



Self Evaluation Report Exhibits

August 2011

LIST OF EXHIBITS

Self Study 2011 Documentation (Data Year, 2009-2010)

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Exhibit 1

College of Western Idaho

Board of Trustee Minutes

December 15, 2009



Minutes
BOARD OF TRUSTEES AGENDA
December 15, 2009
Hampton Inn & Suites - Idaho Center
5750 E. Franklin Road
Nampa, Idaho

Present:

Guy Hurlbutt, Chairman
Mary (M.C.) Niland, Vice Chairman
Mark Dunham, Secretary/Treasurer
Stanley Bastian
Tammy Ray

Absent:

None.

Call to Order.

Trustee Hurlbutt called the meeting to order at 1:00 p.m.

Public Input.

None.

Consent Agenda.

- a. Minutes.
- b. Financial Report.
- c. Employee Ratification

M (Bastian): to approve consent agenda as presented. (Motion approved unanimously.)

Chairman Hurlbutt asked for clarification on the procedure for ratifying CWI employees. President Glandon reminded the Trustees they had previously agreed to ratify employees quarterly and requested they receive resumes and job descriptions for positions being filled at Dean, or higher, level.

California Collegiate Brain Trust Update.

Eva Conrad and Rocky Young presented completed projects for the Trustees to review and approve.

Mission Document: Developed to meet or exceed the new accreditation standards requiring a comprehensive statement of CWI's mission. The document has three components:

- A description of the institution's purpose;
- The naming of specific core themes within that purpose; and
- Intended outcomes of each core theme, which define how the college will measure its success in fulfilling the mission.

Dr. Conrad asked the Trustees to select one of the two vision statements discussed at the October 1, 2009 meeting between CCBT and the Board, and then approve the Mission Document.

M (Dunham): to approve the Mission Document as presented by CCBT using the following Vision statement: "The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life."
(Motion approved unanimously.)

Institutional Strategic Directions Directory: This is a summary of the institutional strategic directions, showing specific elements developed by the College to support the general directions developed by the Board. This is unchanged from the October meeting but it has been segmented into the 1st five years and 2nd five years. This document was presented for informational purposes. Trustee Bastian asked for minor wording change on page 6.

M (Dunham): to approve the "Making Decisions at the College of Western Idaho" document as presented. *(Motion approved unanimously.)*

Educational Master Plan, Chapters 1-4: Each chapter of the Educational Master Plan outlines the timeline and specific action steps necessary to achieve the institutional strategic directions that are within the scope of educational programs and services. This chapter has been extensively reviewed by the college and the College Council has recommended approval.

M (Niland): to approve the "Educational Master Plan 2010-2015 as presented.
(Motion approved unanimously.)

Next Steps: Includes development of unit plans for all programs and service units within the College. This will lead to development of the Staffing Plan for the College.

Finance Committee Report.

Trustee Ray and Cheryl Wright, CWI Vice President, Finance and Administration, reviewed the Finance Committee report. Areas reviewed include: Major Expenditures, Reserves, Financial Analysis, and Requests for Proposal.

President Glandon stated that a new Executive Summary will be presented to the Trustees showing actual revenue and expense data.

Trustee Ray reported that Rich Stover, CWI Legal Counsel, determined that CWI does not need a separate policy for disposing of assets, as it is required to follow the same process as Idaho school boards follow.

Chairman Hurlbutt asked when the board would need to discuss tuition and fees. President Glandon clarified that the tuition and fees discussion will be on the January regular meeting agenda.

President's Report.

- Enrollment Update:
 - New & Continuing Students that have Registered: 3,715
 - New Students that have Applied but not Accepted: 1,025
- Community & Governmental Relations reported on activities focusing on four major areas:
 - Community relations (37 contacts)
 - Governmental Relations (10 contacts)
 - Economic Development (14 contacts)
 - Campus Issues (11 contacts)

Time frame for these activities is from 9/1/09 – 12/15/09
- CWD Reported on activities during the month of November, identified as follows:
 - Request for Information Received/New Leads
 - Leads and Follow-up Calls in Process
 - New Program Development
 - Future Follow-up
 - Preliminary Proposal Sent
 - Programs in Process
 - 2010
- CWI Program Analysis Process has begun, starting with programs on the BSU campus and includes:
 - Reviewing financial viability beginning with a business perspective.
 - Utilizing EMSI and placement data.
 - Teaching to industry standard.
 - Programs must have a viable Technical Advisory Committee.
 - Five programs identified by EMSI need to be reviewed immediately.
 - Recommendations to be made to the board no later than the February, 2010 meeting.
 - Target date of March 15, 2010 to notify staff of any program changes.
- NIC/CSI/CWI Trustee Meetings.
 - Joint meeting of the Trustees and/or Presidents from NIC, CSI and CWI will be held in January, in Boise.
- CWI Foundation Update.
 - Articles of Incorporation have been filed with the state.
 - Bylaws have been revised.

Foundation Update.

Dr. Joan Edwards provided an update on current activities:

- CWI is officially a non-profit corporation.
- Dr. Edwards will begin cultivating new Foundation board members after the holidays with the target date of June 2010 to launch the new board.
- Three positions funded by the Albertsons Foundation grant have been posted and interviews have begun. They are:
 - Director of Development
 - Grants Writer/Coordinator
 - Database Specialist
- Restructuring of the Office of Institutional Advancement has begun and includes:

- Marketing
- Development
- Institutional Research
- Trustee Dunham was appointed to represent the Trustees on the Foundation Board.
- Dr. Edwards presented the draft Bylaws of the Foundation for approval by the Board.

M (Dunham): to approve the “Foundation Bylaws” as amended. (Motion approved unanimously.)

On behalf of the Board of Trustees, Chairman Hurlbutt recognized the dedication and hard work of retiring Vice President for Instruction and Student Services, Dr. Victor Watson. Dr. Watson was one of the original core employees that helped develop and move CWI forward so quickly.

CWI Advisory Council.

Chairman Hurlbutt welcomed and introduced the current members of the CWI Advisory Council. Role clarification and board expectations of the council were discussed. President Glandon will work closely with the Advisory Council to address significant issues that the College is facing, i.e. program relocation and development of corporate partnerships.

President Hurlbutt stated that he believes the most critical issue facing CWI at this time is the relocation of CWI programs that reside on the BSU campus. President Glandon will bring program information on current and future space needs for all CWI programs to the next Advisory Council meeting.

PTE Program Presentation

Dr. Vera McCrink introduced Jeff Schroeder, Department Chair of Transportation Programs, and Steve Rayburn, Program Head for CWI Heavy Duty Truck & Equipment Technology. An overview of the Heavy Duty Truck and Heavy Equipment programs was presented and Joshua Christenson, a current Heavy Equipment student, spoke of what lead him to enroll in this program and expressed his appreciation for the program and quality of instruction he received.

Old Business.

None.

New Business.

None.

Adjourn.

Chairman Hurlbutt adjourned the meeting at 5:08 p.m.



Mark Dunham, Secretary



Date



Exhibit 2

College of Western Idaho

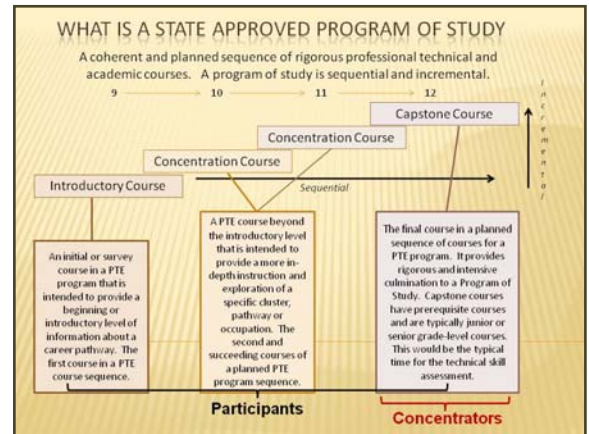
**Idaho Division of Professional-Technical Education
An Overview of Technical Skills Assessment
For State Approved PTE Programs
September 14, 2009**

**Idaho Division of Professional-Technical Education
An Overview of Technical Skill Assessment for State Approved PTE Programs**

Updated: September 14, 2009

Reference: IDAPA 55.01.01 (<http://adm.idaho.gov/adminrules/rules/idapa55/55index.htm>)

It all starts with the Program of Study (POS). A POS is a coherent and planned sequence of professional technical courses that leads to an occupational outcome and identifies postsecondary and employment options. Think of it like a college major. A program of study is incremental and designed to introduce, develop and reinforce academic and technical skills in an occupational field or career cluster. Generally in the final course of a program of study (aka capstone course) an assessment of technical skills is conducted.



What are technical skills? Technical skills generally refer to the knowledge and skills necessary to perform certain job functions in an occupation or group of occupations. Sometimes they are referred to as “hard skills” and they do not necessarily include all skills needed to be successful on the job. Word processing and spreadsheet applications are widely used technical skills in many occupations.

What is a technical skill assessment (TSA)? A TSA is the process of documenting the technical knowledge and skills developed by the student. The TSA should be based on nationally validated, industry-based skill standards. To ensure reliability and validity of test results it is always recommended for the TSA to be administered by someone other than the instructor (test center, certified school proctor, third-party vendor, etc.).

Which TSA should I use? The TSA you choose will depend on the program(s) of study you offer at your school. A list of state approved TSA’s is available at www.pte.idaho.gov/Perkins/PerkinsHome.htm. Make sure the TSA is appropriate and aligned with the curriculum by reviewing the “assessment blueprint” for the objectives it covers. The state list does not include all program areas or programs of study.

- TSA’s that meet the new requirements as set forth in the Perkins Act include:
 1. National or state licensure exam
 2. Industry recognized certification exam
 3. A nationally validated exam (e.g. NOCTI, SkillsUSA Work Force Ready System)
- TSA’s that are not approved
 1. A final exam or assessments administered by the instructor
 2. A final exam for a dual credit course
 3. A final exam for a technical course being articulated through a tech prep agreement
 4. A student organization competitive event
 5. An assessment developed and administered by a local advisory committee (e.g. senior project)

What if my program does not have a TSA on the state approved list? In this case you need to work with your advisory committee and/or the state program manager to identify an appropriate TSA for your “program of study”. When a TSA is identified, complete the TSA Application for State Approval and submit to SDPTE.

What if I can’t find a TSA for my program of study? Frustration may exist because curriculum alignment will likely need to take place in programs where the curriculum is directed by the instructor and not based on national or industry standards. TSA’s document how well students perform against industry standards and provide valid and reliable information for program improvement. It is your duty, in consultation with the advisory committee and state PTE program manager, to select the assessment most closely aligned to your program of study. Contact the state program manager if you are having trouble finding an assessment.

What is the deadline for identifying a TSA for my program(s) of study? Schools will identify the state approved TSA for each program of study by **October 15, 2009**.

When do I report on program completers who take a TSA? Schools will report annually the number and percentage of program concentrators (completers) who take a TSA. For 2009-2010 the school will develop a plan for increasing the number and percentage of concentrators (completers) who take a TSA.

Which students are to take the TSA? The TSA is to be taken by all PTE concentrators (completers) enrolled in capstone courses. Connect the TSA with a capstone course so it is part of the course requirements.

Isn't this teaching to the test? No, it is teaching to the standard.

What if my program doesn't have any concentrators? A capstone course should have concentrators (completers). If you don't offer a capstone course, then you probably have an issue with your program(s) of study. For PTE programs, program concentrators (completers) are viewed in the same way as the graduation rate for the school at large. A quality indicator for PTE programs (and schools) is the rate that students complete. Immediate attention to the program of study is required if your program doesn't have any (or many) concentrators/completers.

Why are we doing this? We have been reporting on technical skill attainment for many years. Previously we measured technical skill attainment using grade point average (GPA). GPA is no longer used as a performance indicator under the new Perkins legislation.

Can you give me an example of a state approved TSA? TSA's are available for many program areas through third-party vendors like NOCTI (www.nocti.org) and the SkillsUSA Work Force Ready System (www.workforcereadysystem.org). For some programs a licensure or certification exam would serve as the appropriate TSA. Several examples are provided below.

Program Name	CIP	Source of Assessment	Assessment Name	Level		Estimated Cost
				Sec	PostSec	
Computer Network Support Technician	11.0901	Cisco	Minimum of one (1) exam required from the CCENT	Yes	Yes	
Administrative Assistant	52.0401	NOCTI	Administrative Assisting #4001	Yes	Yes	\$18.50 written; \$22 written & performance
Automotive Technology	47.0604	NATEF	ASE Automobile/Light Truck Certification Test Series	Yes	Yes	\$36 registration fee plus \$27 per test (8 tests)
Diesel Technology	47.0605	National Automotive Technicians Educational	Automotive Service Excellence (ASE), ASE Medium/Heavy		Yes	\$36 registration fee plus \$27 per test (7 tests total)
Marketing and Management	52.1401	A*S*K Business Institute (MarkEd & DECA)	Minimum of One (1) Exam Required	Yes	Yes	The cost ranges from \$17-\$30 per test.
Medical Assistant	51.0801	American Association of Medical Assistants (AAMA)	CMA (AAMA) National Certification Exam	No	Yes	Members \$125; others \$250.
Welding Technology	48.0508	American Welding Society	AWS QC10, AWS EG2.0, Level I—Entry Welder	Yes	Yes	

When do I administer the TSA? The time to administer the TSA to students is a local decision. There is not a testing window. The Perkins Performance Measures are due about June 1 annually so plan accordingly. For each year's report the program will need to show that it is: (1) assessing more concentrators; and (2) those that take the assessment are passing the assessment at the state performance level (71.5% for this year).

Who pays the cost of the test? The cost of test administration will be the responsibility of the student and/or school. Schools may use state or federal PTE funds to pay for test administration. One strategy is to charge a course fee to cover the cost of assessment. Schools could incentivize student performance by providing partial or total reimbursement for passing the assessment.

For More Information: Contact Dick Ledington, Director of Research, at dledingt@pte.idaho.gov or 334-3216.



Exhibit 3

College of Western Idaho

PTE Program Review Results

EXECUTIVE SUMMARY
Applied Accounting Program
November 2010 - Revised

The Applied Accounting program is regarded very highly in the business community as evidenced by the comments from the Technical Advisory committee. This committee is very active and has great representative from the local business community. Enrollment numbers in this program for fall 2010 indicate this program is on tract and will continue to be a top PTE program.

CWI's Applied Accounting program Technical Advisory Committee rates this program much higher than private schools in the area:

- The scope of training is more in-depth at CWI – really focused on accounting
- CWI student computer skills are much higher
- Difference in students is unreal – students at CWI want to be there. Students at private schools are there for a quick fix and don't receive the education they are paying for.
- Placement isn't as high as

Financial Analysis: Because the enrollment numbers were collected as a composite of three programs, we are unable to accurately calculate the direct cost per student. We have estimated that the direct cost per student has grown from \$6,522 in 2007 to \$7,617 in 2009. There is one full-time faculty assigned to this program.

Recommendations:

- Investigate the possibility of implementing evening and weekend classes.
- Increase the number of high school articulation agreements.
- Continue to work with the Technical Advisory Committee to incorporate internship activities as well as curriculum adjustments.
- Continue to work with CWI Student Services in gathering exist interview data for students who drop out; then work with the Advisory Committee to analyze the data.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Applied Accounting graduates is between \$13.70, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Applied Accounting program is not at capacity in terms of student enrollment.

Year	Full-time	Part-time	Capacity	Enrollment %
2006/2007	63	25	100	88
2007/2008	65	31	100	96
2008/2009	66	21	100	87

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
37	84	34	71	37	85

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
161	6,765	1,431	21	253	\$13.70	(92)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
32	31	96.88	16	14	87.50	37	33	89.19

*Survey conducted by CWI January 2009 of May 2009 program graduates

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Program graduates are hired in industry – by our TAC members
 - Skill set upon graduation was great
- Team Environment, Critical thinking, Creative Thinking are musts for program graduates
- Produces students who understand what the numbers mean, what the concepts and basic skills needed to manage a business. University students don't receive this training.

- Have never had a year that all the graduates have not been – TAC members are very active in placing students
- Program graduates are hired in industry, including – by our TAC members
- A.AS students do get a good exposure to more than just technical training.
- Lots of private schools in the area, but they are not really competition.
 - Scope of training not as in-depth as CWI – focus not in accounting
 - Computer skills are not as high as CWI students
 - Difference in students is unreal – students at CWI want to be there. Students at private schools are there for a quick fix and don't receive the education they are paying for.
 - Placement isn't as high as that at CWI.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- In this type of 2 year program, being exposed to industry is very valuable.
- Internship needs to be meaning for both student and industry – very hard to make them work. There are legal issues surrounding unpaid internships.
- TAC continues to check the pulse of the industry as far as training needs and incorporate changes in curriculum.
- If CWI gathering exit interviews from students who are dropping out, the TAC would like to review this data

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. No comments from the Technical Advisory Committee.

- Business seems to be turning around a little – more people being hired and trained.
- Baby boomers exiting, businesses will need to replace them.

Other Comments from TAC:

- Advisory committee needs to meet more often
- If CWI gathering exit interviews from students who are dropping out, TAC members would like to review the data.
- Student representative on the TAC will be helpful.
- Perhaps the TAC could design a survey of student satisfaction.
- Internship is very important – TAC needs to focus on- must be paid but optional to the student
- Real world project or an internship
- Current work experience in place of internship
- Lots of analysis skills are being demanded – excel, QuickBooks, computer skills
- Exposure to online “remote” situations – collaborate electronically
- Having TAC members visit the classroom – has happened some – needs to be expanded

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Current: Adequate space through 2015

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$85,362	\$89,647	\$86,556
Total Credit Hours	228	212	230
Cost Per Credit Hour	\$339	\$389	\$369

Program Analysis for the Administrative Support Program November 2010

Administrative Support, a professional technical program, trains students on the basic communication and business mathematics skills and attitudes necessary for employment in a variety of office positions in private industry and government. Graduates completing the one-semester postsecondary technical certificate or the one-year technical certificate have the requisite entry-level skills for routine office tasks such as filing, answering the telephone, record keeping, and using computers for word processing. Graduates completing the two-year advanced technical certificate or a two-year associate of applied science degree are prepared to use technology to perform and coordinate the administrative activities of an office and to ensure that information is collected and disseminated to staff and clients. A capstone training experience for the advanced technical certificate and associate of applied science degree is a one-semester internship in an administrative support trainee position.

Courses are scheduled during the day on the Ada County Center. A combined cohort of students majoring in this program, legal administrative support and applied accounting is admitted each fall and spring. Forty students are admitted in the fall and 20 students in the spring.

The Administrative Support Advisory Committee meets twice a year and consists of six members who are all administrative assistants in local businesses.

Of the College's core themes, the program contributes to professional technical education.

Program Comments: PTE has always had the mission of preparing students to meet all the requirements of the College's core themes: becoming employed in a related field or transferring to a four-year college or university and maintaining a 2.0 GPA or higher.

The Administrative Support Advisory Committee is made up of people in industry who work within the industry. Three are administrative assistants in local/nationally-based businesses or governmental agencies. The fourth is the manager of Office Team, a nationally recognized staffing agency. This member's input is very valuable in keeping the program apprised of current job availability and what employers are seeking in candidates on a very current basis. The other three individuals work at various levels in their organization and have a perspective on the field as a result of their own years' of experience. Most of these members have been speakers in classes to help students relate their coursework to the workplace.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of between \$13.58 and \$14.81 indicates that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CBT Findings: Since the Administrative Support program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

Year	Full-time	Part-time	Capacity	% Enrollment
2006/2007	63	25	100	88
2007/2008	65	31	100	96
2008/2009	66	21	100	87

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Comments: Of the aggregated enrollments, the enrollments for the AS program were as follows:

Year	Enrolled	Completed
2006/2007	6	6
2007/2008	3	3
2008/2009	8	6

It is clear that a greater marketing effort must be made to increase enrollments. CWI is providing more public information nights to acquaint prospective students with the Administrative Support program. Updated flyers have been completed and will be used at these information nights, by One-Stop in response to queries (mail and in person), and in other appropriate places across the campuses.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
37	84	34	71	37	85

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Comments: This program has historically had low enrollments. That being said, the overall success rate for those enrolling versus those actually graduating and moving into jobs related to their field of study has been quite high (as noted in the Program Comments above).

For the past two years, this program has administered a nationally recognized Technical Skills Assessment Program. The first year, the NOCTI exam was administered. All students who took that assessment passed it. The minimum score for successfully completing that assessment is a score of 70% or better. The average score for the NOCTI test was 84.2%. There were two students who took

the test who subsequently did not complete the program. They are included in this total. Their respective scores were 75.3% and 79.4%

Last year (2009), six students took the OPAC Technical Skills Assessment. All six of them passed the test with a score above 70% (the minimum). The average score for the OPAC test was 84.3%.

While there are currently no comparative data available for these tests, that option will be implemented in the near future. The CWI Administrative Support program will participate in establishing that comparative data. The only measurement that is available that speaks to students' abilities is the minimum score established by IAAP (International Association of Administrative Professionals). That requirement is a 70% or better on all exams. The first students to take this certification exam passed the tests with an average of 79.5% or better.

It is my opinion that the OPAC test is a better assessment of skills than the NOCTI administered because the OPAC is a combination of theory-based tests as well as application-based tests. The NOCTI was only theory based. I believe it speaks well of the program that students' scores improved when they could actually apply the skills.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in administrative support skills will continue to be strong with over 200 job openings per year for the coming decade. The graduates/jobs gap is even greater in the category of general office occupations, with almost 700 job openings per year in the coming decade.

Of the 34 students who completed a degree or certificate in 2008, 88% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on students' responses to a questionnaire; of the 34 students who completed the program, about half responded to the request for employment information.

Graduates/Jobs Gap Analysis: Administrative Assistant and Secretarial Science, General

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
0	5,887	1,197	20%	213	\$14.81	(213)

Graduates/Jobs Gap Analysis: General Office Occupations and Clerical Services

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
3	15,999	2,790	17%	677	\$13.58	(674)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
32	31	96.88	16	14	87.50	37	31	93.94

*Survey conducted by CWI January 2009 of May 2009 program graduates

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Comments: Because of the downturn in the economy, jobs in general are scarce. A poor economic situation will generally have a positive effect on education, with more students coming back to school when fewer jobs are available. However cyclical this is, the current downward trend for the economy has been sustained over a long period of time (longer than predicted). Finding jobs for the increasing number of graduates could be challenging. The projections above for increased job openings is high; however, those predictions may have been predicated on a slightly faster return to economic prosperity.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Need to incorporate skills such as leadership, conflict management, problem solving, scheduling, strong beginning, presentation, soft skills.
- Should be able to identify issues and have suggested solutions.
- CWI should be less separated from workforce development.
- Non-credit and credit courses should be more related (students should be able to transfer some of the non-credit courses from CWI credit programs).
- Curriculum is great.
- Industry is on a training and education push.
- Suggest mostly classroom courses for Admin. Assist. (offering classes face-to-face rather than on-line).
- Would recommend jobs for students from this program to the industry.

Program Comments:

- Leadership, conflict management, problem solving, scheduling, and soft skills are incorporated into the program curriculum, beginning with the first semester. In the final semester, students work intensively in these areas to improve their skills.
- Identifying and developing solutions is an area of emphasis in the final semester of this curriculum.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- CWI should inquire about businesses and organizations that would support CWI
- CWI should look for nonprofit orgs that may give scholarships/donations
- Meeting members were asked to help with finding sources for scholarships/donations/support/involvement.

Program Comments: This program's industry partners have been helpful to the program in a number of ways: many of the TAC members have been speakers in class; several other industry partners have also been speakers; TAC members have provided internship opportunities; and there have been some

suggestions from the TAC on how they might be supportive in other ways (job shadowing, presentation opportunities for students, mentoring/networking in various industry associations).

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Work success stories into marketing. Must market program more, show the public that Administrative Assistants presently have greater job duties than in previous years. They aren't just Secretaries anymore. Show there are more specialized and gratifying jobs in the workforce today for Admin. Assistants.
- Perhaps look into an IAAP articulation.
- Need more articulations and involvement with high schools, businesses, industries, governments, and educational communities.

Program Comments: We have an established articulation with IAAP that recognizes the CPS certification and allows a certain number of credits toward an AAS degree in Administrative Support

Although a number of success stories have been provided, there will be increased emphasis on documenting and publishing these stories to highlight the program.

We also have articulation agreements with many area high schools. We will look at ways to expand this to business, industry, and governmental agencies to enhance program awareness and enrollments.

Other Comments from TAC:

CWI Questions to TAC:

How important is a college education to industry in hiring employees?

- Higher education is necessary
- Higher education is a must
- Continuing education is a must

How important is it to industry to have graduates with AAS degree vs. Certificate track?

- Great asset, commitment, follow-through, ability to advance, they get additional consideration

What would you like to see in our Workforce Development portion?

- There is a disconnect between credit and non credit courses. Students who are in non credit courses who have a certificate might be interested in continuing in credit classes.

Projected Growth:

CCBT Findings: The College FTES is projected to increase 20% per year for five years. This program is expected to grow at the same rate as the College.

FTES Fall 2009:	61.3
FTES 2015 target:	152.5

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current:	9,625 sq. ft.
Projected:	10,950 sq. ft.

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 4.2
 - Average class size = 14.6
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 10.2

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$93,316	1 full-time instructor
2008	\$99,760	1 full-time instructor
2009	\$94,037	1 full-time instructor
3 Yr Avg	\$95,704	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$6,888
2008	\$7,262
2009	\$4,452
3 Yr Avg	\$6,201

Direct Cost Per Student:

2007	\$6,461
2008	\$7,793
2009	\$7,581
3 Yr Avg	\$7,279

Program Recommendations: The Administrative Support program clearly serves a valuable need in preparing individuals to come into the workforce with skills well beyond entry level. It will be important, going forward, to continue looking for ways to market our program to a wider audience. An area that has been under consideration is that group of administrative support personnel who are already in the workplace but would like to enhance their skills as well as gain the credentials provided by an AAS and a national certification.

Offering classes for the second year in the evenings would appeal to those currently in the workforce and who needed the flexibility of evening classes. This would increase enrollments, and might allow the program to offer even greater “value-add” classes for those who have attained a certain level of skill through their work experience.

The program will continue to support any marketing efforts on its behalf by One-Stop in an effort to reach out to the community for those traditional and non-traditional students.

College of Western Idaho
Admin Support Tech
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$64,308	\$73,664	\$73,463	\$70,478
Allocated Payroll Expense	29,008	26,096	20,574	25,226
	93,316	99,760	94,037	95,704
Other Expense (OE, Travel, Capital)	619	1,248	767	878
Allocated Other Expense	6,269	6,014	3,684	5,323
	6,888	7,262	4,451	6,201
Total PTE Expense and State Reimbursement	\$100,204	\$107,023	\$98,489	\$197,610
PTE Cost per Student	\$6,461	\$7,793	\$7,581	\$7,279
Full-time Faculty	1	1	1	
Part-time Faculty				
Total Full-time Students	13	11	11	12
Total Part-time Students	5	5	4	5
Total Credit Hours	270	254	263	263
Total Revenue from PTE	\$100,204	\$107,023	\$98,489	\$101,905
Total Revenue from Tuition	32,145	30,247	31,323	31,238
Total Revenue from Local Funds	0	0	0	0
Total Revenue from PTE, Local Fund & Tuition	132,349	137,270	129,811	133,143
Total Expenses from PTE	(\$100,204)	(\$107,023)	(\$98,489)	\$(101,905)
Total Expenses from Local Funds	0	0	0	0
Total Expenses from Facilities	(25,616)	(23,517)	(22,483)	(23,872)
Total Expense From PTE, Local Fund & Facilities	(\$125,820)	(\$130,540)	(\$120,972)	(\$125,777)
Gain (Loss)	\$6,529	\$6,730	\$8,839	\$7,366
Revenue per Credit Hour	\$490	\$540	\$493	\$508
Expense per Credit Hour	(466)	(514)	(460)	(480)
Gain (Loss) per Credit Hour	\$24	\$26	\$34	\$28
Total Direct Cost per Student	\$5,838	\$7,168	\$7,445	\$6,817
Total Direct Cost per Credit Hour	\$335	\$387	\$367	\$363

Square Footage (current) Pintail Lease Expense allocated based on salaries

EXECUTIVE SUMMARY
Applied Accounting Program
 November 2010 - Revised

The Applied Accounting program is regarded very highly in the business community as evidenced by the comments from the Technical Advisory committee. This committee is very active and has great representative from the local business community. Enrollment numbers in this program for fall 2010 indicate this program is on tract and will continue to be a top PTE program.

