills educational experience was satisfactory.	Student Surveys	80% satisfaction rating.	AY13 BSE 96% ESL 94% AY14 BSE 96% ESL 97% AY15 BSE 96% ESL 95%
Rationale: *EFL*: Students are tested upon entrance and placed at an educational functioning level based on their ability to perform literacy-related tasks in specific content areas. After 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. *Further education and training:* As part of a comprehensive community college, basic skills education acts as a support for students to enter into higher education and/or further			

[3]Exhibit 3 - CWI Basic Skills Education, Table 4B

training. Measuring the goal-completion rate helps to evaluate how effectively BSE is facilitating realistic goal-setting during intake and how BSE is effectively remediating students so that they are successfully transitioning to higher education and short-term training.
Student satisfaction: Students have the opportunity to evaluate their courses and provide feedback. Students with positive educational experiences are more likely to persist and complete their learning goals.

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

Indicators of Achievement	Metric	Target	Results
Continual improvement model	AIDDE: Analysis, Identify, Design, Document, and Evaluation[4]	AIDDE project and report-out will be conducted each year.	AY13 Completed AY14 Completed
Program review (annual self-assessment)	Annual self-assessment	Self-Assessment document to be completed and posted on portal each year.	AY13 Completed AY14 Completed
Strategic plan	Measurements of specific perfor-mance indicators	Proposed objectives will be achieved each year.	AY13 Completed AY14 Completed

Rationale:
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.
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 3 objectives and indicators are intrinsically tied to one another and support a meaningful process for program improvement. The process has highlighted the need for BSE to continue its focus on current program findings, such as content, instruction, and transition, and addressing the gaps therein. While the utilization of existing data has been central to programmatic decision making, it will be even more important to continue creating additional data tools to help support meaningful change efforts. For example, while the Idaho

[4]Exhibit 4 - Idaho Adult Basic Education Program Improvement Plan (AIDDE Model)

Management and Accountability System (IMAS) data provide information program-wide to help initiate inquiry, it is insufficient in the ability to drill down for more specific information. Due to this limitation, BSE employs various tools to collect and analyze data, such as Annual Self-Assessment, Outcome Monitoring System, and Student Survey. Data is communicated to the appropriate constituents by way of the Annual Report, Quarterly Data Desk Audits, and Reverse Table 4.

Core Theme Four: Community Outreach

As a taxpayer-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 quality of life. With this focus, the College will be an integral voice and resource for the entire community.

***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	Results
Responsiveness to community economic development needs/ requests with contracted/ customized training for business, industry, government.	Increase the number of customized training contracts written and executed.	Increase 10% per year.	FY15 45
	Workforce Development participant surveys reflect positive satisfaction.	Achieve 85% positive satisfaction.	FY13 87% FY14 95% FY15 97%

Rationale:

Customized Training Contracts: 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 community workforce and the participants will be satisfied with the training provided.

Workforce Development Participant Survey: Participant surveys will gauge the quality of the content/courses/programs developed and delivered to industry and businesses by Workforce Development. The survey serves as an indicator of the training quality and an indicator to improve the training that is being delivered.

***Objective 2*:** CWI communicates with its communities and engages in enrichment activities.

Indicators of Achievement	Metric	Target	Results
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.	FY14 373hrs FY15 3,236hrs
	Participate in events that support community enrichment.	Participate in at least 50 each year.	FY15 46
	Expand Basic Skills Education services.	Provide BSE services to a minimum of 6 counties of the 10 county service area each year.	FY14 6 FY15 6
	Expand CWI student-to-community engagement.	Exceed 6,000 hours annually.	FY14 8,372hrs FY15 21,354hrs

Rationale:

Facilities: As a community educational resource partner, CWI engages with the community by opening available space and facilities to non-CWI organizations. The intent is to provide an open-access environment for the community to engage and interact on CWI grounds.

Community Enrichment: 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.

Basic Skills Education: Basic Skills Education (BSE) is dedicated to providing opportunities to improve academic skills needed to meet individual goals in the workplace and throughout the community.

Student-to-community engagement: CWI engages in high-impact learning which translates into students connecting to community through student organizations and classroom experiential projects. Students, faculty, and staff also share expertise and volunteer in the community in support of community service programs.

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

Indicators of Achievement	Metric	Target	Result
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.	AY14 100% AY15 100%
	Active engagement with all high schools in CWI service area.	Visit Ada and Canyon County schools monthly. Visit additional 8 Counties schools each semester	AY15 100%
	Increase the number of community organizations reached each year.	Develop a baseline and target.	FY15 35
	Increase the number of business partnerships.	Develop a baseline and target.	FY15 125 FY16 (available July 2016)

Rationale:

Technical Advisory Committees: CWI connects with business and industry through Technical Advisory Committees (TAC's). Through these committees, 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.

High School Engagement: CWI engages with high school students through outreach teams and learning coordinators. The purpose of the outreach and engagement is to bring CWI front of mind to potential students and share the robust programming from transfer, professional technical, and workforce development as the students are encouraged to Go On for training beyond high school.

Community Organizations: Connections with organizations and businesses within CWI's service area creates greater awareness of CWI educational offerings and active engagement of professionals both referring students and hiring upon completion. Engaging with community organizations serves the organization and CWI as partners meeting community needs.

Business Partners: Connections with businesses within CWI's service area create greater awareness of CWI and develop pathways for employment for CWI students with business partners. Further, business partners guide input into new programming and areas CWI should focus on based on partners' engagement with CWI. The target number of business partners was established based on the following FY2015 data: 51 clinical sites, 29 advisory committee members (29 unique businesses), and 45 business partners, for a total of 125 business partners.

STANDARD TWO
RESOURCES AND CAPACITY

Eligibility Requirements 4 through 21

OPERATIONAL FOCUS AND INDEPENDENCE (ER4) *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

The College of Western Idaho provides access to higher education to the residents of the Treasure Valley under Chapter 21 of Title 33, Idaho Code. In accordance with the Code, CWI offers programs 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.

NON-DISCRIMINATION (ER5) *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

The College of Western Idaho is an equal opportunity institution and strives to conform to appropriate federal regulations. CWI upholds established policies listed in the CWI Policy Manual that dictate high ethical standards in all of the College's operations and relationships.

INSTITUTIONAL INTEGRITY (ER6) *The institution establishes and adheres to ethical standards in all of its operations and relationships.*

CWI is committed to integrity and maintaining high ethical standards in its operations and relationships. The CWI Policy Manual incorporates ethical standards and expectations relative to the responsibilities of the president, trustees, and employees; academic freedom; hiring practices; and fiscal responsibility. The College has established a Respectful Community statement which aligns with institutional values of acting with integrity, serving all in an

atmosphere of caring, and respecting the dignity of opinions. In 2015 CWI established an ethics hotline for anonymous reporting and hired a Title IX Coordinator. The College provides access and fair treatment to historically underrepresented populations and promotes policies, programs, and actions that cultivate habits of inclusivity and equity. The Inclusive Excellence Committee was created to ensure promotion of a diverse intellectual and social environment in which opportunity and respect are guaranteed for all.[5]

GOVERNING BOARD (ER7) *The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

CWI is governed by an elected five-member Board of Trustees, none of whom has a contractual or employment relationship with the College. Beginning in 2016, each Trustee, formerly elected at-large, will now be elected from a defined zone within the community college district of Ada and Canyon Counties. Trustees serve staggered, four-year terms and derive their authority from and hold office in accordance with Idaho Code 34-106 Elections.

CHIEF EXECUTIVE OFFICE (ER8) *The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

The College of Western Idaho is led by a president appointed by the Board of Trustees with full-time responsibility to the College. The president 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, as stated in CWI Board Governance Policy 2.01 *Governance.*

ADMINISTRATION (ER9) *In addition to a chief executive officer, 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 achievement of its core themes.*

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.

[5] Exhibit 5 - CWI Inclusive Excellence Committee Charter

The CWI administration includes an Executive Vice President of Instruction and Student Services, a Vice President of Finance and Administration, and a Vice President of Resource Development.

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

Name	**Title**	**Reporting to**
Dr. Berton Glandon	President	Board of Trustees
Mr. David Shellberg	Executive Vice President, Instruction & Student Services	President
Ms. Cheryl Wright	Vice President, Finance and Administration	President
Mr. Craig Brown	Vice President, Resource Development	President
Ms. Brenda Pettinger	Assistant Vice President, Academic Affairs	Executive Vice President, Instruction & Student Services
Mr. Will Fanning	Dean, Professional Technical Education	Executive Vice President, Instruction & Student Services
Dr. Eric Studebaker	Assistant Vice President, Student Services	Executive Vice President, Instruction & Student Services
Mr. Tony Meatte	Comptroller	Vice President, Finance & Administration
Dr. David Hunter	Chief Information Officer	Vice President, Finance & Administration
Ms. Marilyn Griggs	Director, Financial Analysis	Vice President, Finance & Administration
Mr. Jeff Flynn	Executive Director, Facilities	Vice President, Resource Development
Mr. Mitch Minette	Executive Director, Foundation	Vice President, Resource Development
Ms. Jennifer Couch	Executive Director, Marketing & Communication	Vice President, Resource Development
Ms. Christi Rood	Executive Director, Workforce Development	Vice President, Resource Development
Ms. Lillian Talley	Executive Director, Human Resources	President

FACULTY (ER10) *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

The College of Western Idaho employs 125 contracted and 250 part-time appropriately qualified faculty. Professional Technical Education employs 70 full-time faculty and 13 part-time faculty. Academic Affairs employs 77 full-time faculty, 9 full-time support faculty, and approximately 250 part-time faculty. Additionally, the College employs 111 qualified teachers of non-credit courses. Faculty at CWI are evaluated in a periodic and systematic manner as described in the Faculty Handbook Policy 3.11 *Faculty Evaluation*. As further described in this report, the faculty effectively support achievement of CWI's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

EDUCATIONAL PROGRAM (ER11) *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

The College of Western Idaho, through its partnership with the College of Southern Idaho, provides 27 Academic Transfer programs, and 30 Professional-Technical Education programs. The College offers the Associate of Arts degree (A.A.), Associate of Science degree (A.S.), and the Academic Certificate (A.C.) as transfer programs, as well as the Associate of Applied Science degree (A.A.S.), the Advanced Technical Certificate (A.T.C.), the Intermediate Technical Certificate (I.T.C.), and the Basic Technical Certificate (B.T.C.).

Learning outcomes for PTE are described in the attached PTE Learning Outcomes document.[6] Learning outcomes for Academic Transfer are described in the attached documents: GE Curriculum Guides, Non-GE Curriculum Guides, and Program Guides.[7]

GENERAL EDUCATION, AND RELATED INSTRUCTION (ER12) *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted 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. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.*

[6] Exhibit 6 – CWI Professional Technical Education Program Learning Outcomes
[7] Exhibit 7 – CWI Academic Affairs Learning Outcomes Templates

Students at CWI achieve clearly identified student learning outcomes, which lead to associate of arts, associate of science, and associate of applied science degrees, along with basic technical certificates, intermediate technical certificates, advanced technical certificates, and academic certificates. Transfer associate degree programs include a 36-credit general education program requirement that aligns with the framework outlined in Idaho State Board of Education Policy III.N. All General Education Matriculated (GEM) courses include the state required competencies and align with General Education programmatic objectives established by CWI faculty.

Applied associate degrees require general education courses/related instruction in communication, computation, and human relations.

LIBRARY AND INFORMATION RESOURCES (ER13) *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

The College of Western Idaho provides a physical library as well as many digital information resources through the library website. The Library staff provide reference assistance and instructional services and are actively involved in promoting and enhancing information literacy skills for students, faculty, staff, and administrators.

PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE (ER14) *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

The College maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to provide an appropriate learning and working environment. CWI facilities are located in both Ada and Canyon Counties. The College provides the physical and technological infrastructure necessary to achieve its mission and core themes.

ACADEMIC FREEDOM (ER15) *The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

The College of Western Idaho supports an atmosphere of intellectual freedom and independence. Standards for Academic Freedom at the College have been approved by the Board of Trustees and are reflected in CWI Policy 3070, *Academic Freedom,* and Faculty Handbook Policy 2.1, *Academic Freedom*. The College 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.

ADMISSIONS (ER16) *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

CWI adheres to an open admission policy and serves students with a wide range of abilities and educational needs. The Board of Trustees establishes admission policies for the College based upon Idaho State Board of Education Policy and CWI Policy 6010 *Open Door Admissions*. Admission information can be found on CWI's website. 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.

PUBLIC INFORMATION (ER17) *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The College of Western Idaho publishes in its catalog and on its website current and accurate information.

- The College's mission and vision statements are located in the *About CWI* section.
- Admission information can be found under the *Becoming a CWI Student* section.
- Financial information is located within the *Tuition, Fees and Financial Aid* section.
- Program and course descriptions are located in the *Degree/Certificate Requirement* section.
- Academic credentials for faculty and administrators are shown within the *Faculty* section.
- Student conduct and responsibilities can be found in the *Student Services* section.

The Assistant Vice President, Enrollment and Student Services is responsible for coordinating the publication of the catalog and annual revision process.

FINANCIAL RESOURCES (ER18) *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, 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 long-term financial sustainability.*

The College of Western Idaho is committed to establishing financial stability and providing transparent accountability to its stakeholders. CWI Policy 4110 *Budget Management* establishes Board policy that ensure there is sufficient cash flow and reserves to cover all operations and commitments.

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.

FINANCIAL ACCOUNTABILITY (ER19) *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 governing board.*

CWI is committed to excellence in reporting of its financial information. The College undergoes an external financial audit annually, and all audit results are published on the CWI website. Audits conducted thus far have demonstrated that the records accurately represent CWI's financial position, and that the records conform to standard accounting principles. Standard 2.F discusses CWI's financial accountability measures in greater detail.

DISCLOSURE (ER20) *The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

The College of Western Idaho accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions. The College values the accreditation process and welcomes the opportunity for continuous improvement.

RELATIONSHIP WITH THE ACCREDITATION COMMITTEE (ER21) *The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

CWI accepts and agrees to comply with the standards and related policies of the Commission as currently stated or as modified in accordance with Commission policy. Further, the College agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding CWI's status with the Commission to any agency or members of the public requesting such information; CWI itself may choose to release the documents.

Governance (Standard 2.A)

SYSTEM OF 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 is governed by a five member Board of Trustees pursuant to state statute. The primary duty of the board is to establish, review, and revise, as needed, the vision and mission of the College. The Board approves the core themes for mission fulfillment and delegates the implementation of those to the President. The President is CWI's representative to the Legislature, the Governor's office, the State Board of Education, and the other state institutions of public and higher education. The Board has delegated authority to the President to operate the College in a manner that is lawful, prudent, and in keeping with accepted business and professional ethics and practices as evidenced in CWI Board Governance Policy 2.01 *Governance*.

CWI's governance structure follows a participatory governance model, which is achieved in the spirit of cooperation, collaboration, and collegiality. It is grounded in respect for the roles and scope of authority of each of the College's constituencies. This governance model promotes the vision and values of the College and ensures their achievement through policies and procedures via a structure of governance groups, councils, and committees that have effective processes of planning, implementation, and evaluation.

Decisions at CWI are collaborative and reflect its core values of integrity, caring, quality of life, respect, innovation, and learning. Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the College. CWI has created a governance document titled "Participatory Governance at CWI"[8] that details its decision-making process.

The College is led by its President. He is advised internally by the President's Cabinet, the Executive Team, 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, faculty, staff, and students.

President's Cabinet

President, Chair
Executive Vice President, Instruction and Student Services
Vice President, Finance and Administration
Vice President, Resource Development

[8] Exhibit 8 – CWI Participatory Governance at CWI

Executive Team

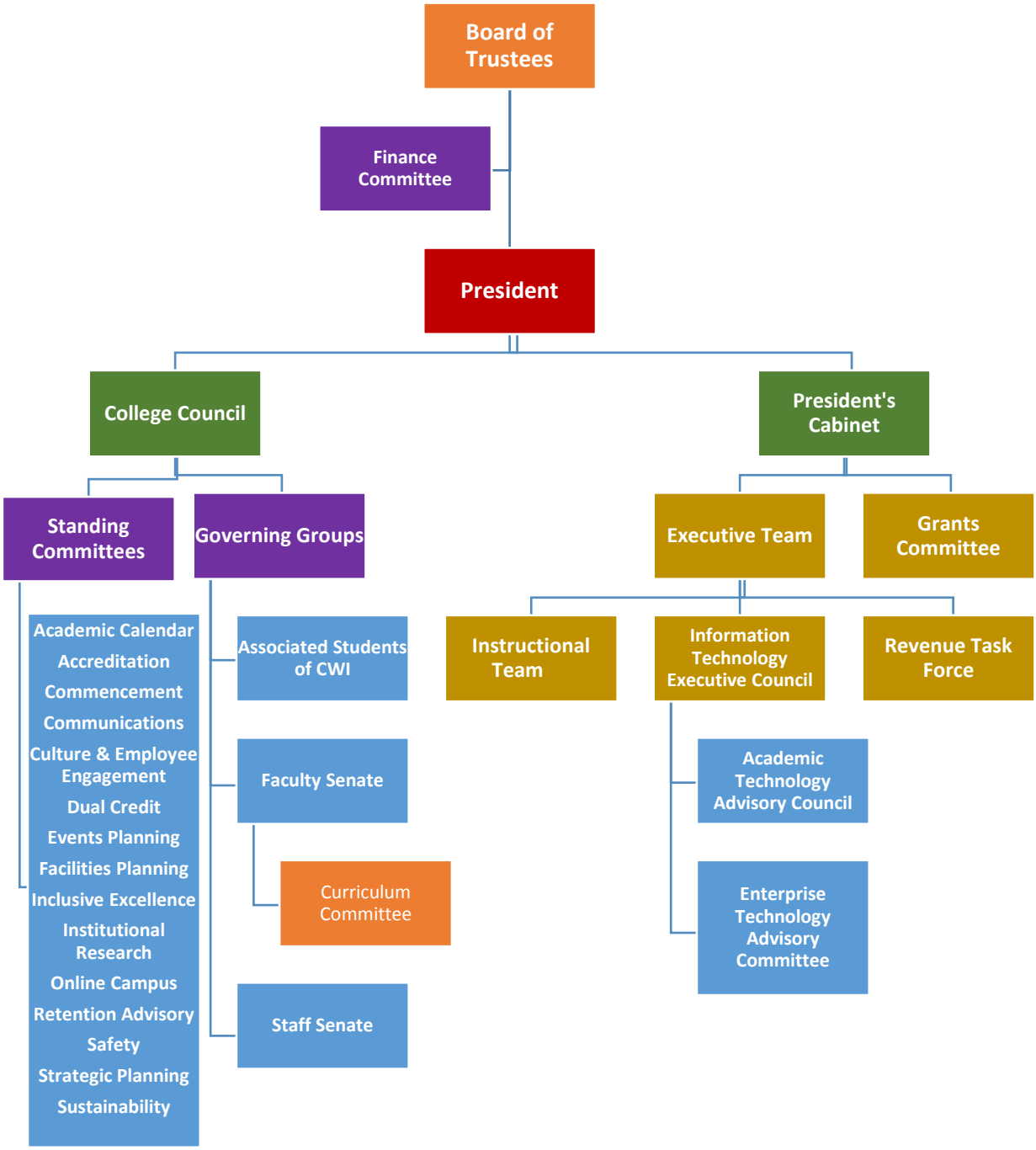
Assistant Vice President, Academic Affairs
Comptroller
Chief Information Officer
Assistant Vice President, Enrollment and Student Services
Dean, Professional Technical Education
Executive Director, CWI Foundation
Executive Director, Facilities and Management
Executive Director, Human Resources
Executive Director, Marketing and Advancement
Executive Director, Workforce Development
Assistant Dean, Enrollment Management

College Council

Two (2) Vice Presidents: one selected by the President and one selected by the Council
Two (2) Faculty Representatives: President and Vice President of Faculty Senate
One (1) Adjunct Faculty Member: selected by the Faculty Senate (2 year term)
One (1) PTE Assistant Dean (selected by appropriate peer group) (2 year term)
One (1) Academic Affairs Dean (selected by appropriate peer 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 Presidents of Academic Affairs and Enrollment and Student Services; 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 Director, Library Services

The following chart presents the CWI participatory governance structure.

CWI Participatory Governance Chart
2016



MULTI-UNIT GOVERNANCE SYSTEM (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

ACCREDITATION COMPLIANCE (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 for Instruction and Student Services serves as the College's Accreditation Liaison Officer (ALO). The AOL reports directly to the President 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.

INSTITUTION'S 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.*

The College of Western Idaho is governed by a locally elected, five-person Board of Trustees, none of whom have contractual, employment, or financial interests in the institution.

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.

BOARD ACTS AS A COMMITTEE OF THE WHOLE (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 CWI Board of Trustees always acts as a committee and understands that no member of the board may act on behalf of the board unless specifically instructed by action of the board as stated in the Board of Trustee Handbook *Communication with the Public* section.

BOARD AUTHORITY AND DELEGATION (2.A.6 and 2.A.7) *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. 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 Trustees of the College of Western Idaho have responsibility for overseeing institutional policies as demonstrated in CWI's Policy Manual, which is reviewed annually—most recently in 2016.

CWI's Board of Trustees Handbook defines the board's responsibilities and processes for fulfilling them in the *Trustee Authority* section. The President is appointed and evaluated 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 is delegated to the President as stated CWI Governance Policy 2.01 *Governance*.

BOARD SELF-EVALUATION (2.A.8) *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

CWI Governance Policy 9 *Evaluation of the Board and President* provides that the Board of Trustees will conduct a self-evaluation annually to evaluate board performance and to identify strengths and strategies for improvement, with the most recent review occurring June 2015. The Board is also committed to its own professional development as stated in the CWI Board of Trustees Handbook in section *Trustee Education*. To fulfill this commitment, CWI Trustees regularly attend the Association of Community College Trustees (ACCT) Conference and training events.

LEADERSHIP QUALIFICATIONS, ACCOUNTABILITY, AND ASSESSMENT (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, the Executive Team, and the College Council. Administrators and their governance groups are charged with planning, organizing, and managing the institution, as detailed in CWI's Participatory Governance document.

PRESIDENT'S QUALIFICATIONS AND ROLE (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.*

College of Western Idaho's chief executive officer is its president who is appointed by the Board of Trustees. CWI Governance Policy 2.01 *Governance* detail 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. Under his leadership, the College is focused on meeting community 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.

SUFFICIENT QUALIFIED ADMINISTRATORS (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

ACADEMIC POLICIES (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 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, Faculty Handbook Policy 1.4 *Changes to Faculty Handbook*, 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 website and portal, which provides easy access to staff and faculty.

LIBRARY AND INFORMATION RESOURCES (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 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.

TRANSFER OF CREDIT POLICY (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 catalog, accessible on CWI's website, clearly explains the transfer of credit process to current and prospective students. Until CWI receives independent accreditation, the transfer policies reflect the policies of the College of Southern Idaho and the Idaho State Board of Education.

Transfer articulation agreements have been completed with every Idaho four-year college or university in the state. Also, several 2+2 agreements with Idaho public four-year institutions have been implemented, and CWI participates in several grants as an active partner with Idaho four-year institutions. In 2013, a Boise State University Transfer Center was opened on the Nampa Campus.

STUDENT RIGHTS AND RESPONSIBILITIES (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 following are important policy and procedure documents available to the CWI community that describe students' rights and responsibilities as well as support services available to help students navigate appeal, grievance, accommodations, or student complaint processes.

The CWI Catalog
The CWI Catalog contains important information about CWI, its educational programs, and support services available to students. The catalog also contains information about the college's academic regulations including appeals of academic policies or requirements and grade appeals.

The CWI Student Handbook
The CWI Student Handbook contains a great deal of important information for students including a section on Policies, Process and Procedures. This section contains information about FERPA, Disability Services, Title IX, informal and formal student complaints, the student code of conduct, and associated procedures.

Disability Services
CWI publishes a wealth of information online to support individuals with disabilities including information for specific audiences (students, faculty, and parents) as well as grievance procedures. CWI also supports students and faculty with dedicated Student Disability Coordinators located on each of the two main campus locations.

Policies, Procedures, and Processes applying only to Specific Programs
Individual academic programs may also have policy documents or student handbooks which supplement the CWI Catalog, CWI Student Handbook, and other institutional documents. These documents address student issues, conduct issues, and other matters that are unique to the professional requirements of the programs. An example would be the Nursing Program Student Handbook.

In addition to these documents, CWI provides in-person support to its students through the One Stop Student Services locations where Advisors and One Stop Managers are available to listen to student concerns, help students understand the steps necessary to have their concerns/grievances/appeals heard, and direct students to the appropriate staff or forms.

The availability of these resources – both published documents as well as staff support – is widely publicized in a variety of contexts such as admissions documentation, student orientation sessions, student newsletter announcements, course content in the first-semester experience courses (CWID), and in advising interactions.

STUDENT ADMISSION AND PLACEMENT POLICIES (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's admission, placement, and continuation and termination policies are clearly defined in the college catalog and supporting online resources. Information about these policies is integrated into the admission process, and students receive support from Enrollment & Student Services staff throughout their college experience.

In addition to the policies and resources above, CWI has implemented a Successful Start process that reflects all of the admission and placement polices related to the enrollment of students in courses and programs. Successful Start combines admission criteria and deadlines, student orientation and advising, financial aid assistance, and support from enrollment and student services staff into a carefully choreographed student engagement effort designed to help new students enter their first semester of college well prepared for success.

All policies are administered in a fair and timely manner.

CO-CURRICULAR POLICIES FOR STUDENTS (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 Club and Organization Handbook applies to all student organizations, clubs, and sponsored academic/competitive teams. 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 provides administrative assistance and oversight for all CWI/ASCWI issues. *)*

HUMAN RESOURCE POLICIES (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 resource policies and procedures in Chapter Five of the CWI Policy Manual. New employees are shown where to find the Policy Manual on the website and are 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 the Policy Manual. The Employee section of the Policy Manual is continually reviewed to ensure policies are relevant, consistent, fair, and equitably applied to its employees and students.

HUMAN RESOURCE COMMUNICATION WITH EMPLOYEES (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 the CWI Policy Manual. New employees are given an offer letter and 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. Chapter Five in the CWI Policy Manual describes CWI's evaluation and disciplinary policy and the steps that precede termination. Chapter Three of the Faculty Handbook, *Employment Policies for Faculty,* describes promotion requirements and the methods for evaluating full-time and adjunct faculty.

SECURITY AND CONFIDENTIALITY OF HUMAN RESOURCE RECORDS (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 resource records. All files are kept in locked file cabinets behind a locked door with access permitted only to human resources personnel and/or stored on-line in the College's electronic personnel file database. 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. Within these personnel files will be retained all records of employee performance evaluation, employee status, and other relevant materials related to the employee's service with CWI.

PUBLICATIONS (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 the catalog for degree planning purposes. Program guides are also published by CWI's Marketing and Communication unit with content generated and reviewed by appropriate instructional departments. Degree progression grids that demonstrate how students can complete academic programs in a timely fashion are also maintained on CWI's website. 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.

ETHICAL STANDARDS AND FAIR TREATMENT (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.*

Nondiscrimination

CWI's public pledge to practice nondiscrimination and respect for all appears on page two of the College of Western Idaho 2016/2017 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 the Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX 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 nondiscrimination 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.

Code of Ethics for Employees and Trustees
CWI Board of Trustees embody the highest ethical standards in dealing with the community and CWI, and shall abide by all laws, regulations, and policies applicable to them in their capacity as CWI Trustees. Adherence to these laws and policies prohibits conflicts of interest regarding property, personnel and politics. These guidelines are articulated in Idaho Code 18-1356 and 18-1359, CWI Administrative Procedure 5101 *Employee Conduct*.

Student Rights and Responsibilities
The rights and responsibilities of students enrolled at CWI are published in the Student Handbook.

Employee Rights and Responsibilities
Employee rights and responsibilities are addressed in CWI Policy 5010 *At Will Employment* and Policy 5100 *Employee Conduct*.

Title IX – Respectful Community
CWI publishes important information and resources online for its community in keeping with its commitment to create and maintain healthy and accessible learning environments free from discrimination in all of its forms, including reporting options, rights, procedures, and support resources. CWI supports its community by employing a full-time Title IX Coordinator and maintaining a team of trained Deputy Coordinators who are available to any member of the campus community and have an independent voice directly with the college President and President's Cabinet.

CONFLICT OF INTEREST (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 Administrative Procedure 5101 *Employee Conduct* 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 74-101, 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)." Idaho Code 74-101 and CWI Administrative Procedure 5101 *Employee Conduct* speak to conflict of interest for Board members. Idaho Code 18-1359(5) and the CWI Board of Trustee Handbook section on *Ethics* speak to conflict of interest for employees.

INTELLECTUAL PROPERTY (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.*

Intellectual property rights at CWI are addressed in the Faculty Handbook Policy 2.1 *Academic Freedom*. Ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property are covered within this section.

ACCREDITATION STATUS (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.

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

The President of CWI has authority to enter into contracts on behalf of the College, as stated in CWI Policy 4410 *Contracts*. All contractual agreements into which CWI enters are approved by the Vice President of Finance and Administration. 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 CWI Policy 3070 *Academic Freedom* and Policy 2.1 *Academic Freedom* of the CWI Faculty Handbook.

INTELLECTUAL FREEDOM (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.

SCHOLARSHIP AND INTELLECTUAL PROPERTY (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 *Academic Freedom* and the Faculty Handbook Policy 2.2 *Academic Integrity* require that faculty model academic honesty at all times.

OVERSIGHT AND MANAGEMENT OF FINANCIAL RESOURCES (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. The Board approves the annual budget, investment plans, capital expenditures for new buildings and real estate, and certain contracts. The Board must also approve spending from reserves.

The President, under Board-delegated authority, has established policies relating to cash management, purchasing, fixed assets, and funds transfers, as shown in CWI Policy 4060 *Designation of Authorized Signatures*. Business Office procedures can be found on myCWI, the College intranet website. Policies for fee payment, refunds, and student-related issues can be found in the College Catalog.

The majority of all fundraising activities for the benefit of College of Western Idaho are conducted by the College of Western Idaho Foundation, an independent non-profit 501(c)(3) corporation. The College maintains a formal Memorandum of Understanding (MOU)[9] with the Foundation that established the relationship and the terms and obligations of each party. The boards of each party review and amend the MOU as necessary.

The College currently has no public debt.

Human Resources (Standard 2.B)

SUFFICIENT AND QUALIFIED PERSONNEL (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 408 benefitted staff and faculty and 567 part-time non-benefited employees, including adjuncts, staff, and student workers, as of August 31, 2015. Positions are posted to internal and 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 preferred candidates. Hiring managers receive training on the applicant tracking system, are given 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.[10]

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 and is asked to sign it at time of hire.

[9]Exhibit 9 - Memorandum of Understanding between CWI and the CWI Foundation
[10] Exhibit 10 – CWI Staff and Faculty Recruiting Process Map 2015

Staffing needs at CWI are developed and identified through several avenues—the College's strategic planning process, identified division and departmental needs, and enrollment growth. Positions are then prioritized. 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.

EVALUATION OF ADMINISTRATORS AND STAFF (2.B.2) *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

CWI Policy 5120 *Performance Review of Employees* states: "Employees are to be evaluated according to their position descriptions in a systematic and fair manner." The Human Resources Office provides the format supervisors are to use and training to maintain a high level of effectiveness among supervisors. 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. The electronic evaluations are stored in an on-line database.

The College of Western Idaho requires performance reviews of administrators and staff to be conducted annually by supervisors. Each employee's performance is reviewed based on predefined criteria and prior year's goals. 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 has a progressive disciplinary framework to allow for the appropriate corrective action to be taken for a given 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.

PROFESSIONAL GROWTH 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 (CTL) 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 CTL 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.

Rank-eligible, full-time faculty are required to participate in ongoing professional development as part of their non-instructional job responsibilities. As faculty advance in rank, the expected demonstration of impact progresses from the course and program level to the division, college, and community. Professional development goals are linked to the strategic planning process, and funding is requested through the annual budget process.

Adjunct faculty and full-time support faculty are required to participate in select trainings. (Adjunct faculty receive additional compensation for mandatory training.) Adjunct faculty and full-time support faculty may apply also for institutionally-funded professional development opportunities and are encouraged to participate in professional development offered through CTL.

