# *Part I – Agency Profile*

**Agency Overview**

**College of Eastern Idaho (CEI) is a comprehensive community college. It is a place of hope and opportunity. This campus serves a vibrant, hardworking region that believes that higher education should strengthen the economy and prepare its local citizens to take the region’s best jobs. To do that, CEI invites the entire community to this campus, offering them a wide range of educational experiences that build lifelong learning and collaboration.**

**CEI’s main campus has served the community for more than half a century. Since transitioning to a comprehensive community college in 2017, that service has grown exponentially. CEI has grown an already thriving workforce training and community education division, generating more than 90% more career education since 2017. The academic population has grown every year, too, with a 244% increase from 2017 to 2023. The college now offers 23 credit-bearing programs, 9 workforce programs, and many other educational offerings. The college has built or expanded programs that align with the state’s priorities to have more graduates in high-demand fields like cybersecurity, healthcare, and nuclear energy. Faculty works closely with industry partners to ensure that CEI graduates are well prepared to meet employer challenges. The college aligns its offerings with its peers to allow seamless transfer to four-year institutions.**

**CEI is committed to being a welcoming, data-informed institution whose graduates are respected and sought by our regional employers. CEI students choose this campus to become highly trained employees, leaders, and entrepreneurs. Faculty and staff work every day to meet their ambitions. CEI’s quality education opens access to lifelong prosperity. The entire Idaho community shares in that success.**

**Core Functions/Idaho Code**

College of Eastern Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

**Revenue and Expenditures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Revenue** | **FY 2021** | **FY 2022** | **FY 2023\*** | **FY 2024** |
| General Fund and Misc. Receipts | 13,079,571 | 13,495,174 |  |  |
| Grants and Contracts | 12,141,098 | 29,394,296  3 |  |  |
| Student Fees | 3,035,131 | 3,480,939 |  |  |
| Capital Grants and Appropriations | 0 | 0 |  |  |
| Sales and Services | 1,317,346 | 1,558,987 |  |  |
| Other | 505,523 | 3,040,813 |  |  |
| **Total** | **30,078,669** | **50,970,209** |  |  |
| **Expenditures** | **FY 2021** | **FY 2022** | **FY 2023\*** | **FY 2024** |
| Personnel Costs | 17,181,484 | 17,371,312 |  |  |
| Operating Expenses | 1,249,764 | 13,891,439 |  |  |
| Capital Outlay | 584,776 | 554,939 |  |  |
| **Total** | **30,016,024** | **31,817,690** |  |  |

*\*FY 2023 financial numbers will be provided in November, 2023*

**Profile of Cases Managed and/or Key Services Provided**

| **Cases Managed and/or Key Services Provided** | **FY 2021** | **FY 2022** | **FY 2023** | **FY 2024** |
| --- | --- | --- | --- | --- |
| Annual Enrollment Headcount, unduplicated[[1]](#endnote-1)  Career & Technical Education  General Studies & Non-Degree  Dual Credit  **TOTAL** | 648  1,245  734  2,627 | 672  1,235  1,318  3,225 | 655  1,172  1,641  3,468 |  |
| Dual Credit Credit Count[[2]](#endnote-2)  Total annual credit hours | 4,298 | 7,369 | 9,012 |  |
| Annual Enrollment FTE[[3]](#endnote-3)  Career & Technical Education  General Studies | 358  739 | 417  795 | 385  881 |  |
| Workforce Training Headcount, duplicated[[4]](#endnote-4) | 14,582 | 17,494 | 20,068 |  |
| **Timely Degree Completion III:** Total number of certificates/degrees produced, disaggregated[[5]](#endnote-5)  Certificates of less than one year  Certificates of 1 academic year or more  Associate’s degrees | 9  110  229 | 3  103  276 | 1  116  278 |  |
| **Timely Degree Completion IV:** Total number of unduplicated graduates[[6]](#endnote-6)  Certificates of less than one year  Certificates of 1 academic year or more  Associate’s degrees | 9  110  222 | 3  102  263 | 1  115  263 |  |
| **Positive Placement of Career Technical Education Completers[[7]](#endnote-7)** | FY 2020 Cohort  96% | FY 2021 Cohort  99% | FY 2022 Cohort  97% |  |