CWI’s Applied Accounting program Technical Advisory Committee rates this program much higher than private schools in the area:

- The scope of training is more in-depth at CWI – really focused on accounting
- CWI student computer skills are much higher
- Difference in students is unreal – students at CWI want to be there. Students at private schools are there for a quick fix and don’t receive the education they are paying for.
- Placement isn’t as high as

Financial Analysis: Because the enrollment numbers were collected as a composite of three programs, we are unable to accurately calculate the direct cost per student. We have estimated that the direct cost per student has grown from \$6,522 in 2007 to \$7,617 in 2009. There is one full-time faculty assigned to this program.

Recommendations:

- Investigate the possibility of implementing evening and weekend classes.
- Increase the number of high school articulation agreements.
- Continue to work with the Technical Advisory Committee to incorporate internship activities as well as curriculum adjustments.
- Continue to work with CWI Student Services in gathering exist interview data for students who drop out; then work with the Advisory Committee to analyze the data.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Data: The median hourly wage for Applied Accounting graduates is between \$13.70, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios. CCBT Data: The Applied Accounting program is not at capacity in terms of student enrollment.

Year	Full-time	Part-time	Capacity	% Enrollment
2006/2007	63	25	100	88
2007/2008	65	31	100	96
2008/2009	66	21	100	87

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
37	84	34	71	37	85

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
161	6,765	1,431	21	253	\$13.70	(92)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
32	31	96.88	16	14	87.50	37	33	89.19

*Survey conducted by CWI January 2009 of May 2009 program graduates

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Program graduates are hired in industry – by our TAC members
 - Skill set upon graduation was great
- Team Environment, Critical thinking, Creative Thinking are musts for program graduates
- Produces students who understand what the numbers mean, what the concepts and basic skills needed to manage a business. University students don't receive this training.
- Have never had a year that all the graduates have not been – TAC members are very active in placing students
- Program graduates are hired in industry, including – by our TAC members
- A.AS students do get a good exposure to more than just technical training.
- Lots of private schools in the area, but they are not really competition.
 - Scope of training not as in-depth as CWI – focus not in accounting
 - Computer skills are not as high as CWI students

- Difference in students is unreal – students at CWI want to be there. Students at private schools are there for a quick fix and don't receive the education they are paying for.
- Placement isn't as high as that at CWI.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- In this type of 2 year program, being exposed to industry is very valuable.
- Internship needs to be meaning for both student and industry – very hard to make them work. There are legal issues surrounding unpaid internships.
- TAC continues to check the pulse of the industry as far as training needs and incorporate changes in curriculum.
- If CWI gathering exit interviews from students who are dropping out, the TAC would like to review this data

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee.

- Business seems to be turning around a little – more people being hired and trained.
- Baby boomers exiting, businesses will need to replace them.

Other Comments from TAC:

- Advisory committee needs to meet more often
- If CWI gathering exit interviews from students who are dropping out, TAC members would like to review the data.
- Student representative on the TAC will be helpful.
- Perhaps the TAC could design a survey of student satisfaction.
- Internship is very important – TAC needs to focus on- must be paid but optional to the student
- Real world project or an internship
- Current work experience in place of internship
- Lots of analysis skills are being demanded – excel, QuickBooks, computer skills
- Exposure to online “remote” situations – collaborate electronically
- Having TAC members visit the classroom – has happened some – needs to be expanded

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Current: Adequate space through 2015

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$85,362	\$89,647	\$86,556
Total Credit Hours	228	212	230
Cost Per Credit Hour	\$339	\$389	\$369

Program Analysis for the Applied Accounting Program September 2010

Introduction: Applied accounting, a professional technical program, trains students on the accounting, finance, taxation and computer skills necessary to create and analyze financial statements required for entry-level positions as such as accounting technicians and payroll clerks. The courses identified as applicable to applied accounting culminate in an advanced technical certificate. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

Courses are scheduled during the day on the Ada County Center. A combined cohort of students majoring in this program, legal administrative support and administrative support is admitted each fall and spring. Forty students are admitted in the fall and 20 students in the spring.

The Applied Accounting Advisory Committee meets twice a year and includes 8 eight members who are a manager of the accounting office of a local business, a representative of a temporary employment agency, applied accountants, and a student.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of \$13.70 indicates that graduates are likely to earn a living wage.

Student Enrollment Data*: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Since the Applied Accounting program is not at capacity in terms of student enrollment, there is potential for the program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

<u>Year</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Capacity</u>	<u>% Enrollment</u>
2006/2007	63	25	100	88
2007/2008	65	31	100	96
2008/2009	66	21	100	87

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
37	84	34	71	37	85

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in applied accounting technology will continue to be strong with over 200 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Of the 34 students who completed a degree or certificate in 2008, 88% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on students' responses to a questionnaire; of the 34 students who completed the program, about half responded to the request for employment information.

Graduates/Jobs Gap Analysis: Applied Accounting

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
161	6,765	1,431	21	253	\$13.70	(92)

Placement Analysis:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
32	31	96.88	16	14	87.50	37	33	89.19

*Survey conducted by CWI January 2009 of May 2009 program graduates

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Program graduates are hired in industry – by our TAC members
 - Skill set upon graduation was great
- Team Environment, Critical thinking, Creative Thinking are musts for program graduates
- Produces students who understand what the numbers mean, what the concepts and basic skills needed to manage a business. University students don't receive this training.

- Have never had a year that all the graduates have not been – TAC members are very active in placing students
- Program graduates are hired in industry, including – by our TAC members
- A.AS students do get a good exposure to more than just technical training.
- Lots of private schools in the area, but they are not really competition.
 - Scope of training not as in depth as CWI – focus not in accounting
 - Computer skills are not as high as CWI students
 - Difference in students is unreal – students at CWI want to be there. Students at private schools are there for a quick fix and don't receive the education they are paying for.
 - Placement isn't as high as that at CWI.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- In this type of 2 year program, being exposed to industry is very valuable.
- Internship needs to be meaning for both student and industry – very hard to make them work. There are legal issues surrounding unpaid internships.
- TAC continues to check the pulse of the industry as far as training needs and incorporate changes in curriculum.
- If CWI gathering exit interviews from students who are dropping out, the TAC would like to review this data

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Business seems to be turning around a little – more people being hired and trained.
- Baby boomers exiting, businesses will need to replace them.

Other Questions:

1. How important is it to industry to have graduate with an AAS degree versus a 4-year degree?

- Need for both BS and AAS degree.
- Demand will be the same or higher for both levels.
- AAS degree is very important.
- Smaller business would value BS students over AAS – need to wear more hats than those at large companies.
- AAS more valuable to CPA firm in most cases, especially the smaller CPA firms.
- Entry level employees turn over – usually move to larger companies.

Other Comments from TAC:

- Advisory committee needs to meet more often
- If CWI gathering exit interviews from students who are dropping out, TAC members would like to review the data.

- Student representative on the TAC will be helpful.
- Perhaps the TAC could design a survey of student satisfaction.
- Internship is very important – TAC needs to focus on- must be paid but optional to the student
- Real world project or an internship
- Current work experience in place of internship
- Lots of analysis skills are being demanded – excel, quickbooks, computer skills
- Exposure to online “remote” situations – collaborate electronically
- Having TAC members visit the classroom – has happened some – needs to be expanded

Projected Growth:

CCBT Findings: The College FTEs is projected to increase 20% per year for five years. Enrollment growth is expected to be the same as the overall College growth – 20% per year for five years.

FTES Fall 2009: 61.3%
 FTES 2015 target: 152.5

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 9,625 sq. ft.
 Projected: 10,950 sq. ft.

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 4.2
 - Average class size = 14.6
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 10.2

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

CWI Historical Data – Applied Accounting:

Personnel Costs (includes full-time and adjunct faculty):		
2007	\$78,747	1 full-time instructor
2008	\$83,190	1 full-time instructor
2009	\$82,260	1 full-time instructor
3 Yr Avg	\$81,399	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$6,616
2008	\$6,457
2009	\$4,295
3 Yr Avg	\$5,789

Direct Cost Per Student:

2007	\$6,522
2008	\$7,828
2009	\$7,617
3 Yr Avg	\$7,322

College of Western Idaho
Applied Accounting Program
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$54,267	\$61,428	\$64,263	\$59,986
Allocated Payroll Expense	24,479	21,762	17,998	21,413
Other Expense (OE, Travel, Capital)	1,325	1,442	1,072	1,280
Allocated Other Expense	5,291	5,015	3,223	4,510
Total PTE Expense and State Reimbursement	\$85,362	\$89,647	\$86,556	\$87,188
PTE Cost per Student	\$6,522	\$7,828	\$7,617	\$7,322
Full-time Faculty	1	1	1	
Part-time Faculty				
Total Full-time Students	11	9	10	10
Total Part-time Students	4	4	3	4
Total Credit Hours	228	212	230	223
Total Revenue from PTE	\$85,362	\$ 89,647	\$ 86,556	\$ 87,188
Total Revenue from Tuition	27,126	25,223	27,400	26,583
Total Revenue from Local Funds	0	0	0	0
Total Revenue from PTE, Local Fund & Tuition	112,489	114,870	113,955	113,772
Total Expenses from PTE	(\$85,362)	(\$89,647)	(\$86,556)	(\$ 87,188)
Total Expenses from Local Funds	0	0	0	0
Total Expenses from Facilities	(21,617)	(19,611)	(19,668)	(20,298)
Total Expense from PTE, Local Fund & Facilities	(\$106,979)	(\$109,258)	(\$106,223)	(\$107,487)
Gain (Loss)	\$5,510	\$5,612	\$7,732	\$6,285
Revenue per Credit Hour	\$493	\$542	\$495	\$510
Expense per Credit Hour	(469)	(515)	(461)	(482)
Gain (Loss) per Credit Hour	\$24	\$26	\$34	\$28
Total Direct Cost per Student	\$5,899	\$7,203	\$7,480	\$6,861
Total Direct Cost per Credit Hour	\$339	\$389	\$369	\$366

Square Footage (current)

Pintail Lease Expense allocated based on salaries

EXECUTIVE SUMMARY
Auto Body Program Analysis
March 2010

After the Auto Body Technical Advisory Committee/Industry meeting, several industry representatives met with CWI to voice their grave concerns with this program. Many areas of concern were discussed including instructors, curriculum, the Technical Advisory Committee, as well as opportunities and suggestions for improvement (see attached). Overall, many industry leaders in the valley have given up on this program. The program does not meet industry standard, the faculty do not have current industry skills and have not taken advantage of industry training, and the curriculum does not meet industry standards and needs.

Financial Analysis: Over the previous three years, the number of students in the program remained constant, but the total credit hours decreased. The direct cost per student increased. Because the direct instructional cost is paid for by the state, the increase in cost per student is not a direct correlation to the decrease in credit hours.

Recommendations: Given the additional information provided by industry, my recommendations for the Auto Body Program are:

- Significantly revamp the program to meet current industry standards.
- Invite new industry partners to determine industry needs and make recommendations to CWI addressing future training needs.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour. CCBT data: The median hourly wage for Auto Body graduates is \$11.24, which is below the minimum living wage. Program Comments: An assessment conducted by fifteen of the first year students in the fall of 2009 suggests the following: entry level wage ranged from \$9.00 - \$17.00 per hour with an average of \$11.50 per hour; after 3-5 years of experience, wages ranged from \$21.00 per hour - \$52.00 per hour dependent on ability and skill of the technician (these wages were mostly paid by commission 40/60 (40% of the estimate to the technician, 60% to the shop); entry level technicians can also work under an experienced technician and receive a portion of their commission.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios. CCBT Data: Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	25	3	22	127
2007/2008	25	4	22	132
2008/2009	23	4	22	123

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
14	100	14	97	11	81

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: The need for workers trained in auto body will continue to be strong with 36 job openings per year for the coming decade.

Program Comments: Job placement has also been difficult recently, mainly due to lagging economy but also more and more shops require drug testing to be eligible for employment. Some students are opposed to drug testing because they feel it is an infringement on their life. Drug testing is currently required for the Auto Body/Refinishing Program. All students enrolled in the program for the fall of 2009-2010 completed a drug test and only one student failed the test. Once the economy improves, placement should be back at normal levels which is usually 90% of all students completing the program are able to obtain jobs in the field. The following statistics are submitted: 2007-eight job placements out of eight completers; 2008-seven job placements out of seven completers; 2009-one job placements out of six completers.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
7	718	193	27	36	\$11.24	(29)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
12	12	100	0	0	0	7	5	71.43

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from Technical Advisory Committee and industry representatives clearly indicate that this program is not providing graduates that meet industry standards. Graduates are shocked when hired by industry to see what they need to know.

The currently faculty are not ICAR certified (which is the industry standard) and are not teaching what industry needs. Industry has offered up-to-date equipment, but faculty refused it. Industry has offered to provide instructor and student training, but faculty chose not to take advantage of the offer.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

There will not be support from industry for this program with the current curriculum and faculty. There is plenty of interest in the Auto Body field at the high school level, but currently those high school students are learning more than the CWI program graduates.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Industry has given up on the current program. There is a lack of quality technicians being produced, and those currently in the market are not well trained.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current square footage: 6,703
Projected square footage: 30,400

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$138,751	\$143,906	\$136,946
Total Credit Hours	616	570	523
Cost Per Credit Hour	\$225.25	\$252.47	\$261.85

Additional Comments from Auto Body TAC Members

3/5/10 and 3/8/10

Instructors:

- Every time a car was donated it was sold – potential for huge liability issues.
- Expectation of faculty when hired were never monitored and adhered to.
- Faculty hiring committees were not made up of people who understood and worked in the industry.
- Frame machines with no measuring system – industry has offered to come and provide training to both instructors and students – no response from instructors.
- Fund raising ideas ignored – potential to earn large sums of money.
- Industry has given up on the program – tenure was an issue.
- Industry offered to donate up-to-date materials, but faculty wouldn't take it.
- Industry offered to pay for training for faculty – never took advantage.
- Industry offered to send faculty to training – instructors wouldn't attend because it was summer.
- Instructors are the road block.
- Instructors must be ICAR certified.
- Instructors must have the passion and expertise to graduate quality students – current faculty do not have it.
- Instructors need to understand they have a responsibility to maintain industry connections to move the program forward.

- Not a fan of current instruction.
- Teaching is terrible – not teaching what industry needs.
- Use industry better – right now materials are purchased on personal preference of instructors – put items out to bid.

Curriculum:

- Three parts to industry – one person can't do it all anymore and curriculum should reflect this: Front office, customer service, estimating; Repair; and Painters.
- Definitely not teaching to industry standards.
- Equipment – make sure that students are trained on the same equipment industry uses.
- Graduates are shocked when hired by industry to see what they need to know.
- High school graduates need somewhere to go for further education and the current program isn't one industry can support.
- Industry has changed in the last 12 years – mom and pop to professional industry. When industry changed, the program didn't.
- Industry has given up on the program – tenure was an issue.
- Lack of quality technicians being produced – those currently in the market are not trained well.
- Look at moving to 11 month program – with an option to earn an AAS degree.
- Need a set of competencies that match expected outcomes.
- Need to add Front office, customer service, estimating curriculum to program.
- Need to have a dealer indorsed program in order to be successful. Could have multiple dealers involved.
- Not teaching to current standards
- Not what industry expects.
- Offer more training in estimating field.
- Painting and body cannot be the same person any longer.
- Previous leadership didn't understand what the program needed to be doing
- Problem with finding cars to work on – current program is using old technology.
- Student internship opportunities are personally selected by program. Other companies are ignored, even when they ask to be included.
- Students at the high school level are currently learning more there than CWI program graduates.
- Students need to be able to align a fender – not just paint it.
- Suggestions for improvement have been made many times, but nothing has ever happened.
- Texas Tec and Wyoming Tec are the industry models – look at their curriculums.
- Work on newer cars – otherwise make the class a hobby class.

TAC:

- Cultivate appropriate members for TAC.
- Look at holding TAC meetings via distance – utilize people statewide.
- New TAC who drives the program as well as hiring of the faculty.
- TAC meetings are orchestrated by Program Head – makes sure that members who come are those he wants to be there.
- TAC members are paint reps only.
- TAC members need to be included in identifying necessary equipment.
- Talk with TAC members to identify training that is necessary to be placed in industry.

Opportunities:

- Frame and paint companies are looking for partnerships for training.
- Minimum entry wage is \$10/11 hour. Experienced Technician could make \$90,000 - Painter can make almost as much.
- Plenty of student interest.
- Potential to have a great program.

Suggestions for Improvement

- Co-op with Meridian School district – facility might be too small.
- Faculty must be aggressive in their industry – year round.
- Historically this program attracts the bad kids. Start with high school counselors and students to change the negative perception.
- Market program to Hispanic students - they are an emerging population targeted for this industry.
- Need to audit product going out the door – painting of mother's car, etc.
- Process for hooking up with manufacturers – should be a faculty driven effort.
- Use trade magazines to hire faculty.
- Steps to start a new program:
 - Develop a set of expectations.
 - Deliver what industry expects
 - New TAC who drives the program as well as hiring of the faculty

Program Analysis Criteria for the Auto Body Program

February 2010

Introduction: Auto Body, professional technical program, provides the skills necessary for employment in the collision and refinishing trade. First year training includes theory and laboratory activities in welding, minor repair, polishing, priming, panel replacement, plastic bumper repair, safety, estimating, detailing, and both structural and non-structural repair. Second year training includes theory and laboratory activities in refinishing and related equipment, blending, color match, primers, detailing, custom painting, estimating, and both structural and non-structural repair. Following one or two years of study, Auto Body courses culminate in an associate of applied science degree or one of three levels of certificates: postsecondary technical, technical, and advanced.

The program is accredited by the Inter-industry Conference of Auto-collision Repair, a nonprofit educational foundation under the umbrella of the National Automotive Technicians Education Foundation. Students who complete the program receive a certificate from this organization to include with job applications.

The auto body teaching facility is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 15 students beginning each fall.

The Auto Body Advisory Committee meets twice year and includes 12 members who are owners and managers of local businesses, an insurance claims adjustor, graduates of the program, and a student.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of \$11.24 indicates that graduates are unlikely to earn a living wage.

Program Comments: An assessment was conducted by fifteen of the first year students in the fall of 2009. Information gathered included starting wages; average wage 3-5 years; and salary based on commission. The following summary is submitted:

- Entry level wage ranged from \$9.00 - \$17.00 per hour with an average of \$11.50 per hour
- After 3-5 years of experience wages ranged from \$21.00 per hour - \$52.00 per hour dependent on ability and skill of the technician (these wages were mostly paid by commission 40/60 (40% of the estimate to the technician 60% to the shop
- Entry level technicians can also work under an experienced technician and receive a portion of their commission

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	25	3	22	127
2007/2008	25	4	22	132
2008/2009	23	4	22	123

Program Comments: For the past several years student enrollment in the Auto Body/Refinishing Program has been at the maximum allowed for the program which is 15 new students for the 1st year of the Program. Due to the down-turn of the economy and people seeking new careers; new interest in custom cars, hot rod repair and as a result of television programs promoting customs cars and shows increased interest in the Auto Body field has emerged. There seems to be a large number of prospective students who would have an interest in evening hobby classes which CWI is currently not capturing.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
14	100	14	97	11	81

Program Comments: The Auto Body/Refinishing Program offers a 1-year Certificate; a 2-year Certificate; a 2-year Advanced Certificate; and an Associate Degree. The following statics are as follows:

- 2007 – Eight 2-year Advanced Certificate Graduates
- 2008 – Seven 2-year Advanced Certificate Graduates
- 2009 – Six 2-year Advanced Certificate Graduates
- 2009 – One graduate who continued on with continuing education

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings:

None of the 14 students who completed a degree or certificate in 2007-2008 responded to the employment survey a year after graduation.

In terms of projected strength of the job market, the need for workers trained in auto body will continue to be strong with 36 job openings per year for the coming decade

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
7	718	193	27%	36	\$11.24	(29)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
12	12	100	0	0	0	7	5	71.43

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comments: Due to the current economy the availability of jobs has been down in our industry as well as all other industries in our community and State. The projections for job openings from 2009-2019 is as follows:

- Population growth in the treasure valley continues to increase which will continue the demand for trained technicians in the Auto Body/Refinishing field
- The number of repair/refinish shops continue to expand leaving opportunities for new technicians
- Average household has approximately two –three vehicles per household with potential for numerous technicians to fill the need for repair
- Due to the economy many households repair their vehicles rather than purchasing new vehicles
- The industry is not expected to go away; there will always be a need to repair/refinish vehicles due to accidents; cost of new vehicles; etc.

Job placement has also been difficult recently, mainly due to lagging economy but also more and more shops require drug testing to be eligible for employment. Some students are opposed to drug testing because they feel it is an infringement on their life. Drug testing is currently required for the Auto Body/Refinishing Program. All students enrolled in the program for the fall of 2009-2010 completed a drug test and only one student failed the test. Once the economy improves, placement should be back at normal levels which is usually 90% of all students completing the program are able to obtain jobs in the field. The following statistics are submitted:

- 2007 – Eight job placements out of eight completers
- 2008 – Seven job placements out of seven completers
- 2009 – One job placements out of six completers

Tracking of program graduates is also complicated by the fact that some students who complete the Auto Body/Refinishing Program are privately employed or seeking employment in other fields that are available due to the economy.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- ICAR is the industry standard.
- If graduates are not trained in ICAR standards and certified, they will have a harder time being hired.
- High school kids now want to come into this trade – training has significantly improved – different than 5 years ago.
- Once a graduate leaves the area to get educated, it’s unlikely he will return to the area.
- CWI Program is working with area high schools in alignment of curriculum.

- CWI is currently teaching from ICAR curriculum. Graduates have the option of earning 5 ICAR points. Students must buy the points now – would be better for industry if graduates had the points when hired.
 - Shops incur additional costs if employees don't have at least 5 ICAR points upon hiring – negative impact right off the bat.
- If you want to build a gold standard program, you need to mandate that graduates have 5 ICAR points before they can graduate.
- Flashy Hi Tech shops appeal to younger students and they are willing to pay extra for that.
- All programs will have graduates who do not enter or remain in the industry.
- Computerized estimating not part of current curriculum. Possible to ask industry for equipment to allow for training.
- Industry's main concern is retaining the employees they hire. It's industry's responsibility to continue training after hiring.
- No substitute for work ethic in graduates.
- Add Frame straightening component to current program.
- Plenty of student interest.
- Not teaching what industry needs
- Graduates are shocked when hired by industry to see what they need to know.
- Leadership in program has historically been unresponsive.
- Industry has changed in the last 12 years – mom and pop to professional industry. When industry changed, the program didn't.
- Need a set of competencies that match expected outcomes.
- Not a fan of current instruction.
- Previous leadership didn't understand what the program needed to be doing.
- TAC meetings were orchestrated by Program Head – made sure that members who came were those he wanted.
- Hiring committees were not made up of people who understood and worked in the industry.
- Tac members are paint reps only.
- Expectation of faculty when hired were never monitored and adhered to.
- Definitely not teaching to industry standards. Suggested to program many times - but nothing has ever happened.
- Appropriate members for TAC.
- Tenure was an issue.
- Texas Tec and Wyoming Tec are the industry models, especially Texas Tec.
- Need to be able to align a fender – not just paint it.
- Need more training in estimating field.
- Technician could make \$90,000 - Painter can make almost as much.

Program Comments: The Auto Body/Refinishing Program currently utilizes the I-CAR Advance Tech Curriculum; it is a National Automotive Technicians Educational Foundation (NATEF) certified curriculum. This approved curriculum has been used with updates to the curriculum for the past sixteen years. The Auto Body/Refinishing Program has been recertified every five years. Technical Advisory Committee (TAC) members are required to conduct a review using the NATEF criteria every two and one-half years in addition to the five year review. Current students use the Auto Body Repair Technology book, 5th edition, copyright 2007. This book is used in the current curriculum in addition to the I-CAR Advance Tech Curriculum.

Students attend Industry Shop field trips; second year students participate in a Co-Op (internship) for fourteen weeks during their second year during second semester of the 2-year program. Industry encourages participating in the Skills USA competition both at the local and national levels and has supported students with expenses for travel to the national competition in the past. Students achieving recognition have been:

- 1987 – Keith Vines – Gold Medal State of Idaho Skills USA – 1st Place Gold Medal winner National Skills USA
- 2002 – Jared Hansen – Gold Medal State of Idaho Skills USA – 5th Place national Skills USA
- 2003 – Bret Ratwitch – Gold Medal State of Idaho Skills USA – 2nd Place Silver medal winner National Skills USA
- 2005 – Jason Eldridge – Gold Medal State of Idaho Skills USA – 5th National Skills USA
- 2006 – Chris O’Dell – Gold Medal State of Idaho Skills USA – 6th National Skills USA

Other students have placed 2nd – 3rd in the State of Idaho Skills USA competition during previous years. Six students from the current class will be participating in the State of Idaho Skills USA competition during 2010.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Develop an alliance with insurance companies – All State, State Farm
- Huge industry support in this valley for this program.
 - Bert will contact Chelsea Jackson and Joe Bhurda 863 4646
- TAC members can give more than just money – time and knowledge to help students with training is critical.
- Need to have conversations with ICAR, insurance companies and other entities that have a vested interest in program.
- ICAR industry foundation – next meeting will be in Boise. Important for this program to have a representative attend. Hopefully CWI will host the event.
- Double the size of the program - current program capacity is 22 students per semester.
- Scary thought trying to move programs by 2012 without any funds.
- Concentrate relocation efforts on Larry Miller property, or similar property, so program can move soon – most practical scenario for the near future.
- Look at CSI’s auto body program i.e. industry support.
- Frame and paint companies are looking for partnerships for training
- TAC members need to be included in identifying necessary equipment.
- Problem with finding cars to work on – current program is using old technology.
- Process for hooking up with manufacturers – is it a faculty driven effort? Instructors need to understand they have a responsibility to maintain industry connections to move the program forward.
- Co-op with Meridian School district – facility might be too small
-
- State Farm has offered to pay for training for faculty – faculty never showed up.

Program Comments:

We continue to have a strong relationship with our industry. We participate in workshops, paint clinics and repair clinics. Both local paint suppliers help us with student updates and training. We have had guest speakers from industry each year. Auto body Paint & Glass started a \$2,000 scholarship for the Auto Body/Refinishing students at CWI in 2009. We have continued to be a training site for numerous paint, equipment and automotive suppliers for clinics although parking at BSU is a struggle for persons participating in the clinics. Many of our industry partners have elected to hold classes at other locations due to the parking problem.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Industry has given up on the program.
- HS graduates need somewhere to go for further education.
- Lack of quality technicians to hire in industry – those currently in the market not trained well.

Program Comments: Currently CWI gives high school students from Auto Body/Refinishing Programs the opportunity to continue their advance technician's certificate at the Community College Level. There are three local high school Auto Body/Refinishing programs that we receive students from. We are able to articulate with these students in the high school programs to earn credit to transfer to our current program.

Due to the large number of Auto Body/Refinishing Shops in our local community and throughout the State, the need for trained technicians is necessary. Due to liability issues, trained technicians are imperative to proper vehicle repair.

Students are learning new skills to enter the workforce; make a decent living; pay taxes which aid all persons in the State of Idaho and local counties. Continuing education builds self-esteem and allows persons to continue their dreams.

Other Comments from TAC:

CWI Questions to TAC:

1. How important is a college education to industry in hiring employees?
 - Critical – employees with higher education are more likely to be successful employees, even if they move on to other careers.
2. How important is it to industry to have graduates with AAS degree vs. Certificate track?
 - If the career track goes out of auto body, it is critical.
 - Moves the industry ahead if employees have AAS degree.
 - Great way to separate CWI graduates from other highly visible education facilities.
 - Would like to see the addition of ATC certificate.

Suggestions for Improvement

- Kids want to stay in Idaho – make transition from high school to college seamless
- Need to recruit females into program - Work in body shops is not the only employment opportunity for program graduates. Training for multiple industries.
- Need to market better – appeal to younger students and small businesses.

