College of Eastern Idaho

Strategic Plan 2022-2026

March 10, 2021

FY 2022-2026

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

State Metrics:

Timely Degree Completion
    I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage	12%	8%	7%	6%	>10%

    II. Percent of first-time, full-time, freshmen graduating within 150% of time[1]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Grad Rate %150 IPEDS	53%	54%	58%	50%	>60%

    III. Total number of certificates/degrees produced, broken out by:
        a) Certificates of at least one academic year
        b) Associate degrees

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Certificates	109	120	165	112	>130
Associate Degrees	121	93	90	166	>170

    IV. Number of unduplicated graduates, broken out by:
        a) Certificates of at least one academic year
        b) Associate degrees

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Completers of Certificates	109	120	160	112	>120
Completers of Degrees	121	93	90	164	>160

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

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Students	40%	33%	28%	34%	>39%

Math Pathways
    VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Students	29%	24%	15%	8%	>20%

Guided Pathways
    VII. Percent of first-time, full-time freshmen graduating within 100% of time[1]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
FTFT Completers 100%	37%	46%	58%	49%	>50%

GOAL 1: A Well-Educated Citizenry[2]
The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

Objective A: Access

Performance Measures:

I.   Annual number of students who have a state funded or foundation funded scholarship:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
State Funded	15	44	84	86	>90
Foundation Funded	227	246	298	278	>310

II.   Percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation:

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	19.0%	21.5%	30.7%	27.4%	>29%

III.   Total degree and certificate production and headcount:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Degrees/Certificates	228	213	255	278	>300
Completers	226	211	245	272	>280

Objective B: Adult Learner Re-Integration

Performance Measures:

I.   Number of students enrolled in GED who are Idaho residents
II.   Number of students who complete their GED

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Enrolled	N/A	458	247	370	>300
Completed	N/A	40	51	55	>30

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

I.   Number of graduates who found employment in their area of training
II.   Number of graduates who are continuing their education
III.   Number of graduates who found employment in related fields

Grad by FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
I. Employed In training area	195	192	224	N/A	>230
II. Continuing education	38	31	22	N/A	>50
III. Employed in related field	176	147	187	N/A	>190

IV.   Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
TSA Pass Percentage	92.6%	83.48%	95.00%	93.44%	96%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.[3]

Performance measures:

I.   Number of workforce training courses created to meet industry needs.
II.   Number of Customized Training courses offered.
III.   WFT total Headcount:

	FY 2017	FY 2018	FY 2019	FY 2020[4]	Benchmark
WFT Courses[3]	359	442	332	345	>440
Customized Training Courses	2,328	3,444	2,926	466	>4,000
Headcount	10,549	14,824	16,461	12,140	>16,000

GOAL 4: Effective and Efficient Educational System

Objective A: High school senior who choose CEI as their first choice to higher education.
Performance Measures:

I. Total fall enrolled students that are retained or graduate in the following fall.

Fall Term of:	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Grad or still enrolled	459	530	747	891	>900

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage of Students entering within one year of HS and have ever taken a remedial course	20%	18%	26%	19%	20%

III. Cost per credit hour[5]

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Cost per Credit Hour	$ 790	$ 829	$ 756	$ 733	$ <700

IV. Number of students who successfully articulate to another institution to further their education:

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Number Continuing On	221	248	300	283	>350

GOAL 5: Student Centered

Objective A: CEI faculty provides effective and student centered instruction.

   Performance Measures:

I.   Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:[6]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.82	0.62	0.61	<0.50
PEERS	N/A	0.64	0.63	0.84	N/A

II.   Fall to Fall Retention per IPEDS Fall Enrollment Report:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
FTFT Fall-to-Fall Retention	54%	73%	72%	67%	>74%

III.   Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey. [6]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.76	0.71	0.56	<0.5
PEERS	N/A	0.73	0.73	0.99	N/A

IV.   Utilization of results of Student Satisfaction Survey[7] results for Financial Aid and the Admission Process.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Financial Aid	94%	N/A	88%	87%	98%
Admissions	94%	N/A	90%	91%	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

I. Tutoring center total students contact hours (in thousands).
II. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Total Student Hours	7.1	6.4	7.7	8.7	>7.5
% Raised Grade			86.6%	87.3%	>85%

Objective C: CEI library services meets the expectation of students.

Performance Measures:

V. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey. [6]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.09	0.19	0.37	>.15
PEERS	N/A	0.22	0.21	0.41	N/A

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

I. Number of applicants/students receiving CND services:

	FY 2017	FY 2018	FY 2019	FY 2020[4]	Benchmark
Clients Served	266	301	318	294	>310

Key External Factors

1) Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college, which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students. Ongoing funding for faculty.