Benefit-eligible CWI employees and their dependents 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 discussed between the supervisor and the employee during the annual performance evaluation and are expected to be achieved.

CWI Human Resources offers training and professional development programs for employees, per CWI Policy 5210 *Professional Development*. CWI has implemented new hire orientations, training on system security, training on maintaining a harassment-free work environment, and various safety courses. In 2015 CWI launched Title IX training, requiring all employees to take the training for Federal compliance. Additional training on values, institutional priorities, avoiding conflicts of interest, coaching and performance management, time-management, and other skills and behaviors to enhance success are available on-line. Emergent requests and business needs help to prioritize annual offerings.

Professional growth is also available to CWI employees through internal job changes. Between September 1, 2014, and August 31, 2015, 20% (80) of benefited staff and faculty were promoted to a higher-level position via the posted job opening process or job reclassification. This included 12 faculty which were promoted to the rank of Assistant Professor.

SUFFICIENT AND QUALIFIED FACULTY 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 80 rank-eligible faculty (including 12 department chairs). Additionally, Academic Affairs employs nine full-time support faculty and approximately 250 adjunct faculty. The division serves approximately 10,000 students annually.

Particularly in this time of institutional and curricular development, the current number of full-time academic faculty—in relation to student enrollment (1 faculty:112 students), adjunct faculty numbers, and dual credit mentee numbers—makes it challenging for the Division to accomplish non-instructional responsibilities in addition to meeting educational objectives.[11]

In 2015 two major reforms were implemented in how the College delivers remedial math instruction and life science laboratories. A new classification of faculty was created to serve these two models of just-in-time instruction. Support faculty support applied learning in an instructional setting where student learning is largely self-directed. Currently, two full-time support faculty assist students in the Math Solutions Center, plus a Director and Site Coordinator; these positions were funded through state allocation. Three new full-time support faculty are joining the Math Solutions Center in Fall 2016. Four full-time support faculty assist in Life Science labs to ensure consistency in both safety protocol and instructional quality. These positions were converted from adjunct faculty positions. These faculty positions are not rank eligible; their role is limited to a laboratory setting; they do not carry lecture responsibilities; and their non-instructional duties are much more limited than those of rank-eligible faculty.

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, high school teachers must receive CWI faculty mentor approval as well as administrative approval. All dual credit teachers are assigned a CWI faculty mentor who ensures quality of outcomes in the high school setting by first ensuring the course objectives are aligned with the college syllabus and approving assessments.

The Professional Technical Education division employs 70 rank-eligible faculty and 13 adjunct faculty as of Fall 2015. Professional Technical Education served 1,079 students in Fall 2015 with 80% of sections 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 Career and Technical Education. Faculty teaching in professional-technical programs must have a professional-technical teaching certification from the State of Idaho and maintain all available professional certifications in their field. Nursing faculty must have a Master of Science in Nursing.[12]

To ensure continuity in the quality of education at CWI, four 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

[11]Exhibit 11 – CWI Academic Affairs Organizational Chart
[12] Exhibit 12 – CWI Professional Technical Education Organizational Chart

and program heads, in collaboration with faculty, are responsible for program and discipline review, which helps ensure integrity and continuity of the curriculum and instruction.

FACULTY RESPONSIBILITIES AND WORKLOADS (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, has 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 faculty classification and each level of faculty rank are published in the Faculty Handbook, Appendix C, and detail expectations within teaching, institutional engagement, and professional development.

FACULTY EVALUATION (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.*

Faculty performance evaluations occur annually. Evaluations are initiated by faculty submission of a self-evaluation. Both the self-evaluation and the supervisor evaluation include a review of teaching—based on student evaluations and classroom observations—professional development, institutional engagement, and performance objectives from the previous year's evaluations. Faculty Handbook Policy 3.11 *Faculty Evaluation Policy* details the process followed at CWI.

Typically, when a faculty member is not performing at the level expected, the supervisor meets with the instructor to clarify expectations 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.

CWI offers adjunct faculty the opportunity for pay advancement in three tiers. Adjunct faculty are eligible to apply for tiered pay advancement by initiating and submitting a self-evaluation; the process includes a performance evaluation by the department chair.

Additionally, 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 which are held in the dean's office of each school.

Education Resources (Standard 2.C)

COLLEGIATE LEVEL DEGREES AND CERTIFICATES (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 independent 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.). There are three levels of technical certificates offered: basic technical certificate (B.T.C), intermediate technical certificate (I.T.C.), and advanced technical certificate (A.T.C.). In addition, CWI offers an academic certificate (A.C.) for its general education program of study. The A.A. and A.S. degrees and academic certificate are intended to prepare students to transfer to a four-year college or university; the A.A.S., A.S. in Nursing, and technical certificates are intended to prepare students for employment.

EXPECTED OUTCOMES IDENTIFIED AND PROVIDED (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. Online and hybrid courses carry the same objectives and outcomes as those taught face to face. 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 mentors who oversee curriculum alignment with college level competencies, outcomes, and assessments for quality assurance.

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

Transfer program and degree outcomes are published on program pages on the website.

AWARDING OF CREDIT AND DEGREES (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. CWI degrees and certificates are conferred when students have demonstrated competence in course and program level learning outcomes and have successfully completed all program requirements. Each course measures outcomes that address appropriate content and rigor through outcomes assessment. CWI's institutional policies guide the awarding of credits and degrees. CWI is currently undergoing intensive curriculum development at the course and program levels in anticipation of independent accreditation.

In this process, faculty are working closely with their colleagues at the four-year institutions in the state to create strong alignment in course and program design. All transfer degrees have 2+2 agreements with state four-year institutions.

DEGREE PROGRAMS, ADMISSION, AND GRADUATION REQUIREMENTS (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.*

Current academic programs are adopted in whole from the College of Southern Idaho per CWI's accreditation partnership agreement. Post-accreditation academic programs are designed by CWI faculty in consultation with four-year partners for strength of transferability; coherent design with appropriate breadth, depth, sequencing of courses; and synthesis of learning. All

A.A. and A.S. degree programs are intentionally designed to include general education programmatic objectives, degree program objectives, and broad Academic Affairs objectives. Course and program outcomes are thoughtfully mapped to illustrate the introduction, reinforcement, and assessment of program objectives. All 2017 programs will include a capstone or programmatic assessment embedded in the design, as well as two High Impact Practices (American Association of Colleges and Universities) for student retention and engagement. All curriculum receives review and vote by the curriculum committee.

Professional-technical programs are designed by CWI faculty with industry input and are designed specifically to provide employable skills to graduates. Professional-technical programs demonstrate appropriate learning through course and program review, programmatic accreditation, and the successful employment of graduates. All curricula must be vetted through CSI's curriculum committee until CWI is independently accredited.

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

FACULTY ROLES (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 faculty, through well-defined structures and processes with clearly defined authority and responsibilities (CWI Faculty Handbook Policy 1.5 *CWI Curriculum Committee*), exercise a major role in the design, approval, implementation, and revision of the curriculum. Faculty initiate new course and program development or revisions. Initial screening of new curriculum or substantive revision of curriculum is heard and voted on by the CWI curriculum committee. General education curriculum is first reviewed by the General education subcommittee before being presented to the curriculum committee. Currently, CWI-approved curriculum is forwarded to College of Southern Idaho curriculum committee for final approval.

Once CWI is independently accredited, courses and programs approved by CWI's curriculum committee will be administratively approved by CWI's Executive Vice President for Instruction and Student Services. Each instructional department has faculty representation on CWI's curriculum committee.

Faculty also actively engage in the hiring process of full-time faculty through participation in the selection, screening, and interviewing of faculty candidate. Faculty hiring committees also provide recommendations 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 for transfer courses are initially provided by CSI, in some instances CWI has been granted permission to revise outcomes based on faculty input. Faculty are responsible for assessing outcomes at the course and program levels. Student achievement is documented by the grades issued to students based on faculty-developed assessments. In professional-technical programs, student learning outcomes are measured through Technical Skills Assessments testing and are reported in the program assessment reports.

FACULTY USE OF LIBRARY (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 ensure 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 and Biology, mandate Library information literacy as part of their course or program goals.

The 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 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 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.

CREDIT FOR PRIOR EXPERIENTIAL LEARNING (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. On page 47 of the CWI Catalog, it 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 Basic Technical Certificate (BTC), Intermediate Technical Certificate (ITC), or Associate of Applied Science (AAS) degree options at CWI. A 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 one-fourth 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 the 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. CWI has participated in statewide prior learning assessment conversation, planning, and training. The College has also convened a prior learning assessment taskforce with cross-divisional representation to develop a more comprehensive approach to prior learning assessment in relation to the forthcoming guidelines from the state level.

TRANSFER CREDIT (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. CWI contributes to a statewide transfer portal where course-by-

course transfer equivalences are identified. 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 and instructional administrators 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.

To support student transfer after CWI with institutions identified through analyzing patterns of student enrollment, articulation agreements with the following institutions have been established: Boise State University, College of Idaho, Eastern Oregon University, Idaho State University, Lewis-Clark State College, Northwest Nazarene University, and the University of Idaho. Beyond articulation agreements, CWI has established transfer partnerships with several Idaho institutions to ensure a high level of transfer assistance and customized benefits for students. These include Bronco Connect (BSU), LC Express (LCSC), VandaLink (UofI), and Bengal Bound (ISU). A listing of current articulation agreements, transfer partnerships, and additional transfer resources are available on the CWI website. The College has created and approved standardized administrative procedures to help guide the ongoing and future development of additional articulation agreements. These documents are available to employees within the employee portal.

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

The College of Western Idaho general education component of transfer associate degree programs demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and prepares them for a productive life of work, citizenship, and personal fulfillment. In Fall 2015 CWI launched a newly designed General Education program as part of a statewide reform effort. General Education course competencies are identified in the CWI catalog and on course syllabi. General Education program outcomes are also identified in the catalog.

CWI's General Education philosophy statement reads: "*General Education at College of Western Idaho provides a broad-based learning foundation designed to prepare students for personal, communal, and global responsibility. This is accomplished through courses that cultivate critical and creative thinking, appreciation of the arts and culture, and a more complex and complete understanding of the evolution of a global society. General education provides students with the skills and self-awareness to navigate and fully participate in a rapidly changing world with resilience and perseverance. With this foundation, students are equipped for lifelong inquiry as they pursue fulfilling and purposeful lives."*

Transfer associate degrees require a 36-credit General Education program of study.

CWI GENERAL EDUCATION PROGRAM

Competency Area	Minimum Credits
Connecting with Ideas (First Semester Student Success Course)	3
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7
Social and Behavioral Ways of Knowing	6
Humanistic and Artistic Ways of Knowing	6
Global Perspectives	3
Ethical Reasoning	(embedded in other GE courses)
General Education Program total credits	***36***

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 fifteen 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."

IDENTIFIABLE AND ASSESSABLE LEARNING OUTCOMES (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.*

CWI's General Education framework constitutes a program of study, and as such, general education programmatic objectives are broad, comprehensive, and aligned with CWI's General Education Philosophy and Academic Affairs Objectives. Program objectives constitute outcomes that are greater than the sum of their parts. That is, program objectives are not intended to assess general education *courses*; rather, program assessment focuses on the significance of a cumulative set of artifacts (signature assignments) detailing the experience and knowledge produced throughout CWI's General Education Program in order to assess whether the program of study has achieved what it was designed to achieve. General Education programmatic objectives are outlined here:

Learn to Learn
Students will understand their own learning as a personal pursuit which requires a level of self-guided navigation, perseverance, and resilience as obstacles and challenges present themselves inside and outside the classroom. Students will become active participants in their pursuit of knowledge.

Solve Problems
Students will learn the process of defining a problem, designing and implementing a solution strategy to answer an open-ended question or achieve a desired goal, and evaluating the outcomes and implications of the solution strategy.

Make Connections
Students will transfer knowledge across contexts and link academic knowledge with personal experience.

Creative Thinking
Students will be able to work in imaginative ways. They will react to, think about, and analyze creative processes and works in a way that demonstrates a high degree of innovative thinking, risk taking, and reflective thinking.

Ethical Reasoning
Ethical reasoning is concerned with right and wrong human behaviors. Students will be able to assess their own ethical values and the social contexts of problems. They will recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.

Global Citizenship
Students will be prepared to be responsible and active citizens in a diverse and dynamic world. Students will examine how their ideas and actions impact others and the natural world.

CWI's General Education Subcommittee has developed a programmatic assessment process for General Education; the first assessment of the new 36-credit General Education program of study (which now culminates with the academic certificate) will be implemented in Fall 2017.

LEARNING OUTCOMES (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.*

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

GRADUATE PROGRAMS (2.C.12, 2.C.13, 2.C.14, 2.C.15)

The College of Western Idaho does not offer graduate level programs.

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 CWI's 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 offerings include short-term training and apprenticeship programs, and programs in basic skills education and English as a second language are provided by CWI's Basic Skills department. 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.

ACADEMIC QUALITY OF CONTINUING EDUCATION PROGRAMS (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. The institution does maintain sole responsibility for the quality of all non-credit offerings through Workforce Development and Basic Skills Education.

CONTINUING EDUCATION UNITS (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), consistent with the mission of affordable, open learning opportunities. 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 identified learning outcomes, 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.

NON-CREDIT INSTITUTIONAL RECORDS (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 Ellucian/Datatel Colleague Integrated Student Records, the CWI student management system. Prior to the January of 2015 all data tracking and reporting was housed in Aceware. The transition from Aceware to Ellucian/Datatel Colleague Integrated Student Records provides 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.

Student Support Resources (Standard 2.D.)

EFFECTIVE LEARNING ENVIRONMENTS (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.*

In support of its educational programs and student learning needs, CWI offers a broad and comprehensive range of programs and services designed to be convenient and accessible to its diverse student body. Most notably:

Physical Spaces
CWI consistently strives to provide modern and engaging spaces for students, faculty, and staff across its many locations in southwest Idaho. Currently, CWI has two major "campuses" in Boise and Nampa as well as a number of smaller locations throughout the Treasure Valley.

At each location, CWI desires to provide students and staff with relevant, up-to date resources – computer labs, common areas, on-the-go food options, and conveniently located professional support staff who support student learning, collaboration with other students, and engagement with their instructors. To that end, the College reviews these resources through various committees and leadership groups, ultimately funneling needs and ideas into the college's budget process to ensure that student learning is well supported through CWI's physical spaces. Through this process, the College has recently completed a number of enhancements to existing spaces such as the new Student Life Center (ASCWI, Student Clubs & Organizations) in the Nampa Academic Building, recent upgrades to existing spaces including library facilities, new spaces for PTE and Workforce Development programs at the Boise/Ada County location, and new spaces for the Law Enforcement program at the Canyon County Center.

In addition to maintaining excellent physical spaces that support student learning in current facilities, CWI is also working to envision new physical spaces that will further enhance the College's ability to fulfill its mission far into the future.

Digital Spaces
CWI also supports student learning through a very modern IT infrastructure. Whether it be "invisible" infrastructure (offsite data center that houses enterprise application servers and data storage, fiber-optic ring that provides redundant data and fast internet connectivity to all locations, convenient wireless internet access in all physical spaces), or "visible" infrastructure (best-in-class enterprise software applications, student helpdesk, computer labs, and many other resources), CWI seeks to support and enhance student learning by providing the very best digital tools and resources to students, faculty, and the CWI community.

Support Services and Programs
CWI offers a wide variety of accessible services and programs in support of student learning needs. Many of these programs are described in detail in the college catalog and on the website, and many are discussed in other sections of this report as well.

- One Stop Student Services: A single service point for admissions, financial aid, assessment, registrar, and outreach. There are three locations (Boise campus, Nampa campus, Canyon County Center).
- Library: Two physical locations (Boise and Nampa campuses) and robust online resources support students.
- Tutoring Services: Currently enrolled students have access to free tutoring for many courses and disciplines. Study groups and workshops are also coordinated through this office.
- Writing Center: Peer and professional consultants support students, staff, and faculty in all kinds of writing situations and at all stages of the writing process.
- Career Services: This office provides career exploration and development, and supports graduates in finding work.
- Crisis Management: The crisis manager supports students and may provide crisis counseling and/or refer students to community agencies.
- Student Disability Services: Student Disability Services (SDS) builds and maintains partnerships with students, faculty, staff, and administrators to promote an accessible, nondiscriminatory learning, teaching, and working environment meeting the needs and abilities of students with disabilities.
- Assessment Services: Provides quality testing experiences to students throughout their academic career.
- Center for New Directions: Delivers retention and completion support programs to certain high risk students (e.g. single parent, displaced homemaker, career pioneers) in PTE programs and/or BSE courses.
- Veterans Services: Specialists and One Stop staff offer a host of services to support veterans throughout their college experience.
- Student Life: Supports student retention and engagement through programs such as clubs, organizations, student government, and student conduct.
- Title IX and Respectful Community: A Respectful Community is a priority for CWI because discrimination and harassment undermine human dignity and the positive connection among all people at the institution. CWI will take appropriate action to eliminate, prevent, and address the effects of discrimination, harassment, sexual misconduct, stalking and retaliation. Anyone can experience these behaviors, and it impacts the lives of the victims, as well as those around them.

SAFETY AND SECURITY (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 Planning and Management Services 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 ensure its ability to restore business functions, protect campus property, and most importantly, to provide for the safety and security of 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. This document is created in October of each year.

STUDENT ADMISSION, ORIENTATION, INFORMATION, AND ADVISING (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 who complete the college's requirements for admission. CWI's Outreach and Admissions advisors help prospective students understand the requirements related to their future program of study as well as monitor and support student's needs in the admissions process.

Upon admission to the college, all new students are required to complete CWI's online student orientation (SOAR - Student Online Advising and Registration) and are highly encouraged to attend a face-to-face registration and advising workshop prior to registering for classes. These opportunities include valuable advising and degree planning interactions including information about relevant academic, transfer, and graduation policies; information about financial aid and making payments; and an introduction to CWI's online tools such as myCWI, student email, and the Blackboard learning management system.

Beyond orientation, all students are assigned an academic advisor according to the students' academic interests. Additionally, Academic Affairs further supports student success with a mandatory first-semester experience course entitled Connecting with Ideas (CWID). The course

addresses academic expectations and strategies, college resources and services, and personal responsibility and engagement to prepare students for navigating college life and beyond college.

Professional Technical Education students are assigned to an advising team consisting of a program-related faculty advisor and a Learning Community Coordinator once enrolled in a PTE program. 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 an advisor from the Enrollment and Student Services team. Academic Affairs faculty provide advising as students seek them out, though do not carry a specific advisee load. All students have access to advising resources such as degree planning worksheets, degree audits in myCWI, and Enrollment and Student Services advisors who are available by phone, email, or in any One Stop Student Services location to assist them in planning. CWI employs eight advising staff members to serve over 10,000 transfer students annually. The College recognizes the value of providing intentional advising to students throughout their academic career at CWI and is currently developing an advising model whereby the institution uses current instructional advising personnel across all divisions to create a single advising unit, reconstitute job responsibilities for a more clearly defined student outreach, and more equitably redistributes like-program advisee caseloads to each advisor. The intent of this revised model is to support student retention and success on their way to degree completion.

PROGRAM ELIMINATION (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.

CATALOG CONTENTS (2.D.5) *The institution publishes in 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.

In the 2015-16 CWI Catalog:

a) institutional mission and core themes (page 12)
b) entrance requirements and procedures (page 18)
c) grading policy (page 41)
d) 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 (pages 54-188)
e) names, titles, degrees held, and conferring institutions for full-time faculty (pages 168-171)
f) rules, regulations for conduct, rights, and responsibilities (pages 52)
g) tuition, fees, and other program costs (pages 26)
h) refund policies and procedures for students who withdraw from enrollment (pages 23-24, 31, 35-36)
i) opportunities and requirements for financial aid (pages 31-36)
j) academic calendar (pages 4-6)

SUPPORT ELIGIBILITY REQUIREMENTS FOR LICENSURE OR EMPLOYMENT (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 on the MyCWI portal for current students. 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.

SECURE RETENTION OF STUDENT RECORDS (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 Colleague by Ellucian Integrated Student Records System (Campus Enterprise Resource Planning), 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 student.

The College has also established access and privacy protocols for imaged 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.

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 Colleague by Ellucian system, with essential degree- and transcript-related information accessible 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 offsite 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.

EFFECTIVE AND ACCOUNTABLE FINANCIAL AID (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.*

Information regarding grants, scholarships, student work programs, and student loans are readily available online, in the CWI Catalog, and at any of CWI's One Stop Student Services locations.

All One Stop Student Services staff are cross trained and knowledgeable about financial aid application processes and documentation requirements, and help connect students to expert financial aid staff for more complex/challenging questions.

CWI also maintains specific web pages for each of the major sources of aid available to students with helpful information, videos, and resources on each as well as special pages designed to help students understand their award notification, how financial aid is disbursed, and requirements for maintaining eligibility for aid:

- Financial Aid Information
- Grants & Scholarships
- Work-Study
- Loans
- Award Notification
- Disbursements
- Satisfactory Progress

CWI applied for and was granted institutional eligibility to participate in federal Title IV aid programs by the U.S. Department of Education in 2012 and has been operating successfully and independently of the College of Southern Idaho since that time. As is the USDOE's standard practice for newly eligible institutions, CWI's initial application was provisionally approved for one year and CWI has since completed two additional re-certifications and is now approved without provision or condition through 2018.

Aggregate data from CWI's first three complete award years is presented below:

FAFSA's Received	**2012-13**	**2013-14**	**2014-15**
TOTAL	**17,104**	**16,826**	**15,307**
CC Enrollment (unduplicated)	**2012-13**	**2013-14**	**2014-15**
TOTAL	**12,170**	**11,814**	**10,543**
% applied for federal aid	77.0%	75.7%	73.6%
% received any aid	75.0%	77.1%	73.9%
% received federal grants	56.8%	55.5%	48.2%
% received federal loans	52.8%	48.0%	36.1%
% received state scholarships	4.0%	4.0%	0.6%
% received CWI scholarships	11.2%	10.4%	9.2%
% received CWI Found. school.	3.3%	5.0%	6.7%
Aid Recipients (unduplicated)	**2012-13**	**2013-14**	**2014-15**
Federal Grants	6,916	6,562	5,079
Federal Work	0	129	121
Federal Loans	6,424	5,670	3,809
State Scholarships	489	467	60
State Work	47	61	90
CWI Scholarships	1,359	1,232	974
CWI Work	22	1	1
CWI Foundation Scholarships	407	587	706
Other Scholarships	311	594	487
Other Loans	18	28	14
TOTAL	**9,132**	**9,108**	**7,787**
Aid Dollars Disbursed	**2012-13**	**2013-14**	**2014-15**
Federal Grants	$ 22,098,873	$ 21,153,011	$ 18,171,878
Federal Work		$ 218,468	$ 231,995
Federal Loans	$ 31,428,337	$ 19,852,899	$ 14,219,682
State Scholarships	$ 206,925	$ 222,073	$ 171,395
State Work	$ 56,940	$ 134,414	$ 176,034
CWI Scholarships	$ 525,741	$ 516,864	$ 461,235
CWI Work	$ 33,955	$ 1,551	$ 1,092
CWI Foundation Scholarships	$ 281,214	$ 325,883	$ 363,378
Other Scholarships	$ 320,655	$ 414,665	$ 372,528
Other Loans	$ 64,438	$ 121,622	$ 45,856
TOTAL	**$ 55,017,078**	**$ 42,961,450**	**$ 34,215,073**

With more than 70% of the enrolled student population applying for federal aid, CWI continually works to improve financial aid delivery methods and support services in order to fulfill its mission as an open access institution. In addition to an innovative student debt strategy, which was implemented 2013-14 (please also see section 2.D.9) and has resulted in dramatic drops in student borrowing, CWI has recently partnered with CampusLogic to provide CWI students and their families improved experiences and even greater levels of support in the financial aid application process in future years.

STUDENT LOAN PROGRAMS (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.*

CWI provides appropriate supports—both online and in-person—to all students who use student financial aid to pay for their education. Annually, students seeking financial assistance are directed to a number of online resources within the application and acceptance process and are informed of relevant repayment obligations, if any.

Regarding student loans specifically, prior to disbursement of funds all first-time federal student loan borrowers are required to complete an entrance counseling session online where they are appropriately informed of their rights, responsibilities, and repayment obligations.

CWI works actively to further support and assist students in their decision making about student loans using a variety of information, resources, and intentional conversations about smart student debt choices. Included in this work are specific strategies designed to help students make smart decisions up front about how much they borrow, and support students after they leave school and begin repaying their loans

CWI's innovative approach to smart borrowing and supporting students in their decisions about debt resulted in a 55.7% *decrease* in total dollars borrowed and a 41.7% *decrease* in total borrowers in the first two years after implementation (2013-14). These outcomes have garnered some local, regional, and national attention, and the College is proud to be a leader and practical innovator with regard to the important issue of student debt.

CWI's most recent official 3-year loan default rate was 23.3% (FY2012), up from 20.2% in FY2011 and 22.2% in FY2010. These rates are typical when compared to other Idaho community colleges as shown in the chart below:

	FY2012	FY2011	FY2010
CWI	23.3	20.2	22.2
NIC	21.8	22.5	22.5
CSI	20.7	23.9	22.2

Also, CWI's draft three-year CDR for FY2013 (released in February 2016 - also the first repayment year containing borrowers who experienced CWI's smart borrowing strategies which were implemented in 2012) was 19.8%. The college hopes this 3.5 point drop is promising and perhaps the beginning of a positive trend resulting from CWI's innovative student debt strategies. CWI is actively monitoring the FY2014 cohorts (official CDR to be released in 2017) and FY2015 cohorts (official CDR to be released in 2018) and is working carefully to support student borrowers in repayment through a partnership with American Student Assistance's $ALT program. CWI is considering more aggressive outreach and intervention efforts to support students who are delinquent with their loan payments but have not yet defaulted, with a goal to reduce and maintain the cohort default rate below 15% which would allow the college to qualify for federal regulatory exemptions and simplify student loan rules for many students.

ACADEMIC ADVISEMENT (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's advising core model consists of a centralized advising team, which is supplemented by Learning Community Coordinators for all Professional Technical Programs and Dual Credit students.

Whether the students are PTE or Academic Affairs students, each advising team supports four distinct advising periods.

Pre-Admission Advising
CWI is committed to supporting students who are exploring the College as an educational option. Pre-Admission Advisors (called Outreach Advisors) work through school districts and community agencies and with individual students to develop an enrollment plan and prepare for enrollment. Outreach Advisors also mentor students 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 is removed after participation in a mandatory advising event (in-person or online options available).

Pre-Enrollment Advising
Effective Fall 2014 all students are required to participate in a mandatory advising event. Currently, the Student Online Advising and Registration information is available to students online and in Blackboard for immediate access upon admission. The core curriculum is composed of several common curriculum components: (a) welcome and introduction to college, (b) degree planning information (distinct tracks for PTE and Academic Affairs), (c) student tools (myCWI, Email, FA procedures, Student Accounts Receivable, campus communities, etc.), and (d) how to register for classes. When registration is open for each semester, students may also choose to attend a registration session. Registration sessions are staffed by academic advisors from Enrollment and Student Services.

Continuing Student Advising
As students complete the first enrollment semester and continue on at CWI, they have an assigned advisor (academic affairs students and pre-Professional-Technical Education) or a learning community coordinator (PTE programs) to work with and access to faculty for advising relationships. The retention advising process supports students who wish to reevaluate their educational plan, intervenes when a student is identified as having educational risk factors (SAP warning/probationary statuses, academic related Retention Alerts, non-productive registration patterns, etc.), and supports all students by monitoring degree progress and semester check-ins.

This advising process is structured to focus 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 (and students) have access to degree audit tools that help them track the student's progress toward degree completion. Advising professionals work in collaboration with faculty advisors to provide complementary advising services, appropriate workshops and seminars, and intensive support for students. Professional academic 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.

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

Co-curricular activities at CWI are primarily organized by student and faculty leadership working cooperatively through the Associated Students of the College of Western Idaho (ASCWI), United Registered Organizations and Clubs (UROC) and the Student Activities Programming Board

(SAPB). ASCWI, UROC, and SAPB student leaders are also supported and guided by CWI Student Affairs and Programs staff, who assist student leaders in their work to organize and operate co-curricular clubs, organizations, and associated student-focused campus activities. ASCWI is the primary governance structure for all co-curricular activities at the College of Western Idaho and delegates authority to officially recognize clubs and organizations to CWI UROC. ASCWI also delegates authority for important campus events and programs to the SAPB.

While co-curricular activities are developed and operated within the governance structures of ASCWI, UROC, and the SAPB, many are also vitally linked to instructional departments and staff. This foundational connection to teaching and learning ensures that CWI's student led 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 applicable ASCWI, UROC, and SAPB governance structures.

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 officer roster, and participate in the UROC Club Training event. This qualifies the club for an annual funding base, ensures advisor approval through an appropriate Instructional area, and continues access to prior club-raised fund accounts.

Detailed co-curricular governance information is available in the CWI Student Handbook and CWI Student Club and Organization Handbook. Please also see section 2.A.17.

AUXILIARY SERVICES SUPPORT THE MISSION (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.*

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. As an auxiliary, the programs were required to be self-supporting. An evaluation of each program was conducted to assess their long term sustainability. At the present time, all three auxiliaries have been 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.

ATHLETIC AND CO-CURRICULAR PROGRAMS (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.*

CWI currently does not offer any sanctioned intercollegiate athletic programs. However, CWI does offer students many opportunities to participate in co-curricular activities through student clubs and organizations. CWI's student clubs and organizations, including club and organization finances, are governed by student led committees such as the ASCWI and UROC, which are described in the Student Clubs and Organizations Handbook and supported by CWI staff. All club and organization expenditures are reviewed by CWI staff in the same manner as other college expenditures to ensure appropriate oversight and compliance with college policy. Please also see sections 2.A.17 and 2.D.11.

CWI provides college-funded scholarships to students elected to ASCWI leadership roles and student ambassadors. All admission requirements and procedures, academic standards, and degree requirements are the same as for all other students. Scholarships and scholarship requirements associated with these co-curricular activities are established by CWI Student Affairs and Programs staff and monitored by CWI Financial Aid staff in a manner consistent with all other scholarship programs.

IDENTITY VERIFICATION FOR DISTANCE LEARNING STUDENTS (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.*

Upon completion of their application for admission and associated requirements, all CWI students—including distance education students—are issued a unique username and temporary password, a portion of which includes digits only known to the student and disclosed to the College securely in the student's application for admission. When logging into the College's systems for the first time, the temporary password immediately expires, and students are required to create a new password which must meet certain complexity requirements for security. Distance education courses, delivered through the college's Blackboard LMS, must be accessed using the unique username and secure password known only to the student.

Additionally, all students who use college services not delivered through Blackboard must verify their identity at the time of each interaction using secondary protocols such as presenting a valid picture ID if using an in-person service or verbally confirming their identity using certain information known only to the student and the college if requesting assistance by phone. When applicable and required, CWI adheres to all Payment Card Industry (PCI) compliance requirements and mandated federal and state identity verification per CWI Policy 4640 *Information Security Policy*.

Library and Information Resources (Standard 2.E)

LIBRARY INSTRUCTION AND SUPPORT (2.E.1) *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 Library has transformed its spaces, services, staffing, and collections since 2011 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
CWI Library provides users with access to 73,782 licensed eBooks on a variety of platforms including Proquest Ebook Central, EBSCO eBook Collection, Gale Virtual Reference Library, and Oxford Reference. eBooks are accessed at an average rate of 3,000 transactions per semester.

In addition to eBooks, the Library provides access to over sixty research databases that directly support coursework at the college. These include the major research databases available at peer institutions, including Academic Search Complete, CQ Researcher, Films on Demand, JSTOR, PsycARTICLES, and ScienceDirect (see the Library's website 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 its resources.

Overall, the Library provides online, full-text access to 31,767 newspapers, magazines, academic or trade journals, and related publications. To complement and extend the journal packages provided within the licensed research databases, the Library provides access to individual online journal subscriptions upon request; these journals include *Journal of Chemical Education, The Journal of General Education, Journal of Refugee Studies,* and *Science*. Usage statistics show that CWI students, faculty, and staff are using these resources more and more: between Spring 2012 and Fall 2015, EBSCO databases usage jumped from 155,065 searches to 2,445,237.