- Need to look at increasing fees for this program – can’t survive on current funding levels.
- Charge/increase lab fees.
- Consider fund raising activities
- Utilize advantages of earning an AAS degree in the marketing effort.
 - 9 month certificate gets graduates into a shop
 - 2 years degree moves them into other options, i.e. the insurance and estimating fields
- Need to develop more tech prep agreements with area high schools.
- Need to recruit heavily from local high schools – lots of students enrolled in their auto body classes.
- Steps to start new program
 - New TAC who drives the program as well as hiring of the faculty
 - Develop a set of expectations
 - What industry expects
 - Instructors must have the passion and expertise to graduate quality students
- Look at holding TAC meetings via distance – utilize people statewide.
- Equipment – make sure that students are trained on the same equipment industry uses.
- Need to audit product going out the door – painting of mother’s car, etc.
- Hispanic students are an emerging population targeted for this industry.
- Must be aggressive in your industry – year round.
- Every time a car was donated it was sold. Liability issues.
- Use trade magazines to hire faculty.
- Need to have a dealer indorsed program in order to be successful. Could have multiple dealers involved.
- Historically this program attracts the bad kids. Start with high school counselors and students to change the negative perception.
- 3 parts to industry – one person can’t do it all anymore:
 - Front office, customer service, estimating
 - Repair
 - Painter

Projected Growth

CCBT Findings:

The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009:	33.9
FTES 2015 target:	33.9

Note: *FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.*

Note: *Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.*

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 6,703
Projected: 30,400

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 4.6
 - Average class size = 7.3
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 2.3

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$185,233	2 full-time instructors
2008	\$183,633	2 full-time instructors
2009	\$166,031	2 full-time instructors
3 Yr Avg	\$178,299	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$27,591
2008	\$22,663
2009	\$12,506
3 Yr Avg	\$20,920

Direct Cost Per Student:

2007	\$6,915
2008	\$6,978
2009	\$7,258
3 Yr Avg	\$7,051

College of Western Idaho
Auto Body
Program Analysis

	FY 07	FY 08	FY 09	Three-Year Average
Payroll Expense	\$ 124,282	\$ 132,294	\$ 131,271	\$ 129,282
Allocated Payroll Expense	60,951	51,339	34,761	49,017
Other Expense (OE, Travel, Capital)	14,470	11,612	5,676	10,586
Allocated Other Expense	13,122	11,051	6,830	10,334
Total PTE Expense and State Reimbursement	\$212,824	\$ 206,296	\$ 178,537	\$199,219
PTE Cost per Student	\$8,031	\$7,641	\$7,141	\$7,604
Full-time Faculty	2	2	2	
Part-time Faculty				
Total Full-time Students	25	25	23	24
Total Part-time Students	3	4	4	4
Total Credit Hours	616	570	523	570
Total Revenue from PTE	\$212,824	\$ 206,296	\$ 178,537	\$ 199,219
Total Revenue from Tuition	73,304	67,830	62,237	67,790
Total Revenue from Local Funds	10,318	10,317	14,050	11,562
Total Revenue from PTE, Local Fund & Tuition	296,446	284,443	254,824	278,571
Total Expenses from PTE	(\$212,824)	(\$206,296)	(\$178,537)	\$ (199,219)
Total Expenses from Local Funds	(14,456)	(16,589)	(6,452)	(12,499)
Total Expenses from Facilities	(44,509)	(44,509)	(44,509)	(44,509)
Total Expense From PTE, Local Fund & Facilities	(\$271,790)	(\$222,885)	(\$229,498)	(\$241,391)
Gain (Loss)	\$24,657	\$61,558	\$25,326	\$37,180
Revenue per Credit Hour	\$481	\$499	\$487	\$489
Expense per Credit Hour	(441)	(391)	(439)	(424)
Gain (Loss) per Credit Hour	\$40	\$108	\$48	\$65
Total Direct Cost per Student	\$6,915	\$6,978	\$7,258	\$7,051
Total Direct Cost per Credit Hour	\$298	\$331	\$347	\$325
Square Footage (current)	6703			

EXECUTIVE SUMMARY
Automotive Technology Program Analysis
March 2010

The Automotive Technology program is very highly regarded by local industry. There is strong demand for graduates of this program with 98 annual openings a year projected in Ada and Canyon Counties according to Economic Modeling Specialties, Inc.

The program has recently made significant changes in their curriculum that were based on input from their Technical Advisory Committee. Appreciation for these changes is evidenced by the comments made at a recent TAC meeting. However, the Advisory Committee also made suggestions for improvement, such as adding a training component focused on customer service, offering training on parts, and adding more classes in electronics.

Relocation and projected space needs for this program are a major concern. Future space needs are estimated to be more than three times the current space, with a July 1, 2012 deadline to move the program. Advisory Committee members offered to help CWI evaluate potential space opportunities as well as evaluate equipment that might come with the building.

Financial Analysis: Student enrollment and total credit hours increased in academic years 2007, 2008 and 2009, while the number of full time faculty remained constant at four. The annual per student cost for direct instruction declined from \$5,684 in 2007 to \$5,200 in 2009.

Recommendations:

- Fully implement the newly revised curriculum and work very closely with the Technical Advisory Committee to make sure the training offered meets the needs of industry.
- Program must immediately address the low completion rate for the last three years.
- Continue to active pursue program donations and support for the upcoming move off the Boise State campus.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Welding and Metals Fabrication graduates is \$11.96, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Automotive Technology program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	61	5	40	165
2007/2008	65	9	40	185
2008/2009	79	8	40	218

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
22	67	21	57	17	39

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
17	1,924	577	30	98	\$11.96	(81)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
20	20	100	6	5	83.33	8	7	87.50

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Program is ASE and Ford Certified.
- Program is heading in right direction - need more help from industry.
- Produce great students. Placement rates are good.
- Struggling to find sales people. Great program for technicians, but need customer service component - different curriculum for technical sales – automotive sales
- Need to offer multiple tracks.
- Need to include training on parts.
- Service consultant side is lacking. Service technicians can make serious money.
- Not so much mechanical – more electrical. Students need to learn the electronics side. The way things are controlled.
- Having the students visit the shop has really allowed the students to observe the real job.
- Students need to understand the entire spectrum of the industry.

- Integrating customer service base into the program critical.
- Many opportunities for quality technicians – possible to start at \$20/hr right out of school.
- Successful graduates must have the passion for the industry.
- Add a customer service component during internship phase – job shadowing possibility.
- Service advisor training would be helpful.
- Send instructor to national NAPA conference in April.
- Welding curriculum important to automotive program.
- Clarify segments of learning - what happens after students become entry level mechanics – identify additional career paths
- More cars are going diesel. Diesel is a stepping stone to Hydrogen - which is BMW’s ultimate goal. Electric cars are on their way out. Program needs to be ready to make this change.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Local industry hires program graduates.
- Location of the program is not an issue.
- Current equipment and facility – limited space and aging equipment.
- Auto Body and Automotive programs will not both fit in the Larry Miller building. It’s an antiquated shop – facilities and equipment are old.
- Industry would be available to help select a site.
- Look at Bob Rice Ford facility and Sam’s club in Nampa.
- Might be better to get a shell of a building and move equipment in.
- Cross training between programs is critical to some dealership. Ideal would be to locate programs that share synergy in same building/location.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. No comments from the Technical Advisory Committee.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 11,467
 Projected: 30,500

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$283,068	\$289,094	\$307,002
Total Credit Hours	1,335	1,493	1,689
Cost Per Credit Hour	\$212.04	\$193.63	\$181.77

Program Analysis for the Automotive Technology Program

March 2010

Introduction: Automotive Technology, a professional technical program, covers theory and hands-on instruction in the diagnosis, service, and repair of automobiles and light trucks. Following one or two years of study, courses in automotive technology culminate in an associate of applied science degree or a certificate at one of three levels: postsecondary technical, technical, and advanced technical.

The postsecondary technical certificate in maintenance and light repair provides rapid skill training in regular maintenance, minor or light repairs, and parts installation on automobiles and light trucks. The postsecondary technical certificate in advanced automotive technology and the advanced technical certificate require additional coursework in technical theory and on-site work with local dealerships, independent garages, and specialty shops. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The program's partnership with Ford Motor Company provides equipment, supplies, and training opportunities for faculty. The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation.

The teaching facility for automotive technology is located at the College's site at Boise State University where the courses are offered during the day, with a new cohort of 18 students beginning each fall and spring.

The Automotive Technology Advisory Committee meets three times a year and includes 12 members who are owners and managers of local businesses, two service managers for Ford dealerships, technicians, former students, and a student.

Of the College's core themes, the program contributes to professional-technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage for Automotive Technology graduates is \$11.96, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	61	5	40	165
2007/2008	65	9	40	185
2008/2009	79	8	40	218

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
22	67	21	57	17	39

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
17	1,924	577	30	98	\$11.96	(81)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
20	20	100	6	5	83.33	8	7	87.50

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Program is ASE and Ford Certified.
- Program is heading in right direction - need more help from industry.
- Produce great students. Placement rates are good.
- Struggling to find sales people. Great program for technicians, but need customer service component - different curriculum for technical sales – automotive sales
- Need to offer multiple tracks.
- Need to include training on parts.
- Service consultant side is lacking. Service technicians can make serious money.
- Not so much mechanical – more electrical. Students need to learn the electronics side. The way things are controlled.
- Having the students visit the shop has really allowed the students to observe the real job.
- Students need to understand the entire spectrum of the industry.
- Integrating customer service base into the program critical.
- Many opportunities for quality technicians – possible to start at \$20/hr right out of school.
- Successful graduates must have the passion for the industry.
- Add a customer service component during internship phase – job shadowing possibility.

- Service advisor training would be helpful.
- Send instructor to national NAPA conference in April.
- Welding curriculum important to automotive program.
- Clarify segments of learning - what happens after students become entry level mechanics – identify additional career paths
- More cars are going diesel. Diesel is a stepping stone to Hydrogen - which is BMW's ultimate goal. Electric cars are on their way out. Program needs to be ready to make this change.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Local industry hires program graduates.
- Location of the program is not an issue.
- Current equipment and facility – limited space and aging equipment.
- Auto Body and Automotive programs will not both fit in the Larry Miller building. It's an antiquated shop – facilities and equipment are old.
- Industry would be available to help select a site.
- Look at Bob Rice Ford facility and Sam's club in Nampa.
- Might be better to get a shell of a building and move equipment in.
- Cross training between programs is critical to some dealership. Ideal would be to locate programs that share synergy in same building/location.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee: No comments from the Technical Advisory Committee.

Projected Growth:

CCBT Findings:

The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009: 57.5

FTES 2015 target: 57.5

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 11,467

Projected: 30,500

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 3.8
 - Average class size = 15.1
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 3.8

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$350,176	4 full-time instructors
2008	\$342,717	4 full-time instructors
2009	\$350,615	4 full-time instructors
3 Yr Avg	\$347,837	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$72,924
2008	\$62,817
2009	\$44,215
3 Yr Avg	\$59,985

Direct Cost Per Student:

2007	\$5,684
2008	\$5,280
2009	\$4,637
3 Yr Avg	\$5,200

College of Western Idaho

Automotive Technology

Program Analysis

	FY 07	FY 08	FY 09	Three-Year Average
Payroll Expense	\$234,950	\$246,902	\$277,210	\$253,021
Allocated Payroll Expense	115,226	95,815	73,405	94,816
	350,176	342,717	350,615	347,837
Other Expense (OE, Travel, Capital)	48,118	42,191	29,792	40,034
Allocated Other Expense	24,806	20,625	14,423	19,951
	72,924	62,817	44,215	59,985
Total PTE Expense and State Reimbursement	\$423,100	\$405,534	\$394,830	\$407,821
PTE Cost per Student	\$6,663	\$5,835	\$4,757	\$5,752
Full-time Faculty	4	4	4	
Part-time Faculty				
Total Full-time Students	61	65	79	68
Total Part-time Students	5	9	8	7
Total Credit Hours	1,335	1,493	1,689	1,506
Total Revenue from PTE	\$423,100	\$405,534	\$394,830	\$407,821
Total Revenue from Tuition	158,865	177,667	200,991	179,174
Total Revenue from Local Funds	29,565	22,675	21,309	24,516
Total Revenue from PTE, Local Fund & Tuition	\$611,530	\$605,876	\$617,130	\$611,512
Total Expenses from PTE	-\$423,100	-\$405,534	-\$394,830	-\$407,821
Total Expenses from Local Funds	-10,500	-29,565	-13,740	-17,935
Total Expenses from Facilities	-77,863	-77,863	-77,863	-77,863
Total Expense From PTE, Local Fund & Facilities	-\$511,463	-\$435,099	-\$486,433	-\$477,665
Gain (Loss)	\$100,067	\$170,777	\$130,697	\$133,847
Revenue per Credit Hour	\$458	\$406	\$365	\$410
Expense per Credit Hour	-383	-291	-288	-321
Gain (Loss) per Credit Hour	\$75	\$114	\$77	\$89
Total Direct Cost per Student	\$5,684	\$5,280	\$4,637	\$5,200
Total Direct Cost per Credit Hour	\$270	\$246	\$228	\$248
Square Footage (current)	11,467			

EXECUTIVE SUMMARY
Culinary Arts Program Analysis
March 2010

The Culinary Arts Program has serious issues that must be immediately addressed. The input received from the Technical Advisory Committee was very clear - the program is not meeting current industry standards. Some of the comments follow:

- Graduating culinarians (generalists) only, that's not good enough – need more experience handling volume with quality.
- Graduates can't handle volume of real world. Need more exposure to this type training.
- Need to be trained with a sense of urgency – learn production.
- Need a good foundation for becoming a chef.
- Need to building relationships with industry partners.
- Need a viable action plan and timetable to move program forward.

In addition to not meeting industry standards, the attrition rate for the program is unacceptably low with only four students graduating in FY09. Data provided by the California Collegiate Brain Trust (CCBT) indicates that the job market for graduates in this field will remain strong for the coming decade, but in order to produce qualified graduates employable by industry, significant changes must be made.

Financial Analysis: The number of students increased dramatically in academic year 2008 and leveled off in 2009. Even though the total credit hours generated increased, the increase was less than expected based on the increase in students. The number of full time faculty decreased from 2008 to 2009 and the number of adjunct unavoidably increased in the same time period. The direct instructional cost per student increased from 2008 to 2009 even though there were more students taking more credit hours with less full time faculty. This increase was partially due to the purchase of program specific equipment.

Recommendations: The Culinary Arts program must evolve into a program that encompasses many new aspects of training in the hospitality industry. To accomplish this, the following activities must immediately occur:

- The Technical Advisory Committee must be redefined relative to membership and direction. Membership must be expanded to include industry partners from the hospitality field.
- Determine best practices of high quality programs in the hospitality industry and restructure the program to national standards.
- Build business and industry partnerships to deliver the type of graduate desired by industry.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Culinary Arts graduates is \$10.37, which is below the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	57	10	65	103
2007/2008	71	14	65	131
2008/2009	62	20	65	126

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
35	104	25	59	4	10

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: In terms of projected strength of the job market, the need for workers trained in culinary arts will continue to be strong for the coming decade.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

Culinary Arts/Chef Training

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
5	2,075	426	21%	91	\$10.37	(86)

Baking and Pastry Arts/Baker/Pastry Chef

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
0	301	51	17%	11	\$11.58	(11)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
25	24	96	2	2	100	4	4	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Don't reinvent the wheel. Hire someone to analyze top school and compare to what we are doing here. Don't have expertise to make the comparisons.

- Graduating culinarians only, that's not good enough – need more experience handling volume with quality. Looking for educated culinarians that can be further trained upon hiring in industry.
- Training opportunities need to be established with industry.
- Graduates can't handle volume of real world. Need more exposure to this type training.
- Need to be trained with a sense of urgency – learn production.
- So much stuff going against this program while located on the BSU campus: parking, contractual agreements, etc.
- Need a good foundation for becoming a chef.
- No shortage of internship opportunities, but not enough with high volume activities. Revisit scheduling challenges – incorporate internship hours during industry peak times. Look at criteria established to obtain internship hours – build in flexibility.
- Hours dedicated to actual training is less than other schools due to general education requirements.
- Associates degree is important to industry.
- Look at placement two years after graduation. Track progress of career.
- Students need to understand that this career could require students to relocate.
- Create a program that will draw people in based on quality of program.
- Program is too small as it is.
- Get results of the Purdue Hospitality and Management Students national survey (Chef Educator).
- Student availability is an issue – Christmas and summer are busy times for industry but school is not in session.
- Partner with industry to do training for credit, i.e. Marriott at BSU, St. Luke's and St. Als.
- Need to building relationships with industry partners.
 - What is the criteria to become a student - retention increases with higher entry requirements
 - Need students with kitchen experience.
- Need a viable action plan and timetable to move program forward.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Some equipment outdated – some moveable. Determine what can be moved.
- Meridian School District training kitchen might be used on interim basis until building ready for occupancy.
- Get curriculum to TAC members to look at current curriculum and analyze what should be there.
- TAC will provide names of industry contacts to Dean McCrink.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. No comments from the Technical Advisory Committee.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current square footage:	7,359
Projected square footage:	14,035

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$222,148	\$257,301	\$250,842
Total Credit Hours	1,201	1,191	1,294
Cost Per Credit Hour	184.97	\$216.04	\$193.85

Program Analysis for the Culinary Arts Program

February 2010

Introduction: Culinary Arts, a professional technical program, provides training for careers in the food industry through both hands-on instruction as well as theory. Following one or two years of study, the courses culminate in an associate of applied science degree or in either a technical or advanced technical certificate.

The teaching kitchen is located at the College's site on the Boise State University. Courses are offered during the day with a new cohort of 20 students beginning each fall and spring.

The Culinary Arts Advisory Committee meets twice times a year and includes 15 members who are local restaurant owners and managers, chefs, and graduates of the program.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of \$10.37 indicates that graduates are unlikely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	57	10	65	103
2007/2008	71	14	65	131
2008/2009	62	20	65	126

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings: Of the 25 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 25 students who completed the program, only 2 responded to the request for employment information.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
35	104	25	59	4	10

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in culinary arts will continue to be strong for the coming decade.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
5	2,075	426	21%	91	\$10.37	(86)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
25	24	96	2	2	100	4	4	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Don't reinvent the wheel. Hire someone to analyze top school and compare to what we are doing here. Don't have expertise to make the comparisons.
- Graduating culinarians only, that's not good enough – need more experience handling volume with quality.
- Training opportunities need to be established with industry
- Graduates can't handle volume of real world. Need more exposure to this type training.
- Need to be trained with a sense of urgency – learn production.
- So much stuff going against this program while located on the BSU campus: parking, contractual agreements, etc.
- Need a good foundation for becoming a chef.
- No shortage of internship opportunities.
- Hours dedicated to actual training is less than other schools due to gen ed requirements.
- Associates degree is important to industry.
- Look at placement 2 years after graduation. Track progress of career.
- Students need to understand that this career could require students to relocate.
- Create a program that will draw people in based on quality of program.
- Program is too small as it is.
- Get results of the Purdue Hospitality and Management Students national survey (Chef Educator).
- Not enough internship hours to experience high volume activities.
- Student availability is an issue – Christmas and summer are busy times for industry but school is not in session.
- Revisit scheduling challenges – incorporate internship hours during industry peak times.

- “My 16 hours are up – I need to go.”
- Look at criteria that is established to obtain internship hours – build in flexibility.
- Partner with industry to do training for credit, i.e. Marriott at BSU, St. Luke’s and St. Als.
- Need to building relationships with industry partners.
- What is the criteria to become a student –
 - No entry requirements – retention increases with higher entry requirements.
 - Need students with kitchen experience.
- Looking for educated culinarians that can be further trained upon hiring in industry.
- Need a viable action plan and timetable to move program forward.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Some equipment outdated – some moveable. Determine what can be moved.
- Meridian School District training kitchen might be used on interim basis until building ready for occupancy.
 - Time line for building cul arts bldg. - Main floor of footprint bldg. – 12-18 months out in perfect world.
- Get curriculum to TAC members to look at current curriculum and analyze what should be there.
- TAC will provide names of industry contacts to Dean McCrink.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee: None

Projected Growth

CCBT Findings: The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009: 65.7
 FTES 2015 target: 65.7

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 7,359
 Projected: 14,035

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 7.4
 - Average class size = 7.8
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 4.4

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$278,102	3 full-time instructors
2008	\$315,084	3 full-time instructors
2009	\$305,230	2 full-time instructors
3 Yr Avg	\$299,472	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$48,537
2008	\$49,476
2009	\$28,893
3 Yr Avg	\$42,302

Direct Cost Per Student:

2007	\$4,419
2008	\$3,963
2009	\$4,204
3 Yr Avg	\$4,195

College of Western Idaho
Culinary Arts
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$194,476	\$227,965	\$234,636	\$219,026
Allocated Payroll Expense	83,626	87,119	70,594	80,446
Other Expense (OE, Travel, Capital)	27,672	29,336	16,206	24,405
Allocated Other Expense	20,865	20,140	12,687	17,897
Total PTE Expense and State Reimbursement	\$326,639	\$ 364,560	\$ 334,123	\$341,774
PTE Cost per Student	\$5,268	\$4,674	\$4,641	\$4,861
Full-time Faculty	3	3	2	
Part-time Faculty	12	10	16	
Total Full-time Students	57	71	62	63
Total Part-time Students	10	14	20	15
Total Credit Hours	1,201	1,191	1,294	1,229
Total Revenue from PTE	\$326,639	\$364,560	\$334,123	\$341,774
Total Revenue from Tuition	142,919	141,729	153,986	146,211
Total Revenue from Local Funds	75,464	60,815	55,013	63,764
Total Revenue from PTE, Local Fund & Tuition	\$545,022	\$567,104	\$543,122	\$551,749
Total Expenses from PTE	(\$326,639)	(\$364,560)	(\$334,123)	(\$341,774)
Total Expenses from Local Funds	(97,009)	(96,798)	(67,780)	(87,196)
Total Expenses from Facilities	(51,822)	(51,822)	(51,822)	(51,822)
Total Expense From PTE, Local Fund & Facilities	(\$475,470)	(\$513,180)	(\$453,725)	(\$480,792)
Gain (Loss)	\$69,552	\$53,924	\$89,397	\$70,957
Revenue per Credit Hour	\$454	\$476	\$420	\$450
Expense per Credit Hour	<u>(396)</u>	<u>(431)</u>	<u>(351)</u>	<u>(392)</u>
Gain (Loss) per Credit Hour	\$58	\$45	\$69	\$57
Total Direct Cost per Student	\$4,419	\$3,963	\$4,204	\$4,195
Total Direct Cost per Credit Hour	\$228	\$260	\$234	\$241
Square Footage (current)	7.359			

EXECUTIVE SUMMARY
Dental Assisting Program Analysis
March 2010

According to the study reported by Gamble from the California Collegiate Brain Trust (CCBT),

*“When one compares the total number of graduates from Dental assisting programs in the Boise area to the total number of expected job openings, the data shows a significant surplus in the number of graduates. **As compelling as this data may be, it does not tell the entire story.** There are credentials and certifications; EFDA for Expanded function Dental Assistants in Idaho and the national credential CDA- Certified Dental assistant. Both are considered desirable to employers. CWI Dental Assist Program requires both. And the program is accredited by (CODA) Commission on Dental Accreditation. Only accredited programs offer the CDA. Non accredited school’s students such as Apollo students are mandated to wait 2 years before they can sit for the CDA. Thus job opportunities for are considerably better for CWI graduates than for the graduates who are not credentialed, from non accredited programs”.*

In a recent meeting with the Dental Assisting Technical Advisory Committee, it was repeatedly mentioned by the dentists and dental supply representatives in attendance that CWI’s Dental Assisting Program is “The GOLD STANDARD”. Our graduates are hired over other schools graduates. It was stated, however, that some dentists hire staff that are not certified because they can offer a lower wage. It was agreed, however, that Idaho’s Dental Assisting governing body was moving toward requiring certification. The program has made a serious commitment to create “student friendly” offerings with use of hybrid methods, as well as becoming a leader in the community for offering CEU’s for the Expanded Function training for students from non- accredited programs.

Relocating the Dental Assisting Program off the BSU campus by July 2012 will be a challenge. The projected space needs are nearly three times the current space. Until the program is relocated, increasing enrollment and graduates will not be possible.

Financial Analysis: The number of full time students increased 26% from 2007 to 2009 due to the addition of a full time faculty and a change in scheduling. The cost of direct instruction increased each year mostly due to the timing of adding one full time faculty in spring 2008.

Recommendations:

- Maintain the “Gold Standard” curriculum, faculty, and graduates as currently described by the Dental Assisting Technical Advisory Committee.
- Continue the exceptional partnership with industry and ensure that changes in industry needs are immediately addressed.
- Develop a strong, focused, and competitive marketing initiative for the Dental Assisting Program.
- Cost per student in the Dental Assisting program remains high. Faculty must continue to work closely with local industry asking them to invest in the program – not only equipment but financial support as well.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data indicates the median hourly wage for a Dental Assisting graduate is \$14.44 per hour, well above the minimum.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The dental assisting program is not at capacity in terms of student enrollment, therefore, there is potential for this program to accommodate additional students with the current space/ equipment. Enrollment growth in this program will not keep pace with the College's overall growth. Program Comments: The current space and equipment can only **safely** accommodate a cohort of 20 in the spring and 20 in the fall.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	27	23	24	208
2007/2008	37	13	24	208
2008/2009	34	4	24	158

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Data: Of the 22 students who completed a degree or certificate in 2008, 86% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students’ responses to a questionnaire; of the 22 students who completed the program, only 7 responded to the request for employment information.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
25	100	22	88	11	58

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019 and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: In terms of projected strength of the job market, the need for workers trained in dental assisting is weak, with a surplus of over 140 trained workers beyond the number of open positions. This trend has been consistent for several years. For example, in both 2006 and 2007 there were approximately 175 graduates and only 45 annual job openings. Although the College’s program capacity is 40 students per year, the high number of graduates is no doubt the result of the dental assisting programs offered by at least two local for-profit colleges.

Program Comments: Because the CWI Dental Assisting program is accredited by CODA, graduates of the program are highly sought after in the surrounding areas. Many graduates of other programs are not employable in a health profession. Information from the Idaho Department of Labor,

Communications and Research's Occupational Projections, listed dental assisting as 5th on a list of health care job projections on October 7, 2009 for the state of Idaho.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
203	881	439	50	59	\$14.44	144

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
13	13	100	7	6	85.71	6	6	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Excellent program that is nationally accredited.
- Graduates have sophistication and feel for where they come from.
- Coursework prepares students well for career in the profession.
- Most private colleges are not accredited – CWI is.
- Important to keep program – it's the Gold standard in Valley and a huge value to industry.
- Program is hitting the mark on industry standards – far superior to any other school in the Valley.
- Graduates care about the profession, have the essential basic skills when hired – big plus, are very professional in all respects, are genuinely vested in the profession, and are professionally cultivated– ready to achieve board licensure upon completion of coursework.
- Staff and program well established and respected.
- Demand for Dental Assistants will increase as economy improves.
- ISU Dental Hygiene program ranked in top 10 nationally – would be a huge plus for CWI to partner with them.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Attendees at the meeting agreed to provide names and contact information for other professionals in the industry.
- It's the responsibility of those in the dental profession to spread the word about the value of CWI program.
- Locating health programs in close proximity to each other creates synergy and could be cost saving.
- Important to keep program in a campus setting – not in a stand-alone environment.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee included:

- Dentists can hire graduates from private schools much cheaper than they can CWI graduates because private school graduates do not have the credentials that CWI graduates have.
- Technical programs are critical to developing and improving local economy.
- Would be a travesty to see the program go away.

Other Comments by Technical Advisory Committee:

- Look for grant opportunities, i.e. Kellogg Foundation and Albertsons Foundation
- Increase recruiting efforts in high schools.
- Need to educate the dental industry on value of certification and hiring CWI graduates.
- Utilize targeted marketing efforts to professional dental associations.
- Private schools create expectations in the young people entering their programs that are not realized.
- Include information on transferability of credits to help expand career opportunities.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current square footage: 2,527

Projected square footage: 6,500

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$137,140	\$168,401	\$203,565
Total Credit Hours	924	994	873
Cost Per Credit Hour	\$148.42	\$169.42	\$233.18

Program Analysis for the Dental Assisting Program

February 2010

Introduction: Dental Assisting, a professional technical program, trains students through both theory and hands-on laboratory instruction to aid a dentist in the performance of generalized tasks, including chair-side aid, clerical work, reception, and some radiography and dental laboratory work. Dental assisting courses are completed in one calendar year and culminate in a technical certificate. Students earn an associate of applied science degree by completing general education requirements and two upper division dental assisting courses in addition to these specialized courses.

