



College of Eastern Idaho

Strategic Plan 2025-2029

June 1, 2024



FY 2025-2029

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 PERFORMANCE METRICS:**

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Source: PMR State Measure 50<sup>i</sup>)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
% of undergraduate students completing 30+ credits/year	15%	11%	11%	12%	13%	14%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time (Source: PMR-State Performance Measure #40)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
First-time, full-time 150% of time graduation rate	56%	46%	47%	35%	37%	41%

- III. Total number of certificates/degrees produced, disaggregated (Source: PMR-State Measure #120)

- I. Certificates of less than one year
- II. Certificates of at least one academic year
- III. Associate degrees

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Certificates <1 year	0	9	3	1	3	6
Certificates >1 year	112	110	103	116	116	140
Associate Degrees	166	229	276	278	304	364

- IV. Number of unduplicated graduates/completers (Source: PMR-State Measure #170)

- I. Certificates of less than one year
- II. Certificates of at least one academic year
- III. Associate degrees

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Completers of Certificates <1 year	0	9	3	1	3	6
Completers of Certificates >1 year	112	110	102	115	121	126
Completers of Degrees	163	222	263	263	276	289

- V. Reform Remediation: 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. (Source: PMR-State Measure #60)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Students	34%	45%	66%	66%	69%	73%

VI. Math Pathways: Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: PMR-State Measure #70)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
% of new freshmen completing gateway math within 2 years	59%	70%	71%	70%	73%	77%

VII. Guided Pathways: Percent of first-time, full-time freshmen graduating within 100% of time. (Source: PMR State Measure 180)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
First-time, full-time on-time graduation rate	32%	41%	33%	24%	25%	27%

VIII. Dual Credit Graduates Percent of dual credit students who graduate from high school with an associate's degree (Source: PMR State Measure #110)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percent of dual credit graduates	0.2%	0.5%	1.1%	1.7%	1.8%	1.9%

**GOAL 1: INCREASE EDUCATIONAL READINESS, ENSURING THAT CEI PROVIDES A RIGOROUS, UNIFORM, AND THOROUGH EDUCATION TO EMPOWER ITS STUDENTS TO BE LIFELONG LEARNERS WHO ARE PREPARED FOR OUR REGION’S WORKFORCE OPPORTUNITIES.**

Objective A: Increase the number of Idahoans prepared for the regional workforce’s needs.  
(Source: Internal Reporting)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Workforce Training Headcount, duplicated	14,309	14,582	17,494	20,068	21,071	22,075
Percentage of change from previous fiscal year	-13.1%	+1.9%	+20%	+14.7%	+5%	+10%

Objective B: Increase total annual credit-seeking enrollment (Source: PSR Annual)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Annual Credit-seeking Enrollment Headcount	2,402	2,627	3,225	3,468	3,641	3,815
Total percentage of change from previous fiscal year	+17.8%	+9.4%	+22.7%	+7.4%	+5%	+10%

**GOAL #2: INCREASE EDUCATIONAL ACCESS TO AN AFFORDABLE, QUALITY EDUCATION**

College of Eastern Idaho ensures that it increases access to quality, affordable education for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Increase the annual number of students who have a state-funded or foundation-funded scholarship to ensure that aspiring professionals of all economic means can access stellar education. (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
State Funded	86	81	86	96	101	106
Foundation Funded	278	194	211	260	273	286

Objective B: Increase the numbers and percentage of degree/certificate seeking students who received a Pell grant, which shows that CEI its commitment to providing accessible education for those with substantial financial challenges. (Source: Student Financial Aid IPEDS)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Number of students awarded a Pell grant	624	664	640	625	656	688
Percentage of all degree/certificate seeking students awarded federal Pell grants <sup>ii</sup>	39%	37%	30%	47%	49%	52%

Objective C: Increase the go-on rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Annual Enrollment who entered CEI within 1 year of High School	27.4%	31.3%	35.0%	43.9%	46%	48%

Objective D: Increase the percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)<sup>iii</sup>

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Students taking a Distance Ed course	31%	57%	49%	46%	48%	50%

Objective E: Increase the percentage of males in annual credit-seeking enrollment to increase equitable access to the state’s educational and vocational resources. (Source: IPEDS 12-month enrollment).