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 design choices for 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 eight pages that detail the resources and services available, plus several forms, an online group study room booking service, an FAQ and chat service, and a research guide platform. On the Library's home page, users now find an intuitive, one-stop search box comprised of tabs enabling quick navigation between: (a) a catalog search for books and eBooks; (b) an article search that cross-searches thirty EBSCO databases, providing article results from magazines, newspapers, and scholarly journals; (c) a catalog search for DVDs; and (d) 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 visits to the Library's web pages has increased each semester, from 8,582 in Fall 2011 to 51,464 in Fall 2015.

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 24,190 items in March 2016. 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. The Library purchases physical materials at the maximum budget level allowed by the College with the goal of reaching the benchmark of a core print collection of approximately 60,000 items.

The Library prioritizes patron requests for new materials. These requests are filled in one of two ways, though the process is 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 by patrons has increased each semester: from 63 requests in Spring 2012, to 329 requests in Spring 2013, to 678 item requests in Fall 2015. Meanwhile, items obtained for CWI users through ILL has increased substantially, from 8 items in Fall 2011 to 85 items in Fall 2015. This overall increase in requests is reflective both of improved Library services and increased awareness of those services on campus.

Access - Spaces

NCMP Library (Main Location). In March 2013 CWI Library moved from the Nampa Campus Academic Building to a larger, 5,086 ft. 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 a Library Instruction Lab that is primarily designated for information literacy instruction workshop sessions that librarians provide to classes, groups, and tours (for more information, see 2.E.3). The Instruction Lab is open to students for use as study space when classes are not in session and is reservable by others on campus during less active parts of the semester.

APIN Library (Branch Location). In August 2013, the roughly 500 ft^2 ADAC Library opened at CWI's Ada County Center, offering nine computers, lounge seating, and reference help. Warmly welcomed by the college community, the APIN Library was expanded to its current size of approximately 1,500 ft^2 in Fall 2014, providing space for a total of 35 computers, several lounge chairs, two group study tables, and additional bookshelves. The APIN Library serves an active population of students at the Boise campus.

Offsite Storage. By the end of calendar year 2015, CWI Library's existing shelving space was entirely filled with books, DVDs, and other educational materials. In March 2016 the College of Western Idaho and Northwest Nazarene University signed a Memorandum of Understanding providing CWI Library with access to a set of compact shelving located in the basement of NNU's Leah Peterson Learning Commons. This renewable five-year agreement allows CWI Library to lease up to 137,780 linear feet of additional shelving at the cost of $1.00 annually per linear foot. The Library immediately began relocating lesser-used library materials to that location to free up existing shelving for new items.

Future Plans. CWI Library has participated in programming for a 30,000 ft^2 Library Learning Commons that is planned as part of the future CWI Student Center. When built, this space would substantially increase the ability of the Library to meet the College's advancing needs for technology-rich study and collaborative spaces.

Access - Services

CWI Library is constantly reviewing user feedback and adding new resources and services to address needs. Available Library services include:

- Request It. Through this highly popular service, students, faculty, and staff are invited to submit a 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.
- Online chat help 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 are 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 librarians, and two support staff. This increase in staffing has enabled the Library to substantially increase services and offerings. The Library additionally employs 15-20 student employees who provide front-desk services, low-level customer service, and general assistance.

RESOURCE ADEQUACY AND PLANNING (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 it is 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 is being reviewed and updated in 2016 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. 624 students responded in year one. The survey was repeated in Spring 2014 with 410 respondents, and in Spring 2015 with 488 respondents. CWI Library will continue to repeat this survey annually to identify trends over time. The following table compares selected results from the available years.

Table 1. Percentage of positive responses (rating of 7-10, where 10 is "Strongly Agree", excluding N/A responses) on CWI Library Student Survey 2013-2015.

	2013	**2014**	**2015**
The Library has the physical resources (books, DVDs, etc.) I need to complete my coursework.	66.95%	76.16%	77.09%
The Library has the online resources (ebooks, articles, etc.) I need to complete my coursework.	79.05%	85.12%	84.67%
The Library website and online resources are easy to use.	72.74%	81.71%	82.03%
The Library staff are friendly and helpful when I need something.	89.87%	92.79%	92.21%
The Library provides physical spaces that inspire study and learning.	77.53%	83.93%	86.39%
I hear a lot about Library resources, services and events.	60.15%	62.33%	65.60%
Has a librarian ever visited one of your classes? If yes, how helpful was the visit?	84.35%	78.73%	75.10%

Library Advisory Committee

The Director of Library Services consults regularly with the Library Advisory Committee, a body made up of students, faculty, staff, and a community member. The committee meets 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.*

INFORMATION LITERACY INSTRUCTION (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 in both the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education* and *Framework for Information Literacy for Higher Education*.

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 nine sessions in Fall 2011 to 85 sessions in Fall 2015. 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 estimated number of students reached via instruction sessions at all locations has increased over 900%, from 170 students in Fall 2011 to 1,728 in Fall 2015.

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. This promotion of library instruction takes two main approaches: direct outreach to students through programming and when invited to a course for an instruction session, and a "train the trainers" model to promote library instruction to faculty and coordinate instruction about the research process. The impact of this instructional outreach can be seen in the overall increase of instruction sessions, and 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 58 minutes per session in Fall 2015. In Fall 2013 student feedback was solicited after each instruction session using an assessment tool that asked 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.

Since summer 2013, 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.

As of Fall 2015, CWI librarians work with faculty who teach the Connecting With Ideas course (CWID 101), which is a requirement for the vast majority of CWI students. The Instruction and Outreach Librarian works with the CWID director to help faculty integrate library resources into course assignments, as well as to develop a course package to embed in Blackboard. This course package contains videos produced by librarians, resources for faculty about teaching the research process, and instructional resources faculty can provide directly to their students.

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. The program includes an assessment tool that is used to measure and track the program's success. Between January 1, 2014, and April 1, 2016, the assessment had been taken 9,997 times with an average score of 82% and a passing rate of 69%. 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 Campus 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.

EVALUATION OF LIBRARY AND INFORMATION SERVICES (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. 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 faculty and student needs. 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 or discontinued.

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 where 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 the Library previously had little coverage in the hard sciences and received a number of requests in that area. This evaluation takes place annually during the budgeting process for the following year.

The Library additionally tracks in-person traffic at the library through gate counts. Despite moving out of the centrally located Academic Building and into the Multipurpose Building in 2013, the Nampa Campus Library has still seen a 17.7% increase in physical visits to the library from 18,908 visits in Fall 2011 to 22,256 visits in Fall 2015. The number of article searches in Library-provided EBSCO databases saw an increase of 236% over the same period, from 727,705 searches in Fall 2012 to 2,445,237 searches in Fall 2015. Library information literacy instruction has increased by 844%, from 9 sessions in Fall 2011 to 85 sessions in Fall 2015. 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. The Library does not retain private data about student activities, borrowing habits, or search terminology. Systems security is provided by the College's Information Technology Department, which manages all platforms that involve the transfer or authentication of sensitive information.

Financial Resources (Standard 2.F)

FINANCIAL STABILITY AND RISK MANAGEMENT (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.*

CWI has sufficient cash flow and reserves to support its programs and services and has established reserves 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.

The CWI Finance Plan 2016-2020, 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, five community members/business leaders, CWI Vice President of Finance and Administration, Comptroller, and Director of Financial Analysis. The Finance Committee meets a minimum of once a quarter and reports directly to the Board of Trustees. The Finance Committee also acts as the College's Audit Committee

RESOURCE PLANNING AND DEVELOPMENT (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. 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 do not exceed projected revenues plus potential unused funds from the prior year. These carryover funds must be one-time in nature. The President will only recommend a balanced budget to the Trustees.

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 each semester 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 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.

BUDGET DEVELOPMENT (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 Comptroller. They discuss and develop policies to present to President's Cabinet, Executive Team, 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 is an oversight committee created by and reporting directly to the Board of Trustees.

Budget requests 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 by the Vice President of Finance and Administration and the Comptroller. The summary requests are then given to the Executive Team for prioritization and consensus. Spending parameters are built in considering likely revenue that will be available from all sources, including revenue from projected enrollment. Recommendations from the Executive Team are then advanced to the Cabinet.

The Cabinet reviews the requests, which are then reviewed by College Council (representing a broad spectrum of the campus community, including faculty). President's Cabinet takes recommendations from 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.

FINANCIAL INFORMATION SYSTEMS (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, general ledger, and budget.

Budget officers have the ability to view the general ledger activity in the My Toolkit portion of myCWI, which provides an interactive web application that enables web users to view their specific budget and actual 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 manage their accounts on a regular basis.

Internal control responsibility is assigned at the department level to ensure that accurate information is provided to the business office. All business office forms have been created to ensure the accurate and complete gathering of information and consistent inputting of data into the ECERP system. Each business office form includes procedures that are easy to understand. Routine training is provided to ensure all employees with fiscal responsibilities understand the forms and procedures. In addition to one-on-one training, monthly 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.

CAPITAL BUDGETS AND PLANS (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 develops capital budgets to ensure that equipment and facilities acquisitions support both the short-term and long-term needs and mission of the institution. Fiscal responsibility is prudent for all aspects of facilities maintenance. Because CWI manages multiple instructional facilities, budget is allocated for operations, security, and environmental health and safety support. Capital planning for future needs includes architectural planning and design, project management (from programming to construction administration and warranty supervision), and space management.

CWI has an annual budget development and approval process for all departments related to equipment acquisition and capital facilities. There are three methods used for requesting equipment-related funding. The annual budget process is the typical mechanism in setting priorities for equipment 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. CWI applies each year to the PBFAC, seeking funds for alterations and repairs, as well as funds to develop new buildings. To date, the PBFAC has granted in excess of $750,000 for alteration and repairs to the college.

CWI's Professional Technical Education division offers programs that are equipment intensive, and therefore 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 purchases 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. PTE can also request equipment replacement funds from the State Division of Professional Technical Education.

Adequate budget is requested for long-term cost of ownership to ensure that equipment is in proper working condition and able to support the mission and core themes of the institution. Preventive maintenance is scheduled and conducted on a predetermined basis to ensure reliable performance and useful operation of the equipment throughout the expected service life. Facilities Planning and Management (FPM) is responsible for initiation and management of budgets for physical plant, new construction and remodeling, repair and maintenance, grounds, housekeeping, and campus safety. 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.

Long-range capital plans include projections for the cost of managing and renovating existing space, and creating new space that supports the mission and goals of the College of Western Idaho. The college currently owns approximately 170 acres of land and manages

490,000 square feet of interior space. In an effort to coordinate with all campus constituents, campus-wide planning meetings are scheduled quarterly to provide updates on projects currently under construction as well as future projects. FPM coordinates these planning meetings to address larger-scale projects. FPM also works with college departments and divisions to assist with space planning, modular furniture reconfigurations, classroom upgrades, and interior remodels.

At present CWI does not receive revenue from bonds or other external debt funding sources. College of Western Idaho has multiple lease obligations in both Ada and Canyon counties for library, instruction, and administrative office space. Potential campus development in both Ada and Canyon counties is a significant factor for future College growth. There is more than sufficient land area to accommodate campus build-outs. Looking forward, the College may decide to ask district voters to approve a general obligation bond to fund two buildings on the Nampa Campus and the initial building on the Boise Campus. 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.

AUXILIARY ENTERPRISES (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. As an auxiliary, the programs were required to be self-supporting. An evaluation of each program was conducted to assess their long term sustainability. At the present time, all three auxiliaries have been 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.

ANNUAL EXTERNAL FINANCIAL AUDIT (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 Associate Controller 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 ending June 30, 2013, 2014, and 2015 were completed and approved by the Trustees in November each year. Each completed audit produced an unmodified opinion with no audit findings on the financial statements.

The audit reports can be found on CWI's website.

INSTITUTIONAL FUNDRAISING ACTIVITIES (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. By-laws 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 conduct 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 (MOU) 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.

Physical & Technological Infrastructure (Standard 2.G)

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 Facilities Planning and Management Services (FPMS) Department is responsible for managing and renovating existing and creating new spaces throughout the campus in support of the mission and goals of the College of Western Idaho. FPMS manages all aspects of maintenance, security, environmental health and safety support, and operations of multiple instructional facilities. It is responsible for capital planning, planning and design, project management (from programming to construction administration and warranty supervision), and space management. 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.

It is the responsibility of FPMS to coordinate all programming and planning activities supporting College growth. As the College continues to grow and adapt to support its local and regional community, programs change and modifications are required. A project idea submission process was instituted to provide a clearly vetted path for decision making to support growth. The College of Western Idaho Campus Wide Planning Committee is tasked with prioritizing college projects and making recommendations to the President's Cabinet. The planning process ensures the development and coordination of the annual capital budget and multi-year planning efforts are aligned with CWI's strategic goals. Facilities are thoughtfully designed, constructed, and maintained with due regard for teaching and learning, health, safety, and access by the physically disabled.

FPMS is also responsible for the management of all space, whether leased or owned, associated with the College of Western Idaho. FPMS maintains a space inventory, and performs analyses of current and future space needs for College. FPMS maintains the physical facilities inventory in the Facilities Inventory and Classification Manual (FICM), the main tool for efficiently identifying, allocating, assigning, managing, and maintaining campus resources. This work provides analysis of existing and proposed space requirements that form the foundation and support for specific capital programming and plans.

In an effort to coordinate with all campus constituents, campus-wide planning meetings are scheduled quarterly to lead and inform the campus community on future projects and provide updates on projects currently under construction. FPMS also coordinates planning meetings to address larger-scale projects and facilitates work 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.

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.

Campus Safety

In order to inform and prepare the campus community, college security professionals rely heavily on local agencies such as police, fire, and other emergency response services. In 2014 the College of Western Idaho entered into partnerships with law enforcement agencies that have jurisdictional authority over both college campuses. The MOU'S clearly define services provided by both Nampa Police Department (NPD) and Boise Police Department (BPD).

Ongoing communication and practice with these entities is a crucial piece of preparedness. Collaboration with faculty and staff is at the heart of a safer campus. At the recommendation of the college Safety Committee, building administrators, building leads, and floor captains have been identified at all CWI locations and are standing members of the college safety committee. Each location determines the best methods for dissemination of information, such as location-specific Emergency Response Plans. Campus Security, in conjunction with the college Safety Committee, is committed to providing preparedness through training and practice. The implementation of active shooter training, lockdown training, timely warnings, and emergency alerting is crucial.

Like most community colleges, CWI does not have a police department, health center, or other emergency services on campus. Because these services are not available, CWI is committed to having well-trained, well-informed, and highly-prepared campus security, crisis counselors, and campus community members.

The development of a Campus Assessment, Resource, and Education Team (CARE) and Threat Assessment Team (TAT) has been instrumental in assessing behavior of campus community members that pose a threat to the greater institution as a whole.

HAZARDOUS MATERIALS (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.*

CWI's oversight of safe use, storage, and disposal of hazardous or toxic materials is the responsibility of the Risk Manager, the Environmental Safety and Health (ES&H) Coordinator,

and the faculty and staff who encounter hazardous materials as a function of their job. 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 safety of the College including related security and safety matters.

CWI 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, including those related to the safe use, storage, and disposal of hazardous or toxic materials. Laboratory staff and supervisors participate on the Safety Committee.

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. In 2016 the College installed outdoor, temperature-controlled hazardous waste materials storage units where materials can be safely stored prior to being collected for disposal.

FACILITIES MASTER PLAN (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.*

CWI is moving forward to consolidate locations into two primary campuses supported by strategically located centers, shift from leased to owned facilities, and develop true campus environments to support students, faculty, staff, and the communities the College serves. Planning is focused on developing highly efficient, state-of-the-art buildings to ensure proper space, utilization, and flexibility.

Further delineation of the college's directions with respect to campus development, buildings, technology and capacities is addressed in the recently completed Comprehensive Strategic Plan. Campus development strategies include the following:

Canyon County Campus in Nampa: An update to the Canyon County Campus master plan was completed in September of 2014. This plan addresses changes to 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. The updated plan provides considerations for design standards, infrastructure, and environmental sustainability. The plan also addresses phases of

development, with the next phase focused on a new Health Science Building, Student Success Center, and additional site infrastructure including roads, plazas and utilities. Programming of these two buildings has been completed; however, updates will be required to reflect the directions from the new Comprehensive Strategic Plan and integration with the new Ada county Campus in Boise.

Ada County Campus in Boise: CWI will be relocating its Ada County Campus from the current leased locations in Boise to a recently acquired 10-acre site, located in the downtown urban area of Boise. An initial campus master plan for this location was completed in the fall of 2015, representing a high-density urban campus which will also be developed in phases. The first phase of development will include an initial multi-use building and campus infrastructure. Programming of this building will be initiated in the near future and will take the Canyon County/Nampa campus master plan and other building programming into consideration.

Other Capital Projects: As new buildings are developed and programs and services relocated, existing owned buildings including the Academic Building, Micron Center, and Canyon County Center will undergo remodeling and system upgrades

EQUIPMENT (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 Planning and Management Department (FP&M) promotes institutional sustainability through effective and efficient infrastructure. The department is responsible for ensuring equipment is in proper working condition and able to support the mission and core themes of the institution. Preventive maintenance is scheduled and conducted on a predetermined basis to ensure reliable performance and useful operation of the equipment throughout the expected service life. Corrective actions or unplanned maintenance and repair are initiated by submission of a help desk request. In an effort to improve this process and to provide additional tools for the management of the physical plant, FP&M is working to select, implement, and populate a Computerized Maintenance Management System (CMMS). The data gathering and organization afforded through use of the CMMS will be instrumental in the development of budgets, implementation of a capital replacement plan, and planning to address deferred maintenance. FP&M 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.

TECHNOLOGY SYSTEMS AND 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.*

In July 2013 CWI entered into a contract with Dynamic Campus in order to meet the College's strategic Information Technology goals. 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. Student success is CWI's highest priority, and the partnership with Dynamic Campus allows additional technical support and resources that enhance the College's ability to aid its student population and streamline administrative processes to deliver a high level of customer service.

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 Involta. In fiscal year 2015 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 more scalable, flexible, and reliable network that supports a variety of voice, video, and data services. This upgrade included implementation of a dark fiber ring connecting the two major campuses and a remote site to the data center, addition of a second Internet provider for redundancy, doubling of available Internet bandwidth to over 2Gbps, expansion of the virtual computing environment, and installation of a new SAN which quadrupled network storage capacity. Additionally, CWI also maintains a comprehensive Voice-over Internet Protocol solution to serve the College and provides 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 enhance existing staff technical resources and related services, which further supports students, faculty, staff, and administration. These services include systems and applications hosting such as Office365, software subscriptions, and maintenance agreements. 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 Colleague suite, Ellucian Portal, and Reporting and Operating Analytics solution, which support almost all areas of college operations. The College has projects underway to more fully leverage 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,

ImageNow (integrated document imaging), GoPrint (print document management), Payment Card Industry compliant payment transactions, 25Live (campus scheduling), and job applicant tracking solutions. Projects in fiscal year 2016 either have or will implement AccuTrack (an enterprise check-in system), Ellucian's Student Planning (Colleague module to assist students with program and graduation planning), Ellucian's Recruiter (Colleague module to assist admissions and recruiting with communication management for prospective students), Ellucian's Position Management (Colleague module for position budgeting and position control), TaskStream's Learning Achievement Tool (student portfolios), and TaskStream's Accountability Management System (curriculum planning and assessment).

TECHNOLOGY SUPPORT AND INSTRUCTION (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. Instructional departments oversee the specification, purchase, installation, maintenance, and training on the use of classroom infrastructure, digital signage, and learning technologies. Center for Teaching and Learning 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, instant message, 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, seven days a week.

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

TECHNOLOGY INFRASTRUCTURE PLANNING (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 continues to mature

institutionally, 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, the Technology Governance Framework[13] continues to be used. This framework includes 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 from students, faculty, staff, and administration.

Beginning in 2016, OIT will engage with EDUCAUSE's ECAR to conduct student and faculty technology surveys. The results of these surveys will help OIT ensure it is providing technology that meets the needs of the institution's constituents.

TECHNOLOGY UPDATE AND REPLACEMENT PLAN (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 executes annually to ensure its computing devices, telephony, and technological infrastructure are appropriate and adequate to support its operations, programs, and services. The technological infrastructure's capacity and performance history is continually monitored to ensure optimal operation. 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.

As a general rule, server infrastructure components are given a five-year lifecycle, 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 lifecycle.

Remaining devices (edge switches, wireless access points, etc.) have a lower priority and have been upgraded as needed and as budgets allowed. All critical infrastructure components are on appropriate maintenance plans which provide 24/7 support and expedited replacement of failed equipment.

College-owned computers, peripherals, and network devices 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.

[13]Exhibit 13 - CWI Technology Governance Framework

STANDARD THREE
INSTITUTIONAL PLANNING

Institutional Planning (Standard 3.A)

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

CWI is dedicated to effective planning, on-going reporting, and quality improvement that supports informed decision making. The College's strategic planning approach involves in-depth involvement of every department in establishing goals and objectives that support CWI's Mission and Vision. This planning process is fundamental for meeting performance outcomes that are grounded in the public's expectations. Planning documents are considered living documents that are continually monitored, reviewed, updated, and changed as circumstances dictate.

By state statute, planning documents are aligned with the fiscal year, so implementation of the annual cycle begins each year on July 1. Copies of applicable planning documents are published either to the College's intranet site (myCWI) or to its external website; the final version of the campus strategic plan is published to both sites. In addition, an Idaho State Board of Education (SBOE) formatted version of the strategic plan is submitted to SBOE in mid-March and is subsequently published to their external website.

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

CWI strives diligently to include as large a cross-section of constituents as possible, including both internal (e.g. faculty, staff, students) and external (e.g. technical advisory committees, local business partners, partner institutions). This dedication to seeking input is visible in the process the College and Eva Klein & Associates followed in putting together the new strategic plan. Faculty, staff, students, and the community all had multiple opportunities to provide input both early in the process and on draft materials. Efforts are currently underway to document how CWI will regularly engage its constituents in the planning process.

The College created the following timeline to serve as a guide to the annual process of updating its strategic plan. Major components of this activity include analyzing environmental scan results, completion of the *Performance Measures Report* for the Idaho State Board of Education, validation of Core Themes and Institutional Priorities, and a review of Budget Office Assumptions.

CWI Strategic Planning Timeline – 2013, 2014, 2015

Timeline	Item/Objective	Responsible Party
April/May	Environmental Scans: • Public Phone Survey (every 3 years) • Public Meeting (every 3 years) • Technical Advisory Committee Survey (every 3 years) • Student Satisfaction Survey • Employee Satisfaction Survey • Economic Forecast	Planning & Assessment
May	Planning and Assessment sends reminder to Vice Presidents, Department and Division Chairs concerning the FY13 Performance Measure data collection deadline.	Planning & Assessment
June	Departments/Divisions/Units compile and submit FY13 Performance Measure data to Planning and Assessment Office.	Division/Department Chairs/Vice Presidents
July	Planning and Assessment creates FY13 Performance Measure report for SBOE.	Planning & Assessment
August	Planning and Assessment submits FY13 Performance Measures report to SBOE.	Planning & Assessment

September	Launch Strategic Planning Cycle for FY15
	• President's Cabinet and Trustees Validate Core Themes and Institutional Priorities
	• Planning Committee Convened to review.
	  ○ Strategic Planning Process
	  ○ Environmental Scan Results
	  ○ New Trustee Institutional Priorities
	  ○ Budget Office Assumptions
		Planning & Assessment

October/ November	Unit/Division Objective Plans for FY15 are compiled and submitted to Planning and Assessment. • Individual Objective Plan • Division Objective Plan • Unit Objective Plan	Vice Presidents & Division/Department Chairs
December	Planning Committee reviews FY15 Unit Objective Plans and determines any additional resources needed. It also synthesizes results of surveys, Annual Assessment Summit findings, Progress Report Outcomes, and Institutional Progress Matrix, and correlates this information to Board Priorities.	Planning Committee
January	Planning Symposium is convened to review Unit Objective Plans and results from Planning Committee	Planning & Assessment

	and budgetary discussions in support of recommending a prioritized list objectives; a draft Strategic Plan is then developed.	
February	President's Cabinet approves draft of strategic plan, and Board of Trustees completes its first reading of draft strategic plan.	Planning & Assessment
March	Final approval by Board of Trustees (if necessary). Final Strategic Plan is published on the CWI website and MyCWI and sent to the State Board of Education.	Planning & Assessment
April/May	Cycle starts over.	

There may be some changes to this timeline with the new strategic plan, but this shows what the College has been doing the last few years.

Idaho Statute 67-1903 requires that CWI submit annually a multi-year comprehensive strategic plan to the Idaho State Board of Education. This plan contains a comprehensive, outcome-based mission statement, details the major functions of the College, and documents performance measures, benchmarks, and external factors that may significantly impact the College's strategic plan.

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

Planning and Assessment is responsible for overseeing data collection efforts across the campus. While the bulk of data collection and analysis happens within Planning and Assessment, there are functions that necessarily remain within particular offices or departments within the campus structure. For example, Planning and Assessment is copied on reports provided by Basic Skills Education (BSE), but the data collection and analysis associated with those reports are handled directly by the BSE office.

Planning and Assessment has worked with offices across the campus to determine data and reporting needs. This effort leads to the purchase and beginning implementation of a data warehouse and the approval of a reporting system. The data currently populates the warehouse; reports are now being systematically transferred to the warehouse. Currently, reports are generated either from the Colleague system directly or from the associate operational data store (ODS).

On July 1, 2016, Planning and Assessment and Institutional Research were combined into the Office of Institutional Effectiveness. This office will include a Director, Assistant Director of Institutional Research, and Manager of Institutional Research; the office will support the entire college. As the college has grown, departments have sometimes struggled to get needed data in a timely manner. This central office should help to alleviate these problems.

Data reports, both formal and informal, are provided to college decision makers for review and inclusion in process decisions across the campus. While data is only one piece of an overall decision strategy, it is a key factor for consideration. Data points are embedded in the planning process, and information is systematically collected and reviewed as part of such efforts.

In addition to internal efforts, CWI conducts comparative reviews and analysis with other Idaho two-year institutions (North Idaho College and College of Southern Idaho) through cooperative data sharing. Formally, CWI also participates in the Voluntary Framework of Accountability on the national level. As in other institutions, CWI has established a peer list of institutions for comparison of IPEDS data.

RESOURCE ALLOCATION AND PRIORITIZATION (3.A.4) *The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

All planning efforts and results (e.g. annual strategic plan, student satisfaction survey, employee satisfaction survey) are reviewed by both the Executive Team and the Presidents' Cabinet. These bodies are responsible for resource allocations across the campus, and use plans and reports generated to inform those resource decisions. If the reports do not provide sufficient information, requests are made to Planning and Assessment to generate any necessary data. The focus is always on the institution's mission so that when conflicting priorities arise, decisions are made that will help move the institution forward in serving identified constituencies.

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

Contingency planning is conducted across the campus spectrum, including campus and student safety, emergency response procedures, information technology continuity, etc. The Office of Risk Management, CWI Facilities Management, campus security, information technology, local partners, and appropriate additional constituencies regularly review plans for contingency and recovery operations. CWI maintains an Emergency/Crisis Operations Plan and a Business Continuity Plan and conducts campus-wide drills each semester utilizing internal as well as external personnel (e.g. active shooter response with local law enforcement). CWI also maintains an active alert notification system that is tested periodically.

Intentional blank page

STANDARD FOUR
CORE THEME PLANNING, ASSESSMENT AND IMPROVEMENT

Eligibility Requirements

STUDENT ACHIEVEMENT (ER22) *The institution systematically applies, identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

Student achievement is demonstrated by successful completion of course requirements. Students undergo course-level assessment in relation to programmatic outcomes for each of CWI's degree and certificate programs. Academic Affairs and Professional Technical Education publish the expected learning outcomes for courses on syllabi, which are posted to individual courses in the Blackboard LMS (for students), as well as on course curriculum guides on myCWI (for faculty). A variety of methods are used to assess student learning at the course level; these methods are faculty-designed and outlined in the syllabus for each course. Faculty report the results of these assessments every semester; these results are documented at the department level and used as part of program review, an integral part of the continuous improvement process. Academic Affairs and Professional Technical Education publish the expected learning outcomes for transfer, degree, and certificate programs on the program guides in the program review documents. With implementation of newly designed transfer degrees in 2017, programmatic outcomes will also be assessed annually through the degree capstone experience in Academic Affairs.

INSTITUTIONAL EFFECTIVENESS (ER23) *The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically*

publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

CWI uses its annual strategic planning process to measure and analyze the extent to which it has achieved mission fulfillment. If a measurement is not achieved, the Core Theme Committee meets and develops a plan for improvement.

As the college has matured, it has recognized the importance of data and data analysis in its processes. As mentioned in 3.A.3, CWI has created a new Office of Institutional Effectiveness. The development of this office responds to the growing needs of the College and will support the further development and implementation of CWI's new Strategic Plan.

The Director of Institutional Effectiveness will be responsible for measuring how effective the institution is in regards to not only mission fulfillment but also overall quality improvement. The Director of Institutional Effectiveness is charged with synthesizing planning, data, and reporting into recommendations for college improvements. The Assistant Director and Manager of Institutional Research will be responsible for responding to the data reporting needs of the College.

CWI has additionally contracted an outside consultant to conduct a full-scale update of its comprehensive planning documents. The College recognized the need to revamp its previous comprehensive strategic plan provided by the California Collegiate Braintrust (CCBT, now CBT). However, the College also realized that conducting such a large-scale internal and external review was outside the resource capacity of its existing structure and personnel. As a result, CWI released a Request for Proposal (RFP) to find a consultant with cross-functional experience in both higher education and economic development/market analysis. Eva Klein and Associates (EKA) was selected and will have completed the comprehensive strategic plan update by July 1, 2016.

All of these endeavors have led to CWI's recognition that time and resources must be devoted to mission fulfillment in a sustainable way and campus planning efforts at all levels must focus on achieving strategic objectives. These objectives and measures are reviewed annually to ensure that CWI stays focused on its essential mission within the Treasure Valley.

As the College looks to the future under the new comprehensive planning documents that EKA will provide, there will be an extensive review of the current planning and evaluation process that is currently underway. Areas under consideration will reduce the silo effect of planning efforts by moving operational plans from a department focus to a more holistic approach. There is currently discussion to implement a balanced scorecard methodology for evaluation of core themes and other planning factors. CWI believes this will be a more interactive approach

to evaluation and review, providing a better picture of college success to a wider variety of constituencies. Timing and integration issues are also under discussion to allow better alignment across strategic planning, accreditation, reporting, and other critical areas.

Core Theme Planning (Standard 3.B), Assessment (Standard 4.A) and Improvement (Standard 4.B)

Core Theme One – Professional Technical Education – By Way of Example

Core Theme Planning (Standard 3.B)
Planning for PTE is undertaken by the Professional Technical Education Leadership Team in concert with program faculty. Core theme planning is focused on supporting students in their educational endeavors and aligning these efforts with the larger institutional comprehensive plan. These planning efforts are instrumental in selection of programs and services and align with core theme objectives. All new programs and services are designed with the intent to support students' various needs in successfully seeking and completing their education and provide students the opportunity to obtain an education that prepares them to gain employment.

The PTE leadership team uses institutional and external resources to gather appropriate, meaningful data to inform the measurement of core theme objectives. This data is analyzed on a yearly basis to inform programmatic continuous improvement. Where improvement is indicated, appropriate initiatives are designed and implemented to achieve improvement of programs and services.

Professional Technical Education objectives, State or federal funding guidelines, input from business and industry partners, and outcomes assessment all influence the selection of programs and service components that contribute to the achievement of core theme objectives and outcomes of those programs and services. The PTE leadership team works collaboratively to select the correct initiatives that contribute directly to, and enhance the achievement of, goals and outcomes of Core Theme One. This is accomplished by regularly meeting to gather and interpret input from various constituencies and review programs and program components to work to improve institutional performance.

Assessment and Improvement (Standard 4.A and Standard 4.B)
The College of Western Idaho measures and analyzes accomplishment of core theme objectives. For the purposes of this Year Seven visit, the College has collected up to three years of data for each measure. The condensed nature of the accreditation cycle has resulted in fewer years of data than ideal; however, the data as presented has allowed CWI to undertake the continuous improvement process and, in the abbreviated timeline, demonstrate a process which closes the loop in several areas.