The Dental Assisting Program, accredited by the American Dental Association Commission on Dental Accreditation. Graduates are eligible to take the Dental Assisting National Board Certification Examination and The Idaho Expanded Function Tests.

The dental assisting laboratory is located at the College's site on the Boise State University with clinical experiences offered in local dental offices. Courses are offered during the day with a new cohort of students beginning each fall and spring. Maximum enrollment is 24 spring and 24 in the fall. The dental assisting courses are a total of two semesters plus one summer to complete general education requirements making the program one year in length.

The Dental Assisting Advisory Committee that meets 2 times per school year includes 4-6 members who are general dentists, specialty dentists, dental assistants or equipment repair and sales persons.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings indicate that graduates are likely to earn a living wage of \$14.44 per hour.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Since the dental assisting program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space/equipment. Enrollment growth in this program will not keep pace with the College's overall growth.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	27	23	24	208
2007/2008	37	13	24	208
2008/2009	34	4	24	159

Program Comments: The shows that the program is exceeding capacity and the current space and equipment can only **safely** accommodate a cohort of 20 spring and 20 fall.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings: Of the 22 students who completed a degree or certificate in 2008, 86% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 22 students who completed the program, only 7 responded to the request for employment information.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
25	100	22	88	11	58

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019 and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in dental assisting is weak, with a surplus of over 140 trained workers beyond the number of open positions. This trend has been consistent for several years. For example, in both 2006 and 2007 there were approximately 175 graduates and only 45 annual job openings. Although the College's program capacity is 40 students per year, the high number of graduates is no doubt the result of the dental assisting programs offered by at least two local for-profit colleges.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
203	881	439	50%	59	\$14.44	144

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
13	13	100	7	6	85.71	6	6	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comments: Because the CWI Dental Assisting program is accredited by CODA, graduates of the program are highly sought after in the surrounding areas. Many graduates of other programs are not employable in a health profession. Information from the Idaho Department of Labor, Communications and Research's Occupational Projections, listed dental assisting as 5th on a list of health care job projections on October 7, 2009 for the state of Idaho.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Excellent program that is nationally accredited.
- Graduates have sophistication and feel for where they come from.
- Coursework prepares students well for career in the profession.
- Most private colleges are not accredited – CWI is.
- Important to keep program.
- Gold standard in Valley
- Huge value to industry
- Program is hitting the mark on industry standards – far superior to any other school in the Valley.
- Graduates care about the profession.
- Graduates have the essential basic skills when hired – big plus.
- Graduates are very professional in all respects.
- Graduates are genuinely vested in the profession.
- Graduates are professionally cultivated – ready to achieve board licensure upon completion of coursework.
- Staff and program well established and respected.
- Demand for Dental Assistants will increase as economy improves.
- ISU Dental Hygiene program ranked in top 10 nationally – would be a huge plus for CWI to partner with them.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Attendees at the meeting agreed to provide names and contact information for other professionals in the industry.
- It's the responsibility of those in the dental profession to spread the word about the value of CWI program.
- Locating health programs in close proximity to each other creates synergy and could be cost saving.
- Important to keep program in a campus setting – not in a stand-alone environment.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Dentists can hire graduates from private schools much cheaper than they can CWI graduates because private school graduates do not have the credentials that CWI graduates have.
- Technical programs are critical to developing and improving local economy.
- Would be a travesty to see the program go away.

Other Comments from Dental TAC:

- Look for grant opportunities, i.e. Kellogg Foundation and Albertsons Foundation
- Increase recruiting efforts in high schools.
- Need to educate the dental industry on value of certification and hiring CWI graduates.
- Utilize targeted marketing efforts to professional dental associations.
- Industry trend to be aware of: mid-level provider in dentistry.
- Private schools create expectations in the young people entering their programs that are not realized.
- Include information on transferability of credits to help expand career opportunities.
- 4th year IDEP students (out of Creighton) will be spending time at ISU facility.
- Be in continuous contact with legislators – keep the needs of CWI up front in their minds.
- Possible increase in marketing would increase awareness and enrollment.
- Bert should meet with the Executive Director of the State Board of Dentistry to discuss CWI's program.
- Contact should be made with other regional (county) dental organizations.
- Seek out Congressman Carlos Bilbao – trained as dental assistant in the military.
- Apollo College is highly over priced for what students get.

Projected Growth (see notes below)

CCBT Findings: The College FTES is projected to increase 20% per year for five years. The Dental Assisting Programs is growing at a slower rate than overall the overall College growth: 10% each year for 5 years.

FTES Fall 2009: 42.3

FTES 2015 target: 68.1

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 2,527

Projected: 6,500

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 2.6
 - Average class size: 16.3
- Full-time equivalent faculty needed for Fall 2014: 4.2

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$164,205	2 full-time instructors
2008	\$206,681	3 full-time instructors
2009	\$258,284	3 full-time instructors
3 Yr Avg	\$209,724	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$25,953
2008	\$24,143
2009	\$19,754
3 Yr Avg	\$23,283

Direct Cost Per Student:

2007	\$5,875
2008	\$5,132
2009	\$6,619
3 Yr Avg	\$5,876

College of Western Idaho

Dental Assisting

Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$ 121,846	\$ 157,235	\$ 193,805	\$ 157,629
Allocated Payroll Expense	42,359	49,447	64,479	52,095
Other Expense (OE, Travel, Capital)	15,294	11,166	9,760	12,073
Allocated Other Expense	10,659	12,977	9,994	11,210
Total PTE Expense and State Reimbursement	\$190,158	\$ 230,825	\$ 278,038	\$233,007
PTE Cost per Student	\$7,043	\$6,239	\$8,178	\$7,153
Full-time Faculty	2	3	3	
Part-time Faculty				
Total Full-time Students	27	37	34	33
Total Part-time Students	0	0	0	0
Total Credit Hours	924	994	873	930
Total Revenue from PTE	\$190,158	\$ 230,825	\$ 278,038	\$ 233,007
Total Revenue from Tuition	109,956	118,286	103,887	110,710
Total Revenue from Local Funds	0	0	0	0
Total Revenue from PTE, Local Fund & Tuition	300,114	349,111	381,925	343,716
Total Expenses from PTE	(\$190,158)	(\$230,825)	(\$278,038)	\$ (233,007)
Total Expenses from Local Funds	0	0	0	0
Total Expenses from Facilities	(21,492)	(21,492)	(21,492)	(21,492)
Total Expense From PTE, Local Fund & Facilities	(\$211,650)	(\$252,316)	(\$299,530)	(\$254,499)
Gain (Loss)	\$88,464	\$96,794	\$82,395	\$89,218
Revenue per Credit Hour	\$325	\$351	\$437	\$371
Expense per Credit Hour	<u>(229)</u>	<u>(254)</u>	<u>(343)</u>	<u>(275)</u>
Gain (Loss) per Credit Hour	\$96	\$97	\$94	\$96
Total Direct Cost per Student	\$5,875	\$5,132	\$6,619	\$5,876
Total Direct Cost per Credit Hour	\$172	\$191	\$258	\$207
Square Footage (current)	2,527			

EXECUTIVE SUMMARY
Drafting Technology Program
November 2010 - Revised

The Drafting Technology program continues to produce graduates that meet and exceed the standards expected in industry. The down-turn in the economy has had a significant impact on placement rates for program graduates, but Technical Advisory Committee members feel this situation could be turning around in 2011.

Several interesting program options have been suggested by advisory committee members. If these options turn out to be feasible, critical 21st century career opportunities for graduates could be created.

- Students receive Leeds certified upon graduation
- Students receive the American Design Drafting Association certificate upon graduation
 - Could save employers money if graduates already have certification

A major obstacle to enrollment growth in the Drafting program is the location at the Canyon County Center. Current classroom/lab space will not allow for program growth – which includes moving to Leeds certification for students. Until the programs on the BSU campus find a new home, the Drafting program must remain at Canyon County.

Financial Analysis: Student enrollment and total credit hours generated for this program decreased slightly during the 2007-2009 time period. The number of full time faculty remained constant at two for the same time period. In 2009 the annual cost per student was significantly higher than other years, partially due to a decrease in enrollment but also due to a significant increase in funding for equipment. Two faculty members are assigned to this program.

Recommendations:

- Continue looking for ways to effectively market this program to a wider audience.
- Investigate the possibility of implementing LEEDS experience into curriculum.
- Investigate the possibility of offering evening and weekend classes.
- Investigate the possibility of adding prerequisite course(s) in math or increase required compass score.
- Reconfigure membership of the Technical Advisory Committee so that 40% of the members are in a position within their companies to influence hiring decisions.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Drafting Technology graduates is between \$20.94, which is significantly above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Drafting Technology program is currently operating over capacity in terms of student enrollment.

Year	Enrolled	Program Capacity	% Enrollment
2006/2007	82	40	205
2007/2008	88	40	220
2008/2009	72	40	180

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
30	73	25	57	24	67

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: Of the 25 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 25 students who completed the program, only 4 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
34	693	102	15	30	\$20.94	4

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
24	24	100	4	3	75	18	17	94.44

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- TAC members do hire program graduates
- Program offers a good solid base for graduates entering the workforce
- Instructors are highly qualified
- Students are very well prepared to enter job market
- Graduates are prepared well beyond industry standards

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. No comments from the Technical Advisory Committee.

- Economic downturn seems to be easing

Other Comments from TAC:

- Helpful to have graduates who are familiar with several disciplines
- Moving to hiring graduates with LEEDS experience
- Have students certified as Leeds certified upon graduation
- American Design Drafting Association certificate upon graduation
 - Could save employers money if graduates already have certification
- Helpful to share classes with other majors, i.e. drafting and engineering
- Plan Designer course for stormwater management – possibly incorporate certificate into program

CWI Questions to TAC:

Is the Canyon County Campus location the best fit for the Drafting Program?

- Pintail is a good location.
- One location for program would be great – eliminate travel.

Is the Electronics Drafting emphasis still a necessary component?

- Possibly replace it with sustainable design.
- Electronics is too specialized – offer it through CWD.
- Create a certificate for sustainable energy.
 - Present to AIA to see if industry would support such a degree/certificate
 - Prep classes for LEEDS certification

Is AAS a valid degree to enter industry?

- Definitely yes.
- Gets students into the field and allows them exposure to other disciplines that could lead them to an alternate career.
- Graduates earn a decent living.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 1,294 sq. ft.

Projected: 3,100 sq. ft.

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$206,728	\$220,217	\$211,601
Total Credit Hours	1,210	1,307	1,079
Cost Per Credit Hour	\$123	\$124	\$158

Program Review for the Drafting Technology Program

February 2010

Introduction: Drafting Technology, a professional technical program, prepares students for employment in engineering, architecture, and manufacturing. With skills in computer-assisted drafting, the students are prepared to solve basic design problems and provide project support. Following one or two years of study, the program culminates in an associate of applied science degree or either a technical or advanced technical certificate.

The drafting laboratory is located at the Canyon County Center. Courses are offered primarily during the day with a new cohort of 24 students beginning each fall.

The Drafting Technology Advisory Committee meets twice a year and consists of 6 members who are drafting practitioners from local businesses

Of the College's core themes, the program contributes to professional technical education.

Program Comments: Almost all students begin the program with the intent of pursuing the two year AAS. Industry typically hires students with the AAS. Job placement with a Technical Certificate is very difficult at best. The Technical Certificate does allow students that complete the first year but are, for one reason or another, unable to continue with the second year, to walk away with some recognized level of completion. There are a few lower paying jobs for which these students may be considered. The Advanced Technical Certificate recognizes those students that are able to complete the two years of technical class but have difficulty with one or more of the required 16 credits of state core transferable credits. Again, students completing the AAS will have an significant edge in job placement, but these students will have better competencies and job opportunities over those with the 1 year Technical Certificate.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings:

The median hourly wage of \$20.94 indicates that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Program capacity is set by the number of stations in the drafting laboratory. Given this limit, the program is at capacity in terms of student enrollment and will not experience enrollment growth.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	62	20	40	205
2007/2008	55	33	40	220
2008/2009	51	21	40	180

Program Comments: The numbers provided in the CCBT report are somewhat baffling. Our program capacity is actually 48; 24 first year students and 24 second year students. We typically have some attrition between the first and second year; often 6 to 8 students. Sometimes these students leave the program because they find it is not for them, or the curriculum is too difficult, or outside difficulties; family problems, money issues, etc. Last year we lost a couple of students due to the swine flu. The second year of the program also picks up a student or two transferring from other institutions and a one or two that have taken a year off. We also have one or two per class that are returning to retake a class. This typically leaves us with 18 to 22 students in each of the second year classes. There are also usually a couple of students that return for a fifth semester to finish or retake state core transferable classes but, while they are Drafting Program students they are not enrolled in any of the technical classes. This should put the program at close to 100% enrollment. We generally have a number of students that register late, after the program is full, and they are relegated to taking general core classes for one year before entering the two years of technical classes, if they so choose. This would explain some of the over enrollment percentages but not to the extent provided in CCBT's report.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
30	73	25	57	24	67

Program Comments: The CCBT's report appears to be taking the total number of enrolled students (full time plus part time), divided by two and then dividing by the number of graduates for that year to calculate the completion percentage. There are a number of problems with this. Please refer to the program comments on enrolled students. We also have a problem with the number of completers. Since program capacity is 24 students per year and because of physical constraints we are unable to over enroll any of the technical classes that utilize the computer labs (approximately 90% of our classes). A ten year average could not possibly be above 24 students a year. Some years may have a few more that 24 while others a few less since a few students require a 5th or 6th semester to finish the program. The over count on completers could be attributable to two things. First, during the 2006/2007 and 2007/2008 school years the Drafting Program was a part of Boise State University where a number of students continued on for a bachelors degree (BAS) in Drafting Technology and could have been added to the count. Second, a couple of students graduating with an AAS degree have applied for simultaneously received the Advanced Technical Certificate since they had completed the requirements for each. It may be possible these students were counted twice as completers.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in drafting will continue at a steady pace rate for the coming decade with the number of graduates almost exactly matching the total number of job openings. Since it is unlikely that each job openings would be filled by graduates from this program, the College is producing a surplus of graduates who will be competing for a low number of jobs.

Of the 25 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 25 students who completed the program, only 4 responded to the request for employment information.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus Gap/Surplus
34	693	102	15	30	\$20.94	4

Placement Analysis:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
24	24	100	4	3	75	18	17	94.44

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comments: Up through the 2008/2009 school year the drafting program has had very high placement numbers. During the 2006/2007 and 2007/2008 school years job opportunities outnumbered graduates 3 to 1 (this is an unofficial estimation based on an immense number of employer inquiries and informal discussions with graduates). As the national and regional economies collapsed, especially the housing market, those opportunities started to wane in the 2008/2009 school year, yet we were still able to place most all the graduates. 2009/2010 offered very few opportunities to graduates. Over half of the May 2010 graduates are still seeking employment in a related field as of October 2010. This trend appears to be starting to turn around, but we anticipate it to be very slow. We expect this trend to be similar to most other professions. The change in annual openings within the field will mirror the speed of the regional economic recovery.

The number of graduates used in the Job Gap Analysis is probably artificially high; please refer to our comments on "Program Completers". We also feel that a number of graduates take positions in related fields that may not be reflected in the "Annual Openings". Such positions include but are not limited to; survey technician, technical illustration, field inspection, land planning, construction positions, and others. While these positions are not the direct intent of the course work, the competencies learned often enable students to secure these positions. We also have a percentage of graduates that, once introduced to the material, choose to take the additional step of going on to bachelor's degrees in Architecture, Civil Engineering, Mechanical Engineering, Surveying, or even Drafting itself through the BAS program at BSU. We roughly estimate 1 to 5 graduates each year choose to pursue further education. We feel that those students should be counted a successful placement but should not count against filling the estimated annual openings.

In summary we feel the surplus of 4 graduates per year is high and in actuality there will be a small gap.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- TAC members do hire program graduates
- Program offers a good solid base for graduates entering the workforce
- Instructors are highly qualified
- Students are very well prepared to enter job market
- Graduates are prepared well beyond industry standards

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee: Question Not Addressed

Program Comments: The Drafting Program is often in completion with bachelor and graduate level Engineering and Architectural programs for donations and support. Fortunately, revenue per credit hour exceeds expense per credit hour per the CCBT analysis. Additional program needs have not been significant. We have had one recent donation of significant size. A HP1055C 36" ink plotter from the Idaho Transportation Department. Most support has been in the form of guest lecturers or work product that can be utilized as challenging classroom projects

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Economic downturn seems to be easing

Program Comments: Many local businesses, industries, and government entities require the work of draftsmen to produce their end products. While draftsmen are often a small percentage of their total workforce, their end product could not be completed without them. Without local educational opportunities to train draftsmen all of these entities would have to look outside the region to fill positions created by attrition, retirement and growth

Other Comments from TAC:

- Helpful to have graduates who are familiar with several disciplines
- Moving to hiring graduates with LEEDS experience
- Have students certified as Leeds certified upon graduation
- American Design Drafting Association certificate upon graduation
 - Could save employers money if graduates already have certification
- Helpful to share classes with other majors, i.e. drafting and engineering
- Plan Designer course for stormwater management – possibly incorporate certificate into program

CWI Questions to TAC:

Is the Canyon County Campus location the best fit for the Drafting Program?

- Pintail is a good location.
- One location for program would be great – eliminate travel.

Is the Electronics Drafting emphasis still a necessary component?

- Possibly replace it with sustainable design.
- Electronics is too specialized – offer it through CWD.
- Create a certificate for sustainable energy.
 - Present to AIA to see if industry would support such a degree/certificate
 - Prep classes for LEEDS certification

Is AAS a valid degree to enter industry?

- Definitely yes.
- Gets students into the field and allows them exposure to other disciplines that could lead them to an alternate career.
- Graduates earn a decent living.

Program Comments:

- Location in Nampa CCC is not ideal – shortage of space and students have to travel to some classes – this has negatively impacted attrition.
- Should be located near pre-engineering program and pre-architecture program.
- Helps to be near the machine tool and welding programs.
- Computer lab at CCC needs at least 10 computers capable of running drafting software (Cathleen to submit for grant) OR Need two fully equipped drafting labs.
- Need two fully equipped drafting lab.s
- Students entering program are not strong enough in math.
- Prereq in math or higher compass score needed.
- Students who identify a desire to move to a BS/BA degree upon completion of their Drafting degree, are advised by program faculty to take transfer courses in lieu of program courses.
- Need to integrate Navis Works/BIM.

Projected Growth:

CCBT Findings:

The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009:	33.9
FTES 2015 target:	33.9

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 1,294 sq. ft.
Projected: 3,100 sq. ft.

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 2.6
 - Average class size = 21.7
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 2.6

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$177,841	2 full-time instructors
2008	\$194,182	2 full-time instructors
2009	\$182,628	2 full-time instructors
3 Yr Avg	\$184,883	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$28,887
2008	\$26,035
2009	\$28,973
3 Yr Avg	\$27,965

Direct Cost Per Student:

2007	\$2,871
2008	\$3,080
2009	\$3,441
3 Yr Avg	\$3,131

College of Western Idaho
Drafting Technology
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$124,364	\$140,492	\$140,389	\$135,082
Allocated Payroll Expense	53,477	53,690	42,238	49,802
Other Expense (OE, Travel, Capital)	15,545	13,623	21,382	16,850
Allocated Other Expense	13,343	12,412	7,591	11,115
Total PTE Expense and State Reimbursement	\$206,728	\$220,217	\$211,601	\$425,697
PTE Cost per Student	\$2,871	\$3,080	\$3,441	\$3,131
Full-time Faculty	2	2	2	
Part-time Faculty				
Total Full-time Students	62	55	51	56
Total Part-time Students	20	33	21	25
Total Credit Hours	1,210	1,307	1,079	1,199
Total Revenue from PTE	\$206,728	\$220,217	\$211,601	\$212,849
Total Revenue from Tuition	143,990	155,533	128,401	142,641
Total Revenue from Local Funds	0	0	0	0
Total Revenue from PTE, Local Fund & Tuition	350,718	375,750	340,002	355,490
Total Expenses from PTE	(\$206,728)	(\$220,217)	(\$211,601)	\$(212,849)
Total Expenses from Local Funds	0	0	0	0
Total Expenses from Facilities	(8,411)	(8,411)	(8,411)	(8,411)
Total Expense from PTE, Local Fund & Facilities	(\$215,139)	(\$228,628)	(\$220,012)	\$(221,260)
Gain (Loss)	\$135,579	\$147,122	\$119,990	\$134,230
Revenue per Credit Hour	\$290	\$287	\$315	\$297
Expense per Credit Hour	(178)	(175)	(204)	(186)
Gain (Loss) per Credit Hour	\$112	\$113	\$111	\$112
Total Direct Cost per Student	\$2,060	\$2,273	\$2,767	\$2,367
Total Direct Cost per Credit Hour	\$123	\$124	\$158	\$135
Square Footage (current)	1294			

EXECUTIVE SUMMARY
Early Childhood Development Program Analysis
March 2010

The Early Childhood Education program is the only program in the Treasure Valley that offers the certification and/or degree that is necessary for its community partners. The program curriculum and standards follow the National Association for the Education of Young Children (NAEYC) "Standards for Associate Degree Programs". These standards are also aligned with National Council for Accreditation of Teacher Education (NCATE) standards. NAEYC has instituted an accreditation program for associate degree programs that the program would like to pursue. Program faculty are exploring the development of parallel tracks for the AAS and AA options that would be of great benefit to the students.

Comments from the Early Childhood Education Technical Advisory Council emphasized how much they value the quality of training program graduates receive, and the excellent instruction provided by the faculty.

According to survey data gathered by Economic Modeling Specialists, Inc. (EMSI), program graduates will not earn a living wage, however openings for program graduates are strong (over 200/year). According to the study done by Gamble from the California Collegiate Brain Trust (CCBT),

"There needs to be a call to advocacy, increased awareness and education to rectify this. However, many academic pursuits would be hard to justify if wage was your only criteria. It is a field where people are entirely driven by a passion to work with children and are not motivated by economics. In addition, in order for the Boise area to continue to grow, the availability of quality childcare will be important, which means that there is a need for the service."

Financial Analysis: The number of full-time students in this program has decreased, but the number of part-time students has increased. The change in enrollment has decreased the number of credit hours generated and has increased the per student cost of direct instruction from \$5,309 in academic year 2007 to \$7,198 in 2009.

Recommendations: Providing trained care givers and teachers for our children is a critical responsibility of a community college. Based on input received from the Early Childhood Education program's Technical Advisory Committee, this program is exceeding industry needs in producing highly trained graduates. To move this program to an even higher level, the recommendations are to:

- Develop an Early Childhood Education AA degree that will be transferrable to other institutions of higher education. This program will be the first two years of a four year baccalaureate program, giving the students the option to enroll in an Early Childhood Studies degree program with the career goal of becoming an early childhood special education teacher or a K-3rd grade teacher.
- Increase the number of students enrolled and program graduates significantly.
- Utilize different course scheduling options as well as targeted marketing efforts.

Living Wage. Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Data: The median hourly wage for an Early Childhood Education graduate are the lowest of all the College’s professional technical programs; graduates are unlikely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: This program is not at capacity in terms of full-time student enrollment, therefore, there is potential for this program to accommodate additional students with the current space and equipment. This potential for enrollment growth is enhanced by the Idaho State Training and Registry System initiative to require specific levels of formal education for child care center staff.

Program Comments: The combination of full time and part time students skews the data incorrectly. Students who are receiving Idaho STARS scholarships are REQUIRED to attend part time and take no more than 16 credits annually.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	25	41	34	194
2007/2008	17	46	34	185
2008/2009	18	44	34	182

Program Completers: The total number of students who complete an associate degree or a certificate.

Program Comments: The low completion percentage is erroneous as these students may complete the program over many semesters or years. The ratio does not properly calculate the data.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
24	73	22	70	7	23

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT data: The need for workers trained in early childhood education will continue to be strong with over 200 job openings per year for the coming decade.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

Early childhood education and teaching

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
8	624	67	11	17	\$ 8.86	(9)

Child care workers

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
14	4,642	814	18	215	\$ 7.28	(201)

Preschool teachers except special education

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/Surplus
?	504	52	10	13	\$ 7.50	?

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
20	20	100	1	1	100	6	3	50

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Many graduates are hired by TAC members and Industry and are located throughout the valley.
- Absolutely teaching to industry standards.
- Idaho Star Scholarship for students are given to students enrolling in high quality programs and who are currently working in child care facility. This is the reason for the high number of part-time students. Graduates who receive a scholarship also receive a raise upon completion of CDA. CWI is currently the only educational institution providing the necessary training.
- Program provides a huge service for the community.
- Federal Mandate to Headstart teachers must have Associate degree by 2012. Teaching assistants must have the CDA by 2012.
- AA/AAS is critically important – to allow opportunity for students to move toward BA/BAS.
- Well respected by graduates and industry – program is at Gold Standard.
- Assistant teachers as well as teachers have benefitted from this program
- “Instructors made going back to school fun.”
- Child care work force is geared toward technical certificate – then up the technical side.
- NAEYC funded teachers must have BA degree.
- Look into Quality rating for program (QualStar).
- Will need infant toddler CDA in 2012.
- Professional ladder that articulates all the way through graduate level, AA/BA/MA, AAS/BAS/MA.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Look at vacant elementary school (old Boise School District building); contact Association of Idaho Cities; empty buildings in Eagle – Lloyd Mahaffey – Economic Development; Anne Ritter- Meridian School District; Pretty Brothers; Yanke Corporation;
- Help with conducting a capital campaigns - Jim Everett – YMCA;
- Utilize modular structures; essential to not partner space with other private entities.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee included:

- Only Early Childcare program in the valley.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current square footage: 1,245

Projected square footage: 3,650

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$159,269	\$218,509	\$201,535
Total Credit Hours	637	627	565
Cost Per Credit Hour	\$250.03	\$348.50	\$356.70

Program Analysis for the Early Childhood Education Program February 2010

Introduction: Early Childhood Education, a professional-technical program, prepares students for teaching and supervisory roles that provide quality care and educational services to children from birth to age eight. Through lectures and field experiences, the curriculum emphasizes curriculum development and planning, health and safety, assessment of children's growth, program management, and parent communication. Following one or two years of study, these courses culminate in an associate of applied science degree or a certificate at one of three levels: postsecondary technical, technical, and advanced technical. Courses in this program may be used to fulfill some/all of the 120 hours of child care education required for the Child Development Associate (CDA) credential offered through the Council for Professional Recognition.

The Early Childhood Education Preschool, a teaching laboratory for students in the program, is located at the College's site at Boise State University. The Preschool serves families in the community who could not otherwise afford an early childhood experience. Early Childhood Education courses are offered at the BSU site, the Ada County Center and the Canyon County Center during the day, evening, and weekend, as well as online. This program is unique among College's professional-technical programs in that it serves more part-time students, who are currently employed in the field, than full-time students.

The Early Childhood Education Technical Advisory Committee meets twice a year and includes 9 members who are directors and administrators of early childhood programs, high school family-and-consumer-science teachers, and staff of early childhood professional organizations.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings are the lowest of all the College's professional technical programs; graduates are unlikely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Since the early childhood education program is not at capacity (based on full-time student enrollment), there is potential for this program to accommodate additional students with the current space and equipment. This potential for enrollment growth is enhanced by the Idaho State Training and Registry System initiative to require specific levels of formal education for child care center staff.

Program %

Year	Full-time	Part-time	Capacity	Enrollment
2006/2007	25	41	34	194
2007/2008	17	46	34	185
2008/2009	18	44	34	182

Program Comments: The combination of full time and part time students skews the data incorrectly especially in the case of the Early Childhood Education. Students who are receiving IdahoSTARS scholarships are REQUIRED to attend part time and take no more than 16 credits annually.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007			2007/2008			2008/2009	
Completers	% Completion		Completers	% Completion		Completers	% Completion
24	73		22	70		7	23

Program Comments: The low completion percentage is erroneous as these students may complete the program over many semesters or years. The ratio does not properly calculate the data.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: Of the 22 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on students' responses to a questionnaire; of the 22 students who completed the program, only 1 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in early childhood education will continue to be strong with over 200 job openings per year for the coming decade.