2) COVID-19:

CEI, along with the other State Higher Education institutions was dramatically affected by COVID beginning in the March of 2020. CEI saw an increase of 11% in College credit student headcount in fall of 2020. The College was positioned well to rapidly move into a full online format to complete spring semester resulting in CEI issuing almost no incompletes for students who wished to complete the semester. The College worked diligently to in both summer and fall semesters to provide 1/3 face-to-face delivery and 2/3 online. The College used all the protocols of face coverings, social distancing, work from home and video conferencing. The result was flat enrollment at CEI for both summer and fall semesters with regard to headcount for credit classes. Along with offering 2/3 of classes online, CEI also provide all the wrap around student services and advising via online mechanisms.

3) Evaluation Process:

CEI is in the process of implementing a more thorough process for evaluating its performance measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment Process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. "Plan" is the section of determining how new initiatives can be implemented. "Do" is the implementation step for enacting the changes derived from the previous cycle. "Study" is one of the most intricate steps. Called the Mission Fulfillment Report (MFR) cycle, it encompasses the gathering and assessment of data from all institutional levels. Finally, the "Act" step, informed from the assessment process, allows for budget allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

4) <u>Futuring:</u>

CEI has decided to use "futuring" techniques as our approach to creating a strategic plan. Given the complexities of COVID and the rapidly changing demands of our region, CEI has used a futuring tactic. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our 2 year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. We finally review the organization of our College to assess any needed structural changes of the College.
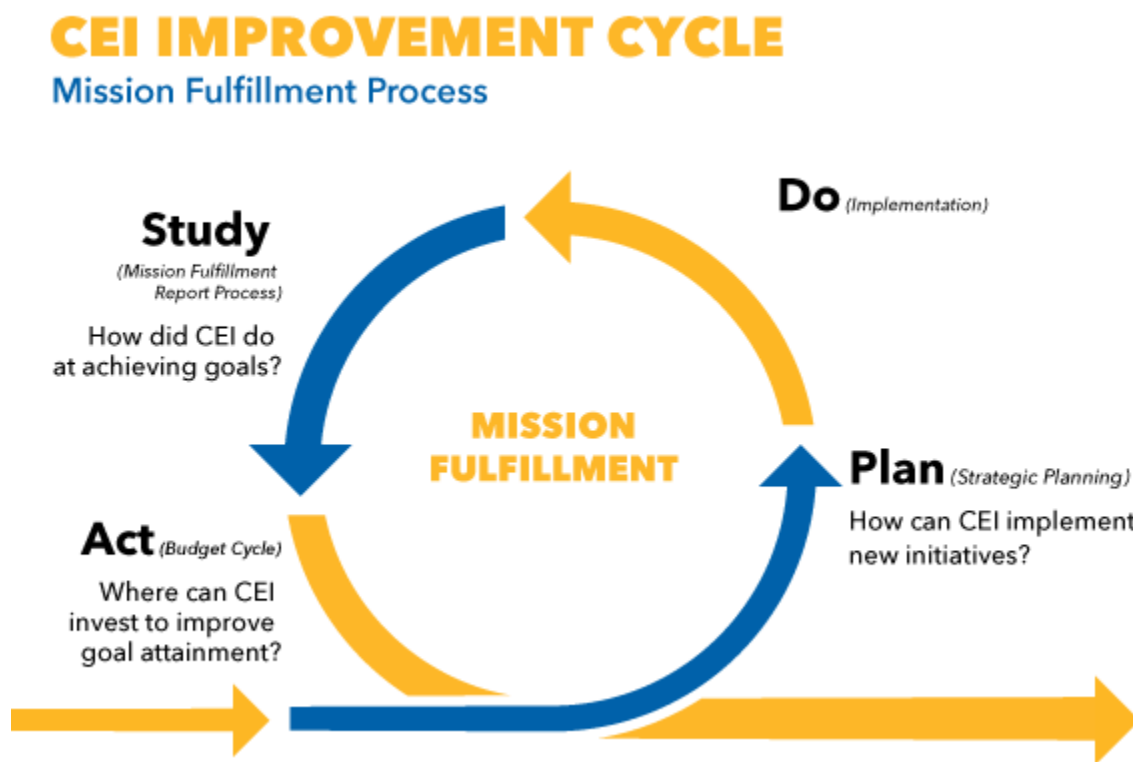

Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

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[1]*Years in which data are reported line up with a corresponding starting cohort. For example, FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.*
[2]*N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.*
[3]*CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.*
[4]*Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring and other student services have significantly impacted these results.*
[5]*Calculated from IPEDS Financials Report sum of Costs (Instruction, Academic Support, Student Service and Institutional Support) divided by IPEDS 12 Month Enrollment Report sum of credits.*
[6]*In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the lapse of reportable data for that period.*
[7]*New CEI students take a survey prior to completing the required orientation course that includes these topics. A transition in the timing of the survey resulted in the lapse in data for FY 2018.*