Targets are currently set to align with state and federally mandated performance levels. Data for all measures is compiled annually in the fall and reviewed by the PTE leadership team and core theme steering committee.

Data for each measure is broken down and provided to each program. Data review is conducted in collaboration with Technical Advisory Committees (TAC) for each program. Program TAC's are composed of business and industry representatives familiar with the program and the program's stated educational outcomes. These industry representatives are often technicians by profession and include those who hire graduates from the program in which they serve. Faculty and TAC members from each program review programmatic performance and identify areas for improvement. The data analysis and programmatic improvement information is submitted by each program to the PTE leadership team.

Core Theme Target Analysis:
Outcome 1 - Professional Technical Education fosters student success by preparing students to successfully gain employment or continue their education.

Indicators of Achievement	Metric	Target	Measure
a. 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.	AY12 77% AY13 83% AY14 90% AY15 89%
b. 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.	AY12 88% AY13 92% AY14 85% AY15 92%

Indicator a: As shown in the table above, TSA pass rates have ranged from 77% to 90%. All results have been well above the target of 70%, which was set to align with the State of Idaho goal for the indicator. The PTE leadership team is currently reviewing the target with the intent of raising the target during the next accreditation cycle.

At the program level, several programs have not achieved the same outcomes overall. By way of example the table below shows the three years of data for the Electronics Technology program.

	AY13	AY14	AY15
Electronics: TSA percentage pass	62%	88%	91%

In order to address the below-expectations mark in AY13, the program implemented several changes:

- Integrated the TSA into the curriculum of a required course,
- Changed textbook to align student resources with industry expectations, and
- Collaborated with instructional support to form study groups.

These changes and corresponding change in pass rate clearly demonstrate the continuous improvement process all of PTE uses in response to its assessments.

Indicator b**:** The primary outcome for students enrolled in PTE programs is employment in the field in which the student received their certificate or degree. This measure is particularly difficult to gather reliable data for. Currently the PTE division contracts with a company to follow-up with all students who received a certificate or degree the previous year and have not continued their education in a technical program. While employment is the primary goal, in this measure continuing education and military service are also considered positive outcomes. As shown in the Table below, the PTE division has demonstrated near or just above the target goal of 90%.

	AY13	AY14	AY15
Divisional Employment Percentage	88%	92%	85%

The methodology used to gather data in for this standard has been a major concern. Currently all data gathered is self-reported by the student after graduation, but often students are either nonresponsive or not contactable. This results in non-respondents being excluded from the calculation of outcome. The subsequent gap in the data set, while not large, has generated concern among faculty who contend that this data is often not accurate and does not represent their individual program's performance. Based on these concerns, CWI approached the Idaho Department of Professional-Technical Education (IDPTE) and asked if requirements and guidelines to gather this data could be modified. CWI is now piloting a new process designed to gather a more complete picture of student outcomes in this area.

Before the end of each academic year, students are asked to complete an employment survey. This survey mirrors the survey currently completed by the third party company employed to gather graduation data. These surveys are collected and recorded when students have already gained employment in their field of study. After graduation, institutional staff follow up with graduates who had not previously reported a positive outcome. Students are followed-up with several times from graduation and into the following academic year. In October, the institution checks with the federal student clearing house to gather students who have continued their education, and with the federal employment registry to gather those joining the military. As a last step, employment for recent graduates that is known by the faculty member is collected and then verified with the state department of labor. If the data provided by the instructor can be verified, it is included in the data set as well.

This new process was implemented beginning with students who completed their education at the end of Fall semester 2015. The PTE leadership team expects to have a complete picture of the data gathered for the 2015/16 academic year in November of 2016. While the intended improvement to the data-gathering process for indicator 2 has not concluded, it is hoped the change will result in a more complete picture of program and core theme performance for this metric.

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

Indicators of Achievement	Metric	Target	Measure
c. 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.	AY12 71% AY13 76% AY14 86%
d. 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.	AY12 69% AY13 83% AY14 89%
e. 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.	FA13 88% SP14 83% FA14 86% SP15 83%

Indicator c**:** Divisional retention or completion rates have ranged from 71% to 86%, with all results higher than the target of 60%. Therefore, the PTE Leadership Team is reviewing the target with the intent of raising the target during the next accreditation cycle.

Indicator d**:** As shown in the table above, program satisfaction rates have ranged from 69% to 89%. Only results from the first year's measurement were below the target of 80%. As the last two years' measures are above the target, the PTE leadership team is reviewing the target with the intent of raising the target during the next accreditation cycle.

Several programs have not achieved the same outcomes overall. By way of example, the table below shows the three years of data for the Nursing program.

	AY13	AY14	AY15
Nursing Program satisfaction percentage	80%	85%	89%

In examining the data for continuous improvement purposes, the nursing faculty found that the textbook they were using was very unpopular with students and did not help the students feel confident in the curriculum or the program. Therefore, the faculty changed textbooks and saw an immediate increase in program satisfaction. Students also provided feedback that more hands-on experience in the skills lab was needed before the students entered the clinical environment. This resulted in a change to ensure at least 3½ hours of each 4-hour skills lab was devoted to hands-on practice of basics skills. Again this resulted in an immediate change in the satisfaction of students with the program as a whole in preparing them for future employment. As demonstrated above, these changes have closed the loop and demonstrated clearly the continuous improvement process in action.

Indicator e**:** As shown in the table above, course satisfaction rates have ranged from 83% to 88%, all above the target of 80%. As a result, the PTE leadership team is reviewing the target with the intent of raising it during the next accreditation cycle.

In addition to the target indicators for the core theme, programs and courses within Professional Technical Education are routinely assessed and reviewed through annual program assessments.[14] Faculty work closely with industry representatives to implement continuous improvement processes within their programs. They are responsible for setting learning outcomes and evaluating student achievement of those outcomes.

As evidenced above, the PTE leadership team routinely assess its own assessments and makes changes where appropriate.

Results of division and program assessments of all kinds are made available to appropriate constituencies in a timely manner.

Core Theme Fulfillment

In evaluating the success of Core Theme 1 of the five chosen indicators, four clearly demonstrate core theme fulfillment, indicators a, c, d, and e. Additionally, indicator b is near fulfillment with two of the last four years of data showing successful achievement of the target measurement. Even with the challenges to indicator b the PTE leadership team feels core theme fulfillment has been achieved and in the area of Professional Technical Education, CWI is able to demonstrate mission fulfillment.

CORE THEME TWO – GENERAL EDUCATION (ACADEMIC TRANSFER)

Planning (Standard 3.B)

Core theme planning guides the selection and design of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme objectives. Core Theme Two planning is the responsibility of CWI's academic leadership team, consisting of the

[14] Exhibit 14 - CWI Professional Technical Education Program Assessment Template

Assistant Vice President for Academic Affairs, deans, and department chairs. This team, in collaboration with faculty, builds strategic planning and instructional initiatives at the program and department levels to support the performance indicators of both Core Theme Two and the institution's Comprehensive Strategic Plan.

Core Theme Two objectives guide the planning of programs and services in Academic Affairs. Academic deans and department chairs align Department Goal Plans with core theme objectives and institutional priorities as part of the annual strategic planning process for instruction. The Assistant Vice President for Academic Affairs and deans set strategic initiatives for Academic Affairs at the division level to align with core theme and strategic priorities. Goals set by departments and the division are intended to help support achievement of core theme objectives and improve core theme assessment results over time.

One of the challenges with assessing Core Theme Two has been gaining access to meaningful and valid data to inform planning, decision making, and goal setting. The institution continues to focus efforts on improving data collection and access, as well as data integrity.

Initially, in the absence of data, core theme indicators were set without an established benchmark of institutional performance; such benchmark data became available in 2015 and can now be used for future planning. Though data related to core theme indicators can be produced, it is difficult for Academic Affairs personnel to access the data in a timely manner, and when data is accessed from different sources, it does not always match.

Finally, the curriculum and programming of degree programs significantly influences several Core Theme Two indicators. As CWI does not yet have the autonomy to make curricular and programmatic adjustments, targets have been set for 2019 in order to provide Academic Affairs a sufficient window to assess the impact of (2017) CWI-designed curriculum, relative to retention, persistence, developmental pathways, and student success and satisfaction.

Assessment (Standard 4.A)

Objective 1: Academic Affairs supports students' academic success.

Indicators of Achievement	Metric	Target	Results
a. 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.	AY14 80% AY15 86%
b. 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	AY13 69% AY14 75% AY15 65%

		or exceed 77% by 2019.	
c. Students who enroll in a college-prep Math or English 101 Plus will successfully complete that pathway within one academic year.	The percentage of students who enrolled in a college-prep Math or English 101 Plus 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.	English 14SP 54% 14FA 62% 15SP 62% 15FA 67%
d. 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 Plus 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.	English 14SP 54% 14FA 62% 15SP 62% 15FA 67%
*Note: MATH outcomes are not reported due to extensive and ongoing changes in the developmental curriculum			
e. 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.	AY14 76% AY15 71%
f. 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.	SP13 85% FA13 83% SP14 89% FA14 88% SP15 76%
g. 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.	AY14 69% AY15 69%

Baseline data is reported in Standard One. Based on data collected through the 2014-2015 academic year, Core Theme Two is on track to meet targets for the following indicators by 2019:

- Students retained at course level,
- Semester-to-semester persistence of first year students,
- Students successfully completing developmental pathway within one year,
- Students successfully completing gateway course via a developmental pathway,
- Students progressing towards degree completion at a successful rate, and
- Students demonstrating successful completion of coursework.

Indicators c. and d. In 2016 CWI implemented a radical reform of developmental math delivery, and metrics related to student performance in a future gateway course is not yet available for the new model; therefore, only English data is presented for that indicator in this report, but math will be included in the Year One report. Due to the nature of the English model, the metric for the indicators is the same.

Indicator g. The Core Theme Two target established for student satisfaction may be too far in excess of the national average for community colleges, which is 69%. For this reason, Academic Affairs leadership is considering adjusting this metric. Alternatively, CWI may choose to define positive responses (ratings of 6 & 7 in the Noel-Levitz survey) as inclusive of ratings 5-7.

Programs and Services

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

Faculty play a primary role in the evaluation of transfer programs and create appropriate assessments to measure programmatic objectives. Programs undergo regular program review to more holistically assess programmatic performance.[15] Department chairs, in collaboration with faculty, create annual department goal plans as an extension of the program review process. See 4.B.2 for improvements resulting from program review.

Student Achievement

Academic Affairs documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees have achieved identified course, program, and degree learning outcomes. Faculty are responsible for defining content, establishing rigor, designing assessments, and evaluating student learning. Student achievement of course outcomes is documented by satisfactory completion of a course. Faculty are also responsible for reporting the results of student learning outcomes per course at the end of each semester. This establishes aggregate data on student performance at the course level, which provides evidence for instructional or curricular improvement where necessary.

[15] Exhibit 15 – CWI Academic Affairs Program Review Outline

Student achievement of program or degree outcomes is documented by the conferring of a degree or certificate. Program objectives are published on program web pages. Academic faculty have participated in an extensive process of program development for post-accreditation implementation. All course outcomes have been mapped to degree or program objectives. Each program includes a capstone requirement, designed for programmatic assessment.

Core Theme Objectives Review & Goals and Outcomes of Programs and Services

In the past eight years, Academic Affairs has engaged in continuous assessment of programs and services, which has yielded meaningful improvements to curricular design, department planning and processes, faculty training, and student preparation and learning. Transfer program reviews were conducted in 2010, 2012, and 2014. These reviews included program profile, mission, program objectives, assessment of resources and student outcomes, and goals or plans for improvement. The 2010 and 2012 reviews were useful in understanding the fundamental performance of and identifying strengths and weaknesses of transfer programs. This work helped faculty identify changes CWI needed to make in the redesign of existing degrees for post-accreditation delivery. The 2014 program review cycle was delivered in a purposeful manner to achieve three goals: 1) to emphasize the alignment between the institutional processes including program review (past/current performance), department goal plans (future goals and strategies), and budget (required resources); 2) to conduct a final analysis of current degrees and envision design improvements for upcoming curriculum redesign efforts; and 3) to finalize a program review template that would provide an appropriate guide for a holistic assessment of future program performance (for post-accreditation implementation of newly designed degrees). One of the challenges to assessment in certain areas has been access to meaningful data to inform planning, decision-making, and goal-setting. The institution continues to focus efforts on data collection and information access.

Assessment Process

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. Academic Affairs participates in ongoing review of assessment processes to ensure they yield appropriate, authentic, and meaningful results. Many of the assessment tools and processes were developed internally and have undergone multiple revisions to improve quality, accuracy, or efficiency. Where tools such as outcomes assessment matrices and program review templates were once standardized, faculty and departments have made appropriate adjustments or created new tools that capture data in more meaningful ways for assessment purposes. The program review process—conducted biannually since 2010—revealed strengths and weaknesses of degree programs and disciplinary offerings; this information informed the development of CWI's new degree programs for 2017, which eliminate unnecessary credits, provide a more clearly defined pathway to degree completion, and incorporate high impact practices for student engagement and retention. Finally, prior to 2015, CWI did not offer General Education as a cohesive program. Faculty took advantage of the statewide reform

effort to assess the larger picture and purpose of General Education, reframe the requirements as a cohesive program of study, map competencies to programmatic objectives, and develop a programmatic assessment process. These are a few examples of improvements that resulted from a review of instructional assessment tools and processes.

Assessment Results (Standard 4.B)

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

Results of core theme assessments within Academic Affairs are based on meaningful indicators of achievement that align with the College's Strategic Plan and overlap with State Board of Education objectives and the Voluntary Framework of Accountability. Program reviews are based on meaningful data that also align with Core Theme Two indicators and clearly defined program objectives.

Results of core theme assessment and program review are used for improvement by informing planning, decision making, and allocation of resources and capacity. The program review process dovetails with the strategic planning process, which yields department goal plans; those plan inform the budget requests.

Results of core theme assessment and program review are made available to appropriate constituencies in a timely manner. Core theme results are available within the accreditation documents posted on the College website. Program review reports are submitted by department chairs to the appropriate dean and the Assistant Vice President for Academic Affairs. Hard copies of program reviews are kept by the office of the AVPAA. Program review documents are posted on the Academic Affairs site on myCWI accessible to all faculty.

Academic Affairs uses the results of its assessment of student learning to inform academic and learning-support planning and practices in order to enhance student learning achievements. Examples of actions resulting from course-level outcomes assessment include modification of assessment tool (Math); a deeper investigation of student outcomes, leading to changed outcome and training (English); the addition of targeted assessment measures (Education); increased supplemental instruction (Language Lab, embedded tutors); and changes to instructional modality (flipped classroom, hybrid delivery). Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Over the past three years, academic faculty have been engaged in extensive curriculum development and the redesign of all courses and degree programs in anticipation of the College achieving independent accreditation.

Faculty have redesigned all general education courses and all courses in the major, as well as degree programs. In 2015 CWI launched a thoughtfully redesigned general education program as part of a statewide general education reform effort related to Complete College Idaho. Significant to the new design is a required first semester, student success course to better prepare CWI students for their academic career. CWI also added two institutional requirements: Global Perspectives and Ethics. Most significantly, the general education requirements were designed as a comprehensive program of study that will be assessed at the course level as well as the program level through student portfolios. Additionally, Academic Affairs introduced a 36-credit General Education Academic Certificate that acknowledges the completion of the general education program, which represents a significant milestone in achieving the Associate of Arts and Associate of Science degrees.

Most recently, faculty have been engaged in the curriculum redesign of all other courses and degree programs to be implemented post-accreditation. Curriculum guides show mapping of course objectives to Academic Affairs goals. Program guides outline programmatic mission, objectives, and assessment plans. Degree programs are thoughtfully designed to include a minimum of two High Impact Practices (Association of American Colleges and Universities' LEAP model), a capstone experience, and evidence of strength for transferability to four-year institutions. Degree mapping demonstrates where program objectives will be introduced, reinforced, and assessed throughout the degree requirements.

Core Theme Fulfillment

In evaluating the success of Core Theme Two using the seven chosen indicators, five results clearly demonstrate core theme fulfillment (indicators a, c, d, e, and f). Additionally, a sixth (indicator b) is near fulfillment and specific initiatives to improve retention and persistence have recently been launched, with more being implemented in the next two years with the hope of positively impacting this measure. Lastly, to create institutional consistency across student satisfaction targets, Academic Affairs will bring the 90% goal of indicator g in alignment with the other core theme areas (80%). Current measures bring that indicator to fulfillment, though Academic Affairs will continue to strive for the highest level of student satisfaction. Core Theme Two is showing advancement toward 2019 goals and where targets have not yet been met, Academic Affairs leadership believes Core Theme Two is currently fulfilling its mission and is on track to meet 100% of its goals by 2019.

CORE THEME THREE – BASIC SKILLS EDUCATION

Planning (Standard 3.B)

The Basic Skills Education Leadership team engages in planning with the primary focus on improving program services so that students are successful in achieving their educational goals. Planning efforts are ongoing throughout the year, intentionally aligning with the larger institutional comprehensive plan while complying with federal and state reporting requirements. Plans are submitted through the grant extension process prior to each fiscal

year for approval from the state Adult Basic Education office. This is particularly important as the majority of services, including professional development opportunities, are supported by federal and state funds.

Core Theme Three objectives, as well and federal funding requirements, guide the planning of programs and services in Basic Skills Education (BSE). These planning processes guide the selection of the contributing components which include target populations served, curriculum, and professional development. Each of these components has been identified as critical to the success of Basic Skills Education and is in alignment with strategic priorities.

Basic Skills Education data is used annually to determine program success and/or identify specific improvement plans that relate to core them objectives. Valid and meaningful data collection is integral to the process of program improvement and planning. BSE abides by the Idaho Assessment and Goal Setting Policy which guides student assessment and data quality processes. The culmination of data is used to determine a program improvement plan, or AIDDE Model for Continuous Program Improvement (Analysis, Identify, Design, Document and Evaluate). Information gathered is used for both external funding agencies and for internal program improvement and funding priorities.

Assessment (Standard 4.A)

Indicators and outcomes are intrinsically tied to one another and support a meaningful process for data analysis and continuous program improvement. The accreditation process has illuminated the need for BSE to continue its focus on current program findings, such as content, instruction, and transition, and addressing the gaps therein. While the utilization of existing data has been central to programmatic decision making, it will be even more important to continue to explore additional data tools to help support quality change efforts. For example, while the Idaho Management and Accountability System (IMAS) data provides information program wide to help initiate inquiry, it is insufficient in the ability to drill down for more specific information. Due to this limitation, BSE employs various tools to collect and analyze data, such as Annual Self-Assessment, Outcome Monitoring Sheet, and Student Survey.

The examples provided below illustrate how BSE has used its objectives, indicators, and outcomes as a fluid and interconnected process to improve core theme operations and iteratively assess program improvement.

Core Theme Three Target Analysis

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

Indicators of Achievement	Metric	Target	Measure
a) Students who are tested after sixty to seventy hours of instruction will complete an educational functioning level exam (EFL).	Table 4B (Idaho Management and Accountability System-IMAS)	70% of EFL post-tested students will have moved up a level.	FY10 72% FY11 74% FY12 71% AY13 72% AY14 65% AY15 66%
b) Students who have the goal to enter postsecondary or short-term training, will complete this goal within three years.	Table 5 (IMAS) names list/student survey	40% of students with this goal will enter postsecondary or short-term training.	AY10 46% AY11 42% AY12 44% AY13 42% AY14 Will be available FY17 AY15 Will be available FY18
c) Student responses indicate that their basic skills educational experience was satisfactory.	Student Surveys	80% satisfaction rating.	AY10 N/A AY11 96%/93% AY12 96%/93% AY13 96%/94% AY14 96%/97% AY15 96%/95%

Indicator a

A profound example of assessments informing program improvement occurred in FY14. Longitudinal analysis of Table 4b highlighted stagnant program performance. This led to a deeper analysis of student math class assessment data at every level revealing inconsistent student level gains from class to class. There was an obvious discrepancy in student test score outcomes in BSE's various math classes as well as variances in curriculum and syllabi—specifically in EFLs 3 & 4. To address the deviation, BSE aligned all ABE classes' curriculum and pacing for math and language classes. BSE termed this Redesign and piloted its first classes in March of 2014 in Nampa.

Redesign went from a pilot project at the end of FY14 to a program-wide implementation the beginning of FY15. This was an enormous undertaking led by the Quality Improvement Coordinator, site coordinators, and a cadre of talented lead teachers making up the Redesign Team. The aim of this project was to develop well-aligned classes with standardized curriculum and appropriate pacing for students from A2-Beginning Basic Education to A6-ASE/Transition to college. The project was not merely a curriculum change, but an overhaul of the entire system of instructional delivery for the program, with the focus on standardizing curricula and ensuring explicit lesson planning to promote consistency and continuity across learning levels. Important components to this systemic change included:

- Reading and writing, which have traditionally been separated, were merged into LA (language arts) classes. Guided by current best practices and based on the relationship between language/reading and their reciprocal nature, CWI believes students could greatly benefit by reading and writing being taught simultaneously.
- Integration of technology in the classroom was a priority in FY15. CWI incorporated the use of response technology (clickers), class websites (ClassJump), and additional well-vetted resources in order to support and enhance learning. Based on end-of-class surveys, increased opportunities to engage students with technology has proven to be an important part of their learning experience.
- Inclusion of Adult Numeracy Institute (ANI) professional development for math teachers. ANI teaching strategies and activities fundamentally changed the way teachers approach math by increasing their confidence in teaching numeracy and higher level math and encouraging professional networking and resource sharing. ANI was also integral to curriculum redesign by introducing content strands at all levels.
- College and Career Reading Standards (CCRS) implementation. While CWI is seeking to enhance the alignment of CCRS, the benefits of the initial work provided teachers with a broader understanding of the importance of standards-based instruction in their classroom.

FY14 and FY15 data, 64% and 65% respectively, did not meet program targets. However, concerns are allayed due to the fact that major changes have occurred in the last two years (e.g. entirely new content and curriculum, enhanced teaching methods, implementing a new basic skills assessment [GAIN], and the impact the new GED has had on learner engagement and outcomes). Data outcome variance was expected prior to these quality improvement changes.

Indicator b

Postsecondary outcomes are invaluable in measuring core theme three's ability to prepare students for college. Even though BSE had surpassed the 40% target between FY10 and FY13, deeper analysis of the data collected from Table 5 revealed too few students with a postsecondary goal. This begged the question, "Is BSE effectively preparing students for college if such a small number are selecting the goal?" This question led BSE to examine and ultimately make changes to the following:

- Gaps between TABE and COMPASS underlined the need to move to the Global Assessment of Individual Needs (GAIN) in order to better assess higher skills necessary for college.
- Class content was not adequately preparing students for college transition and so the development of higher level basic math and English classes occurred, with a full program implementation in FY15.
- Goal-setting practices and student exposure to college and career opportunities was insufficient leading BSE to create the Community Learning Center (CLC) located at the Ada and Canyon County campuses. The CLC is being intentionally designed to facilitate

a student experience that emphasizes educational options within CWI and career exploration opportunities. Central to this process is connecting students to important college and community services and developing contextual learning goals earlier in their educational process.

In FY13, the National Reporting System (NRS) goal-setting processes changed from a student goal selection model to an automatic cohort designation model. A major concern with this change has been the methodology used to assign students to the cohort within IMAS. As it stands, any BSE student (including ESL) who has completed high school, regardless of their basic skill level, is placed in the postsecondary cohort. This process results in students erroneously being assigned a goal they are not prepared to achieve. BSE responded by adding a student survey as part of the data collection process in order to accurately verify if students had the goal to enter postsecondary education. Additionally, BSE moved to a 3-year cycle for collecting outcomes for indicator b as many students who complete their GED utilizing BSE services often do not transition directly to college but wait a year or two to come back.

Critical longitudinal data is not yet available to validate all of these changes. However, these new processes are continually evaluated for legitimacy and effectiveness as a regular part of the program improvement cycle emphasized in BSE's Objective 2.

Indicator c

As shown in the table above, BSE continually exceeded the 80% target in student satisfaction in both basic skills and ESL classes. However, the survey needed to ask more specific questions related to "satisfaction" in order attain meaningful information. BSE developed a revised and more robust student survey that was implemented program-wide in FY15. The survey is conducted on-line with the culminating results disseminated to coordinators and teachers. Valuable information from students has helped in identifying weaknesses in curriculum and books, pacing, and teaching practices.

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

Indicators of Achievement	Metric	Target	Measure
d) Continual improvement model	AIDDE: Analysis, Identify, Design, Document, and Evaluation	AIDDE project and report-out will be conducted each year.	AY11 Completed AY12 Completed AY13 Completed AY15 Completed
e) Program review (annual self-assessment)	Annual self-assessment	Self-Assessment document to be completed and posted on portal each year.	AY10 Completed AY11 Completed AY12 Completed AY13 Completed AY15 Completed

f) Strategic plan	Measurements of specific performance indicators	Proposed objectives will be achieved each year.	AY10 N/A AY11 Completed AY12 Completed AY13 Completed AY15 Completed

Indicator d

In implementing the AIDDE plan, it is critical that careful monitoring and continual focus occur to ensure change is adopted and institutionalized within the program. The current AIDDE plan format has been determined cumbersome in efforts of supporting a process for ongoing monitoring. In FY17, the model is being adapted so that there is a way to close the loop on piloting a program improvement endeavor. The first revised AIDDE process is being launched with the collaboration with Academic Affairs STEM Department. BSE and Math 095 have been meeting regularly to review competencies and revise curriculum as well as placement. The new placement process includes the use of GAIN testing and new cut scores on the Math Diagnostic Test currently in use by the Math Department. The new model has identified approximately 1600 students (800 per semester) who will be referred to BSE prior to enrolling in Math 095. The goal of the new placement process is to help students advance through Math 095 more quickly or possibly bypass 095 and immediately begin in Math 123. Additionally, ABE classes will take place on campuses and in classrooms which were previously used exclusively for general education academic credit classes. These new locations will help further enmesh ABE services within the college system at CWI. The College is also in the initial stages of entering BSE students into the college data system. This will allow for more seamless pathways and better student tracking. The initial components are in place to pilot Summer, Fall and Spring 080 courses provided by BSE. The information and data for this AIDDE pilot will be gathered and reported by June 2018.

Indicator e

After revising the Annual Self-Assessment to include more appropriate measures and evidence as a way to provide meaningful feedback, a finding in FY15 by the quality improvement coordinator revealed a data input process that was undermining data quality. Some students were being entered into IMAS well after 12 hours in the program, and in a few cases, students who attended more than 12 hours, but did not reach the 60/70 hour threshold for post-testing, were not entered at all. This was not only a compliance issue but a data quality issue because retention information was skewed. There were various reasons why this occurred, but if not for the Annual Self-Assessment, this problem may not have been uncovered and immediately corrected.

Indicator f

In FY15 BSE used the strategic planning process to create and validate the program's first ever Curriculum Advisory Group. The inception of the group was determined a vital component to ensure sustainability of the massive change effort that occurred during the program Redesign. The Curriculum Advisory Group is comprised of the program director, quality improvement

coordinator, site coordinators, and lead teachers in content areas. The role of the group is to assist in maintaining the integrity of the standardized curriculum as well as to recommend and approve systemic curriculum changes.

Student Achievement

Basic Skills evaluates student achievement through Educational Functioning Levels (EFLs). EFL is a sound objective measure, though it does not reflect all aspects of student achievement. For instance, EFL does not include incremental student gains, which are an important distinction when measuring quality instruction. Therefore, Basic Skills Education is utilizing an additional data tool, Outcome Monitoring System (OMS). The purpose of the OMS is to help the program systematically reproduce things that teachers are doing well and provide resources, such as targeted professional development, for teachers who need additional support. This has not only helped improve a system that supports program quality, but it has also created a cultural shift in the way BSE talks about and engage in continuous improvement.

Assessment Process

Basic Skills reviews its assessment processes annually when it is assessing its programs and core theme objectives. When necessary, it makes changes to yield more meaningful results to better plan for improvement. For example, FY17 planning highlighted the need to identify an alternative method for collecting postsecondary student transition due to the reality that surveying former Basic Skills Education students has proven to be cumbersome and, because Basic Skill Education has not yet been integrated into the institutional data system, collecting this information has been untenable.

Assessment Results (Standard 4.B)

Results of Core Theme Three assessments are based on meaningful indicators of achievement, which comply with federal and state mandated reporting policies and align CWI's Strategic Plan. Core Theme Three assessments are used as a system for continuous program improvement by informing planning, decision making, and allocation of resources. Results of core theme assessments are reviewed by the BSE Director, coordinators, and the quality improvement coordinator. Data is communicated to the appropriate constituents by way of the Annual Report, Quarterly Data Desk Audits, and Reverse Table 4. Core theme results are available within the accreditation documents posted on the College website.

Student Learning Assessments

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

Core Theme Fulfillment

In evaluating the success of Core Theme Three using the six chosen indicators, four indicators clearly demonstrate core theme fulfillment (indicators c, d, e, and f). Additionally, a fifth (indicator b) has exceeded the target from FY10 – FY13. Due to changes in the three-year data match and student survey, there will not be goal completion data for postsecondary until FY17; however, this measure will likely improve as the three-year timeframe for BSE students transitioning to college is more realistic. It is BSE's assertion that a variety of significant programmatic changes impacted a sixth indicator (indicator a). These important changes were identified and implemented primarily through BSE's continuous improvement process (indicators d, e, and f) in an effort to improve the quality of services for students. BSE believes core theme fulfillment has been achieved and in the area of Basic Skills Education, CWI is able to demonstrate mission fulfillment.

CORE THEME FOUR – COMMUNITY OUTREACH

Planning (Standard 3.B)

Planning for community outreach is undertaken by many divisions and entities internal to College of Western Idaho. Core theme planning is focused on creating awareness of CWI and providing CWI connections to the community, with the intent to provide programming aligned with community needs. The community outreach efforts across the institution align with the larger institutional strategic plan. The community outreach planning efforts are instrumental in connecting CWI to all stakeholders.

Community outreach does not reside with one department or entity, rather with a collaboration between departments within CWI. A steering group represented by marketing, outreach, professional technical education, and workforce development meet on a periodic basis. The groups stated are responsible for setting the focus and objectives for community outreach in order to reach the goals and objectives. The steering group relies heavily on institution leadership, the CWI foundation, the Board of Trustees, and the community to guide planning.

The group meets periodically to review objectives and measures to meet the objectives, and the meetings align with the strategic planning process and goal setting.

Community outreach planning and services are inherent to the institution's ongoing work and focus. The objectives guide community outreach, and the institution's strategic plan guides the activities and projects that are the main focus. Community outreach planning and services are influenced by academic and workforce programming, the business community, and the economic landscape of the community CWI serves.

Core theme four uses internal and external resources to gather appropriate meaningful data to inform the measurement of core theme objectives. The data is analyzed on a yearly basis to inform the core theme for continuous improvement. Where improvement is indicated, appropriate initiatives are implemented.

Analysis of Data (Standard 4.A)
CWI continually measures and analyzes accomplishments of core theme objectives. Community Outreach's objectives and indicators have evolved over time as the institution has refined its definition of community outreach and identified what data is both meaningful and accessible.

Core Theme Target Analysis

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	Measure
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.	FY15 45
	Workforce Development participant surveys reflect positive satisfaction.	Achieve 85% positive satisfaction.	FY13 87% FY14 95% FY15 97%

Community outreach now has a baseline for customized contracts, and Workforce Development has consistently exceeded its target for participant satisfaction.

Objective 2: CWI communicates with its communities and engages enrichment activities.

Indicators of Achievement	Metric	Target	Measure
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.	FY14 373 Hrs FY15 3,236 Hrs
	Participate in events that support community enrichment.	Participate in at least 50 each year.	FY15 46
	Expand Basic Skills Education services.	Provide services to a minimum of 6 counties of the 10 county service area each year.	FY14 6 FY15 6
	Expand CWI student-to-community engagement.	Exceed 6,000 hours annually.	FY14 8,372 Hrs FY15 21,354 Hrs

The Community Outreach Committee will be defining a target for outside organization use of CWI facilities with the above data. In FY15, CWI did not make its goal of 50 community enrichment events, though it came very close. The Committee will review this number and make plans for future years. Basic Skills Education established the target of providing services to a minimum of six counties of the 10 county service area. This target was met both in FY14 and FY15. CWI student-to-community engagement is well above target, so the committee will review this target for the Year 1 report.