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
20	20	100	1	1	100	6	3	50

*Survey conducted by CWI January 2009 of May 2009 program graduates

Graduates/Jobs Gap Analysis: Early childhood education and teaching

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
8	624	67	11%	17	\$ 8.86	(9)

Graduates/Jobs Gap Analysis: Child care workers

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
14	4,642	814	18%	215	\$ 7.28	(201)

Graduates/Jobs Gap Analysis: Preschool teachers except special education

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
?	504	52	10%	13	\$ 7.50	?

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Many graduates are hired by TAC members and Industry.
- Students are located throughout the valley.
- Absolutely teaching to industry standards.
- Idaho Star Scholarship for students
 - given to students enrolling in high quality programs – given to students who are currently working in child care facility, thus the high number of part-time students
 - Graduates receiving a scholarship receive a raise upon completion of CDA
 - CWI is currently the only educational institution providing the necessary training
- Program provides a huge service for the community
- Federal Mandate to Headstart teachers must have Associate degree by 2012.
 - Teaching assistants must have the CDA by 2012.
- AA/AAS is critically important – whether you move toward BA/BAS
- Well respected by graduates and industry
- Assistant teachers as well as teachers have benefitted from this program – program is at Gold Standard
- Instructors made going back to school fun.
- Child care work force is geared toward technical certificate – then up the technical side.
- Run parallel tracks – AA to BA and AAS to BAS
- ISU has a great model – both AA and AAS funded by PTE
- NAEYC funding teachers must have BA degree.
- Look into Quality rating for program (QualStar)
- Will need infant toddler CDA in 2012
- Professional ladder that articulates all the way through graduate level

Program Comments: The program curriculum and standards follow the National Association for the Education of Young Children (NAEYC) “Standards for Associate Degree Programs”. These standards are also aligned with National Council for Accreditation of Teacher Education (NCATE) standards. NAEYC has instituted an accreditation program for associate degree programs that the program would like to pursue.

Only one other associate degree program in the state has been working on the accreditation. The ECE program can apply for self-study status to begin the accreditation process. This would assure that the program is providing a nationally recognized quality early childhood education curriculum to students.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Look at vacant elementary school (old Boise School District building)
- Capital Campaigns
- Jim Everett - YMCA
- Modular structures
- Association of Idaho Cities
- Empty buildings in Eagle – Lloyd Mahaffey – Economic Development
- Anne Ritter- Meridian School District
- Pretty Brothers
- Yanke Corporation
- One building due to financial concerns
- Essential to not partner space with other private
- Early Learning Challenge Fund – need match funds – can’t double dip – Bert to meet with Lorraine Clayton and Melissa Bandy

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Only Early Childcare program in the valley.

Program Comments: Additionally the program supplies the only credit based Child Development Associate credential training in the Treasure Valley. The curriculum meets the standard of the Council for Professional Recognition that administers the CDA. The IdahoSTARS QRIS success is dependent on the courses offered by the CWI ECE program to help child care center directors and staff meet the Education Standard.

Many prospective students inquire about the possibility of transferring credit from the ECE program into the BSU Early Childhood Studies program with the career goal of becoming an early childhood special education teacher or a K – 3rd grade teacher. The program is pursuing the addition of an Associate of Arts degree that would be a transfer degree into Boise State

University and the University of Idaho. The ECE program at the College of Southern Idaho has both an AA and an AAS degree so we have a model of the course sequence. The program has a good relationship with the Early Childhood Studies department at BSU and the Education Department of the U of I because of our work together on the statewide Consortium for the Preparation of Early Childhood Professionals.

Projected Growth:

CCBT Findings: The College FTES is projected to increase 20% per year for five years. Enrollment growth in this program will not keep pace with the College's overall growth.

FTES Fall 2009:	58.1
FTES 2015 target:	93.6

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current:	1,245
Projected:	3,650

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Findings:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009:
 - Average class size =
- Full-time equivalent faculty needed for Fall 2014:

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$206,440	3 full-time instructors
2008	\$275,475	3 full-time instructors
2009	\$261,186	3 full-time instructors
3 Yr Avg	\$247,700	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$19,484
2008	\$26,235
2009	\$15,659
3 Yr Avg	\$20,459

Direct Cost Per Student:

2007	\$3,805
2008	\$5,809
2009	\$5,385
3 Yr Avg	\$5,000

College of Western Idaho
Early Childhood Education
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$ 153,185	\$ 209,570	\$ 195,982	\$ 186,246
Allocated Payroll Expense	53,254	65,905	65,204	61,454
Other Expense (OE, Travel, Capital)	6,084	8,939	5,553	6,858
Allocated Other Expense	13,400	17,296	10,106	13,601
Total PTE Expense and State Reimbursement	\$225,924	\$ 301,710	\$ 276,845	\$268,159
PTE Cost per Student	\$4,965	\$7,543	\$6,921	\$6,476
Full-time Faculty	3	3	3	
Part-time Faculty				
Total Full-time Students	25	17	18	20
Total Part-time Students	41	46	44	44
Total Credit Hours	637	627	565	610
Total Revenue from PTE	\$225,924	\$ 301,710	\$ 276,845	268,159
Total Revenue from Tuition	75,803	74,613	67,235	72,550
Total Revenue from Local Funds	16,120	14,228	6,230	12,193
Total Revenue from PTE, Local Fund & Tuition	317,847	390,551	350,310	352,902
Total Expenses from PTE	(\$225,924)	(\$301,710)	(\$276,845)	(268,159)
Total Expenses from Local Funds	(19,728)	(5,127)	(2,240)	(9,032)
Total Expenses from Facilities	(13,870)	(13,870)	(13,870)	(13,870)
Total Expense From PTE, Local Fund & Facilities	(\$259,521)	(\$320,707)	(\$292,955)	(\$291,061)
Gain (Loss)	\$58,325	\$69,844	\$57,355	\$61,842
Revenue per Credit Hour	\$499	\$623	\$620	\$581
Expense per Credit Hour	(407)	(511)	(519)	(479)
Gain (Loss) per Credit Hour	\$92	\$111	\$102	\$101
Total Direct Cost per Student	\$3,805	\$5,809	\$5,385	\$5,000
Total Direct Cost per Credit Hour	\$272	\$371	\$381	\$341
Square Footage (current)	1245			

**CWI Early Childhood Education - Program Activities
February 2010**

Snapshot of our students: Spring 2010

50 majors in ECE and general education courses (that we know of)

3 students graduated in December with PTC, TC and AAS

11 new majors (that we know of)

6 students did not return after fall semester (of those 4 did not do well in coursework; they did not take compass and did not meet with program faculty to select the courses that might work best for them which has been an indicator for success over the past 20 years)

9 students taking one or more courses from other majors or non-degree seeking

17 IdahoSTARS Academic Scholarship recipients (more scholars may be taking general education courses)

18 students taking 8 or more credits

32 students taking 7 or fewer credits

31 students employed; **27** in early childhood facilities or related fields (nannies, Lhild Life)

Snapshot of our course offerings: Spring 2010

- 2 morning courses with two sections each: 16 credits
- 1 afternoon 15 week course: 2 credits
- 1 afternoon 8 week course: 1 credit
- 3 evening courses: 12 credits
- 3 hybrid courses, online with face to face classes in afternoon, evening or Saturday: 7 credits
- 1 online course: 1 credit
- 13 students doing practicum course in our preschool lab
- 27 students doing practicum in community facilities in Ada, Canyon, Gem, Owyhee counties
- 4 students doing practicum in place of employment

Snapshot of our students: Fall 2009

48 *known* majors (3 not taking courses fall semester- returning spring semester)

11 Head Start Assistant teachers taking 5 credits as part of a Certificate of Completion

19 IdahoStars academic scholarship students in ECE classes

6 IdahoStars scholars taking general education classes only

30 students employed with **28** employed in early childhood education settings

8 students are taking **12** credits or more

37 students are taking **11** credits or less

Snapshot of our course offerings: Fall 2009

- 3 morning courses totaling 11 credit hours
- 4 afternoon courses totaling 7 credit hours
- 3 evening courses totaling 23 credit hours (1 course meets weekly & 2 meet biweekly)
- 5 credits offered for 10 weeks: classes meet Monday afternoon through evening and Saturday morning
- 3 credit independent study

EXECUTIVE SUMMARY
Electronics Technology Program Analysis
March 2010

The Electronics Technology program is going through significant curriculum changes to address the shift in industry from “bench tech” positions to “systems tech” positions. Input from the Technical Advisory Committee indicates that this change is critical and will enable them to hire graduates who possess the skills industry demands.

The faculty in the Electronics Technology program are truly the strength of the program. Their willingness to interact with industry partners and continually look for opportunities to enhance their program is extraordinary. The faculty are very active in remaining current in their industry and their efforts are not only appreciated by local industry but supported by providing internship opportunities.

The Electronics Program faces several major challenges. Acquiring the necessary equipment to follow the new curriculum changes, plus having adequate space to perform the type of lab activities necessary are two. The program will receive funds this year from a Department of Labor/State Division of Professional Technical Education Green Grant that will allow for purchasing of equipment prior to next fall’s classes.

Another challenge facing the Electronics Program is relocating off the Boise State University Campus by July 2012. Their identified space needs are more than 1.5 times the current space to allow for future growth.

Financial Analysis: Enrollments for part time students increased 38%, while enrollments for full time students remained fairly constant for academic years 2007 to 2009. The per credit hour cost of direct instruction decreased 28% in the same time period, but there were no funds available for equipment upgrades.

Recommendations:

- Faculty must immediately incorporate alternative class schedules that will allow for an increase in enrollment and graduates, i.e. evening and weekend course offerings for this program.
- It’s critical that the faculty maintain the close partnership with industry, constantly reaching out to them for additional resources.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Data: The median hourly wage for an Electronics Technology graduate is \$15.59 per hour, well above the minimum.

Program Comments: The average wage for an entry level electronics technician is approximately \$19.00 an hour. This varies from a low end of around \$15.00/hour for technicians who do more installation than repair, to a high end of around \$30.00/hour for control technicians.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	48	100	60	247
2007/2008	48	146	60	323
2008/2009	52	137	60	315

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
38	51	19	20	40	42

Program Analysis for the Electronics Technology Program

February 2010

Introduction: Electronics Technology, a professional technical program, provides students with knowledge and hands-on experience in digital electronics systems, electronic communications systems, electronic measurement and control systems, and instrumentation technology. Following one or two years of study, the courses culminate in an associate of applied science degree or either a postsecondary technical and advanced technical certificate.

The electronics laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 18 students beginning each fall and spring. The program also offers courses onsite at Micron Technology to meet the needs of part-time students.

The Electronics Technology Advisory Committee meets twice a year and includes 18 members who are owners and managers of local businesses, a district manager, an engineering supervisor, and senior electronic technicians.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings indicate that graduates will be able to earn a living wage of \$15.59 per hour.

Program Comments: The average wage for an entry level electronics technician is approximately \$19.00 an hour. This varies, of course, from a low end of around \$15.00/hour for technicians who do more installation than repair, to a high end of around \$30.00/hour for control technicians...all living wages.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings:

<u>Year</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Program Capacity</u>	<u>% Enrollment</u>
2006/2007	48	100	60	247
2007/2008	48	146	60	323
2008/2009	52	137	60	315

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007			2007/2008			2008/2009	
Completers	% Completion		Completers	% Completion		Completers	% Completion
38	51		19	20		40	42

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: There is currently a surplus of workers for electrical/electronics, but a need for workers in instrumentation technology, which helps explain why the curriculum has moved in the direction of instrumentation technology. Both types of jobs show little to no growth in the coming decade but continue at the moderate pace of 27 job openings per year.

Graduates/Jobs Gap Analysis: Electrical/Electronic

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
70	1031	73	7	27	\$25.94	43

Graduates/Jobs Gap Analysis: Instrumentation Technology

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
2	826	-33	(4)	27	\$15.59	(25)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
21	21	100	6	6	100	40	24	60

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comments: There can be much debate over this, but technician jobs exist in several different fields and categories not just the traditional "Electronics Engineering Technician." These jobs are older bench-technician jobs which have largely disappeared, but recent EMSI gap analysis data uses it as a basis of showing more technicians than available jobs. This is not accurate as many technician jobs exist in fields of process control, instrumentation, communications, and automation, and many recent technicians have found work as biomedical technicians. The industry is changing rapidly but the CWI ET program is evolving with the help

of our TAC and others in the industry. We have changed our program in direct response to the needs of an evolving industry. Job growth over the next ten years of Electronics Engineering Technician jobs is relatively flat at around 5%, but the above listed fields show growth from 11% to over 20% (Department of Labor B.L.S.) In terms of program viability, it is important to understand that our program feeds a number of different technician jobs and that our program has evolved to provide industry with entry level technicians that have the required knowledge and skills to be successful in a quickly changing industry.

Data shows very high positive placement rates for ET graduates and that nearly 80% of graduates from last 5 years are working in related field.

Alignment with Industry Standards: The curriculum of each program complies with and reflects current industry standards.

Comments from the Technical Advisory Committee:

- Top notch graduates
- Very successful internship program
- Graduates from Electronics Program do not have the skills that Sorrento needs.
 - Need employees with troubleshooting skills for industrial/mechanical and physical equipment, high speed packaging training.
 - Currently recruiting from out of state.
 - Sorrento is a growing entity
 - Trouble shooting skills essential
 - Critical thinking skills essential
 - Basic mechanical skills
 - Looking at hiring an internal trainer to train
- Very important to maintain transferability of students to BAS at BSU.
 - Telecomm courses important.
- Curriculum has evolved with the industry changes
 - Bench tech positions have been eliminated
 - Moving more toward logic and troubleshooting skills
- Electronic Tech graduates needs to be able to do multiple tasks.
- Problem hiring electricians – need employees who know PLC, and have experience in troubleshooting.
- Green industries related to electronics need employees
 - CWI received a grant focusing on this need
- Little board level repair jobs available – jobs are now focusing on programming, troubleshooting, critical thinking
- Requirements for graduates in electronics have changed drastically. Skills needed are crossing programs, i.e. IT and Electronics. Need:
 - Technical skills
 - Industry domain skills
 - Troubleshooting

- Electronics program has the most diverse components - students must have a wide variety of knowledge that can be transferred to multiple areas.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Industry could assist instructors to upgrade their skills
 - Possible instructor swap – CWI and industry
 - Job shadowing in industry
 - Current program equipment is old technology
- Location of program isn't as important as skills learned.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee: None

Other Comments from TAC:

- Set up meeting with Dian Scott and Tommy Glasscock from Sorrento to discuss their employee training needs.
- Send TAC members Electronics new curriculum.

Projected Growth:

CCBT Findings: The College FTES is projected to increase 20% per year for five years. The electronics technology program is close to capacity in terms of student enrollment, and therefore is not likely to experience significant enrollment growth.

FTES Fall 2009: 72.3
 FTES 2015 target: 72.3

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 10,771
 Projected: 16,415

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 11.8
 - Average class size = 6.1
- Full-time equivalent faculty needed for Fall 2014: 4.8

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$493,677	4 full-time instructors
2008	\$534,572	5 full-time instructors
2009	\$521,791	5 full-time instructors
3 Yr Avg	\$516,680	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$65,988
2008	\$55,999
2009	\$53,197
3 Yr Avg	\$58,394

Direct Cost Per Student:

2007	\$4,611
2008	\$4,019
2009	\$4,235
3 Yr Avg	\$4,289

College of Western Idaho Electronic Technology

Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$ 345,228	\$ 386,766	\$ 401,111	\$ 377,702
Allocated Payroll Expense	148,449	147,806	120,681	138,979
Other Expense (OE, Travel, Capital)	28,949	21,828	31,509	27,429
Allocated Other Expense	37,038	34,170	21,688	30,966
Total PTE Expense and State Reimbursement	\$559,665	\$ 590,570	\$ 574,989	\$575,075
PTE Cost per Student	\$5,711	\$4,881	\$4,772	\$5,121
Full-time Faculty	4	5	5	
Part-time Faculty				
Total Full-time Students	48	48	52	49
Total Part-time Students	100	146	137	128
Total Credit Hours	1,362	2,109	2,040	1,837
Total Revenue from PTE	\$559,665	\$ 590,570	\$ 574,989	\$ 575,075
Total Revenue from Tuition	162,078	250,971	242,760	218,603
Total Revenue from Local Funds	0	0	0	0
Total Revenue from PTE, Local Fund & Tuition	721,743	841,541	817,749	793,678
Total Expenses from PTE	(\$559,665)	(\$590,570)	(\$574,989)	\$ (575,075)
Total Expenses from Local Funds	0	0	0	0
Total Expenses from Facilities	(77,730)	(77,730)	(77,730)	(77,730)
Total Expense From PTE, Local Fund & Facilities	(\$637,395)	(\$668,300)	(\$652,718)	(\$652,804)
Gain (Loss)	\$84,348	\$173,241	\$165,030	\$140,873
Revenue per Credit Hour	\$530	\$399	\$401	\$443
Expense per Credit Hour	<u>(468)</u>	<u>(317)</u>	<u>(320)</u>	<u>(368)</u>
Gain (Loss) per Credit Hour	\$62	\$82	\$81	\$75
Total Direct Cost per Student	\$4,611	\$4,019	\$4,235	\$4,289
Total Direct Cost per Credit Hour	\$332	\$231	\$250	\$271
Square Footage (current)	10,771			

EXECUTIVE SUMMARY
Heavy Duty Diesel Technology Program Analysis
March 2010

The Heavy Duty Diesel Technology program has undergone a significant overhaul over the last two years. The curriculum has been realigned, with extensive input from local industry, to reflect industry needs. Comments from the Technical Advisory Committee suggest that there is now a good foundation in place that will allow industry to continue the necessary training when they hire a CWI graduate.

Program graduates are expected to make an hourly rate that significantly exceeds the minimum living wage based on the 2008 Northwest Job Gap Survey criteria. Minimum living wage for Idaho is \$11.49 per hour- the median hourly earnings for this program are \$16.28.

Enrollment and program completer numbers are returning to an acceptable level. Enrollment growth will be limited by space restrictions, but the number of completers must increase in the future.

Financial Analysis: The cost per student in the Heavy Duty Diesel program remains high at an average of \$6,836 per year. Increasing enrollment would help bring this cost down.

Recommendations:

- Continue to develop new industry partnerships in the valley.
- Work with high school counselors to help keep students in the valley. Counselors need to be educated as to the graduates' earning potential of this program.
- Partner with area technical education high school to leverage equipment resources, i.e. training aids.
- Work with CWI Marketing Department to establish a marketing effort for next year.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Heavy Duty Diesel Technology graduates is \$16.28, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: Given the needs for specialized equipment and space, the heavy equipment technician program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	38	5	22	195
2007/2008	20	10	22	136
2008/2009	35	6	22	186

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
18	84	8	53	10	49

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: In terms of projected strength of the job market, the need for workers trained in welding and metal fabrication will continue to be strong with about 50 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage. Of the 21 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 4 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
5	740	139	19	30	\$16.28	(25)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
9	9	100	1	1	100	8	7	87.50

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Quality of graduates has drastically improved over the past few years.
- Program standards have greatly improved.
- Employees who stay with the company seem to be those who grow up here. Very important to grow our own students
- Not done a very good job of marketing the program
- Program has built a good foundation – one the industry can easily pick up and continue with after they hire the students.
- Industry must be an active partner in this process to make the program meaningful.

- Several former TAC members are no longer employed in the industry – means the programs must reestablish relationships in industry.
- Develop a good marketing strategy for program.
- Collaboration with regional high school programs – work with counselors at high schools to help keep students in the valley. Training aids are hugely expensive – important to partner with high schools to leverage resources available. Program is currently working with DAD’s to share resources
- Need to utilize current technology to train students

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Location is not an issue – how we get the program moved and built out is the issue.
- Conversations have been going on for two years on how we move this program. Something needs to happen.
 - 60% of the mechanics are 55+ years old. We’re preparing to hire lots of new employees in 5 years
- Mechanics Industry doesn’t have people applying for jobs, and the same seems to apply for truck driving industry
- Cut over 35% of the technicians at Kenworth Sales Co in southern Idaho.
- Technicians at NW Sales have been reduced from 16 to 9.
- Need a commitment from industry to employ graduates.
- Need more space for program.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee included:

- Industry values this program and strongly encourages its continuance.
- Expensive program to provide training aids

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 11,239 (shared with Heavy Equipment Technician Program)
 Projected: 35,580 (shared with Heavy Equipment Technician Program)

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$185,948	\$142,820	\$169,687
Total Credit Hours	804	492	721
Cost Per Credit Hour	\$231.28	\$290.28	\$235.35

Program Analysis for the Heavy Duty Diesel Technology Program

February 2010

Introduction: Heavy Duty Truck Technology, a professional technical program, trains students in the theory, service, diagnosis, and repair of medium and heavy-duty on-highway and off-highway trucks, with an emphasis on diesel engines. The program shares portions of its curriculum with the Heavy Equipment Technology Program. Following one or two years of study, courses in heavy duty truck technology culminate in an associate of applied science degree as well as certificates at three levels: postsecondary technical, technical, and advanced technical.

The technical certificate earned in the first year of this program documents study of basic theory and repair procedures with an emphasis on hands-on instruction in the skills required for entry-level placement in heavy duty truck technician jobs. The advanced technical certificate earned in the second year of the program requires courses in advanced technical theory and real-world laboratory work on the diagnosis and repair procedures required for advanced entry level placement in the heavy duty truck technician jobs. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The teaching laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 14 students beginning each fall.

The Heavy Duty Truck Technology Advisory Committee meets twice a year and includes 10 members who are owners and managers of local businesses, technicians, graduates of the program, a high school instructor, and a student.

Of the College's core themes, the program contributes to professional/technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings of \$16.28 indicate that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Given the needs for specialized equipment and space, the heavy equipment technician program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	38	5	22	195
2007/2008	20	10	22	136
2008/2009	35	6	22	186

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
18	84	8	53	10	49

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in heavy duty truck technology will continue to be moderately strong with 30 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Of the 8 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on students' responses to a questionnaire; of the 8 students who completed the program, only 1 responded to the request for employment information.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
5	740	139	19	30	\$16.28	(25)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
9	9	100	1	1	100	8	7	87.50

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Quality of graduates has drastically improved over the past few years.
- Program standards have greatly improved.
- Employees who stay with the company seem to be those who grow up here. Very important to grow our own students
- Not done a very good job of marketing the program
- Program has built a good foundation so that industry can easily pick up and continue with they hire the students.
- Industry must be an active partner in this process to make the program meaningful

- Several former TAC members are no longer employed in the industry – means the programs must reestablish relationships in industry
- Develop a good marketing strategy for program
- Collaboration with regional high school programs – work with counselors at high schools to help keep students in the valley.
 - Training aids are hugely expensive – important to partner with high schools to leverage resources available.
 - Program is currently working with DAD’s to share resources
- Need to utilize current technology to train students

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Location is not an issue – how we get the program moved and built out is the issue.
- Conversations have been going on for two years on how we move this program. Something needs to happen.
 - 60% of the mechanics are 55+ years old. We’re preparing to hire lots of new employees in 5 years
- Mechanics Industry doesn’t have people applying for jobs – same seems to apply for truck driving industry
- Cut over 35% of the technicians at Kenworth Sales Co in southern Idaho.
- Technicians at NW Sales have been reduced from 16 to 9.
- Need a commitment from industry to employ graduates.
- Need more space for program.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Industry values this program and strongly encourages its continuance.
- Expensive program to provide training aids

Projected Growth

CCBT Findings: The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009:	10.7
FTES 2015 target:	10.7

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 11,239 (shared with Heavy Duty Diesel Technology Program)

Projected: 35,580 (shard with Heavy Duty Diesel Technology Program)

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 0.8
 - Average class size = 13.4
- Full-time equivalent faculty needed for Fall 2014: 0.7

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$206,774	2 full-time instructors
2008	\$175,001	2 full-time instructors
2009	\$199,900	2 full-time instructors
2 Yr Avg	\$193,892	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$61,861
2008	\$27,277
2009	\$19,862
3 Yr Avg	\$36,333

Direct Cost Per Student:

2007	\$6,384
2008	\$7,268
2009	\$5,489
3 Yr Avg	\$6,380

College of Western Idaho

Heavy Duty Truck Tech

Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$138,735	\$126,075	\$158,048	\$140,953
Allocated Payroll Expense	68,039	48,926	41,851	52,939
Other Expense (OE, Travel, Capital)	47,213	16,745	11,639	25,199
Allocated Other Expense	14,648	10,532	8,223	11,134
Total PTE Expense and State Reimbursement	\$268,635	\$202,278	\$219,761	\$230,225
PTE Cost per Student	\$6,633	\$8,091	\$5,783	\$6,836
Full-time Faculty	2	2	2	
Part-time Faculty				
Total Full-time Students	38	20	35	31
Total Part-time Students	5	10	6	7
Total Credit Hours	804	492	721	672
Total Revenue from PTE	\$268,635	\$202,278	\$219,761	\$230,225
Total Revenue from Tuition	95,676	58,548	85,799	80,008
Total Revenue from Local Funds	0	20,781	17,305	12,695
Total Revenue from PTE, Local Fund & Tuition	364,311	281,607	322,865	322,928
Total Expenses from PTE	(\$268,635)	(\$202,278)	(\$219,761)	(\$230,225)
Total Expenses from Local Funds	0	(19,444)	(18,075)	(12,506)
Total Expenses from Facilities	(72,598)	(38,882)	(38,882)	(50,120)
Total Expense From PTE, Local Fund & Facilities	(\$341,233)	(\$221,722)	(\$276,718)	(\$279,891)
Gain (Loss)	\$23,078	\$59,885	\$46,147	\$43,037
Revenue per Credit Hour	\$453	\$572	\$448	\$491
Expense per Credit Hour	(424)	(451)	(384)	(420)
Gain (Loss) per Credit Hour	\$29	\$122	\$64	\$71
Total Direct Cost per Student	\$6,384	\$7,268	\$5,489	\$6,380
Total Direct Cost per Credit Hour	\$322	\$369	\$289	\$327
Square Footage (current)	5,619			

EXECUTIVE SUMMARY
Heavy Equipment Technician Program Analysis
March 2010

The Heavy Equipment Technician Program was established in 2007, so there is very little historical data available to analyze. The Technical Advisory Committee spoke highly of the program and the curriculum that has been implemented – they were very active in developing the curriculum.

The Heavy Equipment Program is currently seeking accreditation by the Associated Equipment Distributors (AED) which will allow for great partnerships with area technical high schools. This program currently enjoys a very close working relationship with the Daryl A. Dennis Professional Technical High School (DAD's) which involves collaboration on curriculum as well as placement of students, both those still in high school or recent high school graduates. This year 80% of the Heavy Equipment graduates from DAD's will move on to CWI. The Technical Advisory Committee stated their desire for that this same type of relationship to be established at the other technical high schools in the valley.

Financial Analysis: Because this program is so new the financial analysis must be considered carefully. Two years of data, with one of those being a start-up year, doesn't provide enough history to develop a good analysis.

Recommendations:

- Complete the task of receiving accreditation from Associated Equipment Distributors.
- Develop close working relations with technical high schools in the valley – this will help increase enrollments in the program as well as provide support with students via Tech Prep agreements.
- Actively pursue partnership with AGCO Corporation.
- Continue discussions with the Western States Equipment about their "Think Big" training program.
- Pursue an active marketing campaign for this program.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: There is no data available for this program, but it compares closely to the Heavy Duty Diesel Technology program which is \$16.28 per hour.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: Given the needs for specialized equipment and space, the heavy equipment technician program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	N/A	N/A	N/A	N/A
2007/2008	10	0	22	45
2008/2009	9	0	22	41

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
N/A	N/A	0	0	1	22

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: The need for heavy equipment technicians will continue to be moderately strong for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.) No information available.