***Part II – Performance Measures***

| **Performance Measure** | | **FY 2021** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** |
| --- | --- | --- | --- | --- | --- | --- |
| **Institutional Goal 1, Objective A, Measure 2**  *Innovation and Economic Development.* | | | | | | |
| 1. Increase the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation[[8]](#endnote-8) | actual | 41% | 40% | 43%[[9]](#endnote-9) | *-----* |  |
| *target* | *33%* | *37%* | *39%* | *40%* |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Statewide Measures**  *Not included above.* | | | | | | |
| 1. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *[[10]](#endnote-10)* | actual | *11%* | *11%* | *12%* | *-----* |  |
| *target* | *10%* | *10%* | *10%* | *12%* |  |
| 1. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr) | actual | *46%* | *44%* | *n/a[[11]](#endnote-11)* | *-----* |  |
| *target* | *65%* | *55%* | *60%* | *60%* |  |
| 1. Reform Remediation V- Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher. (English and Math) | actual | *45%* | *66%* | *66%* | ----- |  |
| *target* | 45% | 39% | 39% | 70% |  |
| 1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years.*[[12]](#endnote-12)* | actual | *70%* | *71%* | *70%* | *-----* |  |
| *target* | *30%* | *30%* | *20%* | *58%* |  |
| 1. Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time.[[13]](#endnote-13) | actual | *41%* | *33%* | *n/a[[14]](#endnote-14)* | *-----* |  |
| *target* | *45%* | *45%* | *50%* | *40%* |  |

**Performance Measure Explanatory Notes**

1. PSR1 Annual Enrollment Report, SBOE [↑](#endnote-ref-1)
2. Ibid. [↑](#endnote-ref-2)
3. Ibid. [↑](#endnote-ref-3)
4. Workforce Training head count number is provided by the WTCE Operations Coordinator. [↑](#endnote-ref-4)
5. IPEDS Completers Report [↑](#endnote-ref-5)
6. Ibid. [↑](#endnote-ref-6)
7. Per Perkins requirements, the placement rates are one year delayed (e.g., the FY 2023 figure is reporting on the FY2022 report which surveys graduates from Summer 2021, Fall 2021, and Spring 2022). [↑](#endnote-ref-7)
8. This goal has been slightly altered to meet the DFM reporting requirements. [↑](#endnote-ref-8)
9. The calculation method has been changed to more closely align with the state’s definition. The previous years’ data has also been adjusted to accurately reflect the new totals. [↑](#endnote-ref-9)
10. The calculation method has been changed to align with the state’s definition, and the previous years’ data was recalculated to the same definition. Specifically, the cohorting method was improved, and GEN.AA and GEN.AS students who did not reach 30 credits are backed out of the cohort. These changes increase the accuracy of the results as defined by the measure. [↑](#endnote-ref-10)
11. This data will be submitted in November. [↑](#endnote-ref-11)
12. Past years have been recalculated due to a revision in our method for this measure, producing more accurate results via an improved adherence to the measure’s definition. Those revisions are based in part on our understanding of the PMR Data Document definition revisions and clarifications for State Measure 70 which underlies these results. [↑](#endnote-ref-12)
13. Previously, we had reported this number using our IPEDS Graduation Rates data which is based on a cohort that starts 3 years prior to the PMR Report submission. In reviewing the State’s definition for this measure (State Measure 180), we decided to switch to the most recent cohort possible (2 years ago). We believe that change more accurately reflects the definition and intent of the measure. The change revised our data from what was shown in previous Strategic Plans. [↑](#endnote-ref-13)
14. This data will be submitted in November.

    |  |
    | --- |
    | **For More Information Contact**  Amy Brumfield  Institutional Research  College of Eastern Idaho  1600 S. 25th E.  Idaho Falls, ID 83404  Phone: (208) 535-5361  E-mail: [amy.brumfield@cei.edu](mailto:amy.brumfield@cei.edu) |

    [↑](#endnote-ref-14)