College of Eastern Idaho

Strategic Plan FY 2024-2028

June 1, 2023

FY 2024-2028

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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Percentage | 8% | 6% | 4% | 10% | >12% | >16% |

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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Grad Rate %150 IPEDS | 58% | 56% | 46% | 44% | >60% | >62% |

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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Certificates | 165 | 112 | 119 | 106 | >116 | >140 |
| Associate Degrees | 90 | 166 | 229 | 276 | >304 | >364 |

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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Completers of Certificates | 160 | 104 | 96 | 102 | >117 | >128 |
| Completers of Degrees | 90 | 164 | 215 | 263 | >290 | >350 |

**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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Students | 28% | 34% | 45% | 66% | >70% | >75% |

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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Students | 39% | 53% | 61% | 53% | >58% | >70% |

**Guided Pathways**

VII. Percent of first-time, full-time freshmen graduating within 100% of time

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark | |
| | | | | | 2024 | 2028 |
|---|---|---|---|---|---|---|
| FTFT Completers 100% | 58% | 49% | 39% | 39% | >40% | >43% |

**GOAL 1: A Well-Educated Citizenry**
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:

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| State Funded | 84 | 86 | 81 | 86 | >90 | >120 |
| Foundation Funded | 298 | 278 | 194[4] | 211 | >250 | >275 |

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

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
| FY | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Percentage of Annual Enrollment who entered CEI within 1 year of High School | 30.7% | 27.4% | 31.3% | 35.0% | >40% | >45% |

III.     Total degree and certificate production and headcount:

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Degrees/Certificates | 255 | 278 | 348 | 382 | >407 | >504 |
| Completers | 245 | 272 | 330 | 363 | >400 | >440 |

IV.      Number of degree-seeking students taking at least one Distance Education course in the Fiscal year.
V.       Percentage of degree-seeking students taking at least one Distance Ed Course in the Fiscal year.

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Headcount of degree-seeking Distance Ed students | NA | 566 | 914 | 895 | >939 | >984 |
| Percentage of Students taking a Distance Ed course to all degree-seeking students | NA | 33.6% | 50.7% | 48.9% | >50% | >50% |

Objective B:   Adult Learner Re-Integration

Performance Measures:

I.        Number of students enrolled in GED who are Idaho residents (not including ESL)
II.       Number of students who complete their GED

|  |  |  |  |  | Benchmark | |
| --- | --- | --- | --- | --- | --- | --- |
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Enrolled | 247 | 370 | 246 | 214 | >300 | >320 |
| Completed | 51 | 55 | 37 | 42 | >50 | >55 |

III.      Number of undergrads awarded a Pell Grant.
IV.      Percentage of First-time, Full-time student cohort awarded a Pell Grant.

|  |  |  |  |  | Benchmark | |
| --- | --- | --- | --- | --- | --- | --- |
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Number of students awarded a Pell grant | 638 | 624 | 664 | 640 | >650 | >710 |
| Percentage of FTFT students awarded a Pell | 56% | 54% | 55% | 58% | >60 | >60 |

**GOAL 2: Innovation and Economic Development**

Objective A: Workforce Readiness

Performance Measures:

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

| Grad by FY |  |  |  |  | Benchmark | |
| --- | --- | --- | --- | --- | --- | --- |
| Grad by FY | FY 2019 | FY 2020 | FY 2021 | FY 2022[2] | 2024 | 2028 |
| I. Employed In training area | 224 | 211 | 260 | N/A | >275 | >300 |
| II. Continuing education | 22 | 49 | 68 | N/A | >80 | >95 |
| III. Employed in related field | 187 | 170 | 213 | N/A | >235 | >270 |

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

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| Percentage By FY | FY 2019 | FY 2020 | FY 2021 | FY 2022[5] | 2024 | 2028 |
| TSA Pass Percentage | 95% | 93% | 94% | 79% | 90% | 90% |

**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:

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2019 | FY 2020[4] | FY 2021[4] | FY 2022 | 2024 | 2028 |
| WFT Courses[3] | 332 | 345 | 478 | 573 | >660 | >725 |
| Customized Training Courses | 2,926 | 466 | 561 | 549 | >600 | >660 |
| Headcount | 16,461 | 12,140 | 16,768 | 17,494 | >18,360 | >19,280 |

IV.     Number of Males in annual credit-seeking enrollment.
V.      Percentage of Males in annual credit-seeking enrollment.

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Number of Males | 724 | 883 | 869 | 1,275 | 1,450 | 1,548 |
| Percentage of Males in annual enrollment | 35.5% | 36.8% | 33.1% | 39.5% | 42% | 48% |

**GOAL 4: Effective and Efficient Educational System**

Objective A: Enrolled students are retained and graduate with desired training

I.      First-time, Full-time, Fall-enrolled students that are retained or graduate in the following Fall per IPEDS Fall Enrollment Report.

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| from IPED report | 2019-20 | 2020-21 | 2021-22 | 2022-23[6] | 2024 | 2028 |

| First-time, Full-time Fall to Fall Retention | 72% | 67% | 47% | 50% | >52% | >60 |
|---|---|---|---|---|---|---|

    II.       First-time, Part-time, Fall-enrolled students that are retained or graduate in the following Fall per IPEDS Fall Enrollment Report.

