



Updated March 2024

# College of Western Idaho Strategic Plan 2025 – 2029

## 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:

#### ***I. Number of degrees/certificates produced annually (IPEDS Completions)***

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
<b>Degrees</b>						
906	956	951	1,037	991	>=1,000	>=1,121
<b>Certificates of at least 1 year</b>						
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)	277 (1,148 w/Gen. Ed awards)	>=300	>=350

**Benchmark (state-wide performance measure):** *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,121 degrees by 2029. 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 2029. 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)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
<b>Degrees</b>						
880	924	920	1,009	962	>=970	>=1,087
<b>Certificates of at least 1 year</b>						
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)	227 (1,096 w/Gen. Ed awards)	>=240	>=280

**Benchmark (state-wide performance measure):** Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 1,087 by 2029. 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 280 by 2029. 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**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
5%	4%	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 7% by 2029. 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)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
Fall Cohort 2016 22%	Fall Cohort 2017 23%	Fall Cohort 2018 25%	Fall Cohort 2019 27%	Fall Cohort 2020 27%	>=30%	>=33

**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 33% by 2029. 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)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
Fall Cohort 2017 13%	Fall Cohort 2018 14%	Fall Cohort 2019 16%	Fall Cohort 2020 15%*	Fall Cohort 2021 19%	>=20%	>=23%

\*FY22 value for this measure has been updated.

**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 23% by 2029. 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**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
English: 70% Math: 23%	English: 74% Math: 27%	English: 70% Math: 25%	English: 64% Math: 25%	English: 65% Math: 30%	English: >=70% Math: >=35%	English: >=74% Math: >=39%

**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 meet or exceed 74% for English and 39% for Math by 2029. 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**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
24%	27%	31%	30%	32%	>=34%	>=38%

**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 38% by 2029. 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. 36% of CWI's total revenue comes from State of Idaho provided funds (General Fund, CTE, and Liquor Fund). 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 30% of revenue generated from student tuition and fees, 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.*

**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.*

*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.*