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
N/A	N/A	N/A	N/A	N/A	N/A	1	1	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Army National Guard doesn't recognize CWI as an accredited college. AED accreditation – seeking accreditation (Associated Equipment Distributors):
 - Allowed for greater partnership with technical high school – aligned curriculum
 - Daryl A Dennis High School (DAD's) will be the first in the nation to adopt AED standards
 - 80% of DAD's graduates will move on to CWI
 - SDPTE recognizes AED as gold standard
- Green grant will provide equipment.
- Great partnership with DAD's

- Program has made significant changes – industry was very active in writing new curriculum.
- Industry hasn't been able to hire program graduates yet because of the downturn in economy.
- Very pleased with program graduates that have been hired.
- Western States has their own training – Caterpillar Think Big training - through Rock Creek.
- Industry doesn't expect a turnaround for another 2-3 years. Very limited growth.
- Employees laid off could have preference of reemployment over recent graduates.
- Retirees are waiting until interest rates return – could be looking at huge retirements at one time.
- Need to look at Caterpillar training – very industry specific.
- Actively pursuing partnership with AGCO Corporation.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Great partnership with DAD's – high school speaking with middle school students re: careers in diesel technology – CWI follows-up with high school students.
- Location of program is not a big factor.
- Make sure students have access to the location and can afford to get there.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. There were no comments from the Technical Advisory Committee.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 11,239 (shared with Heavy Equipment Technician Program)
 Projected: 35,580 (shared with Heavy Equipment Technician Program)

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	0	\$155,332	\$150,638
Total Credit Hours	0	75	286
Cost Per Credit Hour	0	\$2,071.10	\$526.71

Program Analysis for the Heavy Equipment Technician Program

March 2010

Introduction: Heavy Equipment Technology, a professional technical program, trains students in the theory, service, diagnosis, and repair of heavy equipment used in construction and agriculture, with an emphasis on diesel engines that power construction equipment. The program shares portions of its curriculum with the Heavy Duty Truck Technology Program. Following one or two years of study, courses in heavy equipment technology culminate in an associate of applied science degree or a certificate at one of three levels: postsecondary technical, technical, and advanced technical.

The technical certificate earned in the first year of this program documents study of basic theory and repair procedures with an emphasis on hands-on instruction in the skills required for entry-level placement in heavy equipment technician jobs. The advanced technical certificate earned in the second year of the program requires courses in advanced technical theory and real-world laboratory work on the diagnosis and repair procedures required for advanced entry-level placement in the heavy equipment technician jobs. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The teaching laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 14 students beginning each fall.

The Heavy Equipment Technician Advisory Committee, which meets twice a year, includes 5 members who are owners and managers of local businesses, technicians, graduates of the program, a high school instructor, and a student.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings of \$16.28 indicate that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Given the needs for specialized equipment and space, the heavy equipment technician program is at capacity in terms of student enrollment.

<u>Year</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Program Capacity</u>	<u>% Enrollment</u>
2006/2007	N/A	N/A	N/A	N/A
2007/2008	10	0	22	45
2008/2009	9	0	22	41

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
N/A	N/A	0	0	1	22

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: The need for heavy equipment technicians will continue to be moderately strong for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Jobs Gap Analysis* No information available – refer to Heavy Duty Diesel Program

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
N/A	N/A	N/A	N/A	N/A	N/A	N/A

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
N/A	N/A	N/A	N/A	N/A	N/A	1	1	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Army National Guard doesn't recognize CWI as an accredited college.
- AED accreditation – seeking accreditation (Associated Equipment Distributors):
 - Allowed for greater partnership with technical high school – aligned curriculum
 - Daryl A Dennis High School (DAD's) will be the first in the nation to adopt AED standards
 - 80% of DAD's graduates will move on to CWI
 - SDPTE recognizes AED as gold standard
- Green grant will provide equipment.
- Great partnership with DAD's
- Program has made significant changes – industry was very active in writing new curriculum.
- Industry hasn't been able to hire program graduates yet because of the downturn in economy.
- Very pleased with program graduates that have been hired.
- Western States has their own training – Caterpillar Think Big training - through Rock Creek.
- Industry doesn't expect a turnaround for another 2-3 years. Very limited growth.

- Employees laid off at Western States could have preference of reemployment over recent graduates.
- Other TAC members stated they planned to use the slow down to remove problems and would prefer to hire new graduates. There were enough veteran techs on staff that would help train new employees when necessary.
- Retirees are waiting until interest rates return – could be looking at huge retirements at one time.
- Need to look at Caterpillar training – very industry specific.
- Actively pursuing partnership with AGCO Corporation.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Great partnership with DAD’s – high school speaking with middle school students re: careers in diesel technology – CWI follows-up with high school students.
- Location of program is not a big factor.
- Make sure students have access to the location and can afford to get there.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee: None

Projected Growth

CCBT Findings: The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009: 35.2
 FTES 2015 target: 35.2

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 11,239 (shared with Heavy Duty Diesel Technology Program)
 Projected: 35,580 (shard with Heavy Duty Diesel Technology Program)

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 1.6
 - Average class size = 22
- Full-time equivalent faculty needed for Fall 2014: 1.6

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	N/A	
2008	\$83,489	1 full-time instructor
2009	\$151,786	2 full-time instructors
2 Yr Avg	\$117,638	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	N/A
2008	\$100,209
2009	\$36,874
3 Yr Avg	\$68,542

Direct Cost Per Student:

2007	N/A
2008	\$55,135
2009	\$20,920
3 Yr Avg	\$38,027

College of Western Idaho
Heavy Equipment Tech
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Two-Year Average</u>
Payroll Expense	\$0	\$60,148	\$120,007	\$90,078
Allocated Payroll Expense	\$0	\$23,342	\$31,778	\$27,560
Other Expense (OE, Travel, Capital)	\$0	\$95,184	\$30,631	\$62,907
Allocated Other Expense	\$0	\$5,025	\$6,244	\$5,634
	\$0	\$183,698	\$188,660	\$186,179
PTE Cost per Student	\$0	\$52,485	\$20,962	\$24,482
Full-time Faculty		1	2	
Part-time Faculty				
Total Full-time Students	0	2	9	6
Total Part-time Students	0	3	0	2
Total Credit Hours	0	75	286	181
Total Revenue from PTE	\$0	\$183,698	\$188,660	\$186,179
Total Revenue from Tuition	\$0	\$8,925	\$34,034	\$21,480
Total Revenue from Local Funds	\$0	\$0	\$0	\$0
	\$0	\$192,623	\$222,694	\$207,659
Total Expenses from PTE	\$0	-\$183,698	-\$188,660	-\$186,179
Total Expenses from Local Funds	\$0	\$0	\$0	\$0
Total Expenses from Facilities	\$0	-\$37,640	-\$37,640	-\$37,640
	\$0	-\$183,698	-\$226,300	-\$204,999
Gain (Loss)	\$0	\$8,925	-\$3,606	\$2,660
Revenue per Credit Hour	\$0	\$2,568	\$779	\$1,673
Expense per Credit Hour	\$0	-\$2,449	-\$791	-\$1,620
Gain (Loss) per Credit Hour	\$0	\$119	-\$13	\$53
Total Direct Cost per Student	\$0	\$55,135	\$20,920	\$38,027
Total Direct Cost per Credit Hour	\$0	\$2,573	\$658	\$1,616
Square Footage (current)	5619			

EXECUTIVE SUMMARY
Horticulture Technology Program
November 2010 - Revises

The CWI Horticulture Program “is well on its way to becoming a world class program” according to members of the programs Technical Advisory Committee. High praise indeed coming from an advisory committee represented by Presidents/CEO/Owners of most the local horticulture industries in the valley.

This program suffered a significant drop in enrollment during the transition from BSU to CWI. Many students made the decision to wait on rolling until the program moved to CWI to take advantage of the lower costs.

The location of the program at the Old Penitentiary is a real asset to the program and allows for a great cooperative effort between the program and the Botanical Gardens.

Financial Analysis: Student enrollment and total credit hours generated for this program decreased during the 2007-2009 time period. However, enrollment figures for Fall 2010 indicate a return to the over capacity levels experienced in 2006/2007.

The number of full time faculty remained constant at three for the same time period. In 2009 the annual cost per student was significantly higher than other years, partially due to a decrease in enrollment, but also due to a significant increase in funding for equipment.

Recommendations:

- Continue looking for ways to effectively market this program to a wider audience.
- Incorporate areas of sustainable horticulture into the curriculum.
- Investigate the possibility of strengthening Business Education in curriculum.
- Continue refinement of the Turf grass curriculum.
- Continuing working with TAC to generate additional resources.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Horticulture Technology graduates is between \$9.42, which is significantly below the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Horticulture Technology program is currently operating over capacity in terms of student enrollment.

Year	Enrolled	Program Capacity	% Enrollment
2006/2007	71	53	134
2007/2008	65	53	123
2008/2009	51	53	96

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
22	62	21	65	14	55

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
27	7,555	389	5%	149	\$9.42	(122)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
19	19	100	6	5	83.33	14	12	85.71

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Program is well on its way to becoming a world class program.
- Lots of successful graduates employed in the industry.
- Internship is a very positive aspect.
- Interaction with program and students has been very positive – botanical gardens.
- Industry hires graduates.
- Graduates have a tremendous background of knowledge.
- No other employee source for industry – CSI and BYU-West are the nearest.
- Number of interns – great way of testing for possible employees.
- Provides a great base for employees – graduates are exposed to many different aspects of the industry.

- Soft skills – Very important:
 - Program provides great training in this area.
 - Very valuable to industry.
 - Staff has experience in the field and is very knowledgeable in this area.
- Program works great with industry – any need expressed by industry has been incorporated into program.
- Diligent to keep communication open with industry.
- Professionalism of this industry - this program has assisted in bringing it up in the eyes of the general population.
- Construction class is very beneficial.
- Critical thinking skills are very important – program does a great job teaching them.
 - Employers value this.
- Teachers provide basic guidelines on project, but it's up to the students to work out the details.
- Instructors focus on increasing awareness of plants and design and how they intertwine.
 - Observational skills are very important to industry.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

- TAC conducted a survey of industry to determine what is needed.
- TAC members provide tours of facilities, guest speakers to cover specialized areas in industry. Exposes students to industry policies.
- Lots of opportunity to work with students and provide opportunities to experience real working industry.
- Needs infrastructure support from industry as well as CWI.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee.

- Green industry will become more and more important – this program can provide the training.
- Older employees will be retiring – need replacements with skill sets provided by program.
- Sustainable movement - renewable products and practices will be coming forward quickly.
- New generation of people are doing more gardening themselves – they need education and training.
- Horticulturists (program graduates) play a critical role with the training in many different areas.
- Business education is critical to this program:
 - Lots of graduates end up owning their own business.
 - Program is broad – graduates have learned something in every area needed by industry.
 - Business management class currently embedded across the program.
- No other community college in the Northwest has a sustainable horticulture - would be a great niche.

Other Comments from TAC:

Possible Improvements:

- Turf grass needs more emphasis.
- Increase field trip opportunity:
 - Currently students must provide own transportation and it is not working.
 - Requirements for number of students in class effect ability to get students out on field trips.
- Program is expensive to maintain – needs a greater infusion of funds from CWI.
- Adequate funding must be made available for maintaining site.
- Program goes beyond traditional horticulture program.
- AAS Trial garden in this region. Colorado is the closest.
- Provide opportunity for TAC members to observe students in a classroom setting or at site working.
- Build up connection between students and industry:
 - Volunteer at Hillcrest Country Club during Open
 - Birds of Prey – possible class project
 - Create a blog for horticulture
 - Service Learning component needs to be added to curriculum
 - Students need to be properly identified – t shirts
 - Program highlights need to be publicized
- Need money for new booth for INEL.
- Need a computer lab capable of addressing appropriate software - at least 12 computers – Sketch Up Pro, AutoCAD, QuickBooks.
- Infrastructure needs upgrading.
- Lacking in space:
 - Convert the garage into computer lab.
 - Lease space from old pen.
- Faculty load could be an issue to incorporate needed training – adjuncts in specific fields would be helpful.
- Work with other programs that have relevancy to horticulture.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 20,065 sq. ft.

Projected: 12,520 sq. ft.

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$349,413	\$324,864	\$380,580
Total Credit Hours	1,148	1,128	771
Cost Per Credit Hour	\$233	\$226	\$412

Program Analysis for the Horticulture Technology Program

September 2010

Introduction: Horticulture Technology, a professional technical program, includes instruction in the principles in floral garden, garden, and landscape design as well as theory and practice in plant propagation, production, and management of nursery and greenhouse crops, planting and maintenance of landscapes, and interior-scapes. The 9-month horticulture program, intended for individuals interested in entry-level horticulture sales, floriculture, greenhouse and landscape maintenance, culminates in a technical certificate. The 2-year horticulturist program qualifies students for employment in nursery, greenhouse, and floral businesses, landscape and grounds maintenance companies, parks, golf-courses, community forestry departments and allied industries and culminates in an advanced technical certificate or an associate of applied science degree.

Courses are scheduled during the day on a 25-acre leased site near the Idaho Botanical Garden, with a new cohort of 25 students beginning each fall.

The Horticulture Technology Advisory Committee meets at least three times a year and includes 17 members who are owners and managers of local greenhouses and landscape businesses, master gardeners, and representatives of the Idaho Botanical Garden, Idaho Department of Agriculture, other government agencies such as the BLM, USFS, and city and or county parks and recreation agencies, professional landscape association members.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of \$9.42 indicates that graduates are unlikely to earn a living wage.

Program Comments: The median hourly wage of \$9.42 from the CCBT Findings is much lower *than actual local and regional wages* which the program has investigated and can be supported and documented from a) the Idaho Nursery and Landscape Association (INLA), b) independent findings gathered by the Horticulture program itself from local established companies, and c) the Professional Landscape Network (PLANET) which is the national organization of the landscape and nursery industry. For the purposes of this Program Comment section figures from a) the INLA, and b) findings from our local industry are provided for proof of our determination and rebuttal of the CCBT median wage figure. Please see the following page for this data.

Data from: Idaho Nursery and Landscape Association; data provided Nov 2010

<u>Position:</u>	<u>Wage:</u>
Entry laborer	\$8.50/hour
Foreman	\$15.00/hour
Entry Manager	\$42,500.00/yr (\$20.43/hr based on a 40 hr week)
Senior Manager	\$60,000.00/yr (\$28.84/hr based on a 40 hr week)

Data from: Local, established, reputable companies in the Boise area; provided Nov 2010

<u>Position:</u>	<u>Wage:</u>
Starting laborer	\$8-9.00/hr
Program Intern	\$9-11.00/hr

Entry level Program graduate In nursery sales or with Construction division
\$10-13.00/hr

Program graduate in Designer or Assistant Manager position
\$28-35,000/yr (\$13.46 - \$16.82 /hr based on a 40 hr week)

Experienced Staff:

Nursery Sales	\$13-15.00/hr
Construction Foreman	\$12-14.00/hr
Construction Supervisor	\$14-20.00/hr
Designer/Project Mgr.	\$35-75,000/yr (\$16.82 - \$36.05 /hr based on a 40 hr week)
Irrigation Technician	\$13-18.00/hr

In Summary: It seems clear that the CCBT wage finding is significantly lower than actual industry wages earned by the Program graduates, even at entry level wages. Experienced and mid-management graduates can and do earn nearly *double* the figure provided by the CCBT findings.

For more wage data and verification of wage data provided here by the Program the CWI administration reviewers may contact Ann Bates, Executive Director INLA at www.inlagrow.org. A contact can be made to PLANET (which for a fee will provide regional wage information) at www.landcarenetwork.org.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: The horticulture program is at capacity in terms of student enrollment, therefore the potential for growth is limited.

<u>Year</u>	<u>%</u>		<u>Capacity</u>	<u>Enrollment</u>
	<u>Full-time</u>	<u>Part-time</u>		
2006/2007	52	19	53	134
2007/2008	42	23	53	123
2008/2009	29	22	53	96

Program Comments: Enrollment drops in the 2008-2009 period are due to the program moving from Boise State University to the College of Western Idaho. Many students waited to enter into classes until they could take course and programs at a lower fee rate, and there was uncertainty and declines in second year enrollments as the current program students records were moved from the Boise State degrees to degrees offered by the College of Southern Idaho.

Currently the program has enrollment levels equal to the 2006/2007 levels and continued queries and interests in our courses and degrees. Economic trends have also played a role in the ability of students to attend programs, but due to the focus in our society on sustainability, the interest in local foods, and societies return to “living off the land” and the “victory garden” resurgence the program will experience growth beyond stated expectations. Building and construction industries are down, which in turn will determine the number of opportunities available for students in the formerly booming landscape installation and construction areas. The maintenance and refurbishment of existing landscapes still continues despite the new construction decline and jobs are available in these areas.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
22	62	21	65	14	55

Program Comments: Completion rates are expected to rise as the students who started in the current college system complete their degrees. Completion rates were affected by the move from the university system to the new community college system due to additional and changed degree requirements and to the students having to transition to an unfamiliar system. Completion rates in the spring of 2011 appear to be at or above those in 2006/2007 despite the current economic picture.

The program maintains an excellent advising practice so that each student is assigned to a full time faculty member that meets with each student at least once a semester to review course selections, credit load levels, timelines for completion plans, and career interests. Faculty maintain a close and consistent relationship with the student to ensure each student understands the completion requirements and is guided to appropriate general education courses that will support their career interests and achieve successful student completion ratios.

In addition the program faculty will continue to work carefully with One-Stop Student Services to ensure they understand the rigors, requirements, and course scheduling needs that horticulture students will have.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in horticulture will continue to be strong for the coming decade with the number of job openings significantly higher than the number of graduates.

Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research

relies on students' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
27	7,555	389	5%	149	\$9.42	(122)

Placement Analysis

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
19	19	100	6	5	83.33	14	12	85.71

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comments: Again, May 2009 graduates were those students caught in the change for the university to the college system. Accurate placement results can only be measured when students have entered and completed programs in the same system with the same standard of requirements. Placement rates should also be based on the knowledge and records the program maintains on the continuing education or job situation of the students who have left the program, rather than on the number of students who respond to a placement and wage survey. The program's contact and relationship with former students working in industry and the relationship of the faculty with the industry show a much higher percentage of students actively employed in the industry and many students continuing and completing higher education levels than the results listed above.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Program is well on its way to becoming a world class program.
- Lots of successful graduates employed in the industry.
- Internship is a very positive aspect.
- Interaction with program and students has been very positive – botanical gardens.
- Industry hires graduates.
- Graduates have a tremendous background of knowledge.
- No other employee source for industry – CSI and BYU-West are the nearest.
- Number of interns – great way of testing for possible employees.
- Provides a great base for employees – graduates are exposed to many different aspects of the industry.
- Soft skills – Very important:
 - Program provides great training in this area.
 - Very valuable to industry.
 - Staff has experience in the field and is very knowledgeable in this area.
- Program works great with industry – any need expressed by industry has been incorporated into program.
- Diligent to keep communication open with industry.

- Professionalism of this industry - this program has assisted in bringing it up in the eyes of the general population.
- Construction class is very beneficial.
- Critical thinking skills are very important – program does a great job teaching them.
 - Employers value this.
- Teachers provide basic guidelines on project, but it's up to the students to work out the details.
- Instructors focus on increasing awareness of plants and design and how they intertwine.
 - Observational skills are very important to industry.

Program Comments: From the collected comments obtained during the program review meeting with the industry representatives it is clear that the program continues to be reactive, progressive, and driven to excel in training horticulture students to enter the horticulture industry with a solid background of skills and a real world knowledge of the social and information skills they will need in the industry. The relationship between the industry members, many of whom are graduates of the program, and the instructors will continue to be valued and preserved as the program seeks innovative ways to integrate students into the industry during poor economic times and stay current with the trends driving the horticulture industry.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- TAC conducted a survey of industry to determine what is needed.
- TAC members provide tours of facilities, guest speakers to cover specialized areas in industry. Exposes students to industry policies.
- Lots of opportunity to work with students and provide opportunities to experience real working industry.
- Needs infrastructure support from industry as well as CWI.

Program Comments: The program continues to be heavily involved with industry businesses through technical advisory meetings, field tours to local industry, and providing interaction between the industry members and the students through very strong supervised internship program and continued use of industry sites and personnel through field tours, site visits, and utilization of industry guest speakers.

The industry continues to support the program with donations of fertilizer, irrigation supplies, plant materials, and equipment to assist in keeping the display gardens, Certified Landscape Technician training area, USFS test plot research field, BLM Firewise Garden, and the horticulture greenhouses and nurseries supplied with when requested or when the industry and other entities have additional materials available.

The CWI horticulture program is unique in that we are adjacent and work closely with a botanical garden, The Idaho Botanical Garden, and cultivate and share resources to educate students and the public by maintaining a close relationship between the staff and instructors to benefit all parties. Annual collaborative plant sales, shared uses of resources, and participating actively in horticulture

education provides many unique opportunities to involve students with the daily life of a botanical garden and the horticulture processes needed to maintain these activities and plants.

The program continues to maintain a cooperative relationship with both the USFS and the BLM (federal agencies), in maintaining plant materials and growing areas that support research and public awareness in different plant materials. These relationships provide student employment, horticulture graduate opportunities to access pay to stay in school opportunities for continuing education beyond associate degrees, and many additional opportunities for summer and part time employment for students in the program. In addition publications, physical signage, technical bulletins, pamphlets, and other media releases have been created by these relationships are made available for public education and reflect very favorably on the college as an educational community member.

Scholarships for students from the INLA, Idaho Horticulture Society, and donations from the private horticulture educational group, The Lunnaria Leauge, have contributed greatly to the program by assisting students with school costs and with needed educational materials.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Green industry will become more and more important – this program can provide the training.
- Older employees will be retiring – need replacements with skill sets provided by program.
- Sustainable movement - renewable products and practices will be coming forward quickly.
- New generation of people are doing more gardening themselves – they need education and training.
- Horticulturists (program graduates) play a critical role with the training in many different areas.
- Business education is critical to this program:
 - Lots of graduates end up owning their own business.
 - Program is broad – graduates have learned something in every area needed by industry.
 - Business management class currently embedded across the program.
- No other community college in the Northwest has a sustainable horticulture - would be a great niche.

Program Comments: The horticulture TAC continues to promote the continuation and improvements in curriculum by staying actively involved in the programming and budgeting needs of this program while being a strong advocate for the experiences that faculty and staff have instituted to maintain their standard of excellence in horticulture.

The program has worked closely with the TAC and with industry members to update the curriculum to reflect the training needs that horticulturists will have as the sustainable horticulture movement takes place. There will be a great demand for specialized horticulturists who understand the maintenance, installation, and culture of urban and organic food crops, and ecologically balanced landscapes. The new curriculum and alignment of course objectives to reflect these objectives was

presented and approved to the College of Southern Idaho in the fall of 2010. These new curriculum changes will be in effect for the 2011-2012 horticulture degrees and certificates.

Faculty will continue to implement the latest horticulture business practices throughout the program curricula. Computer business and landscape drafting programs have been requested to implement and upgrade the curricula to industry levels and standards. Faculty will continue to evaluate all course curricula annually to make sure course syllabi reflect and meet program assessment requirements.

Faculty and staff, with support from the TAC, are researching the possibilities of becoming a nationally recognized plant variety test site. Implementation of test gardens will bring recognition and public education opportunities to the horticulture location if college support and funding opportunities are available.

Other Comments from TAC:

Possible Improvements:

- Turf grass needs refinement.
- Increase field trip opportunity:
 - Currently students must provide own transportation and it is not working.
 - Requirements for number of students in class effect ability to get students out on field trips.
- Program is expensive to maintain – needs a greater infusion of funds from CWI.
- Adequate funding must be made available for maintaining site.
- Program goes beyond traditional horticulture program.
- AAS Trial garden in this region. Colorado is the closest.
- Provide opportunity for TAC members to observe students in a classroom setting or at site working.
- Build up connection between students and industry:
 - Volunteer at Hillcrest Country Club during Open
 - Birds of Prey – possible class project
 - Create a blog for horticulture
 - Service Learning component needs to be added to curriculum
 - Students need to be properly identified – t shirts
 - Program highlights need to be publicized
- Need money for new booth for INLA.
- Need a computer lab capable of addressing appropriate software - at least 12 computers – Sketch Up Pro, AutoCAD, QuickBooks.
- Infrastructure needs upgrading.
- Lacking in space:
 - Convert the garage (barns or additional buildings) into computer lab.
 - Lease space from old pen.
- Faculty load could be an issue to incorporate needed training – adjuncts in specific fields would be helpful.
- Work with other programs that have relevancy to horticulture.

CWI Questions to TAC:

1. How important is a college education to industry in hiring employees?

These questions and many similar and relevant issues are addressed in the Horticulture TAC report from SUMMER 2009 HORTICULTURE EMPLOYER SURVEY. The technical advisory committee, along with input from program administrators and faculty created and completed a survey of employers addressing not only this question, but many others to determine what employers value as technical and interpersonal skills student should possess when seeking employment within this industry.

SEE ATTACHMENT A

2. How important is it to industry to have graduates with AAS degree vs. Certificate track?

This question was also addressed in the 2009 Horticulture Employer Survey.

SEE ATTACHMENT A

In summary, the two year ATC certificate seems to be rated as well as an Associate Degree Certificate, provided the student demonstrates the “soft” skills needed. Both ATC and AAS have more value to the industry if the skills students possess can be demonstrated skills the employers list as valuable.

Projected Growth:

CCBT Findings: The College FTEs is projected to increase 20% per year for five years. This program is expected to have a slower growth rate than overall College growth - 10% each year for 5 years.

FTES Fall 2009: 49.7

FTES 2015 target: 80.0

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 20,065 sq. ft.

Projected: 12,520 sq. ft.

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 4.8
 - Average class size = 10.3
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 5.3

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):		
2007	\$292,182	3 full-time instructors
2008	\$288,391	3 full-time instructors
2009	\$334,639	3 full-time instructors
3 Yr Avg	\$305,071	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$57,231
2008	\$36,473
2009	\$45,941
3 Yr Avg	\$46,549

Direct Cost Per Student:

2007	\$5,682
2008	\$6,072
2009	\$9,515
3 Yr Avg	\$7,089

Program Recommendations: The program and the industry remarks during evaluation of curriculum and during this period of program review seem to indicate an un-tapped need for students and graduates who can connect and work in the new fields of sustainable horticulture. The program, with help from the advisory committee, is preparing and projecting needs that appear to exceed the growth rate related to the initial CCBT report.

Student numbers in courses were extremely low during the transition period from university to college. The numbers of students per section (average class size) and faculty have shifted dramatically in FY2010. All instructors are averaging class sizes over 15 students and in many cases 23-28 students. As the program innovates the way materials are delivered and field experiences are leveraged with these higher student class sizes, the figures from this report will be significantly different in the latest and following semesters.

Budget needs are constantly assessed through meetings with advisory and faculty. The program keeps a current list of capital and operational expense items prepared so when additional funds are available or when industry contributes we can quickly provide accurate estimates and suppliers for the procurement of these recommended supplies and items.

Current facility space will not hold projected student numbers without additional classroom and lab spaces to accommodate both current and future programming needs. Additional facility resources in upgrades and maintenance are needed at this time. Greenhouse roof replacement, lab and restroom floor repair, cement floor repairs, IT and computer infrastructure to accommodate student lap tops, program lap tops, and both office and classroom internet and audio visual needs. Faculty need upgraded computer memory, upgraded operating platforms, and potentially upgraded processors to run current industry standard programs in landscape construction, planning, and designing.

College of Western Idaho
Horticulture
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$204,322	\$208,653	\$257,243	\$223,406
Allocated Payroll Expense	87,859	79,738	77,396	81,665
	292,182	288,391	334,639	305,071
Other Expense (OE, Travel, Capital)	35,310	18,039	32,032	28,461
Allocated Other Expense	21,921	18,434	13,909	18,088
	57,231	36,473	45,941	46,549
Total PTE Expense and State Reimbursement	\$349,413	\$324,864	\$380,580	\$351,619
PTE Cost per Student	\$5,682	\$6,072	\$9,515	\$7,089
Full-time Faculty	3	3	3	
Part-time Faculty				
Total Full-time Students	52	42	29	41
Total Part-time Students	19	23	22	21
Total Credit Hours	1,148	1,128	771	1,016
Total Revenue from PTE	\$349,413	\$324,864	\$380,580	\$351,619
Total Revenue from Tuition	136,612	134,232	91,749	120,864
Total Revenue from Local Funds	45,883	11,908	25,317	27,703
Total Revenue from PTE, Local Fund & Tuition	\$531,908	\$471,004	\$497,646	\$500,186
Total Expenses from PTE	(\$349,413)	(\$324,864)	(\$380,580)	(\$351,619)
Total Expenses from Local Funds	(51,088)	(42,765)	(28,319)	(40,724)
Total Expenses from Facilities	(28,125)	(28,125)	(28,125)	(28,125)
Total Expense from PTE, Local Fund & Facilities	(\$400,501)	(\$395,754)	(\$437,024)	(\$411,093)
Gain (Loss)	\$131,407	\$75,250	\$60,622	\$89,093
Revenue per Credit Hour	\$463	\$418	\$645	\$509
Expense per Credit Hour	(349)	(351)	(567)	(422)
Gain (Loss) per Credit Hour	\$114	\$67	\$79	\$87
Total Direct Cost per Student	\$4,354	\$4,763	\$7,935	\$5,684
Total Direct Cost per Credit Hour	\$233	\$226	\$412	\$290
Square Footage (current)	20,065			

EXECUTIVE SUMMARY
Legal Administrative Support
November 2010 - Revised

Current low enrollment in this program is a major concern. Significant emphasis must be placed on program growth to bring enrollment to capacity levels. Comments by the Technical Advisory Committee indicate that graduates are well prepared for employment and are easily placed in desirable positions. Several advisory committee members suggested targeting potential students currently employed who might want to add to their skill base utilizing evening and weekend classes. Many courses in this program could be offered through distance delivery.