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

Indicators of Achievement	Metric	Target	Measure
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.	AY14 100% AY15 100%
	Active engagement with all high schools in CWI service area.	Develop baseline and target.	AY15 100%
	Increase the number of community organizations reached each year.	Develop a baseline and target.	FY15 125
	Increase the number of business partnerships.	Develop a baseline and target.	FY15 124

The Core Theme committee will be measuring targets for each of these indicators for the Year 1 report, but the 100% coverage of PTE programs having TAC's and high schools being served are encouraging starts.

Programs and Services

Workforce Development (WD) offers programs and classes in many sectors including healthcare, business, manufacturing, and the trades. The programs and classes developed and offered by workforce development are in two categories: 1) individual student registrations, and 2) customized trainings. Eighty percent of the WD student population falls into category 1, individual program or class, meaning the student selects and enrolls in the program or course.

Twenty percent of the WD student population is served through category 2, custom training or facility courses, meaning the program or course is taught on-site at an employer's location. The employer determines the program and courses they desire to be offered onsite.

Courses offered by Workforce Development are determined by using Idaho Department of Labor data, requests from the business community and employers, pathways from the academic and professional technical programs, and student demand. The market and student

enrollment guide the number of sections and offerings in a calendar year. The offerings are developed a year out, and sections are opened and closed on a weekly basis. Also, as students complete a program or course, WD monitors the job market in an effort not to saturate an industry with too many completers, as the goal is employment and job enrichment.

The goals for WD are established on a yearly basis and the genesis of the goals are from the institutional strategic plan and WD staff and teachers. The goals are monitored on a monthly basis with the directors of the specific programs and on a quarterly basis with staff. Results of goal achievement are shared annually with all WD team members.

Student Achievement, Assessment Process, Assessment Results, and Student Learning Assessments (Standard 4.A and Standard 4.B)

WD uses class evaluations to monitor the student experience and teaching quality as an indicator of student achievement. The other areas monitored are student retention and job placement. Retention is used at the program and classes level to refine and revise the program and student experience. Many programs and courses have an industry exam, and the pass rates on industry exams are monitored and evaluated at the program and course level. For example, a medical assistant student will sit for the Registered Medical Assistant exam through the American Medical Technologist Association.

Assessment of student learning is through classroom formative and summative assessments. Workforce Development teachers, during the teaching and learning process, conduct formative assessments to verify the students are learning what they are expected to learn and summative assessments in the form of mid-term and final exams. Many of the WD programs and courses have a skills component which is observed and documented for proficiency by the teacher. For example, in a Phlebotomy course, the student is required to do blood draws with the teacher observing and analyzing the student's ability and technique in order to coach and directly instruct on the related skill.

Goals and Outcomes of Programs and Services

The core theme is evaluated annually with the advisory group and as an on-going part of strategic planning. The objectives are reviewed in comparison to the measures to verify the objectives and measures are on target with institutional activities. Any changes to the economic or business community and environment inform the objective and review.

Core Theme Fulfillment

Overall, community outreach as a core theme is being fulfilled by the institution. The entire campus supports community outreach in their respective areas of influence. Specifically, Workforce Development has made a concerted effort to monitor, track, and support community outreach. The steering group meets twice a year to review the core theme and ensure the metrics are being tracked and reported. Every fall the institution develops a Facts-at-a-Glance providing descriptive statistics about the institution, and this reporting is a time the institution reviews and coalesces CWI's accomplishments and shares the findings with its community supporters.

Intentional blank page

STANDARD FIVE
MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Eligibility Requirement

SCALE AND SUSTAINABILITY (ER24) *The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

CWI's operational scale is sufficient to fulfill its mission due to the passion and commitment of its employees, the community reputation it has garnered, and the continuous improvement processes it has developed. The recent comprehensive strategic planning process has brought to light areas of opportunity for operational improvement, and the College will use the strategies and objectives outlined in the 2017-2022 strategic plan to ensure mission fulfillment

Mission Fulfillment (Standard 5.A)

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

CWI recognizes the value of engaging in self-reflection and evidence-based assessment and has made changes to practice and policies throughout the first seven-year cycle as a result of continuous improvement processes. The College regularly measures itself against a wide variety of both internal and external data points to ensure it is being effective in achieving its mission. Measures that were created by stakeholder groups throughout the College and undergo regular review are embedded within the strategic planning documents and accreditation plan. In addition, CWI participates fully in IPEDS data collection, the Voluntary Framework of Accountability, and statewide efforts linked to Complete College Idaho. Also, CWI

gathers data from internal constituencies through annual student surveys, including Noel Levitz, as well as employee satisfaction surveys; it also polls external partners to ensure the College is effectively addressing the needs of external constituencies. Output of these measures are compared internally for trend analysis and externally with other state two-year institutions and regional and national peers.

CWI is working to ensure mission fulfillment is considered holistically and with appropriate input. As the College moves into the new strategic planning cycle this academic year, it will be working to make data collection and dissemination more robust, ensuring a broad cross-section of the college is seeing results and giving input on those results. The Office of Institutional Effectiveness will be synthesizing the many reports and identifying opportunities to improve in any and all areas of the College. These broad-level reports will go to appropriate levels of leadership for additional assessment and plans to improve. This more holistic approach will improve and strengthen the College's assessment of mission fulfillment.

MISSION FULFILLMENT ASSESSMENT AND CONCLUSIONS (5.A.2) *Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.*

Mission fulfillment takes the combined effort of all employees in the College. Continuous improvement processes conducted by individual units throughout the College, and at the institutional level will ensure CWI meets mission fulfillment goals now and into the foreseeable future. To assist in these efforts, the College has launched the Office of Institutional Effectiveness in order to expand the depth and breadth of institutional effectiveness at CWI. The office is responsible for data reporting, analysis, and assessment used to support continuous improvement and effectiveness, inform administrative decision making and strategic planning, and assist the College in reaching institutional goals and mission fulfillment.

The College of Western Idaho believes, on the basis of core theme assessment, that it is fulfilling its mission to provide quality teaching and learning to Western Idaho. CWI remains an open-access, comprehensive, affordable community college.

CWI communicates assessment targets and processes internally and externally. Within Core Themes and smaller units, conclusions on assessments are widely distributed. In the next cycle, the College recognizes the need to improve upon its communication of conclusions of mission fulfillment.

Adaptation and Sustainability (Standard 5.B)

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

The College of Western Idaho regularly evaluates the adequacy of its resources, capacity and operational effectiveness, as demonstrated in Standards 2, 3, 4 and 5A.

1. CWI uses its annual budgeting process to conduct in-depth reviews of resources, capacity, and effectiveness as described in standards 2.F.2 and 2.F.3.
2. The College conducts annual financial audits to ensure sound financial position.
3. The CWI Facilities Master Plan is used to examine and evaluate existing physical facilities to determine the long-range capital facility needs.
4. The Office of Information Technology tracks and monitors the need for both instructional and operational technology updates and equipment replacement.
5. The College's recently developed Enrollment Management Plan (EMP) is continually monitored to inform budget-related management decision.[16]

The CWI President meets with all Idaho college and university presidents monthly, and meets with community college presidents formally bimonthly. The President and Executive Vice President meet bimonthly with the Idaho State Board of Education to discuss academic transfer, professional-technical matters, policy, and state funding appropriations. CWI's strategic plan is updated annually to document and evaluate effectiveness as required by the Idaho State Board of Education.

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

The College of Western Idaho uses its strategic planning process to review resource allocation, application of institutional capacity, and assessment of results. CWI's budgeting process includes assessment of necessary resources and allocation of funds based on the current strategic plan.

A comprehensive strategic planning initiative was undertaken during Fall 2015 and Spring 2016. The result of this activity includes a robust and inclusive document that features a new mission statement and new core themes and objectives. This plan will be implemented July 1, 2016.

The College of Western Idaho has joined the other Idaho community colleges in presenting coordinating budget proposals on specific common community college initiatives to the Idaho

[16] Exhibit 16 – CWI Enrollment Management Plan 2017-2021 - Draft

Legislature each January. This process has allowed the community colleges to work together to align appropriate requests focusing on the needs of all three colleges and their students while still setting individual agendas and requests pertinent to each school.

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

The College uses the annual review process of its Five Year Strategic Plan to ensure that the internal and external environments are explored. Through this process, emerging trends and expectations are analyzed and incorporated where appropriate.

CONCLUSION

The College of Western Idaho is fulfilling and staying true to its mission. Since being voted into existence in 2007 and opening in 2009, the College has quickly grown, demonstrating how necessary it was in the community. CWI has continually expanded its service and connections to the community.

The College has and is experiencing significant changes in its systems and processes for fulfilling its mission in the Treasure Valley. The external environment has changed: after exponential growth through 2013, enrollment has begun to level off. In response to these changes, the College is adapting its internal operations. A new comprehensive strategic plan was approved in July, and CWI has begun work to revise its mission statement and core themes for the upcoming Year One report. Academic Affairs has redesigned its entire curriculum in preparation for independent accreditation. What has not changed is CWI's primary purpose and focus: student access and student success. The changes the College has made and is making are always in support of this goal.

The accreditation process has been invaluable in guiding the development of our young college. In responding to peer evaluator feedback, we reconsidered our mission statement and core themes, and have developed a new strategic plan especially focused on keeping the college sustainable through financial, enrollment, and educational planning. The focus on continuous improvement happens at all levels of the college. While this accreditation report primarily documents our current situation, it also demonstrates our future direction.

Since its inception, the College has made an enormous positive impact on the Treasure Valley and the state of Idaho. We have recruited and hired the best faculty around. This past spring we graduated our largest class ever. Through careful and thoughtful planning we are simply well positioned to serve our community, pursue continual quality improvement, and serve the residents of Idaho.

Intentional blank page

YEAR SEVEN SELF EVALUATION REPORT EXHIBITS

Exhibit 1	**Candidacy Status Award Letter from ACBSP**
Exhibit 2	**College of Western Idaho Trustee Zoning Map**
Exhibit 3	**CWI Basic Skills Education Table 4B**
Exhibit 4	**Idaho Adult Basic Education Program Improvement Plan (AIDDE Model)**
Exhibit 5	**CWI Inclusive Excellence Committee Charter**
Exhibit 6	**CWI Professional Technical Education Program Learning Outcomes**
Exhibit 7	**CWI Academic Affairs Learning Outcomes Templates**
Exhibit 8	**CWI Participatory Governance Document**
Exhibit 9	**Memorandum of Understanding between CWI and the CWI Foundation**
Exhibit 10	**CWI Staff and Faculty Recruiting Process Map 2015**
Exhibit 11	**CWI Academic Affairs Organizational Chart**
Exhibit 12	**CWI Professional Technical Education Organizational Chart**
Exhibit 13	**CWI Technology Governance Framework**
Exhibit 14	**CWI Professional Technical Education Program Assessment Template**
Exhibit 15	**CWI Academic Affairs Program Review Outline**
Exhibit 16	**CWI Enrollment Management Plan 2017-2021 - Draft**

Intentional blank page

EXHIBIT 1

LETTER FROM ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS AWARDING CWI BUSINESS PROGRAM CANDIDACY STATUS

ACBSP
GLOBAL BUSINESS ACCREDITATION

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

October 23, 2014

Mr. John Nordstrom
Department Chair and Assistant Professor of Business
College of Western Idaho
6042 Birch Lane
Nampa, ID 83687

Dear Mr. Norustrom,

This letter is to inform you that your "Application for Candidacy Status" has been approved. During the next phase of the accreditation process, a mentor will be assigned to assist you in the accreditation process.

The Process Basic for Initial and Reaffirmation of Accreditation booklet, and the Standards and Criteria for Associate Degree Programs booklet can be found on the ACBSP website. These booklets outline the "Candidacy Approach" and provide information about the accreditation process. Please complete the Preliminary Visit Questionnaire, and return it to both ACBSP and the assigned mentor. After review, a visit by the mentor to your institution will then be scheduled to review the document.

The objectives of the site visit by the mentor are to identify any "opportunities for improvement" that may exist in meeting the standards and to assist in creating and action plan to meet ACBSP standards. Also, the overall readiness of your business unit to proceed with the self-study will be discussed. Your certificate of candidacy will be presented to you during the 2015 ACBSP Annual Conference, which will be held at the Downtown Marriott in Philadelphia, Pennsylvania June 12-15, 2015. We hope you will be able to join us.

Please feel free to call me or Larry Zachrich, Associate Director of Accreditation at 419-966-7091, if you have any questions in regard to the accreditation process. I look forward to working with you on this very significant endeavor.

Sincerely yours,

Steve Parscale
Director of Accreditation

Enclosures

C: Mr. Joe Welker, Assistant Professor of Accounting, College of Western Idaho

11520 West 119th Street• Overland Park, Kansas 66213
913-339-9356 • Fax 913-339-6226 • info@acbsp.org • www.acbsp.org

EXHIBIT 2

COLLEGE OF WESTERN IDAHO
TRUSTEE ZONING MAP

CWI Trustee Zoning Map

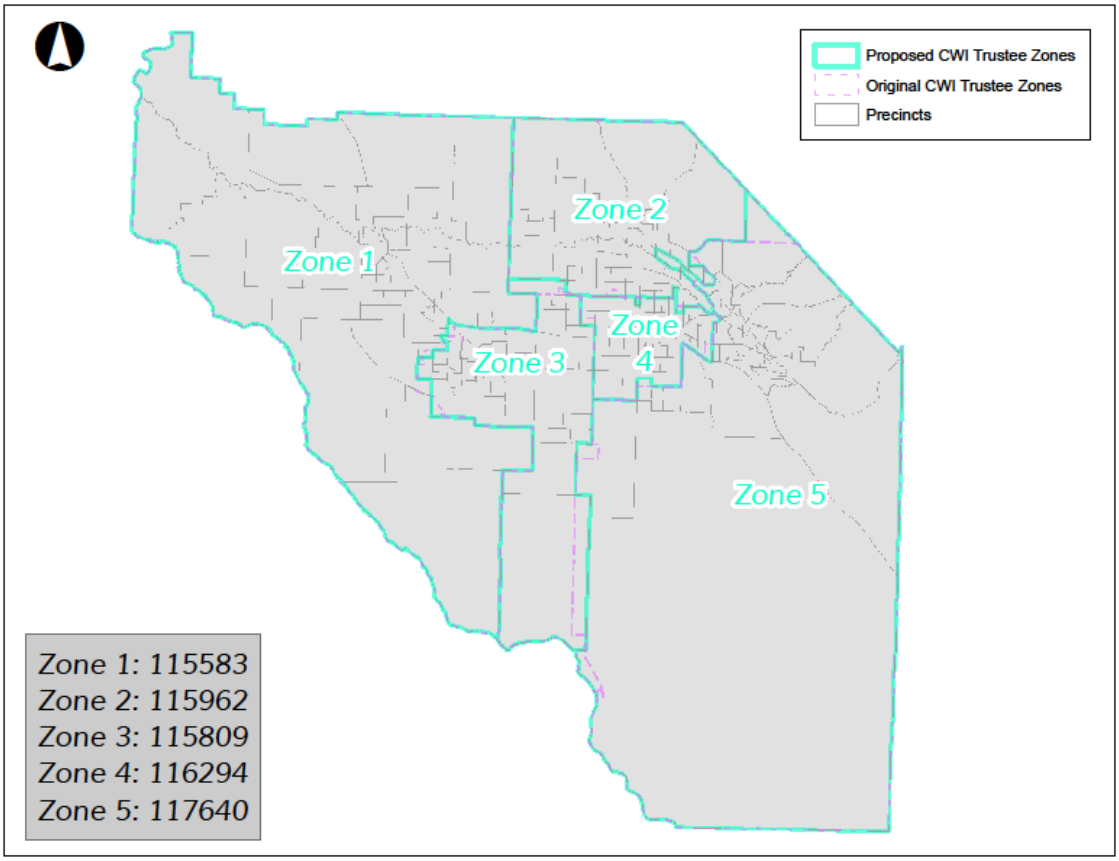


EXHIBIT 3

COLLEGE OF WESTERN IDAHO BASIC SKILLS EDUCATION
TABLE 4B

Table 4B (optional)

6/24/2016

Educational Gains and Attendance for Pre- and Posttested Participants

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	23	2,344.50	18	18	4	1	78 %
2 - ABE Beginning Basic Education	115	14,007.50	73	72	36	6	63 %
3 - ABE Intermediate Low	213	29,886.25	129	127	78	6	61 %
4 - ABE Intermediate High	141	16,832.25	77	76	62	2	55 %
5 - ASE Low	42	4,295.50	24	23	16	2	57 %
6 - ASE High	1	69.75	0	0	1	0	0 %
1 - Beginning ESL Literacy (06)	71	7,034.25	45	44	14	12	63 %
2 - Low Beginning ESL (06)	59	5,004.25	50	49	9	0	85 %
3 - High Beginning ESL (06)	160	14,372.25	124	123	32	4	78 %
4 - Low Intermediate ESL (06)	170	14,514.25	113	111	49	8	66 %
5 - High Intermediate ESL (06)	146	13,077.00	88	88	51	7	60 %
6 - Advanced ESL (06)	56	5,540.75	21	0	33	2	38 %
Total	1,197	126,978.50	762	731	385	50	66 %

Include in this table only students who are both pre- and posttested
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 are 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.

Number 1830-0027, Expires 1/31/03

Filter: Program: College of Western Idaho Region 3|
Dates: From 07/01/2014 To 06/30/2015

EXHIBIT 4

IDAHO ADULT BASIC EDUCATION PROGRAM IMPROVEMENT PLAN (AIDDE MODEL)

IDAHO ADULT BASIC EDUCATION PROGRAM IMPROVEMENT PLAN - AIDDE MODEL

Idaho continues to utilize an adapted version of the AIDDE program improvement model in accordance with the Idaho State Plan. The AIDDE acronym represents: **A**nalysis, **I**dentification, **D**esign, **D**evelopment, and **E**valuation. These are elements necessary in any good program improvement model.

STEP 1: ANALYSIS and IDENTIFICATION (What is Happening?)

1. In reviewing your classroom observations, student surveys, teacher feed-back, IMAS data, etc., what patterns are emerging that might suggest improvement is needed in certain program area/s?
   Earlier this year we began to gather current syllabi in an effort to update, systematize and standardize our curriculum. Part of that process was comparing the state standards with the curriculum currently being taught. We started with the math standards and talked to various teachers to see how the standards were driving their curriculum. The teachers feel the standards are cumbersome and difficult to work with and admitted that they had given up trying to include them in their curriculum based on the PTE document listing the standards. The fact that they were ignoring the standards seemed bothersome and led us to closely review their syllabi and curriculum and to compare the different levels of each course. As we were doing this, we also pulled past TABE assessments and created profiles detailing objectives that were missing, trends within classes and levels and we also examined specific questions that were commonly missed.

2. List several questions, raised in your analysis of these patterns, which may require further investigation.
   - **What are the gaps in our instruction?**
   - **Are there objectives/standards that are not being taught at all or not covered for long enough duration?**
   - **Are there certain questions on the TABE that are presented in a manner that our students haven't been instructed in?**
   - **What are the delivery methods of instruction for these math teachers? Are they differing greatly?**
   - **Are some teachers/classes having better success with objectives than others?**
   - **Is this a program trend or a teacher trend?**
   - **Are students achieving gains on the TABE but still not mastering the objectives?**

3. State one emergent pattern in which you plan to focus your FY 2013 AIDDE program improvement plan.
   In comparing all math classes in Nampa, though many students are making gains on the TABE and in their EFL, the same objectives remain below mastery and require remediation regardless of level and/or teacher.

4. What data (IMAS tables, instructional monitoring information, labor market data, etc.) supports the area you've chosen for improvement? Include actual data (IMAS

	Math 1	Math 2
Students Group	**46**	**45**
Students who made a level gain or an incremental gain	**42**	**29**
	91%	**64%**
Students who achieved mastery in division (skill assessed on TABE)	**16**	**17**
Total Percentage of students achieving mastery	**35%**	**53%**
Students who achieved mastery in fractions	**8**	**17**
Total Percentage of students achieving mastery	**13%**	**38%**
Students who achieved mastery in integers (skill assessed on TABE)	**0**	**9**
Total Percentage of students achieving mastery	**0%**	**20%**
Students who achieved mastery in percents (skill assessed on TABE)	**0**	**1**
Total Percentage of students achieving mastery	**0%**	**0.02%**

STEP 2: DESIGN YOUR PLAN (What will you do about it?)

1. Identify the cohort, student population, or EFL you plan to include in your study.
   The cohort will include math students at an EFL of 3 or above with diagnostics indicating a deficiency in division, fractions, percents and integers.

2. In no more than one page, briefly state your project goal and plan. Address the following in your explanation:
   Students need to spend more time on each of the foundational objectives as well as an increase in two-way communication between teacher and student. Math level 1 & level 2 curriculum appear very similar in content but differ in difficulty. It appears that teachers are trying to give students all the information they will be assessed on when taking the TABE. As a result, the foundation is broad and lacking depth and stability. The approach we will use is to increase use of technology and realia in delivery as well as break down the curriculum and use scaffolding to build upon the core concepts necessary for solid math skills. Rather than Math 1 & 2, we will structure Math 1, 2 & 3 classes. This will allow more time to be spent on each objective giving students time to process and master the component before moving onto the next competency. The total length of class will be affected very little.

- How is this different from current practice?
  Currently our Math 1 class includes many of the same objectives as Math 2. Our plan would revise the curriculum for each class and make objectives more specific to the class rather than trying to "fit" everything into a class and not give students the time needed to master the objective before introducing the next one. Overlap in content is highlighted below.

MATH 1	MATH 2
Place Value	**Decimals**
Additions	**Fractions**
Subtraction	**Measurement**
Multiplication	**Ratio & Proportion**
Division	**Percents**
Fractions	**Interest, Average, Probability**
Decimals	**Charts & Graphs**
Percents & Ratios	**Integers**
Charts & Graphs	**Powers, Roots & Scientific Notation**
Story Problems	**Algebraic Expressions**
Order of Operations	**Coordinate Grids**
Integers	**Area, Perimeter & Volume**
Intro to Algebra	**Angles, Triangles & Pythagorean Theorem**
Intro to Geometry	**Story Problems**

- Why do you expect this to improve performance?
  Because basic math requires foundational building blocks, it's important that students have whole number skills mastered before moving onto more difficult math concepts. Algebra, for example, is a series of steps involving basic math functions. If students have difficulty with multiplication and division, mastery in algebra will be unattainable. It is important that students achieve a level of mastery with foundational math concepts so they are successful in future math classes and so they can make math relevant to their everyday lives. Also, because teachers feel pressed to teach all the information students face on the post assessment, their handouts for objectives are busy and overwhelming to look at. Lengthening the time spent on an objective will as a result, change the format of handouts. Instead of focusing on one objective each lesson and then moving on, teachers will perhaps spend three or four lessons on a given objective giving students time to master the concept.

3. List any research, evidence-based practice, adult education pedagogy, etc. illustrating that your plan for improvement is based upon research or best practice.
   … helping students stay on track in math, building concept upon concept in a steady progression of skills. This is as much a national priority as it is a practical necessity for the students themselves, because daily life *involves* math—from the check-out counter at the school store to the express line in the grocery, from our most routine jobs to the high-

paying, high-profile ones in engineering, technology, and science (Lee, Grigg, & Dion, 2007; U.S. Government Accountability Office, 2005).

The Center for Applied Special Technology (CAST) offers a helpful snapshot of an explicit instructional episode (Hall, 2002), shown in Figure 1 below. Consistent communication between teacher and student creates the foundation for the instructional process. Instructional episodes involve pacing a lesson appropriately, allowing adequate *processing* and *feedback* time, encouraging *frequent student responses*, and *listening* and *monitoring* throughout a lesson.

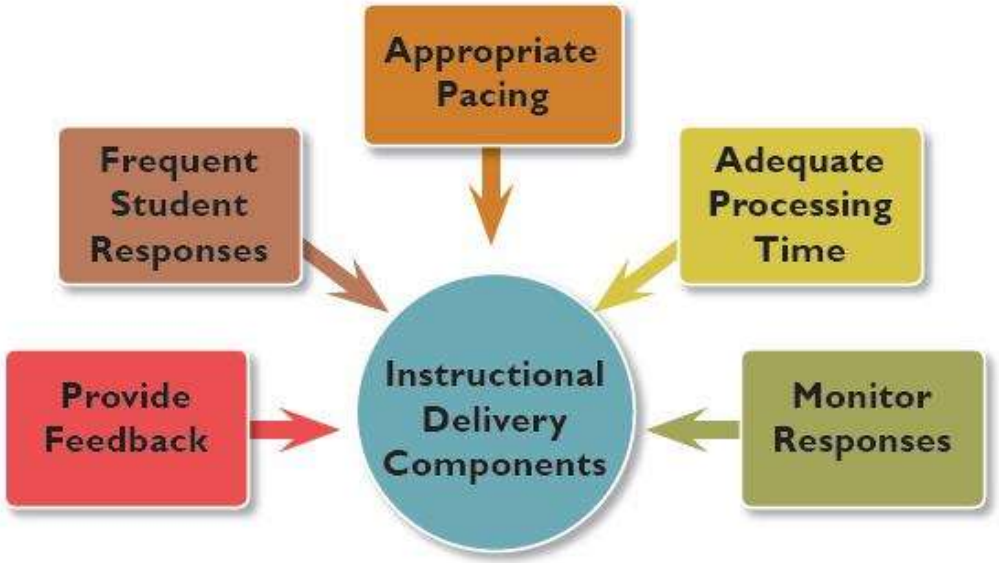


Figure 1. Standard instructional delivery components essential to all explicit instructional episodes (Hall, 2002).

STEP 3: *DEVELOP YOUR IMPLEMENTATION PROCESS* (How will this Happen?)

1. Which staff (name and function) will implement the new practice or procedure?
   A current Math 2 teacher, Ursla Ungermann will implement this plan.

2. What resources are needed for the new activity?
   a. Administrative Authority (Who needs to approve/monitor/enforce the use of the new practice? **Jac Webb & Heidi Nash**
   b. New Policies- are any new guidelines necessary for clear understanding of expectations of the project. **no**
   c. New Processes/Tools- will new materials, texts, processes need to be implemented in order to ensure success of the project? **Class syllabus and curriculum will be redesigned to give more time to specific objectives.**
   d. External Expertise- Will anyone outside your program need to be used for their expertise or consultation? **We are asking Michael Matos, a math teacher from**

e. **Albany Park Community Center in Chicago, Illinois to come and present a math workshop to our math teachers.**

f. Training- Consider what staff training will be necessary to ensure project success.
Attend workshop presented by Mr. Matos, implement his technological suggestions into teaching and class work.

g. Fiscal Resources- Please include a budget page with your application if additional funding will be necessary. **n/a**

h. List the key steps that you will undertake in planning for the use of the new practice or procedure and the timeline for these steps.

i.

Activity	*Begin Date*	*End Date*
Math Workshop	**June 14**	**N/a**
Revise Curriculum/Syllabus	**July 1, 2012**	**August 31, 2012**
Explore Technology included in lesson plans at least once per week (computer, clickers, Kahn's Academy, etc.)	**July 1, 2012**	**August 31, 2012**
Identify Realia to be included in every lesson to make math contextual and relevant	**July 1, 2012**	**August 31, 2012**
Class(es) begin	**Mid-January**	**End of May**
Lesson plans submitted for each class each week	**Mid-January**	**End of May**
Review data	**June 15, 2013**	**June 30, 2013**

STEP 4: EVALUATE YOUR PROGRESS (How will know if it worked?)

1. What are your program expectations for improvement?
We expect mastery in the objectives we are focusing on as well as an increase in level gains in the student's second post-test as well as the first.

2. How will you measure and determine the results of this project?
We will use pre and post tests to measure growth in EFL as well as mastery in the specific objectives that were deficient prior to starting the class. We will also compare these outcomes to the data we collected when we created the AIDDE plan.

EXHIBIT 5

CWI INCLUSIVE EXCELLENCE COMMITTEE CHARTER

CWI Inclusive Excellence Committee
Charter

Charter: CWI is an inclusive campus community whose excellence stems from the promotion of a diverse intellectual and social environment in which opportunity and respect are guaranteed for all.

- Inclusive excellence is a framework that informs, motivates, and guides our institutional actions.
- CWI recognizes that inclusivity enhances our excellence and that our excellence depends on our inclusivity.
- At CWI, inclusivity is not the responsibility of one committee or group of individuals. Our administrators, faculty, students and staff are equally accountable for our college's capacity for and demonstration of inclusive excellence in all of our departments, divisions and units.

The committee for Inclusive Excellence works with students, faculty, staff, administrators and community partners to ensure that CWI is recognized for utilizing 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 promote policies, programs, and actions that cultivate habits of inclusivity and equity.

What the Committee for Inclusive Excellence Does:

- Advocates for diversity and inclusion across campus units.
- Promotes diversity and inclusive excellence in all of CWI's systems and structures.
- Promotes a culture of inclusive excellence at CWI.
- Leads and assists in creating collaborative and college-wide diversity and inclusiveness planning and implementation efforts.
- Helps develop policies designed to improve the college's climate of inclusivity.
- Provides resources and direction for infusing diversity and inclusive excellence into the curriculum.
- Offers annual assessment of the college's progress toward implementing Inclusive Excellence initiatives.
- Provides leadership on diversity and inclusion related matters regarding faculty/staff recruitment, retention, and the educational impact of diversity.

Membership: Committee members may be appointed by the chair and co-chair, or by nomination with approval of the committee. Committee members are expected to serve for two years.

Chair: Appointed by the Executive Vice President, Instruction and Student Services

Co-Chair: Voted on by the working and advisory committee members

Working Committee Members:

Representatives from:

- Adult Basic Education and General Education Development
- Enrollment and Student Services
- Faculty
- Human Resources
- Marketing
- Student Enrichment
- Student Senate
- Staff Senate
- Workforce Development

Advisory Committee Members:

- Assistant Vice President, Academic Affairs
- Dean, Enrollment and Student Services
- Dean, Professional Technical Education
- Director, Adult Basic Education
- Executive Vice President, Instruction and Student Services
- Executive Director, Human Resources
- Executive Director, Marketing and Advancement
- Executive Director, Workforce Development

Meetings: The Inclusive Excellence committee meets monthly.

Intentional blank page

EXHIBIT 6

CWI PROFESSIONAL TECHNICAL EDUCATION PROGRAM LEARNING OUTCOMES

PTE Learning Outcomes

Business & Information Technology	
Administrative Support	• Prepare to write and speak professionally • Develop skill and proficiency using the latest Microsoft Office software including Word, Excel, Access, PowerPoint, and Outlook. Proficiency leads to MOS certification • Apply real-world math skills to specific business processes • Demonstrate knowledge of accounting processes including the use of computerized accounting software • Fulfill a specialty or concentration from one of three different areas • Possess an understanding of the mechanics of websites and the role social media integration has on web design and website management • Implement design methods and apply software applications to effect visual and written communication across a wide range of digital mediums • Use appropriate interpersonal skills, with sensitivity to ethnic and cultural differences, as they relate to various workplace situations
Applied Accounting	• Process daily accounting transactions, journals, and ledgers, prepare financial statements, perform payroll functions, and manage cash and accrual • Develop skill and proficiency using the latest version of QuickBooks. Proficiency leads to certification • Understand the legal environment affecting business, business ethics, and social responsibility • Learn accounting procedures for managerial decision-making • Review legal and regulatory environment of the business organization including taxation, controls, and compliance • Prepare to write and speak professionally • Develop skill and proficiency using the latest Microsoft Office software including Word, Excel, and Access. Proficiency leads to MOS certification • Prepare for the AIPB Professional Bookkeeping Certification

Cisco Networking & Security Technologies	• Install, configure, maintain and troubleshoot Cisco routers, switches and related network equipment in a LAN or WAN environment • Advanced network routing and switching • Fundamentals of wireless networks • VoIP in a converged network
Computer Support Specialist	• Provide computer hardware and software tech support • Build, install, and maintain PCs, servers and peripherals • Be able to provide Help Desk and Field Support for a business's IT needs • Learn how to protect and safely remove viruses and malware from computers • Develop the soft skills needed for a career in Information • Technology • Troubleshoot Microsoft Windows technologies
Information Security and Digital Forensics	• Install and configure a network server operating system • Configure virtual machines, virtual machine storage and virtual networks • Configure internal and external security mechanisms • Describe the five basic principles in a defense • Identify payloads of malware • Examine web applications, forms attacks, SQL injection and plan countermeasures • Monitor network pathways for signs of a compromised systems • Develop policies and procedures in the collection of digital evidence • Create a "First Responder" toolkit for crime scene investigations • Examine and prepare for actual courtroom cases involving digital forensic investigations • Create a policy and profile for collecting evidence for mobile devices • Demonstrate proficiency in collecting network information through industry standard penetration testing methodologies.