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Males in annual enrollment	36.8%	33.1%	39.5%	41%	43%	45%

Objective F: Increase the number of applicants/students receiving Center for New Direction services (CND) (Source: Internal Reporting)

					Benchmark	
	FY 2020 <sup>4</sup>	FY 2021	FY 2022	FY 2023	2025	2029
CND Clients Served	294	318	264	266	300	350

**GOAL 3: INCREASE STUDENT ATTAINMENT**

College of Eastern Idaho fuels a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

Objective A: Increase the number of students prepared to enter collegiate training or workforce. (Source: Internal reporting.)

- I. Increase the number of students enrolled in GED who are Idaho residents (not including ESL)
- II. Increase the number of students who complete their GED
- III. Increase the number of students who achieve at least one educational functioning level improvement (Source: Internal reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Enrolled	370	246	214	227	240	250
Completed	55	37	42	20	25	40
Gained educational level	Not available	71	98	117	123	129

Objective B: Increase the number of CEI completers at all certificate and degree levels. (Source: IPEDS Completions)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
All completers	272	330	363	368	386	405

Objective C: Increase the fall-to-fall retention rate, ensuring that students are making progress towards graduation.

I. First-time, Full-time, Fall-enrolled students that are retained or graduate in the following fall (Source: IPEDS Fall Enrollment Report)

					Benchmark	
from IPEDS report	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	2025	2029
First-time, Full-time Fall to Fall Retention	67%	47%	50%	64%	68%	75%

II. First-time, Part-time, Fall-enrolled students that are retained or graduate in the following fall. (Source: IPEDS Fall Enrollment Report)

					Benchmark	
	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	2025	2029
First-time, Part-time Fall to Fall Retention	52%	39%	42%	45%	48%	51%

Objective D: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Positive Placement of Career Technical Education Completers	94%	96%	99%	97%	98%	98%

Objective E: Increase the percentage of students who are aged 24 years or younger in order to support the state’s goals to have 60% of Idahoans ages 25-34 to have a degree or certificate. (Source: IPEDS Fall Enrollment)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of students who are aged 24 and younger	67.8%	74%	77%	78%	80%	80%



## **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.

SBOE GOAL 1: EDUCATIONAL READINESS		
CEI GOAL 1: INCREASE EDUCATIONAL READINESS		
<p>Objective A: Increase Idahoans prepared for the regional workforce's needs.</p> <p>Measure: WTCE Headcount</p>	<p>Objective B: Increase total annual credit-seeking enrollment</p> <p>Measure: Credit-seeking headcount</p>	
SBOE GOAL 2: EDUCATIONAL ACCESS		
CEI GOAL 2: INCREASE EDUCATIONAL ACCESS		
<p>Objective A: Increase annual number of students who have a scholarship.</p> <p>Metric: State &amp; Foundation scholarships</p>	<p>Objective B: Increase numbers of Pell grant recipients</p> <p>Metric: Number and student body percentage of recipients</p>	<p>Objective C: Increase the go-on rate</p> <p>Metric: Annual enrollment of CEI students within 1 year of high school graduation</p>
<p>Objective D: Increase distance education enrollees.</p> <p>Metric: Percentage taking a course with distance components</p>	<p>Objective E: Increase percentage of males</p> <p>Metric: Percentage of males in annual enrollment</p>	<p>Objective F: Increase students leveraging support services</p> <p>Metric: CND clients served</p>
SBOE GOAL 3: EDUCATIONAL ATTAINMENT		
CEI GOAL 3: INCREASE EDUCATIONAL ATTAINMENT		
<p>Objective A: Increase the progress of College &amp; Career Readiness enrollees</p> <p>Metrics: Enrollment, GED completion, Educational level gain</p>	<p>Objective B: Increase number of CEI completers</p> <p>Metric: Unduplicated count of completers at all certificate &amp; degree levels</p>	<p>Objective C: Increase the fall-to-fall retention rate to ensure students are making progress to graduation.</p> <p>Metric: First-time, full- and part-time fall-to-fall retention rate</p>
<p>Objective D: CTE students place into chosen careers.</p> <p>Metric: Placement rate</p>	<p>Objective E: Increase the number of Idahoans 25-34 with a college degree or certificate.</p> <p>Metric: CEI students who are 24 years old or younger</p>	

**For More Information Contact**

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<sup>i</sup> In the 2023 PMR, this calculation method 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.

<sup>ii</sup> In previous strategic plans, CEI reported only first-time, full-time students receiving Pell awards. CEI now reports on all first-time full-time and first-time part-time students receiving Pell awards.

<sup>iii</sup> CEI updated its calculation method to align with the data definitions used by the IPEDS 12-month enrollment report.