Financial Analysis: Because the enrollment numbers were collected as a composite of three programs, we are unable to accurately calculate the direct cost per student. We have estimated that the direct cost per student has grown from \$6,498 in 2007 to \$7,558 in 2009. There is one full-time faculty assigned to this program.

Recommendations:

- Continue looking for ways to effectively market this program to a wider audience.
- Investigate the possibility of implementing evening and weekend classes.
- Develop hybrid formats for lecture courses.
- Increase the number of high school articulation agreements.
- Continue to work with the Technical Advisory Committee to incorporate internship activities into the program.
- Reconfigure membership of the Technical Advisory Committee so that 40% of the members are in a position within their companies to influence hiring decisions.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Legal Administrative Support graduates is between \$15.25 per hour, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Legal Administrative Support program is not at capacity in terms of student enrollment.

<u>Year</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Capacity</u>	<u>% Enrollment</u>
2006/2007	63	25	100	88
2007/2008	65	31	100	96
2008/2009	66	21	100	87

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
37	84	34	71	37	85

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data:

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
12	784	183	23%	31	\$15.25	(19)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
32	31	96.88	16	14	87.50	37	33	89.19

*Survey conducted by CWI January 2009 of May 2009 program graduates

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Graduates are very professional, responsive to requests for help, congenial, and knowledgeable.
- Former student example – newly hired former student quickly demonstrated knowledge and leadership in the local legal organization. Became the secretary of the association and editor of the newsletter because of her professionalism and willingness to help. These are great examples of the quality of the program.
- TAC Member that does substitute and adjunct teaching for several institutions – This program’s students were prepared and enthusiastic for the program. The class work is far superior and more comprehensive than the class work from other institutions’ programs.
- Former student intern – The office had hired people from other programs and they were very dissatisfied. The student from the CWI Legal Administrative Support (LAS) program felt the employer was gauging where his skills rated compared to student interns from other institutions. He had a skill set they weren’t used to seeing. He understood legal theory, terminology, and documents. Interns from the other programs did not. The program provides foundational knowledge.
- Critical thinking, communication and integrity.
 - Most important skills are critical thinking and communication skills

- Legal environment is fast paced, especially after 2:30 p.m.
- Legal administrative support students are prepared once they have completed their certificate/degree.
- Former Student—has the ability to make decisions and to deal with people on the phone, calming them down and getting them to the right place while remaining professional (comments from her latest evaluation).
- Quantitative skills are important on the job.
- Having a skill set in information technology is important.
 - Former Student - Everyone in the office comes to him to use computers /software, information technology. The office was still using a typewriter when he was hired (within last two years). He told the employer that he wasn't going to use the typewriter. Now they have it hidden away and he shows them how to do the same things on the computer that they did on the typewriter.
 - Former Student - Supervisor relies heavily on her for completing projects on the computers. Expanded her skills in LAS program.
- The curriculum does comply with current industry standards for entry-level legal administrative support personnel. An additional point to stress with students is the need for good written/verbal communication skills. At times, being articulate when presenting yourself in an interview is just as critical as having years of experience.
- Legal terminology is an important aspect of any legal job. An additional consideration for the curriculum would be to add a section for the Idaho Criminal Rules besides the unit on the Idaho Rules of Civil Procedure.
- An additional item that could be added for the entire Business Management and Administrative Department would be a weekend workshop on interview skills and resume writing.
- The Legal Administrative Support (LAS) program is diligent in keeping curriculum current with industry standards. As professionals who hire or work within the legal field, we as a committee are quick to suggest current practices and skills sets needed in the legal workforce. The LAS Program is very responsive in meeting those training needs. For example, in the past two years the legal industry has seen an increase in the need for additional training in docketing/calendaring. The program was adjusted to increase that class and to give additional practice/curriculum to the students. Also, better copy equipment was donated/installed/or purchased for the program, as more technological skills (i.e. scanning, electronic court filings) are being used in law firms. Another example was increased learning in entering billable time. These are all areas the committee feels have been adequately addressed by the program officials.
- The TAC reviews and discusses the curriculum each semester we meet. We are always asked for feedback concerning what is happening in the industry. It does reflect the current industry standards.
- The course offerings are pretty comprehensive - and obviously depending upon your function or job - some (accounting, etc.) may not be applicable - but the background is excellent to have and obviously would be a BIG plus in the pursuit of employment.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Stepping in to teach (substitute and adjunct teaching).
- Inviting students to firms.

- Being guest lecturer. Happy to volunteer time to speak to high school students and focus on why legal administrative support is a good career field.
- Continue to donate used Tucker Legal Directories; (Tucker Element is the online version of the directory.)
- Start job shadowing closer to the start of the legal program. The earlier in the program that students start job shadowing, the better. Prepares them for the “real” environment.
- Job shadowing is often students’ first exposure to the legal environment.
- Confidentiality issues can be addressed with a confidentiality contract and limiting the visit. Confidentiality is a huge part of the job.
- Contact Attorneys’ Liability Assurance Society, Inc. (ALAS or ALPS) for video conferencing training. They may be able to do and donate a training video for students.
- The Legal Admin students could possibly be involved in some way with the trial court administrator’s office of Ada County with a mock trial.
- The industry representatives provide speakers for the legal classes, additional ideas for classes, and an annual luncheon with the graduating legal students.
- The speakers for this program are very much related to the topics of the legal industry. It is very beneficial for the students to have speakers who have “walked the walk.” There is a good variety of speakers and the field trips to the law library, courthouses, law offices, etc. are valuable.
- The TAC meets with the students once a year, and it is nice to meet them so we can share our experiences with them.
- The "Industry Infrastructure Support" is right on - - the courthouse visitations, speakers from various areas of the law, etc. are invaluable to the students. Additionally, when speakers present in the classroom, it gives the students the opportunity to question those “in the trenches.”
- Industry support in the internship requirement of the program is invaluable.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee.

- There is a fear that the legal program will go away.
- The students are hired by firms and we don’t have to have intense training on what is going on around them and how to assist people. Makes our hiring jobs much easier.
- We hire a lot of students from CWI because, “ Teri has been there.”
- If I had two prospective employees, one a student from Teri’s legal program, the other from another institution, I would choose Teri’s student. (Office Manager)
- There are a lot more legal ramifications regarding liability for mistakes on the job.
- One thing Teri does is encourages students to come to the association meetings and seminars where we have an hour of legal education on a variety of topics. Last year and the year before Teri brought her students to Stoel Rives LLP and had a round table discussion with the office manager.
- Educated help is very important, whether in an attorney’s office, clerk’s office, or legal forms shop. It makes things easier for all involved. The program gives a baseline for entry-level positions in a legal office.
- Even though there are not large student numbers applying for the LAS program, it is still an important career path that is not going away anytime soon. Television has given rise to the glamour of being a paralegal, but in essence a good legal admin is just as important if not more valuable as a paralegal. As the pool of qualified candidates for legal administration

decreases, salaries will rise and eventually a career in this field will be seen in a more favorable light by students entering college.

- The internships are a real plus for the students to understand what it is like in the real world versus a classroom.
- If these programs were not available, there would be a hole in the education system. This program would definitely be missed.
- All of the other educational venues in the area seem to be dropping their legal-type programs and that is not a good thing for the prospective employers or the individuals looking for employment. The respondent has covered legal classes at Milan and the Legal Admin program in Teri's absence; she states that the classes offered are outstanding and far superior to the others she has seen.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: Adequate space through 2015

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$98,105	\$102,277	\$95,334
Total Credit Hours	263	244	256
Cost Per Credit Hour	\$337	\$385	\$366

Program Analysis for the Legal Administrative Support Program September 2010

Introduction: Legal administrative support, a professional technical program, trains students in legal terminology and transcription, legal office procedures, and legal document preparation which are the entry-level skills needed for positions as a legal administrative assistant or legal word processor. In addition to coursework and laboratory experiences, students completing the two-year advanced technical certificate or the two-year associate of applied science degree will also complete a one-semester internship in a legal administrative support trainee position. Graduates are prepared to take the national Accredited Legal Secretary Test. In spring 2009, all four program completers who took the test were successful.

Courses are scheduled during the day on the Ada County Center. A combined cohort of students majoring in this program, legal administrative support and applied accounting is admitted each fall and spring. Forty students are admitted in the fall and 20 students in the spring.

The Legal Administrative Support Advisory Committee meets twice a year and includes 6 members, who are all legal administrative assistants in local businesses.

Of the College's core themes, the program contributes to professional technical education.

Program Comments: The national certification examination that is given to the legal administrative support students upon completing the program is entitled "ALS. . .a basic certification." The ALS is a basic certification for legal administrative support personnel who have completed an accredited legal course, have been in the legal field for one year, or have completed the NALS Legal Training Course. The certification exam covers the following topics: Written Communications; Office Procedures and Legal Knowledge; and Ethics, Human Relations, and Judgment.

PTE has had the mission of preparing students to meet all the requirements of the College's core themes: becoming employed in a related field or transferring to a four-year college or university and maintaining a 2.0 GPA or higher.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of \$15.25 indicates that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Since the Legal Administrative Support program is not at capacity in terms of student enrollment, there is potential for the program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

CCBT Findings:

Year	Full-time	Part-time	Capacity	Enrollment %
2006/2007	63	25	100	88
2007/2008	65	31	100	96
2008/2009	66	21	100	87

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Comments: Of the aggregated enrollments, the enrollment in the LAS program was as follows: 2006/2007 – 4 students; 2007/2008 – 2 students; 2008/2009 – 4 students. Marketing for the LAS program needs to be enhanced in order to present this program as a viable career option. College of Western Idaho is holding public information nights for programs and the LAS program will participate. Updated flyers about the LAS program have been prepared and will be used at these information nights as well as other appropriate areas on campus.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
37	84	34	71	37	85

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Comments: Even though the class size for the LAS program is small, the success of completers is high. For the years 2006/2007, 2007/2008, and 2008/2009 the completion rate was 100 percent for the LAS program. The overall pass rate for the national certification exam that is taken at the end of the students' legal course work is 72 percent since the program's inception in 1992. The percentage for these three academic years is 69 percent. The national average for 2006/2007 is 67 percent; 2007/2008 is 53 percent; and 2008/2009 is 49 percent. The successful outcome of the LAS students on the national exam indicates that the program is teaching the skills needed for a student to enter the legal field at an entry-level position.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained as a legal administrative assistants will continue to be steady with 31 job openings per year for the coming decade.

Of the 34 students who completed a degree or certificate in 2008, 88% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on

students' responses to a questionnaire; of the 34 students who completed the program, about half responded to the request for employment information.

Graduates/Jobs Gap Analysis: Legal Administrative Assistant

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
12	784	183	23%	31	\$15.25	(19)

Program Analysis:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
32	31	96.88	16	14	87.50	37	33	89.19

*Survey conducted by CWI January 2009 of May 2009 program graduates

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Program Comments: Because of the effect of the down economy, jobs in the legal field are scarce at the current time. The TAC is unaware of 31 annual openings in the legal field as shown in the CCBT findings. However, the legal field is also one area where a down economy does not affect the legal support personnel in an office. Layoffs are uncommon in this area. It is a stable environment as far as support staff is concerned if and when jobs become available. Also, the annual openings could be distributed within a variety of jobs in the legal field, not necessarily just legal administrative support personnel. Some of these openings could be in a runner position, a word processor position, and/or a receptionist position in a legal office.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee and Industry Representatives:

- Graduates are very professional, responsive to requests for help, congenial, and knowledgeable.
- Former student example – newly hired former student quickly demonstrated knowledge and leadership in the local legal organization. Became the secretary of the association and editor of the newsletter because of her professionalism and willingness to help. These are great examples of the quality of the program.
- TAC Member that does substitute and adjunct teaching for several institutions – This program's students were prepared and enthusiastic for the program. The class work is far superior and more comprehensive than the class work from other institutions' programs.
- Former student intern – The office had hired people from other programs and they were very dissatisfied. The student from the CWI Legal Administrative Support (LAS) program felt the employer was gauging where his skills rated compared to student interns from other institutions. He had a skill set they weren't used to seeing. He understood legal theory, terminology, and documents. Interns from the other programs did not. The program provides foundational knowledge.
- Critical thinking, communication and integrity.
 - Most important skills are critical thinking and communication skills
 - Legal environment is fast paced, especially after 2:30 p.m.

- Legal administrative support students are prepared once they have completed their certificate/degree.
- Former Student—has the ability to make decisions and to deal with people on the phone, calming them down and getting them to the right place while remaining professional (comments from her latest evaluation).
- Quantitative skills are important on the job.
- Having a skill set in information technology is important.
 - Former Student - Everyone in the office comes to him to use computers /software, information technology. The office was still using a typewriter when he was hired (within last two years). He told the employer that he wasn't going to use the typewriter. Now they have it hidden away and he shows them how to do the same things on the computer that they did on the typewriter.
 - Former Student - Supervisor relies heavily on her for completing projects on the computers. Expanded her skills in LAS program.
- The curriculum does comply with current industry standards for entry-level legal administrative support personnel. An additional point to stress with students is the need for good written/verbal communication skills. At times, being articulate when presenting yourself in an interview is just as critical as having years of experience.
- Legal terminology is an important aspect of any legal job. An additional consideration for the curriculum would be to add a section for the Idaho Criminal Rules besides the unit on the Idaho Rules of Civil Procedure.
- An additional item that could be added for the entire Business Management and Administrative Department would be a weekend workshop on interview skills and resume writing.
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- The TAC reviews and discusses the curriculum each semester we meet. We are always asked for feedback concerning what is happening in the industry. It does reflect the current industry standards.
- The course offerings are pretty comprehensive - and obviously depending upon your function or job - some (accounting, etc.) may not be applicable - but the background is excellent to have and obviously would be a BIG plus in the pursuit of employment.

Program Comments: The TAC reviews the curriculum for the LAS program twice a year and provides suggestions for keeping the curriculum current. The suggestions are incorporated into the appropriate class. The TAC helps with providing additional guidance on the skills needed for entry-level legal administrative support personnel and the information needed for the student to be successful.

Since the legal students do not start their legal training until the start of their second year, time becomes an issue. Strategies are being discussed about moving one of the legal courses to the second semester. By doing so, the students who have chosen the LAS program as their career path would be given an earlier start on specialized curriculum and reduce the redundancy with other courses. However, that would also reduce the degree requirements by three credits so an additional course would need to be added in the second year.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee and Industry Representatives:

- Stepping in to teach (substitute and adjunct teaching).
- Inviting students to firms.
- Being guest lecturer. Happy to volunteer time to speak to high school students and focus on why legal administrative support is a good career field.
- Continue to donate used Tucker Legal Directories; (Tucker Element is the online version of the directory.)
- Start job shadowing closer to the start of the legal program. The earlier in the program that students start job shadowing, the better. Prepares them for the “real” environment.
- Job shadowing is often students’ first exposure to the legal environment.
- Confidentiality issues can be addressed with a confidentiality contract and limiting the visit. Confidentiality is a huge part of the job.
- Contact Attorneys’ Liability Assurance Society, Inc. (ALAS or ALPS) for video conferencing training. They may be able to do and donate a training video for students.
- The Legal Admin students could possibly be involved in some way with the trial court administrator’s office of Ada County with a mock trial.
- The industry representatives provide speakers for the legal classes, additional ideas for classes, and an annual luncheon with the graduating legal students.
- The speakers for this program are very much related to the topics of the legal industry. It is very beneficial for the students to have speakers who have “walked the walk.” There is a good variety of speakers and the field trips to the law library, courthouses, law offices, etc. are valuable.
- The TAC meets with the students once a year, and it is nice to meet them so we can share our experiences with them.
- The "Industry Infrastructure Support" is right on - - the courthouse visitations, speakers from various areas of the law, etc. are invaluable to the students. Additionally, when speakers present in the classroom, it gives the students the opportunity to question those “in the trenches.”
- Industry support in the internship requirement of the program is invaluable.

Program Comments: Industry representatives help the program in many ways, i.e., by providing input on the curriculum and by being guest speakers in the legal classes. The TAC also meets with the legal students to discuss hiring procedures, resume review, and other skills necessary in the legal office.

One area where industry support could be more prevalent is in the internship area. It is a valuable component for the program; however, it is becoming harder and harder for students to secure a 12-week internship. Training legal personnel in a particular law firm's procedures is costly, and law firms are not currently willing to invest in this training for a 12-week internship. The TAC has been discussing alternatives with regard to the internship, such as job shadowing.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee and Industry Representatives:

- There is a fear that the legal program will go away.
- The students are hired by firms and we don't have to have intense training on what is going on around them and how to assist people. Makes our hiring jobs much easier.
- We hire a lot of students from CWI because, "Teri has been there."
- If I had two prospective employees, one a student from Teri's legal program, the other from another institution, I would choose Teri's student. (Office Manager)
- There are a lot more legal ramifications regarding liability for mistakes on the job.
- One thing Teri does is encourages students to come to the association meetings and seminars where we have an hour of legal education on a variety of topics. Last year and the year before Teri brought her students to Stoel Rives LLP and had a round table discussion with the office manager.
- Educated help is very important, whether in an attorney's office, clerk's office, or legal forms shop. It makes things easier for all involved. The program gives a baseline for entry-level positions in a legal office.
- Even though there are not large student numbers applying for the LAS program, it is still an important career path that is not going away anytime soon. Television has given rise to the glamour of being a paralegal, but in essence a good legal admin is just as important if not more valuable than a paralegal. As the pool of qualified candidates for legal administration decreases, salaries will rise and eventually a career in this field will be seen in a more favorable light by students entering college.
- The internships are a real plus for the students to understand what it is like in the real world versus a classroom.
- If these programs were not available, there would be a hole in the education system. This program would definitely be missed.
- All of the other educational venues in the area seem to be dropping their legal-type programs and that is not a good thing for the prospective employers or the individuals looking for employment. The respondent has covered legal classes at Milan and the Legal Admin program in Teri's absence; she states that the classes offered are outstanding and far superior to the others she has seen.

Program Comments: Most of the proprietary schools have discontinued their LAS programs and are focusing more on paralegal training. Although both types of personnel are needed in a law firm, the CWI program is comprehensive and provides a foundation for students to enter the legal field in an entry-level position. If the LAS program were not available, the legal field in this valley would be hard-pressed to find qualified individuals.

Other Comments from TAC and Industry Representatives:

CWI Questions to TAC:

How important is a college education to industry in hiring employees?

- Few positions are advertised. It is currently a very competitive field. Lots of overqualified people are applying for legal administrative support positions so credentials are important.
- Former industry rep: I felt that if I had a legal business background I could always get a job, even in the business field.
- The field has longevity.
- Depending on the position, a college education is good to have even if it isn't in the area where one is seeking employment. Having a college education shows a good sense of commitment and ability to focus on completing a task over the long term.
- In a county clerk's office, there seems to be a 50/50 mix. Clerk's offices don't require a college education. It does help with placement in a specific position though.
- We have already seen the paralegal program go by the wayside in a time when companies are demanding an increase in educational degrees or certificates. As a hiring manager for the largest law firm in the state, the LAS certificate is of great value for me. It is difficult to hire non-lawyer legal staff that do not have at least five-years' experience in the field. The LAS certificate allows me to hire entry-level legal administrative support staff, having confidence that they are at least well-versed in the basic skills and terminology needed to succeed in a law firm and adequately perform their duties for their attorneys and clients. Between a sound understanding of what the program offers and my personal knowledge of Teri's leadership and understanding of the legal field, I go to the LAS program first - always - when recruiting for new legal administrative assistant hires that I can train up within the firm.
- From a standpoint of hiring/training a new employee, this program is a win/win for both the employer and employee. Training is time-consuming and costs money in time. If someone with legal knowledge is hired versus someone who does not, it takes much longer to train the person who does not have the legal knowledge.
- If a prospective employer had applicants with all the same "qualifications" with the only difference being where they earned their degree or certificate, as a hiring professional, I would definitely hire the individual with the CWI degree.

How important is it to industry to have graduates with AAS degree vs. Certificate track?

- TAC member hires legal administrative assistants with AAS degrees. She calls Teri and asks who the top student is. She has no reservations in hiring Teri's students. These students care about the career and show initiative. Students from other programs are often intimidated by the legal environment. The TAC member doesn't advertise assistant positions. However, when it comes to choosing a certificate versus AAS degree, she hasn't found the individual with the certificate to be lacking. She promotes education.
- The last hires had college degrees and that was the tipping factor.
- There is a lot of competition in the legal field.
- Having a degree shows a good sense of commitment to a goal. One of the hardest things about getting into the candidate pool for legal admins is having experience in the industry. Having a certificate or an AAS degree is an excellent way to gain good basic knowledge to help students compete with more experienced candidates.

- Currently, the quality of the candidates hired seems much higher due to the economy. An AAS degree or certificate track are parallel. Perhaps a short work history or no work history would be used to help decide on a candidate as well as a degree or certificate.
- At this point, I do not think greater importance is placed on one over the other. However, as an advocate for education, I always think it is important to increase the potential for career success with higher degrees of recognition. Additionally, as some states are already requiring paralegals to be legally certified and/or hold a degree, I can see that change coming down the line for all legal staff who work directly on client legal matters. It may not be in the next few years, but certainly in the next one to two decades.
- Having the AAS degree is very important to an employer. It means that the students are serious about their career track and are willing to “go the extra mile” as opposed to jumping into a short term program. Those programs have not proven themselves to be comprehensive

Is this the kind of profession where Continuing Education (not for credit) would play a part? Would Continuing Education be valuable to employers?

- Definitely.
- Yes it shows initiative.
- Employers may be interested in paying for their employees to attend.
- Is an evening program important in your opinion?
- Working students would be more interested in the evening program than a day program because they are employed during the day. They could go to school as well as continue with their employer.
- Night classes would be of interest (credit or non-credit).
- Online classes would be valuable.
- With night classes, online classes, and Continuing Education opportunities, people could control their class time. Some of the in-class experiences can't be replaced with online experiences, but some things can be done online (e.g. terminology).
- What can a paralegal do that a legal admin can't do?
- Paralegal hours can be billed to the client. In rare instances, the legal administrative assistant hours are billed to the client.
- Duties can depend on the law office where employed.
- When you want to get people through the ranks, any education helps.
- TAC member only went to BSU for the paralegal program because of the degree tied to it. That program has been discontinued because it lost its ABA accreditation.
- What would TAC members want to see added to the program if possible?
- Experience with the use of case mapping software (i.e. CaseSoft and Casemap).
- Experience with litigation document management software (i.e. Concordance).
- Experience with the use of legal databases (i.e. Summation) and electronic research units such as LexisNexis or West Law (require a subscription).
- More marketing for the program.
- Go into the high schools and let students know that a legal career is a viable option.
- One Stop is going to have a workshop for parents and students for new incoming students in December and Teri is participating.

Questions from TAC members and Industry Representatives to Program Head

- In your class of professionalism, are you going to talk about tweeting, etc. on the job? Do you discuss what you do off the job affects the job?
 - We aren't talking about how to use Twitter
 - We do talk about off the job behavior impacting on the job life and employer.

Projected Growth

CCBT Findings: The College FTEs is projected to increase 20% per year for five years. Enrollment growth is expected to be the same as the overall College growth – 20% per year for five years.

FTES Fall 2009: 61.3
FTES 2015 target: 152.5

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 9,625 sq. ft.
Projected: 10,950 sq. ft.

Note: These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data: Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 4.2
 - Average class size = 14.6
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 10.2

Note: The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

CWI Historical Data – Legal Administrative Support:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$90,841	1 full-time instructor
2008	\$95,956	1 full-time instructor
2009	\$91,312	1 full-time instructor
3 Yr Avg	\$92,703	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$7,263
2008	\$6,320
2009	\$4,022
3 Yr Avg	\$5,869

Direct Cost Per Student:

2007	\$6,498
2008	\$7,743
2009	\$7,558
3 Yr Avg	\$7,266

Program Recommendations: The LAS program is a vital program for the College of Western Idaho even though enrollment in that particular program is currently low. One option that the program may be missing is the prospective student who is already working in the legal field. CWI should consider this market and have a second year of the program (at night) so a student could earn an associate's degree in legal administrative support. By offering the program in this fashion, enrollment in the program would increase, and the students could graduate with a higher level of skill. The TAC has suggested classes that could be offered at the associate's degree level that would be helpful for a student. This option could provide an even more valuable option for the legal community in this valley.

As the college works through the various "growing pains" of starting a community college from scratch, marketing for the programs needs to be enhanced. From the perspective of the LAS program, faculty will participate in any presentations hosted by One-Stop Student Services to provide information regarding the program.

College of Western Idaho
Legal Administrative Support
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$62,602	\$70,855	\$71,334	\$68,264
Allocated Payroll Expense	28,239	25,101	19,978	24,440
Other Expense (OE, Travel, Capital)	1,160	536	445	713
Allocated Other Expense	6,103	5,785	3,577	5,155
Total PTE Expense and State Reimbursement	\$98,105	\$102,277	\$95,334	\$98,572
PTE Cost per Student	\$6,498	\$7,743	\$7,558	\$7,266
Full-time Faculty	1	1	1	
Part-time Faculty				
Total Full-time Students	13	11	11	11
Total Part-time Students	5	5	3	5
Total Credit Hours	263	244	256	254
Total Revenue from PTE	\$98,105	\$102,277	\$95,334	\$98,572
Total Revenue from Tuition	31,293	29,094	30,415	30,267
Total Revenue from Local Funds	0	0	0	0
Total Revenue from PTE, Local Fund & Tuition	129,397	131,370	125,749	128,839
Total Expenses from PTE	(\$98,105)	(\$102,277)	(\$95,334)	\$ (98,572)
Total Expenses from Local Funds	0	0	0	0
Total Expenses from Facilities	(24,937)	(22,620)	(21,832)	(23,130)
Total Expense from PTE, Local Fund & Facilities	(\$123,041)	(\$124,897)	(\$117,166)	(\$121,702)
Gain (Loss)	\$6,356	\$6,473	\$8,583	\$7,137
Revenue per Credit Hour	\$492	\$537	\$492	\$507
Expense per Credit Hour	(468)	(511)	(458)	(479)
Gain (Loss) per Credit Hour	\$24	\$26	\$34	\$28
Total Direct Cost per Student	\$5,875	\$7,117	\$7,421	\$6,804
Total Direct Cost per Credit Hour	\$337	\$385	\$366	\$363

Square Footage (current)

Pintail Lease Expense allocated based on salaries

EXECUTIVE SUMMARY
Machine Tool Technology Program Analysis
March 2010

The Machine Tool Technology program currently receives exceptional support from the local industry. There is a very active and supportive Technical Advisory Committee (TAC) in place and they work well with the instructors. Significant donations of materials and supplies from industry, plus partnering with faculty to expose students to the latest industry technology, allow this program to produce high quality graduates that are valued by the industry.

The faculty are respected by industry and students, and they work with industry partners to remain current in their profession. The program produces graduates that are highly sought after by local industry.

A challenge the program faces is space – the projected need is more than twice the current size. The current lab space is very tight and future growth is impossible without innovative scheduling.

The cost per student is very high as is the expense per credit hour. There are space and safety constraints with increasing enrollment. The low enrollment, high cost of equipment, and two full-time faculty make this a very expensive program to operate.