Marketing Management	• Install, configure, maintain and troubleshoot Cisco routers, switches and related network equipment in a LAN or WAN environment • Advanced network routing and switching • Fundamentals of wireless networks • VoIP in a converged network
Medical Administrative Support	• Manage and maintain all aspects of an office environment • Use and understand medical terminology • Learn to use the latest workplace technology and computer software • Schedule appointments and register patients using specialized medical software • Maintain confidential medical records and prepare correspondence • Learn to interact with a diverse population • Prepare patient insurance claims and complete the medical billing cycle • Understand the complex world of healthcare compliance and regulatory issues • Work professionally and ethically as a part of a medical team
Medical Assistant	• Apply patient care procedures • Collect clinical data • Collect specimens for medical tests • Draw blood • Use medical record coding systems such as ICD10 and/or CPT codes
Network Administration	• The knowledge needed to earn industry-recognized certifications, including Microsoft, Cisco, and CompTIA • Advanced, market relevant skills that employers recognize and respect • The skills necessary to be a network administrator • To manage Microsoft networks • To configure Cisco routers and switch To troubleshoot PC computing hardware and software
Software Development	• Learn HTML, CSS, JavaScript, and .NET technologies • Create presentation quality animations using photographs, icons, and graphics suitable for web deployment utilizing popular software tools • Design and implement websites and web pages • Learn relational database design and data modeling from a conceptual and practical viewpoint • Explore dynamic websites focusing on e-commerce and server-side scripting languages • Learn design and development skills that prepare you for workforce entry

Health Professions	
Certified Dental Assisting	• Assist in chair-side duties—pass instruments and medication • Maintain treatment rooms and assist in dental-care delivery • Take and process x-rays • Sterilize and maintain instruments • Pour models of teeth • Prepare dental materials and mix restorative materials • Arrange appointments • Manage the dental office and perform bookkeeping • Promote oral hygiene and public health • Understand and use dental terminology • Communicate professionally, both in person and in writing
Early Childhood Education	• Understand the growth and developmental stages of young children • Develop and deliver age appropriate curriculum in literacy, math, science, social studies, art and music • Provide quality care and education for young children from birth to age eight • Set up and maintain a healthy, safe learning environment • Incorporate good nutrition into meals, snacks and food experiences • Guide and foster positive social and emotional development of children in groups • Partner with parents in their child's education • Learn to include children with diverse backgrounds as well as special needs into classrooms • Supervise and administer all aspects of an early childhood program • Become a professional and advocate for young children and their families
Law Enforcement	• Obtain the knowledge and technical skills for eligibility to become certified peace officers as set forth by the standards of the Idaho Peace Officers Standards and Training Academy for the State of Idaho • Become knowledgeable of the proper use of firearms, emergency vehicle operation, defensive tactics/arrest techniques, and fitness
Nursing	• Human flourishing is difficult to define, but can loosely be expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with a right to pursue his or her own such efforts. The process of achieving human flourishing is a life-long existential journey of hope, regret, loss, illness, suffering and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness and holistic wellbeing of the individual within the larger

	family, community and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing (p. 33). • Nursing judgment encompasses three processes: namely critical thinking, clinical judgment and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation. • Critical thinking means identifying, evaluating, and using evidence to guide decision-making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible informed by current research (Craig & Smith, 2007). (p. 34) • Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being", "knowing" and "doing". (p. 35) • A Spirit of Inquiry is the persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations. (p. 36)
Perioperative Nursing	• Understanding the roles of multidisciplinary surgical team members in the preoperative, intraoperative, and postoperative areas. • Uses the nursing process to identify and address the needs of the perioperative patient and family or support persons in order to provide a safe environment. • Learning the roles of the perioperative registered nurse in the perioperative environment through skills labs, case studies and patient care assignments. • Apply principles of aseptic and sterile technique in the perioperative • Learn the process of cleaning, disinfection, and sterilization of instrumentation and equipment.

	• Apply the pharmacologic indication for the commonly prescribed medications used in the perioperative setting and demonstrates safe administration. • Identify the ethical, moral, and legal responsibilities of the surgical team. • Demonstrate appropriate prioritization of perioperative nursing activities relevant to the surgical setting through patient care assignments. • Identify opportunities for professional growth as a perioperative nurse.
Physical Therapist Assistant	• The program prepares students for employment as licensed physical therapist assistants (PTA) • The PTA functions through the direction of a physical therapist (PT) to implement the PT's specific patient plan of care • The ultimate goal of physical therapy is to aid patients and clients in their return to maximal function • PTA students are instructed in thinking processes and skills such as therapeutic exercise, orthopedic and neurological interventions, therapeutic modalities, and the art of patient care • In addition to patient treatment courses, students study the basic sciences of anatomy, physiology, clinical pathology, and kinesiology
Surgical Technology	• Sterilize, disinfect, and pass surgical instruments • Understand surgical procedures and anticipate the needs of the surgeon • Ensure quality patient care during the operative procedure • Set up sterile table with instruments, supplies, equipment, and medications/solutions prior to operation • Gown and glove surgeon and assistants • Prepare sterile dressings and help drape a sterile field • Vigilantly maintain a sterile field during surgery • Count supplies prior to surgery and before incision is closed • Assist other team members with terminal cleaning of room • Help prepare surgical room for next patient

Trades & Technology	
Advanced Mechatronics Engineering Technology	• Understand and apply basic electronic theory • Interpret electronic symbols, schematics, and terminology • Make use of standard and advanced electronic components, including analog and digital integrated circuits, microprocessors, and microcontrollers • Perform printed-circuit-board work, including soldering and component replacement • Troubleshoot and repair industrial systems, including instrumentation, digital and microprocessor, communication and electromechanical systems

	• Analyze and program programmable logic controller systems • Understand electronic communication methods and circuits • Understand principles and applications behind Laser and Fiber Optics systems, and use opto-electronic devices Work with electronic, hydraulic, pneumatic and robotic control systems • Make use of computers to analyze and simulate electronic circuits, and assemble technical documents and reports • Communicate professionally
Drafting Technology	• Translate ideas and designs into complete and accurate working plans • Prepare mechanical, architectural, civil, and structural drawing using both conventional and computer-assisted techniques • Understand general engineering and architectural procedures • Design and "draw" in the latest AutoCAD, SolidWorks and Revit software • Develop and understand the integration of communications, physics, and math-related skills in the workplace • Use reference catalogs and codes to appropriately specify means and methods into projects • Write a resume, search for a job, and interview effectively
Fire Service Technology	• Comprehend the qualifications for entry level skills, the discipline and evaluation process, fire service structure, history, and culture for the field of fire technology. • Analyze, appraise, and evaluate fire incidents and components of emergency management and fire fighter safety. • Comprehend laws, regulations, codes, standards, and the regulatory and advisory organizations that influence fire department operations. • Analyze and determine the causes of fire, extinguishing agents, stages of fire, fire development, and methods of heat transfer. • Synthesize and determine the appropriate use and flow requirements of hydraulic fire apparatus. • Evaluate the common types of building construction and conditions associated with structural collapse and firefighter safety. • Evaluate fire detection and fire suppression systems.
Horticulture Technology	• Identify and classify soils and plants, including flowers, shrubs, and trees • Design, construct, and maintain landscapes • Grow, care for, and arrange flowers • Prune trees and shrubs properly • Identify and manage plant pests and disease • Propagate plants • Manage greenhouses and nurseries

	• Market horticulture goods and services • Use pesticides and fertilizers safely and legally • Communicate professionally, both in person and in writing • Use business computer applications • Conduct effective job searches
Machine Tool Technology	• Set up and operate manual machines including engine lathes, milling • Program, set up, and operate computer-numerically controlled (CNC) milling machines and lathes • Operate precision measurement and test equipment used by metals-manufacturing industries • Properly heat-treat various metals • Understand and identify the many different materials, processes, and techniques used by the machining industry • Utilize Virtual GIBBS programming software and SolidWorks modeling software
Welding & Metals Fabrication	• Perform many welding processes • Shielded Metal ARC Welding (SMAW) (STICK) • Gas Metal ARC Welding (GMAW) (MIG) • Flux Cored ARC Welding (FCAW) • Gas Tungsten ARC Welding (GTAW) (TIG) • Perform manual, semi-automatic, and automatic oxygen-acetylene burning • Perform air carbon ARC and plasma cutting and gouging • Operate fabrication tools and equipment • Read blueprints • Utilize appropriate fabrication techniques • Maintain quality control • Identify properties of materials • Understand basic metallurgy
Wildland Fire Management	• Safely manipulate wildland fire tools, including shovel, Pulaski, and McLeod. • Recall the ten standard firefighting orders. • Deploy a fire shelter. • Demonstrate the proper use of the following tools and equipment: back pump, fuses, and backfire torch. • Safely function within an Incident Command System environment. • Assess impacts of fuel, weather, and topography on wildland fire behavior. • Recognize and avoid the four common denominators of wildland fire fatalities. • Given a wildland fire scenario, prepare an incident briefing based on factors of fuel, weather, topography, and man-made hazards.

	• Demonstrate the three components of wildland fire prevention, including education, engineering, and enforcement. • Make an operation shift plan that includes the following information: the people in charge, the operational objectives, resources, supplies necessary to meet the objectives, area map, weather forecasting, and safety briefing using standardized ICS forms.

Transportation	
Auto Body Technology	• Assess vehicle repair costs • Repair vehicle frames and bodies • Painting and paint finishing, including graphics work • Detailing work
Automotive Technology	• Maintenance and Light Repair • Electrical/Electronic Systems • Engine Repair • Manual Drivetrain and Axles • Brakes • Suspension and Steering • Engine Performance • Automatic Transmission/Transaxle • Heating and Air Conditioning
Heavy Duty Truck Technician	• Diesel theory • Care and use of tools • Principles and repair of the internal combustion engine • Fuel systems • Lubrication systems • Cooling systems • Hydraulic, air, and engine brake systems • Transmissions • Differentials • Drive lines • Basic hydraulics • Suspension and steering systems • Electrical systems • Engine performance • Understanding service parts/manuals • Shop safety and shop maintenance • Communication skills and occupational relations

Heavy Equipment Technician	• Diesel theory • Care and use of tools • Principles and repair of the internal combustion engine • Fuel and Lubrication systems • Cooling systems • Hydraulic, air, and engine brake systems • Transmissions • Differentials • Drive lines • Basic hydraulics • Suspension and steering systems • Electrical systems • Engine performance • Understanding service parts/manuals • Shop safety and shop maintenance
Heavy Equipment Welding & Fabrication	• Work on small and large diesel powered equipment • Diagnose and repair fuel systems, lubrication systems, cooling systems, hydraulic systems, power trains, electrical systems, and heating/ventilation/air conditioning systems • Perform many welding processes, including Shielded Metal ARC Welding (SMAW) (STICK), Gas Metal ARC Welding (GMAW) (MIG), Flux Cored ARC Welding (FCAW), Gas Tungsten ARC Welding (GTAW) (TIG) • Perform manual, semi-automatic, and automatic oxygen-acetylene burning • Perform air carbon ARC and plasma cutting and gouging • Operate fabrication tools and equipment • Read blueprints • Utilize appropriate fabrication techniques • Maintain quality control • Identify properties of materials • Understand basic metallurgy
Powersports & Small Engine Repair Technology	• Diagnose and repair snowmobiles, motorcycles, personal watercraft, outboard motors, chain saws, lawn and garden equipment, and outdoor power equipment • Understand operating principles for two- and four-cycle engines Understand basic electricity • Service and maintain fuel and carburetor systems, transmissions, and power train systems • Perform complete engine overhauls and basic engine tune-ups • Manage and inventory parts • Perform basic chassis tune-ups Utilize computers in the workplace • Effectively communicate with customers and peers

Professional Truck Driving	• Learn skills and procedures for handling freight, loading and unloading, dock loading, and trailer combinations and their uses • Skills needed to handle trucks in urban and heavy traffic situations, difficult weather conditions, steep inclines and downgrades, highways, and so much more • Learn Department of Transportation regulations and interstate rules and requirements you will need to know • On-the-job skills that include, but are not limited to: keeping log books, accident avoidance, and reporting procedures
Western States CAT Technician	• The WSCTP focuses on several key components of shop work, including safety, strategy, CAT and dealer service software service programs. • Repair of fuel systems, modern diesel emission systems, mobile hydraulic systems, power trains, electrical systems, and heating/ventilation/air conditioning systems • Technical training on CAT heavy equipment and diesel engines. • Expectations and protocols specific to Caterpillar Dealerships

EXHIBIT 7

ACADEMIC AFFAIRS LEARNING OUTCOMES TEMPLATES AND EXAMPLES

GE CURRICULUM GUIDE TEMPLATE
CURRICULUM GUIDE MAJOR AND NON-GE TEMPLATE
PROGRAM GUIDE TEMPLATE

GE Curriculum Guide Template

Program Guide

Degree Title:	Date Proposed:
Degree Level: *[e.g. Associate of Arts]*	Date Effective:
Department:	Degree Location:

I. Program Mission

II. Programmatic Objectives

III. Student Learning Outcomes

IV. Degree Requirements

General Education Requirements			
Discipline	Course #	Course Title	Credits
Program Requirements			
		Total Credits	

If AA or AS degree is greater than 60 credits, please provide explanation:

V. Description of High Impact Practices

VI. Description of Programmatic Assessment

Programmatic assessment will occur annually; formal program review will occur on a three year cycle.

VII. Program Viability

Provide metrics of success for program (how will the program demonstrate viability?)

VIII. Enrollment and Graduate Projections

A. Reasonable expectation of number of majors in the program and number of graduates.

Projected Headcount Enrollment in Program						Projected Number of Graduates From Program					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23

B. Describe the methodology for determining enrollment and graduation projections.

IV. New Resources Required (including cost)

A. Physical Resources:

a. **Existing resources**. Describe existing equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

c. **New resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Project the costs of new physical resources.

Immediate (1-3 years) need for new budget:

B. Personnel resources:
   a. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

   b. **Impact on existing programs**. What will be the impact on existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

   c. **New resources.** List the new personnel that must be hired to support the proposed program. Project the costs of new personnel resources.

C. Program Location

Immediate (1-3 years) need for new budget:

V. Transferability

This program will transfer to the following four-year degree programs (2+2 agreements attached):

Additional Required Documents (please find on myCWI)

- ☐ Program Guide (this form)
- ☐ CWI Curriculum Proposal Form
- ☐ Degree Map
- ☐ State Board of Education Proposal Form
- ☐ State Board of Education Budget Form
- ☐ 2 + 2 transfer agreements
- ☐ Degree Advising Worksheet

Curriculum Guide Major and Non-GE Template

College of Western Idaho
Curriculum Guide
Click here to enter text.
Course Credits:

Effective: Fall 2017
Date of last review: New Course

IX. Course Description

Click here to enter text.

X. Degree Applicability

Click here to enter text.

XI. CWI Academic Affairs Objectives

This course meets the following CWI criteria:

A. Learn to Learn. Students learn that as important as content knowledge is, shaping one's future requires the development of skill in discerning, applying, analyzing, synthesizing and evaluating knowledge in diverse contexts. The educational experience at CWI prepares students for a world in which they are likely to change occupations and face unpredictable life events. We strive to develop courses and learning experiences that give students the tools to confidently thrive in a complex, information-saturated, diverse, and dynamic world.

[Fulfilled by learning outcomes **VI** Click here to enter text.

B. Make Connections. Students learn success in today's interconnected world requires deliberate engagement and comfort with multiple perspectives, cultures, and contexts. In navigating difference and diversity in the natural and social worlds, students connect ideas, forms of knowledge, and practices to create a richer understanding of themselves as personally and socially responsible citizens.

[Fulfilled by learning outcomes **VI** Click here to enter text.

C. Solve Problems. Students identify problems, analyze and implement solutions, and interpret and reflect on outcomes to develop skills to individually and collaboratively face challenges and create opportunities.

[Fulfilled by learning outcomes **VI** Click here to enter text.

XII. **Course Goals**

The educational goals of this course are to:

A.

XIII. Student Learning Outcomes

A.

B.

XIV. Expanded Description of Student Outcomes

Students completing this course are expected to acquire the ability and skills to:

A.

1.
2.

B.

1.
2.

C.

1.
2.

XV. Essential Student Materials

A.

XVI. Essential College Facilities

A.

B.

XVII. Course Expectations

A. Reading:

B. Writing:

C. Presentation:

D. Technology:

E. Portfolio:

F. [insert other]

XVIII. Methods of Assessment

Click here to enter text.

XIII. Texts and Supporting References

Click here to enter text.

Program Guide

Degree Title:	Date Proposed:
Degree Level: *[e.g. Associate of Arts]*	Date Effective:
Department:	Degree Location:

I. Program Mission

II. Programmatic Objectives

III. Student Learning Outcomes

IV. Degree Requirements

General Education Requirements			
Discipline	Course #	Course Title	Credits
Program Requirements			
		Total Credits	

If AA or AS degree is greater than 60 credits, please provide explanation:

V. Description of High Impact Practices

VI. Description of Programmatic Assessment

Programmatic assessment will occur annually; formal program review will occur on a three year cycle.

VII. Program Viability

Provide metrics of success for program (how will the program demonstrate viability?)

VIII. Enrollment and Graduate Projections

C. Reasonable expectation of number of majors in the program and number of graduates.

Projected Headcount Enrollment in Program						Projected Number of Graduates From Program					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23

D. Describe the methodology for determining enrollment and graduation projections.

VI. New Resources Required (including cost)

D. Physical Resources:

d. **Existing resources**. Describe existing equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program.

e. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

f. **New resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Project the costs of new physical resources.

Immediate (1-3 years) need for new budget:

E. Personnel resources:
   d. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

   e. **Impact on existing programs**. What will be the impact on existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

   f. **New resources.** List the new personnel that must be hired to support the proposed program. Project the costs of new personnel resources.

F. Program Location

Immediate (1-3 years) need for new budget:

VII. Transferability

This program will transfer to the following four-year degree programs (2+2 agreements attached):

Additional Required Documents (please find on myCWI)

- ☐ Program Guide (this form)
- ☐ CWI Curriculum Proposal Form
- ☐ Degree Map
- ☐ State Board of Education Proposal Form
- ☐ State Board of Education Budget Form
- ☐ 2 + 2 transfer agreements
- ☐ Degree Advising Worksheet

Intentional blank page

EXHIBIT 8

PARTICIPATORY GOVERNANCE AT CWI

Participatory Governance

at the

College of Western Idaho

Revised 2012
Revised 2013
Revised 2014
Revised 2015

TABLE OF CONTENTS

Page

Introduction 1

Section 1: The College Culture 2
Philosophy of Participatory Governance 2
Roles of Faculty, Staff, Students, Administrators and Participation 3

Section 2: CWI Participatory Governance Flow Chart 6

Section 3: Type and Structure of Groups That Develop Recommendations 7
Types of Groups 7
Membership in College Groups 8
Approval Process for College Groups 8
Charters for CWI Groups 9

Section 4: CWI Strategic Planning Process 18

Section 5: Milestones for the Strategic Planning and Budgeting Process 24

Appendix I: Faculty Senate Constitution and Bylaws
http://cwidaho.cc/downloads/faculty-senate/Faculty_Senate_Constitution.pdf

Appendix II: Staff Senate Bylaws
https://mycwi.cc/committees/senate

Appendix III: Student Senate Bylaws
http://cwidaho.cc/current-students/student-government

Appendix IV: CWI Participatory Governance
https://mycwi.cc/committees/cc/Shared%20Documents/College%20Council%20Documents/CWI%20Participatory%20Governance%202015.pdf

INTRODUCTION

PARTICIPATORY GOVERNANCE AT THE COLLEGE OF WESTERN IDAHO

The purpose of this document is to describe the structure and operating agreements for making decisions at CWI. These processes put into practice the mechanisms through which the voices of the College's constituent groups are heard in making decisions.

This document describes the five primary facets of the College decision-making process:

- Section 1: The College Culture
- Section 2: CWI Participatory Governance Flow Chart
- Section 3: Type and structure of groups that develop recommendations
- Section 4: College planning and assessment
- Section 5: Milestones for the Strategic Planning and Budgeting Process

The contents of this document represent the collegial consultation structure and procedures that have been agreed upon by the faculty and administrative representatives of CWI.

SECTION 1

THE COLLEGE CULTURE

The College culture impacts decisions in both formal and informal ways. The following points describe the philosophy and practices that define the operating agreements of CWI processes.

PHILOSOPHY OF PARTICIPATORY GOVERNANCE

Participatory governance at the College of Western Idaho is achieved in the spirit of cooperation, collaboration and collegiality. It promotes the vision and values of the College and ensures their achievement through policies and procedures, via a structure of governance groups, councils, and committees that have effective processes of planning, implementation, and evaluation.

Culture of Inclusiveness

Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendations. Inclusiveness can educate constituents on issues and current proposed solutions. It can also lead to consensus. As issues are brought forward, each of the constituent groups needs to be aware of how the issue may impact other groups and seek input from them.

To facilitate inclusiveness, the schedule for committee meetings is posted on myCWI. Committee meetings are open to all members of the campus community, unless otherwise stated. In addition, committee minutes are posted on myCWI. Other means of communication, such as campus wide emails and open discussion meetings are used to disperse information on current issues and decisions. A State of the College address is given during in-service and college-wide roundtables are hosted by CWI administrators each semester.

Culture of Collaboration

In order to work collaboratively in the decision making process, the college promotes collegiality, understanding that we are united in a common goal of success of the College. We must work with respect for one another's roles and opinions. As such, college-wide committees are typically composed of representatives from faculty, staff, students and administration.

Sharing ideas and information is valued. Whether in open meetings or committee meetings, ideas, suggestions or questions should be allowed without criticism in the earliest stages. This allows for divergent views to be fully explored and thoughtfully considered. Once all constituencies have had an opportunity to make recommendations, then the process towards consensus can begin.

Culture of Transparency
Transparency promotes accountability and provides information. All affected groups should be aware of issues as they arise and of the various proposed solutions. When a final decision has been made, the decision and the justification for the reason are distributed to all those affected by it. Having a transparent decision making process can only further trust between constituencies, which will continue to build a culture of inclusiveness and collaboration.

Culture of Safety
The College is a safe environment in which everyone feels safe to voice their opinions, to seek assistance, to fail, and to learn how to move on from failure.

Culture of Responsibility
All members of the College are held responsible to their specific duties: to be prepared for one's position, to participate, to communicate effectively and to act respectfully toward others, and be accountable both individually and to the College.

ROLE OF FACULTY, STAFF, STUDENTS AND ADMINISTRATORS
Decisions at CWI are made utilizing 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 scope for each constituent group as outlined below is derived from the Idaho Code of Regulations, the CWI Board Policies, Faculty Senate Constitution, Staff Senate Bylaws, ASCWI Constitution, and the Northwest Accreditation Commission standards.

Role of Faculty
Full-time and adjunct faculty members are provided with opportunities to participate in the decision making process at CWI regarding issues that will affect them.

For purposes of College governance, faculty members are represented by the Faculty Senate. CWI's Faculty Senate was formed to represent the faculty in making recommendations to the College administration on instructional and professional matters, which are specifically defined as:

- curriculum, including establishing prerequisites and placing courses within disciplines,
- degree and certificate requirements,
- grading policies,
- standards or policies regarding student preparation and success,
- College governance structures, as related to faculty roles,
- faculty roles and involvement in accreditation processes, including self-study and annual reports,
- policies for faculty professional development activities,
- personnel policies that concern faculty including faculty workload and expectations of faculty,

- appoint Association representatives to serve on all appropriate College committees and arrange for representation at any appropriate meeting or function, and
- other instructional/professional matters, mutually agreed upon between the College president and the Faculty senate.

The President of CWI agrees to function with the Colleges' Faculty Senate in instructional and professional matters in a collegial manner, which means that faculty and administrators will work in good faith to reach agreement on instructional and professional matters. In instances where mutual agreement with the Faculty Senate is not reached, the President commits that his/her decision will be based on a clear and substantive rationale.

Role of Staff

All regular, benefit-eligible college staff are provided with opportunities to participate in the decision making process at CWI regarding issues that will affect them.

For purposes of College governance, staff members are represented by the **Staff Senate**. CWI's Staff Senate was formed to represent the staff in making recommendations to the College administration. Staff Senate will:

- have general supervision of the affairs of the Staff Association between general meetings;
- prepare recommendations to be brought before the Association;
- recommend committees to the Staff Association; and
- appoint Association representatives to serve on all appropriate College committees and arrange for representation at any appropriate meeting or function;

Role of Students

The students at the College of Western Idaho are provided with opportunities to participate in the decision making process at CWI regarding issues that will affect them. For the purpose of College governance, students are represented through the **Associated Students of CWI**.

Students may make recommendations to College administration in areas that have a significant effect on students, such as:

- grading policies,
- codes of student conduct,
- academic disciplinary policies,
- curriculum development,
- courses or programs that should be initiated or discontinued,
- processes for institutional planning and budget development,
- standards or policies regarding student preparation or success,
- student and Learning Services planning and development,
- student fees within the authority of the District to adopt,

- any other matter that the College administration determines will have a significant effect on students, and
- appoint student members to college committees, task forces, or other groups dealing with the issues listed above.

Role of Administrators

Drawing from job descriptions approved by the Board of Trustees for each administrative position, and in addition to the supervision of budgets, personnel, and related operational responsibilities, College administrators are responsible to:

- provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall academic direction for the College,
- plan, organize, direct and evaluate the activities of the College pursuant to College mission and goals as set forth by the Board of Trustees,
- report on College achievement of College goals,
- plan and recommend the instructional and student services programs, College budget, and organizational structure of the College,
- prepare and maintain an educational master plan and support institutional research related to student learning, development, and outcomes,
- remain current on emerging services, methodologies, and technologies relevant to the College's educational programs and student services,
- establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of curriculum and programs,
- serve as a resource to, and collaborate with, faculty, staff, and students in developing, coordinating, and evaluating the College's programs and services,
- ensure that the College's educational programs and student services comply with the state and federal regulations, accreditation standards, College policies, and articulation agreements, and
- promote the appropriate inclusion of students, faculty, and staff in participatory decision-making processes.

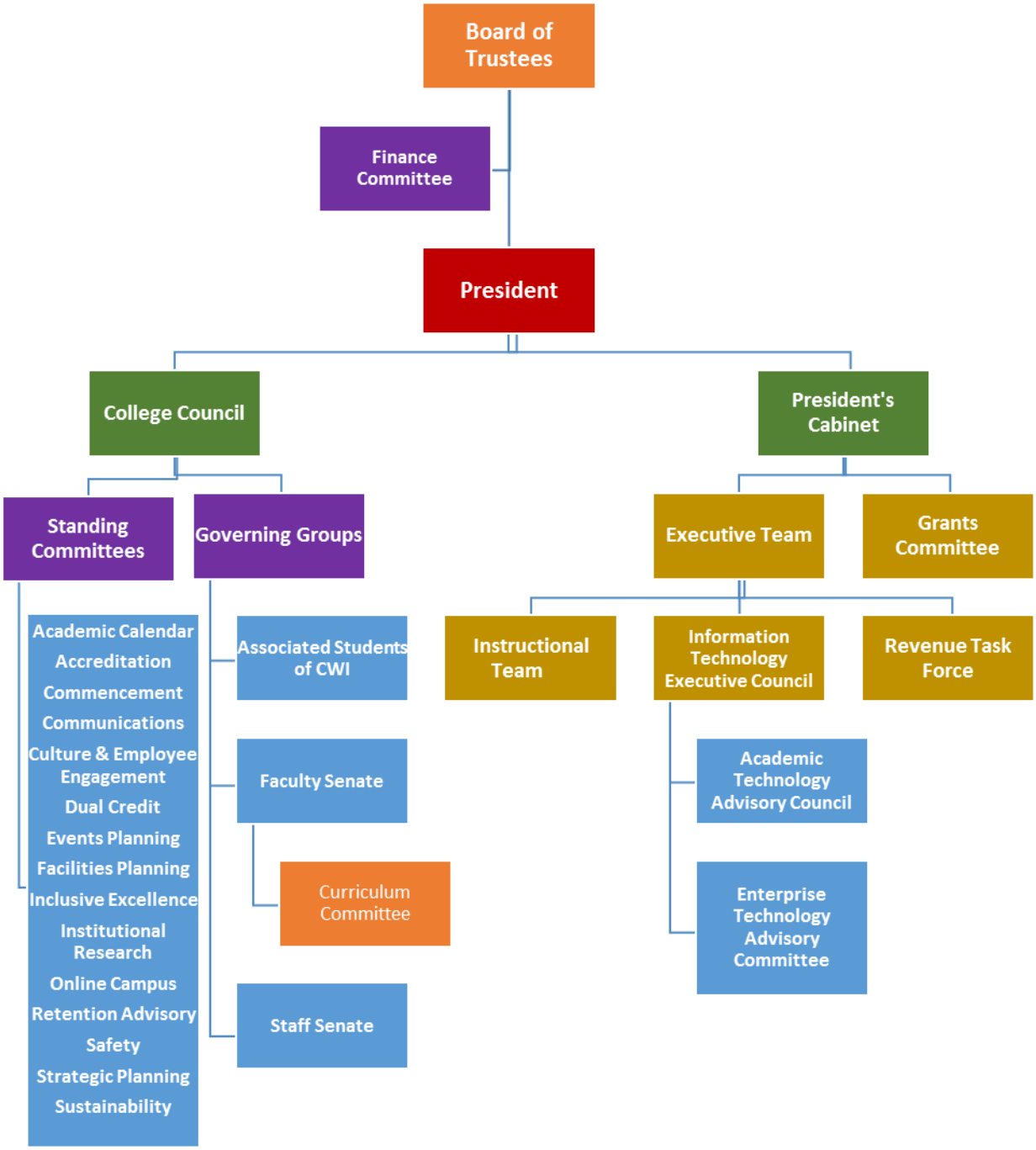
Role of Partnership

The College adopts an approach which embraces partnerships in order to benefit from opportunities provided by working with entities outside of the College. In many cases these opportunities would only exist or would only be affordable by entering into partnerships.

These possible partners include businesses, K-12 districts, other Colleges and universities, state agencies, and non-profit organizations.

SECTION 2

CWI PARTICIPATORY GOVERNANCE FLOW CHART



SECTION 3

TYPE AND STRUCTURE OF GROUPS THAT DEVELOP RECOMMENDATIONS

The participatory governance process at CWI is grounded in respect for the roles and scope of authority of each of the College's constituencies. This is most clearly demonstrated by committee members' understanding and acceptance that their work is a recommendation to a specific person or group.

At CWI, groups that contribute recommendations to the decision-making processes are organized into three categories based on the group's responsibilities and their source of authority. The groups in all three categories are essential to the involvement of the College community in making decisions and being informed about issues of College-wide importance.

TYPES OF GROUPS

Governance Groups

Governance groups are those whose authority is derived through representation of their constituency.

- Senates: The Faculty, Staff, and Student Senates are senates-of-the-whole, meaning that their membership includes all members of the faculty, staff, or students. Therefore, their voices are heard in College conversations through their representatives who are elected by the respective Senate group.
    - Standing Senate Committees: In addition to the Senate officers, each Senate may authorize standing committees to execute their responsibilities.

Advisory Committees/Councils

Advisory committees are formed at CWI as a venue for College-wide conversations on topics chosen by the College as important and worthy of concentrated College-wide focus. These groups are charged by the College President to perform specific functions that benefit the College community.

