

Updated March 2023

College of Western Idaho

Strategic Plan FY 2024 – 2028

STATUTORY AUTHORITY

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

MISSION STATEMENT

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.

VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

GOAL 1: Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective 1A: Advance Student Success by Optimizing the Student Lifecycle

Performance Measures:

- 1. Number of degrees/certificates produced annually (IPEDS Completions)***

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Degrees						
962	906	956	951	1,037	>=1,000	>=1,084
Certificates of at least 1 year						
295 (434 w/Gen. Ed awards)	324 (538 w/Gen. Ed awards)	347 (1,286 w/Gen. Ed awards)	332 (1,164 w/Gen. Ed awards)	302 (1,327 w/Gen. Ed awards)	>=300	>=350

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,084 degrees by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 350 certificates by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Number of unduplicated graduates (IPEDS Completions)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Degrees						
898	880	924	920	1,009	>=960	>=1,040
Certificates of at least 1 year						
227 (366 w/Gen. Ed awards)	268 (481 w/Gen. Ed awards)	287 (1,218 w/Gen. Ed awards)	261 (1,090 w/Gen. Ed awards)	241 (1,260 w/Gen. Ed awards)	>= 222	>=231

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 1,040 by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 231 by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

III. Percentage of students completing 30 or more credits per academic year

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
4%	5%	4%	4%	4%	>=5%	>=7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY21 Idaho 2-year Community College Average of

7% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Fall Cohort 2015 21%	Fall Cohort 2016 22%	Fall Cohort 2017 23%	Fall Cohort 2018 25%	Fall Cohort 2019 27%	>=27%	>=30%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 30% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
Fall Cohort 2016 12%	Fall Cohort 2017 13%	Fall Cohort 2018 14%	Fall Cohort 2019 16%	Fall Cohort 2020 14%	>=16%	>=20%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 20% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
English: 71% Math: 17%	English: 70% Math: 23%	English: 74% Math: 27%	English: 70% Math: 25%	English: 64% Math: 25%	English: >=70% Math: >=27%	English: >=74% Math: >=31%

Benchmark (state-wide performance measure): Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 74% for English and will meet or exceed 31% for Math by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VII. Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY24	FY28
18%	24%	27%	31%	30%	>=33%	>=37%

Benchmark (state-wide performance measure): *Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 37% by 2028. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key External Factors

There are a number of key external factors that can have significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
 - o *CWI's student success outcomes have been affected by long-term economic and social impacts of COVID-19.*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.*

Evaluation Process

The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2024-2026 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.