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
| from IPED report | 2019-20 | 2020-21 | 2021-22 | 2022-23[6] | 2024 | 2028 |
| First-time, Part-time Fall to Fall Retention | 54% | 52% | 39% | 42% | >45% | >50% |

## 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:

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| CEI | 0.62 | 0.61 | 0.48 | 0.46 | <0.50 | <.50 |
| PEERS | 0.63 | 0.84 | 0.56 | 0.64 | N/A | N/A |

    II.       Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| CEI | 0.71 | 0.56 | 0.53 | 0.44 | <0.5 | <0.5 |
| PEERS | 0.73 | 0.99 | 0.62 | 0.70 | N/A | N/A |

    III.       Student to Faculty ratio per IPEDS Fall Enrollment report.

|  |  |  |  |  | Benchmark | |
|---|---|---|---|---|---|---|
|  | FY 2019 | FY 2020 | FY 2021 | FY 2022 | 2024 | 2028 |
| Student to Faculty ratio | 10.4 : 1 | 11.2 : 1 | 13.0 : 1 | 13.0 : 1 | 13.0 : 1 | 13.0 : 1 |

IV.     Number of Early College students in annual enrollment.
V.      Annual Early College Enrolled credits.

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark | |
| | | | | | 2024 | 2028 |
|---|---|---|---|---|---|---|
| Early College Students | 349 | 519 | 734 | 1,318 | >1,450 | >1,600 |
| Early College Credits | 1,580 | 2,659 | 4,298 | 7,369 | >8,105 | >8,916 |

Objective B:  Student support provides effective services

Performance Measures:

I.      Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent:

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark | |
| | | | | | 2024 | 2028 |
|---|---|---|---|---|---|---|
| % Rating Very Good to Excellent | 86.6% | 87.3% | 94.1% | 89.5% | >90% | >90% |

Performance Measures:

I.      Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark | |
| | | | | | 2024 | 2028 |
|---|---|---|---|---|---|---|
| CEI | 0.19 | 0.37 | 0.11 | -0.06 | < 0.15 | <0.4 |
| PEERS | 0.21 | 0.41 | 0.19 | 0.29 | N/A | N/A |

Performance Measures:

I.      Number of applicants/students receiving CND services:

| | FY 2019 | FY 2020[4] | FY 2021 | FY 2022 | Benchmark | |
| | | | | | 2024 | 2028 |
|---|---|---|---|---|---|---|
| Clients Served | 318 | 294 | 318 | 264 | >310 | >340 |

## Key External Factors

### 1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners.  We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

### 2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

### 3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

### 4. Careful conservation and growth of stakeholder investment

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each

developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

## 5. Greater proof of higher education's value to its stakeholders

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

## 6. Decreasing college enrollment and uneven completion rates

CEI is determined to use its disaggregated data to find and eliminate educational obstacles. CEI has set its focus groups, peer comparisons, and gathered its data into cohorts so that its data can be easily compared, and we are participating in the Postsecondary Data Partnership. We created a user-friendly documentation that can be understood easily and published widely, as well as created a variety of internal dashboards so that data is readily available to answer key questions. Our next steps will continue to use strategic data summits to examine the new data available through our software expansions, ensure consistent definitions, and seek key questions to sharpen our accuracy. We will also determine where data might be better employed and more deeply embedded in our reviews, discussions, and practices.

## 7. 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. State funding has allowed us to hire new instructors and reduce many of the waiting lists. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students.

## 8. Futuring

CEI has decided to use futuring techniques as our approach to creating a strategic plan. 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 two-year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. These discussions are made actionable in our strategic plan.

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[1]*Years in which data are reported line up with a corresponding starting cohort.  For example, the Grad Rates Report is compiled 3 years after the cohort is established.  So, FY2022 is a report on the Fall 2019 cohort, and FY2021 is a report on the Fall 2018 cohort and so forth.*

[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, recruiting and other student services have significantly impacted these results.*

[5]*CEI expects that our TSA pass rate will decrease as we have expanded our offerings in fields with a traditionally lower first-time pass rate, like computer networking and cybersecurity exams.*

*6- Current IPEDS Fall Enrollment Report data for 2022-23 is preliminary at this time.*

| | State Board of Education Goals | | | | |
|---|---|---|---|---|---|
| | Goal 1: EDUCATIONAL SYSTEM ALIGNMENT | Goal 2: EDUCATIONAL READINESS | Goal 3: EDUCATIONAL ATTAINMENT | Goal 4: WORKFORCE READINESS | |
| **CEI Goals and Objectives** | | | | | |
| **GOAL 1: A Well-Educated Citizenry** | | | | | |
| Objective A: Access | X | X | X | X | |
| Objective B: Adult Learner Reintegration | X | X | X | X | |
| **GOAL 2: Innovation & Economic Development** | | | | | |
| Objective: Workforce Readiness | X | X | X | X | |
| **GOAL 3: Data-Informed Decision Making** | | | | | |
| Objective: Recruit and retain prioritized students | X | X | X | X | |
| **GOAL 4: Effective and Efficient Educational System** | | | | | |
| Objective: Ensure students are retained and graduate with industry-aligned skills | X | X | X | X | |
| **GOAL 5: Student Centered** | | | | | |
| Objective: CEI faculty provides effective and student-centered instruction. | X | X | X | X | |

| Objective B: Student support provides effective services | X | X | X | X | |