- President's Cabinet
- College Council

Standing Committees

Standing Committees are formed at CWI to do assigned work on an ongoing basis that are college-wide in scope. These committees are charged by Governance Groups or an Advisory Committee/Council. Examples include:

- Accreditation Team
- Enterprise Application Advisory Group
- HR Advisory Committee
- Institutional Research Board
- Safety Committee

Project Groups

Project groups are formed at CWI to complete a specific task that has College-wide impact and benefits the College community. Examples include:

- Multi-cultural Day
- Language and Arts Spring Symposium

MEMBERSHIP IN COLLEGE GROUPS

College groups are populated through various methods contingent on the source of authority on which the group is based.

- **Governance Groups:** Faculty, Staff and Student Senates - each group elect their representatives and officers.
- **Advisory Committees/Councils:** Membership in these committees/councils may be voluntary or appointed based on position. These committees are generally representative of the College constituencies most appropriate to the charge of the group.
- **Standing College Committees**: Membership in these committees is on a voluntary basis. These committees include representatives from the College appropriate to the charge of the group.
    - Faculty members are appointed by the Faculty Senate President.
    - Administrators are appointed by the President or appropriate Vice President.
    - Staff members are appointed by the Staff Senate (with supervisor approval).
- **Project Groups**: Membership is voluntary.
- **Proxy**: College Council will allow a proxy to attend and vote for a member that will be absent for a semester. The proxy will be designated by the voting member.

APPROVAL PROCESS FOR COLLEGE GROUPS

Governing Groups

- Recommendations having a college-wide impact are made to College Council.
    - If favorable vote occurs, recommendation is forwarded by Council to President.
        - President's decision is communicated to the Council as well as the governing group.
    - If unfavorable vote occurs, the Council returns recommendation to governing group with explanation.

Advisory Groups

College Council

- Recommendations are made to the College Council.
    - If favorable vote occurs, recommendation is forwarded by College Council to President.
        - President's decision is communicated to the Council as well as the governing group.
    - If unfavorable vote occurs, Council returns recommendation to Advisory Group with explanation.

President's Cabinet

- Recommendations are made to President's Cabinet.
    - If favorable vote occurs, recommendation is forwarded by President to Board of Trustees, if necessary.
        - President's decision is communicated to the initiating group.
    - If unfavorable vote occurs, President returns recommendation to initiating group with explanation.

Standing Committees

- Recommendations are made to College Council
    - If favorable vote occurs, recommendation is forwarded by College Council to President
        - President's decision is communicated to the Council as well as the initiating group.
    - If unfavorable vote occurs, Council returns recommendation to initiating group with explanation.

Project Groups

- Recommendations are made to originating group.

CHARTERS FOR CWI ADVISORY GROUPS

Charters for President's Cabinet and College Council

President's Cabinet

Charter: The purpose of the President's Cabinet is to:

- execute Board of Trustee directives,
- develop and monitor implementation of the Strategic Plan,
- create and review policies to present to the Board of Trustees,
- recommend agenda items for the Board of Trustee meeting,

- finalize budget recommendations for the Board of Trustees,
- conduct multi-year and on-going planning for the College,
- discuss issues and make decisions for the College, and
- share information across functions.

Membership: Membership is appointed by the College President.

Chair: College President

Members:

Executive Vice President, Instruction and Student Services Vice President, Finance and Administration
Vice President, Resource Development

Meetings: The President's Cabinet meets weekly.

Executive Team

Charter: The purpose of the Executive Team is to make high level operational decisions that support the college's strategic direction.

Membership: Membership is appointed by the College President.

Chair: Comptroller

Members:

Comptroller
Chief Information Officer
Assistant Vice President, Academic Affairs Executive
Director, Human Resources
Executive Director, Marketing and Advancement
Executive Director, Workforce Development Executive
Director, Facilities Management Executive Director, CWI
Foundation
Dean, Enrollment and Student Services Dean,
Professional Technical Education Assistant Dean,
Enrollment Management
Executive Assistant to the Vice President, Instruction and Student Services

College Council

Charter: The College Council is structured to serve as a recommending body to the College President and is primarily responsible for overseeing the vision, mission, core themes and long-term direction of the entire college. In all its actions, the Council must place the highest value on building communication and trust within the entire college community.

Although the authority to make decisions for the College rests with the College President, great responsibility lies with the recommending bodies to provide the President with the information needed to make the decisions that are in the best interest of the College and its most valuable asset – our students.

Areas of emphasis for the Council are the following:

- serve as a recommending body to President,
- factor the college goals into all recommendations,
- evaluate the effectiveness of the participatory governance process,
- provide a conduit for receiving and disseminating information college-wide,
- communicate interests and concerns of constituency groups,
- participate in the college's planning process, and
- ensure that the college meets accreditation standards.

Members from the various constituent groups bring items of college-wide concern to the College Council through their representative or through the appropriate standing committee. When items are brought from committees or constituent groups to the Council, the proposal will either be accepted or rejected. If the proposal is rejected by the Council, a written explanation will be provided. If the proposal is approved, it will be forwarded to the President with a recommendation to approve.

Similarly, once an item has reached the College President, the President has the same options as College Council. The President will notify the Council of his/her decision and rationale in writing. Council will relay communication from the President to the proposing constituent group.

Standing Committees

The current Standing Committees and Governing Groups that submit recommendations to the College Council are:

Academic Calendar Committee
Accreditation Steering Committee
Commencement Committee
Communications Committee
CWI Culture and Employee Engagement Committee
Events Planning Committee

HR Advisory Committee
Inclusive Excellence Committee
Institutional Research Board
Safety Committee
Sustainability Committee

Membership: Members are appointed by the President.

Chair: Two members of the College Council will be elected as Co-chairs with the stipulation that each person must come from a different constituency. Co-chairs will be elected to one year terms.

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 and the Assistant Vice President that are not voting members; Executive Director, Financial Services; Executive Director, Human Resources; Chief Information Officer; Executive Director, CWI Foundation; Executive Director, Workforce Development; Executive Director, Communications, Marketing and Advancement; and Dean, Enrollment and Student Services

Meetings: The College Council meets monthly.

SECTION 4

SECTION 4 AND 5 OF THIS DOCUMENT ARE PROVIDED THROUGH THE PLANNING AND ASSESSMENT OFFICE. THESE SECTIONS WILL BE REVIEWED AND REFINED AS THE PROCESS IS FURTHER DEFINED.

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 goals, prioritizing them, developing baseline measures, setting targets, and establishing benchmarks by which assessments of progress can be made.

Philosophy

The Plan for Collaborative Strategic Objective (PCSO) 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, PCSO 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 level and therefore, its success rests with the enthusiasm, implementation, and direction of the DIVISION LEADER.

Process

The yearly PCSO 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 (IOPs) of faculty and staff working in the Division are prioritized and merged into a Division Objective Plan (DOP) 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 (UOP).

Division Objective Plans are guided by the College's Strategic Plan and unit/division goals and objectives. DOPs also 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 DOP by Division Leaders.

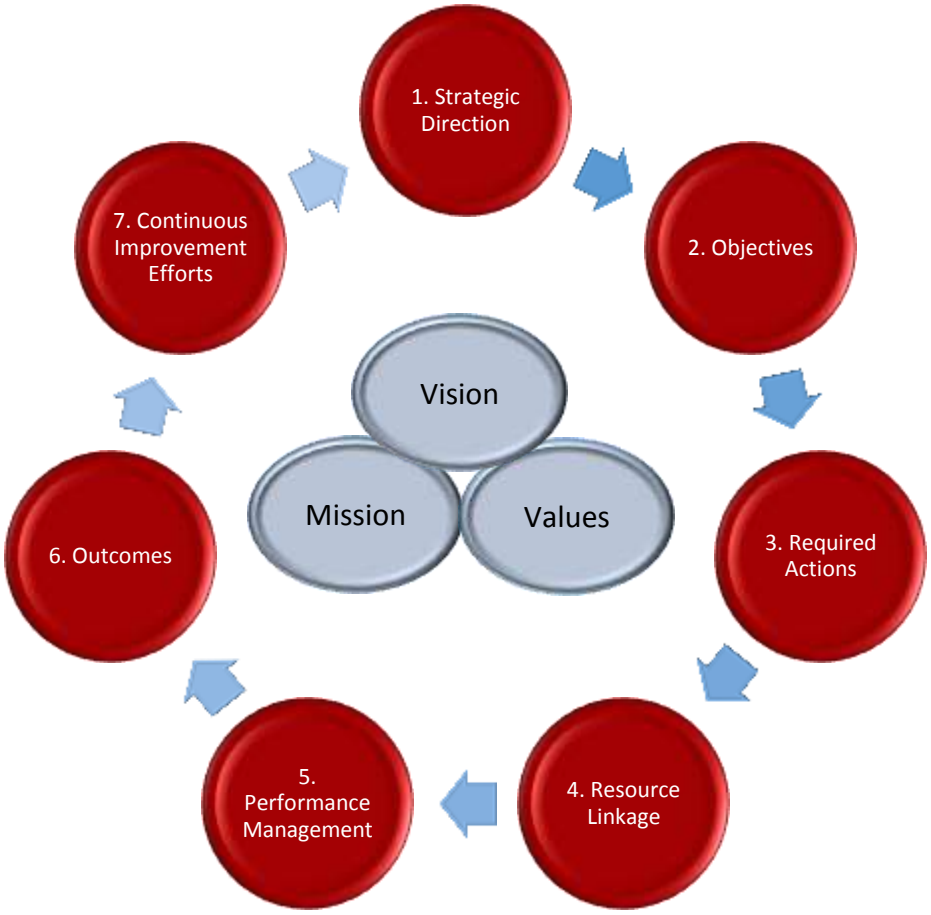
The IOP/DOP/UOP process is an annual process. The process is guided by the Strategic Plan and is a bottom up process that provides for involvement and input from faculty and staff.

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 IOP, DOP, and UOP.
3. Leaders distribute applicable forms and discuss the timeline.
4. Leaders collect IOPs and, as feasible and necessary, meet with employees individually or as a group to discuss their Objective plans.
5. Based on IOPs and guided by the institution's Strategic Plan and unit/division goals and objectives, Division leaders start developing DOPs.
6. Schedule a meeting time to seek input and discuss the draft DOP.
7. Submit (in electronic format) the DOP to immediate supervisor by agreed upon due date.
8. DOPs make their way up to vice presidents, which then a UOP is created.
9. Feedback, feedback, feedback! This step is very important. Periodically consult with your staff to determine their progress on IOPs and provide feedback on their progress.

Goals & Strategy

Goals:

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:

Hierarchal Levels
Unit: Vice President Level
Example: Finance and Administration, Instruction and Student Services, Resource Development

Division
Example: Business Office, Human Resources, etc.; E&SS, Library, PTE, etc.; IT, Facilities, Marketing and Communications, etc.

Department
Example: Payroll, Budget Office, etc.; Admissions, Drafting, Languages and Arts, etc.; Enterprise Application Services, Security, HVAC, EMS, etc.

Objective Plans

Individual Objective Plan (IOP) - A professional objective plan for the INDIVIDUAL. This plan may encompass both short term* and long term** goals. These goals should be realistic for the timeframe indicated and through their accomplishment should strengthen and improve the Division/Unit mission.

Examples of short term goals might be: (1) to revise and update lecture notes for a course (individual initiative), (2) to be more cordial and positive to students when greeting or talking to them (individual initiative), and (3) to learn a new method of delivery and teach it to Unit members (Unit prioritized and funded OR grant funded).

Examples of long term goals might be: (1) acquiring the skills and resources to develop a new class or program that supports the Unit's goals and objectives (Unit operational budget), and (2) planning for a sabbatical (institutional funding).

Division Objective Plan (DOP) - A professional objective plan for the DIVISION. Utilizing the Individual Objective Plans, the Division should develop a realistic Division Plan. This Division Plan should be functionally part of the Unit's "goals and objectives" that specifically address professional growth priorities of the Division. Again, emphasis and prioritization should be the development of the PEOPLE resources instead of facilities, equipment, etc. that can be addressed within the Unit's goals and objectives.

Examples of a Division growth activity 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, and (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.

Unit Objective Plan (UOP) - A professional objective plan for the UNIT. Utilizing the Division Objective Plans, the Unit should develop a realistic Unit Plan. This Unit Plan should be functionally part of the Unit's "goals and objectives" that specifically address professional growth priorities of the Unit. At this level emphasis and prioritization should be resources relevant to facilities, equipment, etc. that can be addressed within the Unit's goals and objectives.

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

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 Assistant Vice President, Enrollment & Student Services will continue to look for opportunities to partner with Universities to acquire transfer admission guarantees.

2. Goals - Defines what needs to be accomplished to assist the INSTITUTION in accomplishing its mission, goals, and objectives (as outlined in its Strategic Plan). Therefore, the goals should effectively tie into one or more institutional strategic goal and objective **(also known as Board Priorities)**. Goals can be short term or long term.
    a. ***Short term goals:** (1) can be accomplished within a year's time, and (2) can be accomplished through individual initiative and usually will need no outside resources (funding) to achieve. If funding IS needed to accomplish a short-term goal, 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, dependent on the budget.
    b. ** **Long term goals:** (1) usually will require Unit or institutional funding support, (2) should NOT be expected to be funded within the CURRENT FISCAL YEAR, and (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, dependent on the budget.
    c. Other avenues for funding activities may include: (1) external grants (federal, state, or private), (2) legislative appropriations, and (3) a rich aunt or other enthusiastic benefactor!

3. Objectives- Objectives are strategic targets that provide pathways and mechanisms to achieve each strategic direction. These objectives are especially powerful when paired together to accomplish the strategic directions.
    Example: Develop a transfer admissions guarantee program with universities.

4. Outcomes- 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 Measures- Measures define factors the institution needs to benchmark and monitor. Assessment techniques provide the mechanism for measuring and evaluating the defined factors to evaluate progress or impact. Indicators specify what is measured and assessment techniques detail how and when it will be measured.
    Example Indicator: # of actual transfer admission guarantee contracts CWI has received.

6. Required Actions- 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.

Example 1: Assistant Vice President, Enrollment & 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.

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

8. Strategic Directions- 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

SECTION 5

SECTION 4 AND 5 OF THIS DOCUMENT ARE PROVIDED THROUGH THE PLANNING AND ASSESSMENT OFFICE. THESE SECTIONS WILL BE FURTHER REVIEWED AND REFINED AS THE PROCESS IS FURTHER DEFINED.

MILESTONES FOR THE STRATEGIC PLANNING AND BUDGETING PROCESS

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

Item / Objective	Audience	Timeline
• Environmental Scan • Public Phone Survey (every 3 years) • Public Meeting (every 3 years) • TAC Survey (every 3 years) • Student Satisfaction Survey • Employee Satisfaction Survey • Economic Forecast	• All Constituents	March / April
Strategic Planning Cycle Begins		
Annual Assessment Summit (AAS) • In a roundtable discussion format, synthesize Environmental Scan data and provide a forum for College community to report on projected goals and accomplishments from previous fiscal year.	• President's Cabinet • College Council • Planning Committee • Invited guests	May
Launch Strategic Planning for New FY • FY Strategic Planning portal • Process • Results of AAS • Planning and Budget forms	• All constituents	June
Trustee update • Drive awareness	• Board of Trustees	July
Budget Office Issues Assumptions	• All Constituents	July / August
Division / Unit Progress Reports Due	• All Constituents	August 31st

Item / Objective	Audience	Timeline
Objective Planning Formalized • Individual Objective Plan (IOP) • Division Objective Plan (DOP) • Unit Objective Plan (UOP)	• Current CWI employees • Current CWI students	Due by September 30th
Planning Committee Convenes • Review UOPs and determines any additional resources needed. Synthesizes results of surveys, Annual Assessment Summit, Progress Report Outcomes, IPM and correlates to Board Priorities.	• Planning Committee	October / November
Trustee update • Drive awareness	• Board of Trustees	November
Planning Symposium • Review UOPs, results from Planning Committee and budgetary discussions in support of recommending a priority list of UOPs.	• President's Cabinet • College Council • Planning Committee	November / December
Planning Committee • Refines and/or updates documentation of UOPs and prepares a recommendation to College Council.	• College Council • Planning Committee	December
College Council • Votes on recommendation from Planning Committee.	• College Council	January
Presidential Review • Of the recommendation from College Council.	• President	January
Trustee update • Drive awareness	• Board of Trustees	January

Item / Objective	Audience	Timeline
Budget • Identify revenue assumptions • Identify potential areas for increase or decrease.	• Budget Office • College Council	February
Board of Trustee Review • Offers recommendations if needed, and ultimately approves new plan.	• Board of Trustees	February
Budget • Detailed budget development • Communicate directives • Departments / Divisions prepare initial Requests • Decisions made relating to priorities	• All constituents	March
Board of Trustee Final Review (if needed) Offers recommendations if needed, and ultimately approves new plan.	• Board of Trustees	March
Planning Office • Publishes document on external website, myCWI Portal, and State Board of Education.	• All Constituents	March
Budget • Refine assumptions • Finalize PTE budget • College Council review tentative budget	• Budget Office • PTE • College Council	April
Environmental Scan • Public Phone Survey (every 3 years) • Public Meeting (every 3 years) • TAC Survey (every 3 years)	• All Constituents	March / April

Item / Objective	Audience	Timeline
• Student Satisfaction Survey • Employee Satisfaction Survey • Economic Forecast		
Budget • New FY budget is communicated to Budget Officers	• Budget officers	May
Annual Assessment Summit • Kicks off the new FY strategic planning cycle (start again at the top).	•	May

Intentional blank page

EXHIBIT 9

MOU BETWEEN CWI AND THE CWI FOUNDATION

Memorandum of Understanding
Between College of Western Idaho
And the College of Western Idaho Foundation, Inc.

This agreement, made official on the designated signature dates is by and between College of Western Idaho Trustees and the College of Western Idaho Foundation, Inc., and its Board of Directors hereafter referred to in this document as "the College" and "the Foundation."

The Foundation was organized and incorporated in 2009 for the purpose of stimulating voluntary private support from individuals, corporations, foundations, and others for the benefit of the College.

The Foundation exists to raise and manage private resources that support the mission and priorities of the College, provide educational opportunities for students, and enhance institutional excellence in ways that would not be possible with only state and taxing district funds.

The Foundation is dedicated to assisting the College in the building of the endowment and in addressing through financial support, the long-term academic and other priorities of the College.

In consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

I. Foundation Name, Seal and Logotype

Consistent with its mission to advance the plans and objectives of the College, the Foundation is granted the use of the name College of Western Idaho Foundation, Inc. and the use of the College's logo and other identifying marks in the promotion of its business and activities. The Foundation Board may also select and approve a logo and colors as its own identifying mark.

II. College Governance

The Board of Trustees of the College of Western Idaho is responsible for overseeing the mission, leadership and operations of the College. The Trustees are responsible for setting the priorities and the long-term plans for the College. It is legally responsible for the performance and oversight of all aspects of College operations including the employment, compensation, and evaluation of all employees including the President.

III. The Foundation's Relationship to the College

A. The Foundation is a separately incorporated 501(c)(3) organization created to raise, manage, distribute, and steward private resources to support the various missions of the College including its various campuses and centers.

B. The Foundation Board of Directors is responsible for the control and management of all assets of the Foundation including the prudent management of all gifts consistent with donor intent.

C. The Foundation is responsible for the performance and oversight of all aspects of its operations based upon a comprehensive set of bylaws that clearly address the Board's fiduciary responsibilities, including expectations of individual Board members based upon ethical guidelines and policies.

IV. The College's Relationship to the Foundation

A. The President of the College is responsible for communicating the College's priorities and long-term plans, as approved by the CWI Board of Trustees, to the Foundation Board of Directors.

B. The College recognizes that the Foundation is a private corporation with the responsibility to protect the confidentiality of its donors to the fullest extent of the law.

C. The President of the College, a representative chosen by the Board of Trustees from among their members, and the Vice President for Finance and Administration shall serve as ex-officio members of the Foundation Board and shall assume a prominent role in Board and fund-raising activities.

D. The Vice President for Finance and Administration shall:

1. Provide to the Foundation on a contractual basis accounting and funds management services located in the College's Business Office based upon the staff FTE required to perform Foundation-related duties.
2. Receive and deposit funds in separate Foundation accounts established by National Association of College and University Business Officers (NACUBO) standards, disburse, and account for Foundation funds held (with respect to transactions processed through the institution's financial system, the Foundation shall comply with the institution's financial and administrative policies and procedures).
3. Maintain full and accurate books of account.
4. If required by the Board of Trustees or the College, give bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Trustees determine.
5. Provide accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis.

E. The College will provide to the Foundation on a contractual basis development staff to assist the Foundation in the coordination and implementation of its fundraising plan. Each contract will use a sliding scale for payment to the College based upon the percentage of time each staff member contributes to the operation of the Foundation. Those services initially will include an Executive Director and a Database Specialist.

F. The College shall provide in-kind support for the general operation of the Foundation including the services of marketing and communications support, office and meeting space, janitorial and maintenance services, office furniture, technology equipment and support, utilities and telephone service, and other support and services as the College may deem appropriate. Such support is provided by the College in consideration of the significant fiscal support provided by the Foundation to the College and its students. This support will be recognized as an in-kind contribution in the Foundation's annual audit.

G. The College shall establish and enforce policies and procedures that support the Foundation's ability to protect the confidentiality of donor records. All information about donors, prospective donors, gift data, campaign assignments and notes, donor correspondence, and related information is the confidential property of the Foundation,

whether maintained in paper or electronic form, or maintained on servers and equipment owned by the College, in accordance with the laws of the State of Idaho.

V. Foundation Responsibilities

A. The Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of the College.

B. The Foundation, in consultation with the President of the College, is responsible for planning and executing a comprehensive fund-raising and donor-acquisition program in support of the College mission.

C. The Foundation will establish, adhere to, and periodically assess its gift-management and acceptance policies. It will promptly acknowledge and issue receipts for all gifts on behalf of the Foundation and the College and provide appropriate recognition and stewardship of such gifts.

D. The Foundation bears major responsibility for fund-raising. College representatives will coordinate fund-raising initiatives including major gifts solicitations with the Foundation.

E. The President will work in conjunction with the leadership of the Foundation Board and the Executive Director to identify, cultivate, and solicit prospects for private gifts.

F. The College, not the Foundation, shall accept grants from state or federal agencies unless there are special circumstances which are approved by the College, the Foundation Board, and the governmental agency.

G. The College, not the Foundation, shall routinely accept gifts-in-kind of equipment and supplies intended for College use. The Foundation will accept gifts-in-kind intended for Foundation use.

H. The Foundation will maintain a database of donors and potential donors that is accurate and useful, and will, at such time that it is appropriate, maintain alumni records.

VI. Asset Management

A. The Foundation will establish asset allocation, disbursement, and spending policies that adhere to applicable federal and state laws including the Uniform Prudent Investor Act (UPIA) and the Uniform Management of Institutional Funds Act (UMIFA).

B. The Foundation will receive, hold, manage, invest, and disburse contributions, including immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred gift instruments.

C. The Foundation, in accordance with the direction of the College and in compliance with the wishes and priorities of the College, may purchase, accept and manage the use, maintenance, improvement, and sale of real and personal property for the benefit of the College.

D. The Foundation shall not accept any gift, donation, or grant which creates a future liability for the College without the advance and written approval of the President of the College.

E. The Foundation will invest Foundation funds through qualified investment firms, according to a well designed and approved investment policy. The Foundation shall comply fully with any restrictions on the use, investments or management of Foundation funds placed on such funds by the individuals who originally donated the funds to the Foundation or the College. The Foundation shall maintain the identity of individually named endowments. The Foundation shall maintain all endowments free and clear of any liens, charges, encumbrances and other restrictions other than those restrictions imposed by the original donors.

F. The Foundation will engage an independent accounting firm to annually conduct an audit of the Foundation's audited financial statements, including management letters. The final report shall be delivered each year by the date as specified by the College in order to meet its audit requirements.

G. The Foundation will engage the services of legal counsel for the review of contracts and other legal issues as necessary.

H. The Foundation will maintain general liability insurance, directors' and officers' insurance and such other insurance coverage as may be necessary or appropriate for liabilities which may arise in connection with its operations. Where allowed and practical, this may be in the form of a rider on a College policy.

I. When distributing funds to the College, the Foundation will disclose any terms, conditions, or limitations imposed by the donor or legal determination of the gift. The College will abide by such restrictions and provide appropriate documentation when required.

J. The Foundation is the primary depository of private gifts and will transfer funds to the designated entity within the institution in compliance with donor intent, college policy, and applicable laws.

K. The Foundation's disbursements on behalf of the College must be reasonable expenses that support the institution and its mission, are consistent with donor intent, and do not conflict with the law.

VII. Foundation Funding and Administration

A. The Foundation is responsible for establishing a financial plan to underwrite a portion of its operational costs, programs, and activities.

B. The Foundation has the right to use a reasonable percentage of annual unrestricted funds, interest on endowments (by donor agreement), and earned interest on non-endowed restricted and unrestricted investments to support its operations.

C. The Foundation will provide access to data and records to the College as needed and in accordance with applicable laws, policies and guidelines.

D. The Foundation will issue to the College, donors, and the community an annual report of its revenue, expenditures, programs, and activities.

VIII. Terms of the Memorandum of Understanding

A. Either party may, upon 90 days prior written notice to the other, terminate this agreement. Notwithstanding the foregoing, either party may terminate this MOU in the event the other party defaults in the performance of its obligations and fails to cure the default within a reasonable time after receiving written show cause notice.

B. In the event that the Foundation ceases to exist, all monies and items of value received by or held by the Foundation for the benefit of the College or any of its constituent parts shall immediately be transferred to the College or a designee consistent with federal and state laws, and such restrictions as may have been imposed by donors.

IX. Transfer of Funds to the Foundation

The College shall transfer to the Foundation title and custody of all endowed and other funds contributed to the College prior to the date of this agreement which is listed on Exhibit A. All contributions received by the College after the date of this agreement may be transferred to the Foundation in accordance with the terms of this agreement if such transfer is approved by the College President or his designee, unless donor restrictions prevent such transfer.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized officers as of the day and date first above written.

8-19-10
CWI Foundation Board of Directors Date

6-28-2010
Dr. Bert Glandon Date
President
College of Western Idaho

8-19-10
Dr. Joan E. Edwards Date
Foundation Executive Director
College of Western Idaho

6-28-2010
Guy Hurlbutt Date
Chair
CWI Board of Trustees

Amendment to MOU

College of Western Idaho

AMENDMENT NO. 1 TO
MEMORANDUM OF UNDERSTANDING BETWEEN
THE COLLEGE OF WESTERN IDAHO AND THE COLLEGE OF WESTERN IDAHO FOUNDATION, INC.

This Amendment No. 1 is agreed upon by and between the College of Western Idaho (College), an Idaho government entity and the College of Western Idaho Foundation, Inc. (Foundation), and shall be incorporated into the Memorandum of Understanding between the College of Western Idaho and the College of Western Idaho Foundation finalized on August 19, 2010. The terms of this Amendment shall be effective as of September 25, 2013. In the event of any conflicts or inconsistencies between the provisions of this Amendment and the Agreement, the provisions of this Amendment shall prevail. The remainder of the original Memorandum of agreement shall remain in full force and effect.

The parties hereby agree that the Agreement is amended and Section VII- Foundation Funding and Administration, Sub-section B shall now read as follows:

> **The Foundation has the right to use a reasonable percentage of annual unrestricted funds, interest on endowments (by donor agreement), and earned interest on non-endowed restricted and unrestricted investments to support its operations. The main funding mechanism for the Foundation operating budget is the College. The College will continue its relationship with the Foundation until such point when the Foundation becomes fiscally self-sufficient. It is assumed that this will occur if the Foundation is able to secure unrestricted endowments or assets totaling no less than $30 million with a conservative rate of return (ROI) of 2%. It is anticipated these would then be adequate to fund the operating costs of the Foundation, if no extenuating circumstances arise. In the interim, the College will make its best efforts to provide a level of financial support to the Foundation that will not be less than the amount that has historically been provided by the College to the Foundation.**

In all other respects, the Memorandum of Understanding remains unchanged.

1

IN WITNESS WHEREOF, this Agreement has been executed and delivered by the College and the Foundation on the date first written above.

For the CWI Foundation, Inc.:

9/25/13

Greg Braun, President

For the College of Western Idaho:

Dr. Bert Glandon, President

9.23.13

Date

Craig Brown
Vice President Resource Development

9.23.13

Date

Cheryl Wright
Vice President Finance and Administration

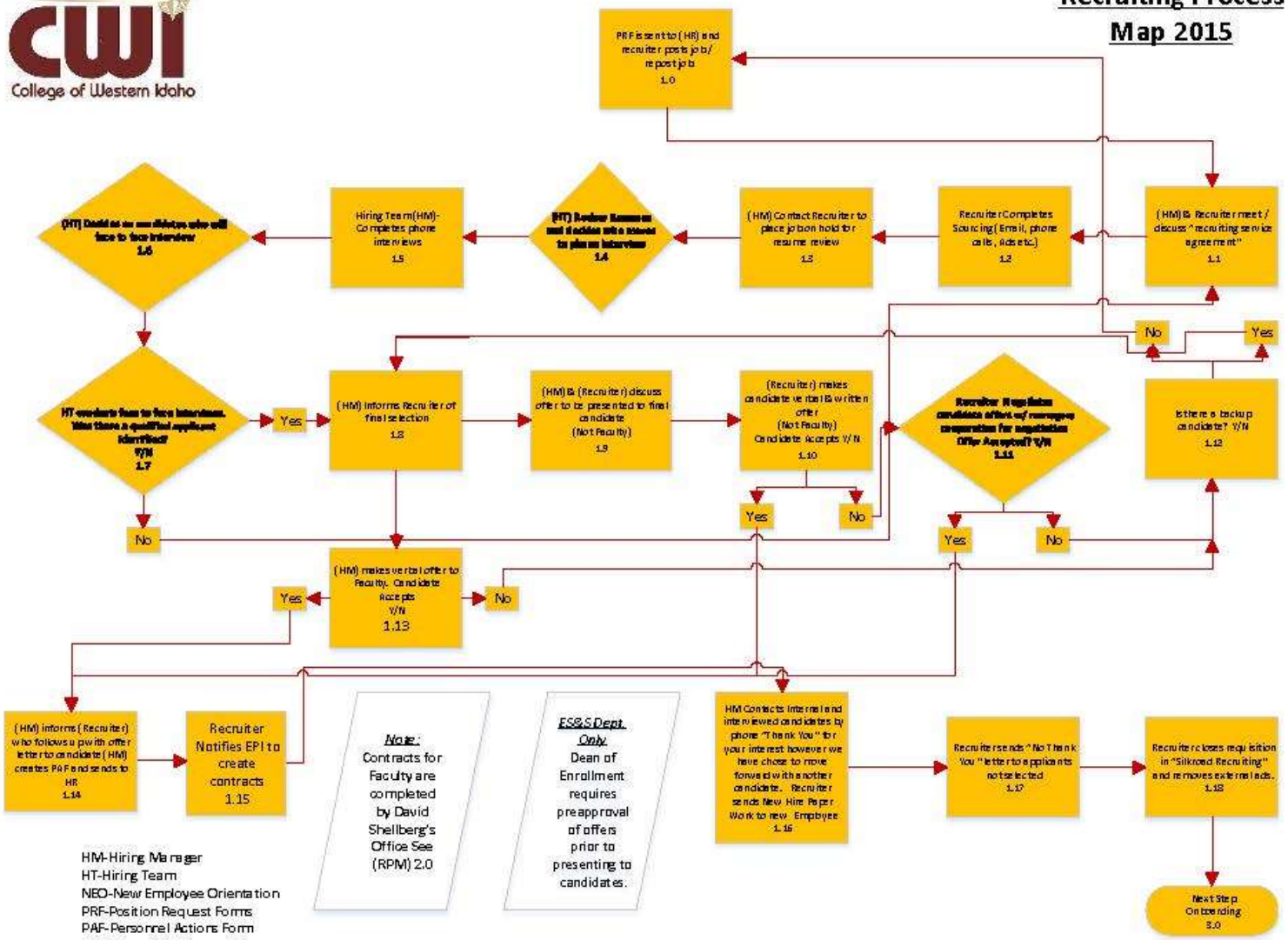
Date 9/23/2013

EXHIBIT 10

CWI STAFF AND FACULTY RECRUITING PROCESS MAP

College of Western Idaho

Staff & Faculty Recruiting Process Map 2015



HM-Hiring Manager
HT-Hiring Team
NEO-New Employee Orientation
PRF-Position Request Forms
PAF-Personnel Actions Form
RPM-Recruiting Process Map

EXHIBIT 11

ACADEMIC AFFAIRS
ORGANIZATIONAL CHART

College of Western Idaho

Academic Affairs

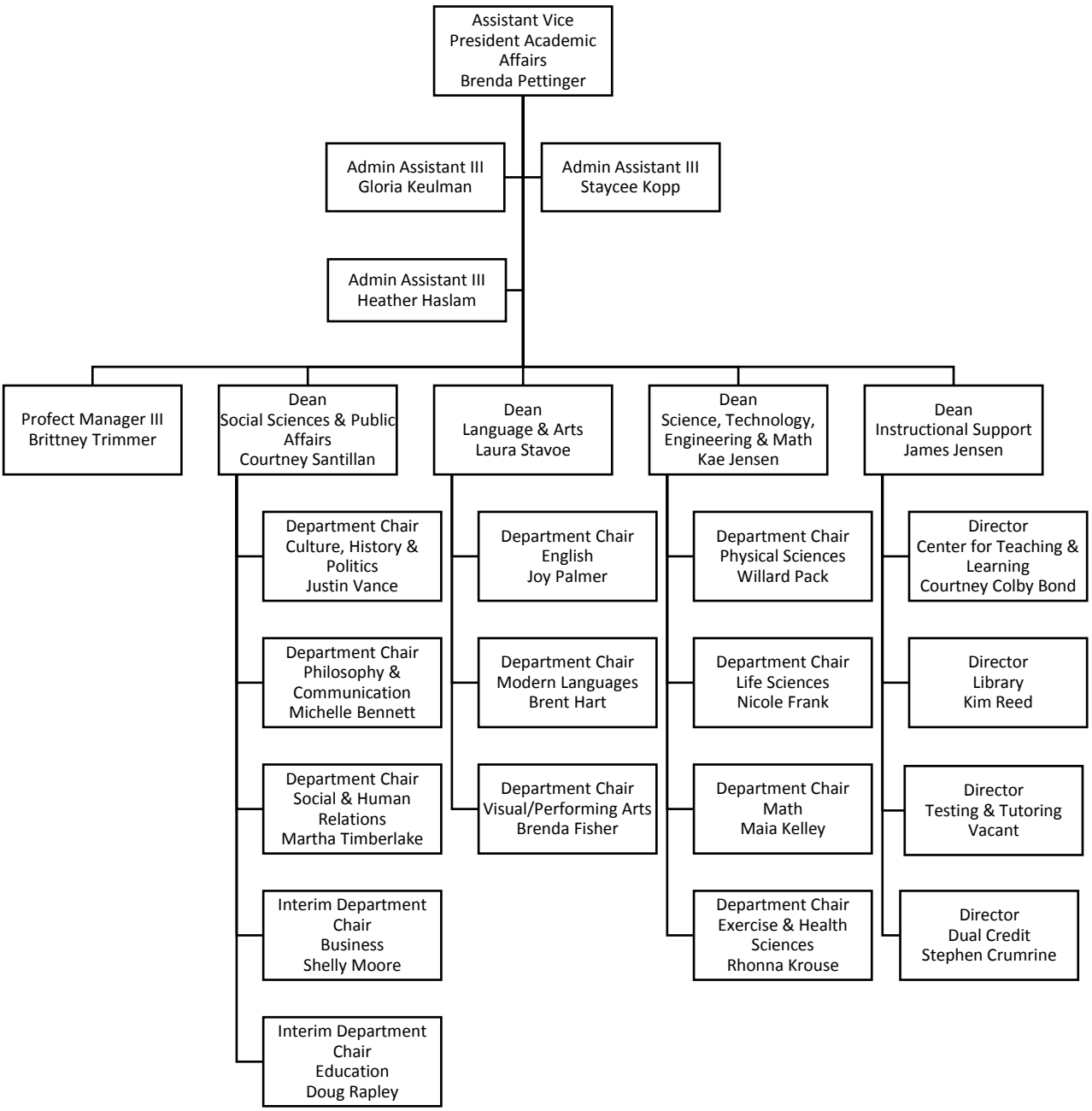


EXHIBIT 12

CWI PROFESSIONAL TECHNICAL EDUCATION ORGANIZATIONAL CHART

College of Western Idaho

Professional Technical Education

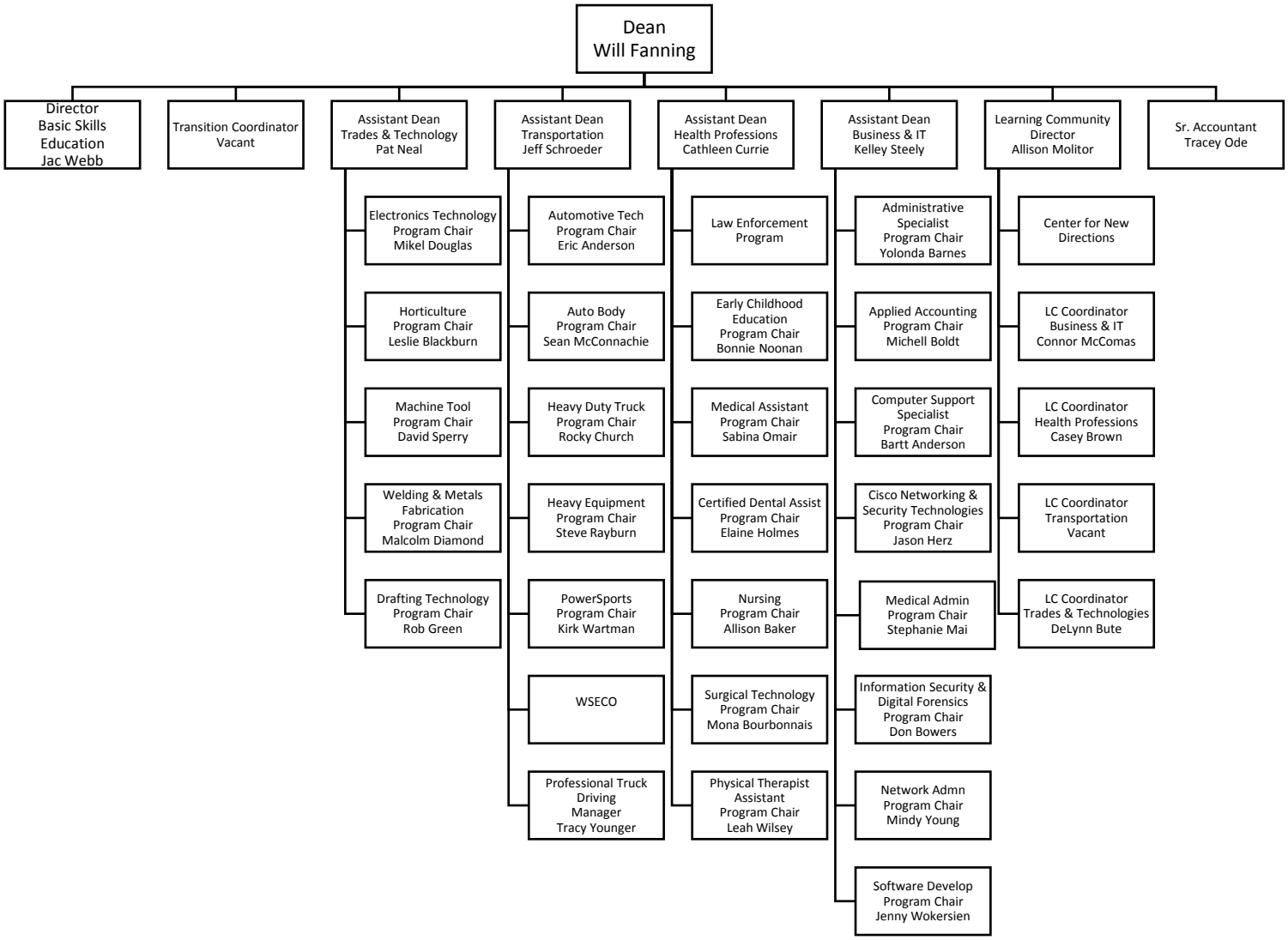


EXHIBIT 13

CWI TECHNOLOGY GOVERNANCE FRAMEWORK

CWI Technology Governance Framework

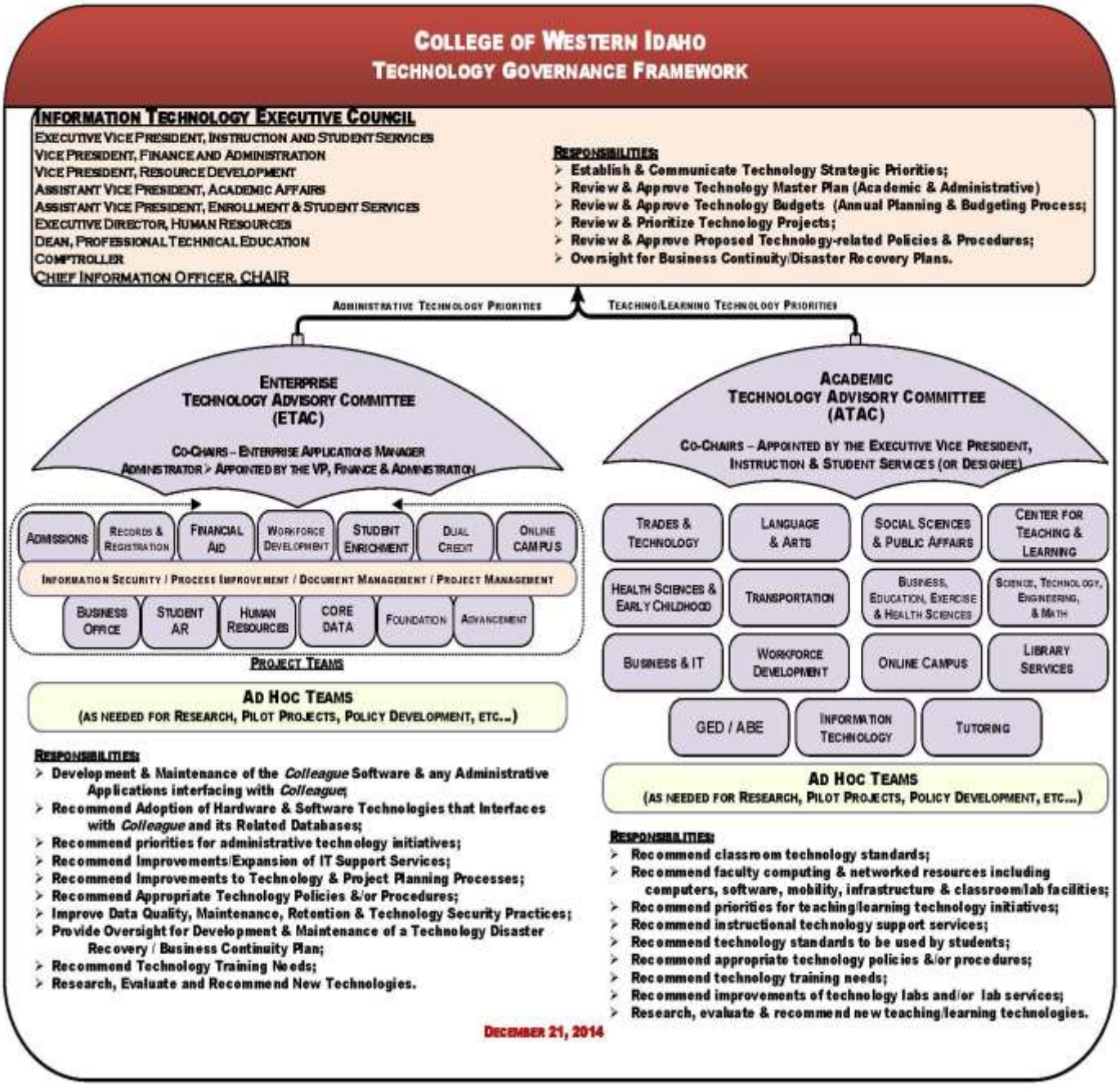


EXHIBIT 14

CWI PROFESSIONAL TECHNICAL EDUCATION PROGRAM ASSESSMENT TEMPLATE

College of Western Idaho

PTE Program Assessment Report

Program:	Submitted by (Program Head):	Department /Department Chair:
Accreditation/Certification by Industry (if applicable):	Accreditation Cycle Dates:	Date of last site visit:

Goal	Program Target numbers	Measurement Previous Year	Measurement Current Year	Achieve Goal Yes/No	Plan for Improvement or Sustainability
Program enrollment of 75% capacity					
Persistence to Completion 50%	**NO AVAILABLE DATA**				
Industry Placement 75%					
Positive Placement 90%					

Technical Skills Assessment *Ex.= NOCTI* 75% Pass					
Students Satisfaction Survey 80%	N/A For 2011 Submission				

TAC Recommendations	Plan for Implementation	Follow up

Based on data gathered in this year, what Program goals have been established for the coming year		
Goals for 2012-2013	**Implementation Plan**	**Resources Required**

Goals from Previous Year	Plan for Improvement	Resources Utilized	Was Improvement attained (Yes/No)

Instructions:

1. Assistant Deans will complete the columns on pages 5-7 labeled Program Target, Measurement Previous Year, Measurement Current Year, Achieve Goal, and provide assessment report with the needed data to the program lead for each program.

   Target Numbers

   a. To determine the target number for "Enrollment" the appropriate chair will take the total capacity for the program in question (as provided by institutional research or student services) and multiply it by 0.75.
   b. To determine the target number for "Persistence to Completion" the appropriate chair will take the total number of students who started the program two years previous and multiply it my 0.5.
      i. By way of example, for 2011 the number of students who started the program in fall of 2009 would be multiplied by .5.
      ii. If the program is only a one year program, the number used for "number of students who started the program" will come from the previous year's data, not data from two years previous.
      iii. This data will expand until a five year rolling average is achieved.
   c. To determine the target number for "Industry Placement" the appropriate chair will multiply the total number of student who completed all requirements for a certificate or degree by 0.75.
   d. To determine the target number for "Positive Placement" the appropriate chair will multiply the total number of student who completed all requirements for a certificate, degree, continued their education, or joined military by 0.90.
   e. Achievement of Program Learning Outcomes will not be used this year.
   f. To determine the target number for "Technical Skills Assessment" the appropriate chair will multiply the total number of student who took the TSA test by 0.75.
   g. Student satisfaction Survey will not be used this year.

   Measurement Previous Year

   a. In all cases the data from the last year's "Measurement Current Year" column will be moved to the "Measurement Previous Year".

   Measurement Current Year

   a. To determine the current year measurement for "Program Capacity" the appropriate chair will take the total enrollment for the program in question (as provided my institutional research or student services) and divide it by the previously agreed upon number for total possible program capacity.
      i. To determine the current year measurement for "Persistence to Completion" the appropriate chair will take the total number of students who meet the graduation guidelines and divide it by the total number of students who started the program two years previous.

ii. By way of example, the total number of students who met graduation requirements in spring of 2011 would be divided by the number of students who started the program in fall 2009.
iii. If the program is only a one year program, the number used for number of students who started the program will come from the previous year's data, not data from two years previous.
iv. This data will expand until a 5 year rolling average is achieved.

b. To determine the current year measurement for "Industry Placement" the appropriate chair will use the provided data to determine how many completers have found employment in the industry in which they received a certificate or degree or a related field.
c. To determine the current year measurement for "Positive Placement" the appropriate chair will use the provided data to determine how many completers have found employment in the industry in which they received a certificate or degree or a related field, continue their education, and are actively serving in the military.
d. To determine the current year measurement for "Technical Skills Assessment" the appropriate chair will use the data provided for the total number of student who passed the TSA test.

Achieve Goal

a. If the current year measure exceeds the target number the goal has been achieved.

2. The program lead, in consultation with all program faculty, will provide an improvement plan in the appropriate column on pages 5-7, if needed. If the program has met the achievement goal for the previous two years, a sustainability plan will be provided.

Definitions:

Completer: A student who has completed all requirements to receive a degree or certificate.

Industry Placement: Student success as measured by employment in an industry related job.

Outcomes Assessment (OA) Matrix: Grid showing the PLOs, Methods for Assessment of PLOs, # of students who met PLO, # of students who did not meet PLO, % of students who were successful (# of students who met PLO divided by # of students who attempted PLO)

Persistence to Completion: Enrolling in a PTE program of study and completing all requirements for a certificate or degree. This is measured utilizing a 5-year rolling average of the total number (unduplicated) of completers of a program from the 5 preceding years divided by the total enrollment in the program over that same time period.

Program Learning Outcome (PLO): Statement that specifies what students will be able to do as a result of completing a program. PLOs describe "Upon completion of this program, the student will be able to…"

Positive Placement: Student success as measured by continuing education, joining the military, in addition to employment in an industry related job.

Program Capacity: Total number of students who can be admitted to a program of study based on space, funding, safety, and industry need.

Student Satisfaction: Student satisfaction as measured by an end of year survey administered by the Institutional Research department.

Technical Skills Assessment (TSA): A state approved third party test of student achievement.

EXHIBIT 15

CWI ACADEMIC AFFAIRS
PROGRAM REVIEW OUTLINE

College of Western Idaho

Academic Affairs

Program Review Outline

Notes:

- Program could mean degree, discipline, or some portion of a discipline.
- **BOLD** type is mandatory
- **RED** categories can be blended or reordered as needed

0. Table of Contents
1. **Overview**
    a. **Brief Description of Program**
    b. Major Updates to Program (suggestions: new hires, new degrees/programs/courses/certifications, new resources, etc.)
    c. **List of Degrees/Concentrations**
    d. **List of Gen Ed Courses Offered**
    e. **List of Non-Gen Ed Courses Offered**
    f. Remediation Efforts
2. **Resources**
    a. **Faculty/Staff**
        i. **FT/Adj Numbers and Ratios**
        ii. Longevity (suggestions: turnover trends, is department primarily senior faculty, etc.)
        iii. Promotions Since Last Review
        iv. Other Employees
        v. Notable Professional Development Efforts
    b. Physical
        i. Major Equipment
        ii. Major Spaces
    c. **Budgetary**
        i. Course Fees
            1. Amounts
            2. Justifications
            3. Recent Changes
        ii. Other Student Expenses (suggestions: background checks, conferences, etc.)
        iii. **OE**
        iv. Past (suggestion: can address large changes in budget needs)

d. Community
    i. Partnerships
    ii. Advisory Boards
    iii. Service Learning
    iv. Internships
    v. Research Opportunities

3. Data

a. Students
    i. Demographics
    ii. Degree progression
    iii. Transfer intentions

b. Courses
    i. Enrollment
    ii. Retention
    iii. Scheduling Considerations (suggestions: must focus on evening classes based on student need, degree is Nampa based because of equipment/facility parameters, etc.)

c. Gen Ed Course Overview
    i. Signature Assignments
    ii. Outcomes Assessment

d. Programmatic Course Overview
    i. Intermediate Evaluation
    ii. Signature Assignments
    iii. Outcomes Assessment
    iv. Transfer/Graduation Rates (req. for degrees, not programs)
    v. Capstone Evaluation (req. for degrees, not programs)

e. Remediation Data

4. Analysis

5. Goals

a. Prior Goals
    i. What were they?
    ii. Were they met?

b. Future Goals
    i. What are they?
    ii. How are they measured?
    iii. What defines success?
    iv. Budget Considerations/Recommendations

6. **Summary** (might be moved to the front as an Executive Summary)
    a. One paragraph for the “too long, didn’t read” crowd

Intentional blank page

EXHIBIT 16

CWI ENROLLMENT MANAGEMENT PLAN 2017-2021
(DRAFT)

CWI Strategic Enrollment Management Plan *DRAFT – 2017 to 2021*

PURPOSE:

CWI's Strategic Enrollment Management (SEM) Plan is intended to guide the college community's decision making and budget priorities regarding key enrollment initiatives. The SEM Plan supplements the College of Western Idaho's Educational Master Plan and provides operational focus to our efforts to achieve the enrollment aspirations outlined in the college's overarching strategic plan. CWI's the goals/objectives identified in CWI's SEM Plan are intended to be reviewed/updated periodically by the SEM Leadership

CWI's SEM plan includes the following primary focuses for 2017-2021:

- Sustainable, reasonable, enrollment growth.
- Consistent support for student persistence and retention through graduation.

GOALS:

In order to further focus our efforts, CWI's Strategic Enrollment Plan is organized around the following five goals/objectives:

1. **Growth -** 4% annual growth in enrollment through 2021.
2. **Learning -** Increase successful course completion to 85% by 2021.
3. **Completion** - Increase graduation rate to 30% by 2021.
4. **Workforce/Transfer** - Increase successful transfer/employment to 80% by 2020.
5. **Equity -** Hispanic Serving Institution (HSI) – at least 25% Hispanic undergraduate, full-time by 2020.

SEM Goal #1 – Growth Further Defined

- Undergraduate degree seeking headcount and credits
- Dual credit headcount and credits
- Workforce development headcount

GROWTH RATE after 2015FA	2012FA	2013FA	2014FA	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
2%	8589	8569	7693	7400	7548	7699	7853	8010	8170
4%				**7400**	**7696**	**8004**	**8324**	**8657**	**9003**
6%				7400	7844	8315	8814	9342	9903
10%				7400	8140	8954	9849	10834	11918
22%				7400	9028	11014	13437	16393	20000

SEM Goal/Objective #2 – Learning

SUCCESSFUL START DATA	2012FA	2013FA	2014FA	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
Total Cohort Size	8589	8569	7693	7400	7696	8004	8324	8657	9003
Total Credits Attempted	85138	82273	72922						
Total Credits Successfully Completed	61851	59521	54707						
Successful Course Completion	**72.6%**	**72.3%**	**75.0%**	**76.65%**	**78.34%**	**80.06%**	**81.82%**	**83.62%**	**85.46%**
Students Not Completing ANY Courses	16.8%	17.0%	16.1%						

SEM Goal/Objective #3 - Completion

<insert graph showing historical 3-year, first-time, full-time degree seeking + required path through 2020>

SEM Goal/Objective #4 – Workforce/Transfer

No complete historical data-set exists. Create post-enrollment survey + student engagement plan in first year, benchmark, then measure progress in years 2-5.

SEM Goal/Objective #5 – Equity

<insert graph showing historical enrollment + necessary path to achieve 25% Hispanic enrollment by 2020>

2016-17 SEM Objectives:

Growth –

1.1 Connect potential students to CWI campuses and improve pipelines to enrollment.
1.2 Expand enrollment in non-"primetime" courses.
1.3 Redesign admissions/financial aid processes around better tools and new early FAFSA.
1.4 Support the growth of the CWI Online Campus.
1.5 Meet the needs of business and industry in workforce development and short-term training.

Learning –

2.1 Improve 1st Semester student success.
2.2 Develop First Year Experience program.
2.3 Implement effective, proactive student support services focused on retention. (CARE Program, Maxient/Pilot Software)

Completion –

3.1 Provide CWI students with better tools to guide their progress toward degree/certificate completion. (Student Planning Software)
3.2 Update CWI Policies and Administrative Practices to encourage successful progress toward and eliminate barriers to completion. (Freedom Sessions. Transfer Pipelines)
3.3 Improve Persistence and Retention.

Workforce/Transfer –

4.1 Raise the profile of CWI's existing transfer opportunities. (2+2 agreements, articulation agreements, Connect/Link opportunities)

4.2 Establish effective support programs for students making the transition into the workforce. (Job Connections, Internships, Work-Study Connections)

Equity –

5.1 Increase the percentage of Hispanic Treasure Valley students earning credits through Advanced Learning Opportunities (CLEP, Dual Credit, etc.)

5.2 Increase new Hispanic student enrollment above overall growth targets to meet equity goal.

5.3 Increase Hispanic student retention and persistence to support equity goal.

2015-16 SEM Strategies:

SEM Goal #1 - Growth

ACTION	PURPOSE	COMMITTEE/WORK GROUP	TARGET DATE	BENCHMARKS & KPI
Develop reports to capture meaningful and insightful analyses specific to traditional first-time, full-time new students.	Ensure availability of course offerings for new students to accommodate shifts in enrollment patterns.	Enrollment & Student Services Instruction	August 2015	
Development of an Annual Comprehensive Enrollment Calendar	Allow for meaningful review, management, and analysis of institutional enrollment resources, foci, and inclusion.	Enrollment & Student Services Marketing	October 2015	
Increase Faculty Involvement in Student Recruitment Efforts	Connect faculty to prospective and admitted students early enough to allow for the meaningful relationships and mentoring throughout the entire student experience; including the new student transition experience.	Enrollment & Student Services Instruction Marketing	October 2015	
Collaborative Statewide Community College Informational Marketing Plan	Inform Idahoans on the purpose, mission, value, and quality of community colleges. Particular focus on transfer education; purpose, transferability, and high achieving students.	Marketing Enrollment & Student Services	November 2015	
Integrate Online Chat Services to Website	Enhance service options to include on line chat with Enrollment & Student Services.	Enrollment & Student Services IT	January 2016	
Develop and Implement Comprehensive Student Communication Plan	Ensure thoughtful and comprehensive student communication throughout the cycle of student engagement.	Enrollment & Student Services Marketing Instruction	April 2016	
Recruiter Integration	Significantly improve capabilities in supporting the new student transition process by integrating the tools available through a comprehensive customer	Enrollment & Student Services IT	April 2016	

	relationship management software.	Marketing		
Manage Data from 1st Page of Online Admissions Application	Capture interested students initiating the application process but failing to complete.	Marketing IT Enrollment & Student Services	TBD	
Develop an Online Virtual Campus Tour	Improve visitor and prospective student services by creating an online option to tour campus.	Recruitment and Outreach Committee/ Virtual Tour Work Group	Spring 2016	Webpage Data Collection Method to Track Visitors
Develop action team to perform a comprehensive scan of community agencies ready to partner with various college services.	To ensure full partnership and institutional collaboration with all willing and appropriate community support agencies.	TBD	Spring 2016	
Identify community agencies and referral opportunities to recruit and inform Veterans on CWI programs and services.	Enhance recruitment and outreach services in support of the Veteran's within our service area.	Enrollment & Student Services Workforce Development	Spring 2016	
Collaborate on the State Direct Admissions Efforts	Contribute to the statewide effort for direct admission from Idaho high schools into public post-secondary institutions.	State Board of Education Enrollment & Student Services	August 2016	
Market and Recruitment for CWI Honors Program	Establish a robust and active honors program to highlight the academic excellence, instructional quality, and student achievement occurring on campus.	Instruction Marketing Enrollment & Student Services	August 2016	
Collaborate Towards the Development of an Online State-wide Common Admissions Application	Contribute to the statewide effort for an online common admissions application for all Idaho public post-secondary institutions.	State Board of Education Enrollment & Student Services IT	August 2016	
Submit proposal to establish a Veteran's Services Center	Support our student Veteran's and provide a location for centralized support services that is easily accessible and marketed.	Enrollment & Student Services	August 2016	
Integrate Texting as a Mode of Institutional Communication	Update current modalities of student communication to incorporate the features and benefits of texting.	Enrollment & Student Services Marketing IT	October 2016	
Design and Integrate a Parent Communication Track	Include parent/guardians in communication as appropriate to encourage active participation to support students in their post-secondary pursuits.	Enrollment & Student Services	October 2016	
Marketing Package of the Financial Aid Awards Letters	Ensure quality of messaging necessary to inform prospective students and parents on the affordability and comparative value CWI offers.	Enrollment & Student Services Marketing	January 2017	

Collaborate with the State to Create Electronic HS Graduation Verification	Take an active role in advocating for electronic verification of high school completion for admission standards.	State Board of Education State Department of Education Enrollment & Student Services IT	October 2017	
Recruitment and Marketing Plan				
DC Pipeline				
One Stop Concierge				
Evening Weekend Cohorts				
WD				

SEM Goal/Objective #2 - Learning

ACTION	PURPOSE	COMMITTEE/WORK GROUP	TARGET DATE	BENCHMARKS & KPI
Plan and Implement Week of Welcome	Ensure the campus life experience during the first days of a student's college experience is one that is purposeful, thoughtful, and orchestrated to communicate and resonate meaningful messaging.	Enrollment & Student Services Marketing	August 2015	
Align Student Services Activities with CWID Course Schedule	Actively reach out to new students participating in CWID courses to introduce and market student support services coinciding with course curricular timeframes.	Instruction Enrollment & Student Services	Dec. 2015	
Update and Post Student Handbook	Ensure awareness of all current student policies, procedures, code of conduct, and student resources.	Enrollment & Student Services	April 2016	
Design, Develop, and Request Funding to Support a New Structure for Student Advising	Proposal to adjust advising loads and ability to provide intrusive advising and increase student retention and success.	Enrollment & Student Services Instruction	August 2016	
Develop and Implement College Companion Math to Support BSE Students	Provide basic skills support coursework for MATH 095 students struggling with transition into college level math.	Basic Skills Education Instruction	April 2016	
First Year Experience Program				
Academic Success Workshops Online				

SEM Goal/Objective #3 - Completion

ACTION	PURPOSE	COMMITTEE/WORK GROUP	TARGET DATE	BENCHMARKS & KPI
Design, Create, and Market a Student Life Space	Provide physical space that will allow for student relationships and gatherings necessary to develop and support an active and involved student culture.	Enrollment & Student Services Facilities	August 2015	
Enhance and Expand Student Programming and Activities	Implement student programming at a level appropriate and consistent with comparative institutions, both at the activity and budgetary level.	Enrollment & Student Services Marketing	August 2016	
Review of all Student Club, Business Office Processes	Ensure efficiencies within all club policies and procedures to remove potential hurdles in the development and maintenance of an active student clubs and organizations program.	Enrollment & Student Services	January 2016	

SEM Goal/Objective #4 – Workforce/Transfer

ACTION	PURPOSE	COMMITTEE/WORK GROUP	TARGET DATE	BENCHMARKS & KPI
Design and Installation of Transfer Displays	Enhance and Market Opportunities to Participate in University Transfer Articulation Agreements	Enrollment & Student Services Facilities Marketing IT	Sept. 2016	
Create Reporting for Transfer Out Student Data	Establish reporting guidelines and data points to track student success beyond CWI and in partnership with institutional articulation agreements.	Enrollment & Student Services Institutional Research	October 2016	

SEM Goal/Objective #5 – Equity

ACTION	PURPOSE	COMMITTEE/WORK GROUP	TARGET DATE	BENCHMARKS & KPI
Create Campus Tour Program, Workflow, and Marketing	Design and implement Campus Tour Programs/options and marketing to increase access for prospective students and community.	Recruitment and Outreach Committee/Campus Tour Work Group	October 2015	Webpage Training Documents Internal Workflow
CLEP Examination Project Expansion and Funding Identification	Provide an avenue for credit for prior learning to inspire and encourage Spanish speaking high school students to pursue a post-secondary education.	Enrollment & Student Services Marketing & Advancement	January 2016	
Identify and develop focused services and relationships with local high schools	Create additional efforts and services to assure strong avenues for Hispanic student matriculation.	Enrollment & Student Services	April 2016	
Implementation of Hispanic summer bridge program.	Support the high school to college matriculation process for students of Hispanic heritage with tailored support services and programming.	Enrollment & Student Services	April 2016	

Establish well supported and active Hispanic student clubs, activities, and events.	Create an environment accessible to and supportive of the success of our Hispanic student population.	Enrollment & Student Services	October 2016	
Design and implement student and parent communication plans targeted at the Hispanic high school student audience.	Communicate effectively with Hispanic students and parents throughout the new student transition process and experiences.	Enrollment & Student Services	August 2016	

Intentional blank page

Future Home of **ADA COUNTY CAMPUS**

BOISE

College of Western Idaho

Achieve More

P.O. Box 3010, Nampa, ID 83653 | 208.562.3000 | www.cwidaho.cc

NAMPA

P.O. Box 3010, Nampa, ID 83653 | 208.562.3000 | www.cwidaho.cc

HEALTH SCIENCE BUILDING

STUDENT SUCCESS CENTER