Financial Analysis:

While this is an expensive program to operate based on the equipment needs, the credit hours generated by this program increased 28% between academic years 2007 to 2009. The increase in credit hours created a decrease in the per credit hour cost of direct instruction. The decrease may not be a direct correlation due to the postponement of equipment needs based on the needs of other professional technical programs within a stagnate state budget.

Recommendations: There are several issues that must be addressed immediately.

- Increase enrollment by better utilizing innovative scheduling for classroom and lab space – move from the traditional time schedule of program offerings.
- Continue to work with local industry and keep lines of communication open. Technical Advisory Committee members have expressed a willingness to help move this program when an appropriate location is found. This will be a tremendous financial boost when the time comes.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for a Machine Tool Technology graduate is \$14.26, well above the minimum. **Program Comments:** The wage range for a graduating second year student is \$12.00 to \$16.00 per hour. Students polled 4 years after graduation are making \$16.00 to \$28.00 per hour.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	16	9	20	125
2007/2008	19	10	20	145
2008/2009	16	7	20	115

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
11	88	11	76	10	87

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: Of the 25 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on students' responses to a questionnaire; of the 11 students who completed the program, only 1 responded to the request for employment information.

Program Comments: The program has a very successful placement rate for those students that wish to be employed in the trade after graduation. Most students are working in shop during the second year of the program. The outlook for employment in the local area industry is on the rise and the projected outlook for the machining industry as a whole is promising. Economic indicators are showing a rise in goods produced over the last 6 months. There is a long term projection of a shortage of qualified skilled machinists by the year 2012 as pointed out in the following articles – <http://www.cnn.com/2006/US/Careers/02/08/cb.unpopular.jobs/index.html>.
<http://www.ijjtrain.com/vms/problem.html>.
<http://www.roanoke.com/business/wb/140994>.

These facts alone should encourage the expansion of this program to help meet the present and future demands of local industry. The lack of qualified machinists could dissuade companies from relocating to this valley.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	927	41	4	30	\$14.26	(27)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
11	11	100	1	1	100	9	8	88.89

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Welding and Machining are the very core of the economy.
- Boise is the hub for machining in the NW.
- Investigate the possibility of partnering in commercialization.
- Not many job opportunities for graduates – lots must leave the state.
- Program curriculum definitely meets standards.
- National Gold Medalist at SkillsUSA the last three years.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Utilize Micron facility - moving program to Nampa would make it easier to get to.
- Location is not critical – program will draw students wherever it’s located - finding the right facility is the critical piece.
- Need a facility that the program can grow into
- Educate the powers that be as to the need for \$ to flow to technical programs
- TAC would be willing help find electricians
- Utilize apprenticeship program.
- Get the building – TAC will make the move and setup happen.
- Utilize incentives to attract partnerships in moving the program.
 - Approach companies in Boise about bringing business back to valley by partnering with CWI – rebuilding the industry infrastructure in the valley: partner with Job Corp (Federal funds), Dept of Commerce, Gunning industry is a growth area (possible new CWI program), Lack of industry support for large companies to move to the area.
- Hard for this industry to be successful due to exporting business to China.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. No comments from the Technical Advisory Committee.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current square footage: 5,783
 Projected square footage: 12,850

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$188,029	\$169,407	\$191,822
Total Credit Hours	377	453	483
Cost Per Credit Hour	\$498.75	\$373.97	\$397.15

Program Analysis for the Machine Tool Technology Program February 2010

Introduction: Machine Tool Technology, a professional technical program, prepares students for employment as machine tool operators by providing instruction in the set-up and use of all basic machines including engine lathes, milling machines, grinders, surface grinders, and computer numerical control machines; the materials and processes used in industry; and the use of precision measurement and test equipment used in metals-manufacturing. The second year of the program offers advanced theory and laboratory work in a practicum agreement with local manufacturing and machine shops. The program follows the national standards of a 12 to 1 student-to-teacher ratio for operational safety. Machine tool technology courses culminate in an associate of applied science degree or certificates at three levels: postsecondary technical, technical, and advanced technical.

The machine tool technology laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 12 students beginning each fall.

The Machine Tool Technology Advisory Committee meets twice a year and includes 7 members who are managers of local businesses, senior machinists, and former students of the program.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings of \$14.26 indicate that graduates are likely to earn a living wage.

Program Comments: The wage range for a graduating second year student is \$12.00 to \$16.00 per hour. Students polled 4 years after graduation are making \$16.00 to \$28.00 per hour.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment.

<u>Year</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Program Capacity</u>	<u>% Enrollment</u>
2006/2007	16	9	20	125
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2008/2009	16	7	20	115

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

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Completers	% Completion		Completers	% Completion		Completers	% Completion
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CCBT Findings: Of the 25 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on students' responses to a questionnaire; of the 11 students who completed the program, only 1 responded to the request for employment information.

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3	927	41	4	30	14.26	(27)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
11	11	100	1	1	100	10	9	90

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comments: The program has a very successful placement rate for those students that wish to be employed in the trade after graduation. Most students are working in shop during the second year of the program.

The outlook for employment in the local area industry is on the rise and the projected outlook for the machining industry as a whole is promising. Economic indicators are showing a rise in goods produced over the last 6 months. There is a long term projection of a shortage of qualified skilled machinists by the year 2012 as pointed out in the following articles –

<http://www.cnn.com/2006/US/Careers/02/08/cb.unpopular.jobs/index.html>.

<http://www.ijjtrain.com/vms/problem.html>.

<http://www.roanoke.com/business/wb/140994>

These facts alone should encourage the expansion of this program to help meet the present and future demands of local industry. The lack of qualified machinists could dissuade companies from relocating to this valley.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Welding and Machining are the very core of the economy
- Boise is the hub for machining in the NW
- Investigate the possibility of partnering in commercialization
- Not many job opportunities for graduates – lots must leave the state
- Program curriculum definitely meets standards
- National Gold Medalist at SkillsUSA the last three years

Program Comments:

The machine tool program has strived to improve to meet the demands of the local industry. There have been numerous positive changes to update the equipment and curriculum during the past 12 years. It has not settled for “business as is” attitude but rather has been determined to keep abreast of current technology. Each semester the program introduces new content and filters out old subject matter.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Utilize Micron facility
- Moving program to Nampa would make it easier to get to
- Location is not critical – program will draw students wherever it’s located
- Finding the right facility is the critical piece
- Need a facility that the program can grow into
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- Utilize incentives to attract partnerships in moving the program
- Approach companies in Boise about bringing business back to valley by partnering with CWI – rebuilding the industry infrastructure in TV.
 - Provide contacts to Bert so he can meet
 - Partner with Job Corp (Federal funds)
 - Dept of Commerce
 - Gunning industry is a growth area (possible new CWI program)
 - Lack of industry support for large companies to move to the area.
- Hard for this industry to be successful due to exporting business to China.

Program Comments: The Machine Tool Technical Advisory Committee plays an integral part in the planning process for equipment acquisition, curriculum development, and professional development opportunities for instructors. They support the program via donations, i.e. tooling, equipment, materials, services (tool sharpening). This support has greatly reduced the amount of capital

required to operate the program. They also provide service learning experiences to the students by providing practicum opportunities at their sites.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee: None

Projected Growth

CCBT Findings:

The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009:	30.6
FTES 2015 target:	30.6

Program Comments: At the present time the lab facilities are at capacity in the present location. There is no space for expansion to accommodate higher enrollment demands. The utilities have been exhausted and there are no plans for further equipment procurement due to these limitations.

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current:	5,783
Projected:	12,850

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 2.0
 - Average class size = 15.3
- Full-time equivalent faculty needed for Fall 2014: 2.0

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$186,688	2 full-time instructors
2008	\$214,171	2 full-time instructors
2009	\$201,648	2 full-time instructors
3 Yr Avg	\$200,835	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$71,484
2008	\$28,143
2009	\$45,193
3 Yr Avg	\$48,273

Direct Cost Per Student:

2007	\$11,112
2008	\$8,715
2009	\$11,876
3 Yr Avg	\$10,568

College of Western Idaho

Machine Tool Technology

Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$ 130,550	\$154,954	\$ 155,010	\$ 146,838
Allocated Payroll Expense	56,137	59,217	46,637	53,997
Other Expense (OE, Travel, Capital)	57,478	14,453	36,812	36,248
Allocated Other Expense	14,006	13,690	8,381	12,026
Total PTE Expense and State Reimbursement	\$258,172	\$242,314	\$ 246,841	\$249,109
PTE Cost per Student	\$12,594	\$10,096	\$12,659	\$11,783
Full-time Faculty	2	2	2	
Part-time Faculty				
Total Full-time Students	16	19	16	17
Total Part-time Students	9	10	7	9
Total Credit Hours	377	453	483	438
Total Revenue from PTE	\$258,172	\$242,314	\$ 246,841	\$ 249,109
Total Revenue from Tuition	44,863	53,907	57,477	52,082
Total Revenue from Local Funds	3,584	41,110	4,005	16,233
Total Revenue from PTE, Local Fund & Tuition	306,619	337,331	308,323	317,424
Total Expenses from PTE	(\$258,172)	(\$242,314)	(\$246,841)	(\$249,109)
Total Expenses from Local Funds	(10,841)	(9,806)	(41,573)	(20,740)
Total Expenses from Facilities	(39,760)	(39,760)	(39,760)	(39,760)
Total Expense From PTE, Local Fund & Facilities	(\$308,773)	(\$291,879)	(\$328,174)	(\$309,609)
Gain (Loss)	(\$2,154)	\$45,451	(\$19,851)	\$7,815
Revenue per Credit Hour	\$813	\$745	\$638	\$732
Expense per Credit Hour	<u>(819)</u>	<u>(644)</u>	<u>(679)</u>	<u>(714)</u>
Gain (Loss) per Credit Hour	(\$6)	\$100	(\$41)	\$18
Total Direct Cost per Student	\$11,112	\$8,715	\$11,876	\$10,568
Total Direct Cost per Credit Hour	\$604	\$462	\$479	\$515
Square Footage (current)	5,783			

EXECUTIVE SUMMARY

Powersports and Small Engine Repair Program Analysis

March 2010

The Powersports and Small Engine Repair program continues to receive solid industry support. There is an active and supportive Technical Advisory Committee, and comments received indicate they feel strongly that the program is meeting or exceeding industry standards. CWI's Powersports program is currently ranked third (out of 80 schools) by the Equipment and Engine Training Council (EETC) representing both the United States and Canada.

CWI's Powersports program is the only one of its kind offered in Idaho. People in Idaho value their outdoor living, which means that many people own and operate powersports and outdoor power equipments. This in turn creates a large demand for trained technicians.

It is difficult to quantify the job openings for the graduates in the Powersport program. The scope of the jobs and careers available to program graduates is much larger than indicated in the Economic Modeling Specialists, Inc. (EMSI) "Educational Program Gap Analysis report. EMSI's data indicated a below minimum earning wage for program graduates. The wage significantly increases when career opportunities in powersports dealerships and repair shops, rental businesses, golf courses, and landscape maintenance companies (to name a few options) are included in the data.

Relocation and projected space needs for this program are a major concern. Future space needs are estimated to be more than three times the current space, with a July 1, 2012 deadline to move the program.

Enrollment is at capacity – last fall interested students were turned away from enrolling. The only possibility of increasing enrollment and the number of graduates is to implement late afternoon, evening and weekend courses.

Financial Analysis: Student enrollment and total credit hours increased in academic years 2008 and 2009, while the number of full time faculty remained constant. The annual per student cost for direct instruction declined from \$9,400 in 2007 to \$7,600 in 2009.

Recommendations:

- Faculty must identify ways to bring program costs down, i.e. determining if a Certificate meets industry needs as compared to an AAS degree.
- CWI must implement a targeted marketing effort to create awareness of the Powersports program and the career opportunities it provides.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Powersports graduates is \$10.68, which is below the minimum living wage.

Program Comments: Second year graduates from this program averaged \$16.51 an hour in the jobs they found.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Powersports and Small Engine Repair Technology program is at capacity in terms of student enrollment. This fall interested students were turned away from enrolling because the program was at capacity.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	18	0	22	82
2007/2008	23	0	22	105
2008/2009	26	1	22	123

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
11	61	20	87	21	78

Program Comments: The average completion rate is 75.33% for the 3 years listed, which indicates that some students are receiving more than one certificate or degree and the program is exceeding the state standard for completers. The completer’s data column is a reflection of total program capacity, not the number and percentage of students eligible for graduation (first year students are included in the numbers but most will not graduate).

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: A recent survey of the 16 second-year students who completed the program in 2008 indicated that all of them were employed in the field or in a related field. By fall 2009, of these 16 students, 15 are still employed and in addition to working, four were working on a baccalaureate of applied science degree at Boise State University. The graduate/jobs gap analysis combines three occupations: motorboat mechanics, outdoor power equipment and other small engine mechanics, and landscaping and grounds-keeping workers. In this combination, projected strength of the job market is steady at 95 job openings per year for the coming decade.

Program Comments: The scope of the jobs and careers available to program graduates are much larger than indicated in the EMSI data above. The following industries should also be included, which would have a significant positive impact on the Median Hourly Earnings: Powersports dealerships and repair shops, outdoor power equipment dealers and repair shops, rental businesses, landscape maintenance companies, golf courses, farms, parts sales, whole goods sales, and corporate service centers.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	2,071	664	32%	95	\$10.68	(92)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
7	6	85.71	2	2	100	18	18	100

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- More success with graduates from Selland than other institutions and graduates have moved up the management ladder.
- Harvard to industry – definitely gold standard.
- Program teaches students how to work and graduates make living wages in Idaho.
- Graduates have learned a critical work ethic instilled – this is critical.
- There is a demand for technicians – even though turnover of technicians isn't high. Employees tend to stay for at least 3 years.
- Curriculum is diverse and allows students opportunities to experience different aspects of industry.
- Program ranks #3 in the nation by EETC.
- Students must be eligible to receive financial aid.
- Significant recreational market in the region and farming industry heavy utilizes power sports.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Location not critical - Nampa a good location - having the space for the program is more important than the location.
- Need more space to make it efficient, effective
- Current industry support to program is at very high level. Training aids, products and technical training to help students.
- Industry is currently providing opportunities for instructor training.
- Offers from TAC members to physically move program.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee:

- Finding qualified employees is critical – this program produces better graduates than other entities
- This is the only educational program in Idaho for this industry.
- Need employees who have training on equipment – this program is the only one in the area to draw from.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current square footage: 7,255

Projected square footage: 25,900

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$168,468	\$137,626	\$197,021
Total Credit Hours	509	662	689
Total Cost Per Credit Hour	\$330.98	\$207.89	\$285.95

Program Analysis for the Power Sports and Small Engine Repair Program

February 2010

Introduction: Power Sports and Small Engine Repair Technology, a professional technical program, provides students with knowledge and experience to maintain and repair a variety of 2- and 4-cycle engines and equipment used on recreational vehicles and outdoor power equipment, including snowmobiles, motorcycles, four-wheelers, and watercraft.

The first year of the curriculum, which addresses basic skills in engines, drive trains, and electrical and fuel systems, culminates in a postsecondary technical or technical certificate. The second year of the curriculum includes additional theory and a practicum with a local industry and culminates in an advanced technical certificate. The second year of the program is designed for students, in consultation with the instructor, to specialize in advanced areas of the program. In addition to advanced technical theory and laboratory, the second year may include laboratory work in a practicum agreement with local industry. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The program's partnership with STIHL, a power tool manufacturing company, contributes equipment, supplies, and training for both students and instructors.

The teaching laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of students beginning each fall. Since the total program enrollment is capped at 22 due to the space limitations, the size of each fall's incoming cohort is contingent on the number of students continuing to the second year.

The Power Sports and Small Engine Repair Technology Advisory Committee meets twice a year and includes 10 members who include owners and managers of local businesses as well as a regional program manager from STIHL Corporation, a retired instructor, and a student.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: Data provided by EMSI indicates that program graduates can expect to earn \$10.68 per hour.

Program Comments: Second year graduates from this program averaged \$16.51 an hour in the jobs they found. In these economic times the "Living Wage" is not something that you can measure success by, but if you can find a job at all is the true measure of success. Fortunately graduates from this program have found jobs and the average for the class was a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: The power sports and small engine repair technology program is at capacity in terms of student enrollment. This fall interested students were turned away from enrolling because the program was at capacity.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	18	0	22	82
2007/2008	23	0	22	105
2008/2009	26	1	22	123

Program Comments: The fill rate for the Program is averaging 22.33 students per year which is slightly over 100% so the program exceeds State standards for enrollment.

This program generally is a full-time cohort style of program with 22 total seats available for both first and second year. Twenty-two is the true capacity of the program limited by available space in the lab. Part-time students listed are students taking general education classes who are either preparing for the program or have finished the program courses.

The three year average for the program enrollment is 22.33 students, with a low of 18 and a high of 26, and a trend of increasing each year. The balance of enrollment between the first and second year is variable due to these factors.

- The amount of drop outs, non returners, and failures vary.
- Some people choose to complete at a lower level than an ATC or an AAS degree so the amount of seats available varies from year to year, therefore we take in the number of seats available plus a few. This allows for drops and no shows which ultimately could be better managed with a wait list.
- Program faculty have recruited at many events and venues helping to make the public aware of this educational opportunity for career training. Additional recruiting and community awareness needs to happen due to the change from BSU to CWI.

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
11	61	20	87	21	78

Program Comments: The average completion rate is 75.33% for the 3 years listed, which indicates that some students are receiving more than one certificate or degree and the program is exceeding the state standard for completers.

The completer's data column is a reflection of total program capacity, not the number and percentage of students eligible for graduation (first year students are included in the numbers but most will not graduate).

Ideally 100% completion would be ½ of the total program enrollment as ½ of the enrollment is second year students preparing to graduate and the other ½ is first year students continuing for the second year. As stated in category 1, that is not always the case so the balance between first and second year is not equal.

The completer’s data is incomplete and somewhat misleading. Many students receive their certificates or degrees as they earn them, while others wait to receive them until the end of the course. Some choose to receive only the highest level certificate or degree earned, while others choose to receive all levels of certificates and degrees earned, and still others based upon their educational goals or circumstances, do not finish or earn any certificate or degree.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion

CCBT Findings: Of the 20 students who completed a degree or certificate in 2008, 100% were employed in a related field a year later. However, these results are meaningless given that this research relies on students’ responses to a questionnaire; of the 20 students who completed the program, only 2 responded to the request for employment information.

The graduate/jobs gap analysis combines three occupations:

- Motorboat mechanics,
- Outdoor power equipment and other small engine mechanics, and
- Landscaping and grounds-keeping workers.

In this combination, projected strength of the job market is steady at 95 job openings per year for the coming decade. However, the median hourly earnings in all three occupational categories indicate that graduates are unlikely to earn a living wage.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	2,071	664	32%	95	\$ 10.68	(92)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
7	6	85.71	2	2	100	21	18	85.71

*Survey conducted by CWI January 2009 of May 2009 program graduates

Program Comment: The scope of the jobs and careers available to program graduates are much larger than indicated in the EMSI data above. The following industries should also be included, which would have a significant positive impact on the Median Hourly Earnings:

- POWERSPORTS dealerships and repair shops: Motorcycle-street-scooter-dirt, ATV, snowmobile, Marine-inboard-outboard, personal watercraft, utility vehicles, go karts.

- OUTDOOR POWER EQUIPMENT dealers and repair shops: Ace hardware repair shops, Lawn mower, trimmer, tiller, generator, etc.
- RENTAL BUSINESSES: various Powersports, construction equipment, outdoor power equipment
- LANDSCAPE MAINTENANCE: entrepreneur (lawn care and landscape maintenance), service tech for landscape companies and large companies with internal grounds keeping
- GOLF: service tech for grounds keeping equipment, golf cars
- GOVERNMENT and STATE AGENCIES: Parks and Recreation, Trail Associations, Forest Service, Bureau of Land Management, National Interagency Fire Center
- FARMS: water pumps, irrigation equipment, portable power plants, portable welders, post hole diggers, harvesting equipment, subcompact utility tractors
- PARTS SALES: business with a parts department
- WHOLEGOODS SALES: business with a sales department
- CORPERATE: service representatives for corporations selling related engines and equipment.

These are all places or careers that student from the PSER program have been occupying.

16 of 16 or 100% of second year SP09 graduates were hired within six months of graduation and as of December 2009, follow-up by the program revealed that 15 of 16 were still working in a related field and/or continuing education. One student was not able to be reached so that person's status is unknown.

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- More success with graduates from Selland than other institutions.
- Hires many graduates.
- Graduates have moved up the management ladder.
- Harvard to industry – definitely gold standard
- Teach students how to work
- Graduates make living wage in Idaho.
- Graduates have learned a critical work ethic instilled – this is critical
- Turnover of technicians isn't high. Employees tend to stay for at least 3 years
- There is a demand for technicians
- Curriculum is diverse and allows students opportunities to experience different aspects of industry.
- Program ranks #3 in the nation by EETC.
- Students must be eligible to receive financial aid.

Program Comments: Current curriculum has been monitored and updated with industry annually. Stihl N.W., Carl's Cycle Sale, E.C. Power Systems, EETC, Moto Tech, Turf Equipment, and Barn's Yards have all contributed to the maintaining of curriculum, instructor professional development, and availability of current training aids for student learning.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Location not critical
- Nampa a good location
- Having the space for the program is more important than the location.
- Current space is too small
- Need more space to make it efficient, effective
- Current industry support to program is at very high level. Training aids, products and technical training to help students.
- Industry is currently providing opportunities for instructor training.
- Offers from TAC members to physically move program.

Program Comments: The Technical Advisory Committee has been involved in curriculum, facilities, and equipment for the program and has also been instrumental in professional development, recruiting, and obtaining donations to help financially support the program. Here is a list of Training Partners who have and will continue to donate and support the program:

- Stihl N. W. - we are one of 2 Post Secondary Schools Partnering in the Northwest.
- Carl's Cycle Sale – Provides Honda, Kawasaki, Suzuki, and Polaris support.
- E.C. Power Systems – Provides Generator, John Deere, and Honda support.
- Moto Tech – Provides Arctic Cat,
- Turf Equipment – Provides Toro, Kohlor, and Commercial Lawn Care support.
- Barn's Yards – Provides Landscape Maintenance support
- EETC Engine & Equipment Training Council – Accreditation Partner
- The Community – donates equipment for educational use and resale to supplement strained budgets of the program.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Significant recreational market in the region
- Farming industry heavy utilizes power sports
- Finding qualified employees is critical – this program produces better graduates than other entities
- This is the only educational program in Idaho for this industry.
- Serious impact
- Need employees who have training on equipment – this program is the only one in the area to draw from.

Projected Growth (see notes below)

CCBT Findings:

The College FTES is projected to increase 20% per year for five years. This program is at capacity with current space; therefore enrollment growth in this program will not keep pace with the College's overall growth.

FTES Fall 2009: 36.3
FTES 2015 target: 36.3

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current: 7,255
Projected: 25,900

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 1.6
 - Average class size: 22.7
- Full-time equivalent faculty needed for Fall 2014: 1.6

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$194,871	2 full-time instructors
2008	\$169,843	2 full-time instructors
2009	\$214,354	3 full-time instructors
3 Yr Avg	\$193,023	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$51,524
2008	\$25,488
2009	\$36,362
3 Yr Avg	\$37,792

Direct Cost Per Student:

2007	\$12,085
2008	\$8,117
2009	\$9,286
3 Yr Avg	\$9,830

College of Western Idaho
Powersports (Recreational & Small Engine Tech)

Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$130,749	\$122,359	\$169,477	\$140,861
Allocated Payroll Expense	64,123	47,484	44,878	52,161
Other Expense (OE, Travel, Capital)	37,720	15,267	27,545	26,844
Allocated Other Expense	13,805	10,221	8,818	10,948
Total PTE Expense and State Reimbursement	\$246,396	\$ 195,331	\$ 250,717	\$230,815
PTE Cost per Student	\$13,689	\$8,493	\$9,461	\$10,547
Full-time Faculty	2	2	2	
Part-time Faculty				
Total Full-time Students	18	23	26	22
Total Part-time Students	0	0	1	0
Total Credit Hours	509	662	689	620
Total Revenue from PTE	\$246,396	\$195,331	\$250,717	\$230,815
Total Revenue from Tuition	60,571	78,778	81,991	73,780
Total Revenue from Local Funds	9,385	17,747	17,634	14,922
Total Revenue from PTE, Local Fund & Tuition	316,352	291,856	350,342	319,517
Total Expenses from PTE	(\$246,396)	(\$195,331)	(\$250,717)	(\$230,815)
Total Expenses from Local Funds	(12,812)	(15,608)	(15,714)	(14,711)
Total Expenses from Facilities	(49,071)	(49,071)	(49,071)	(49,071)
Total Expense From PTE, Local Fund & Facilities	(\$308,278)	(\$210,939)	(\$315,501)	(\$278,240)
Gain (Loss)	\$8,073	\$80,917	\$34,840	\$41,277
Revenue per Credit Hour	\$622	\$441	\$508	\$524
Expense per Credit Hour	<u>(606)</u>	<u>(319)</u>	<u>(458)</u>	<u>(461)</u>
Gain (Loss) per Credit Hour	\$16	\$122	\$51	\$63
Total Direct Cost per Student	\$12,085	\$8,117	\$9,286	\$9,830
Total Direct Cost per Credit Hour	\$427	\$282	\$357	\$356
Square Footage (current)	7,255			

Additional Program Comments: This program is meeting or exceeding all criteria for program continuation as stated above. The TAC/Industry meeting has shown that the program is meeting industry standards and is in fact #3 of 80 accredited EETC schools in the United States and Canada. Idaho is a state that values its outdoor living including a large population of powersports and outdoor power equipment. These values necessitate a need for a large number of qualified technicians, many which are being trained by the CWI Powersports and Small Engine Repair Program. The jobs available for this program are plentiful and are found in the following areas:

- *POWERSPORTS dealerships and repair shops: Motorcycle-street-scooter-dirt, ATV, snowmobile, Marine-inboard-outboard, personal watercraft, utility vehicles, go karts.*
- *OUTDOOR POWER EQUIPMENT dealers and repair shops: Ace hardware repair shops, Lawn mower, trimmer, tiller, generator, etc.*
- *RENTAL BUSINESSES: various Powersports, construction equipment, outdoor power equipment*
- *LANDSCAPE MAINTENANCE: entrepreneur (lawn care and landscape maintenance), service tech for landscape companies and large companies with internal grounds keeping*
- *GOLF: service tech for grounds keeping equipment, golf cars*
- *GOVERNMENT and STATE AGENCIES: Parks and Recreation, Trail Associations, Forest Service, Bureau of Land Management, National Interagency Fire Center*
- *FARMS: water pumps, irrigation equipment, portable power plants, portable welders, post hole diggers, harvesting equipment, subcompact utility tractors*
- *PARTS SALES: business with a parts department*
- *WHOLEGOODS SALES: business with a sales department*
- *CORPERATE: service representatives for corporations selling related engines and equipment.*

EXECUTIVE SUMMARY
Professional Truck Driving
November 2010

The Professional Truck Driving program prepares individuals to enter into the workforce as an over-the-road entry-level driver through instruction and practice in the skills and procedures for handling freight, dock backing, trailer combinations and negotiating large rigs in traffic and over the highway. Graduates of this program are highly regarded by local and regional industry as evidenced in a high placement rate, 94% for 2008/2009.

There is strong demand for graduates of this program with over 300 annual openings a year projected according to Economic Modeling Specialties, Inc. Graduates of this program can expect to earn an hourly wage of \$13.59, above the minimum living wage of \$11.49 per hour.

Low enrollment in this program is directly related to several specific industry problems:

- Industry needs to identify ways to get drivers more time at home – it's becoming a critical issue in retaining and attracting good drivers.
- The professional image of this career needs changed.
- New legislation will be implemented that will impact recruiting and retaining good drivers.

The program's Technical Advisory Committee has stated they will assist the program in addressing these concerns.

Financial Analysis: Student enrollment in this program has fluctuated over the past three years. Much of this was due to working out student financial aid procedures and processes. The number of full-time faculty has increased from 3 to 4 since 2007. The annual per student cost for direct instruction has significantly decreased from \$4,710 in 2007 to \$2,345 in 2009.

Recommendations:

- Continue close working relationship with the Advisory Committee in increasing enrollment.
- Analyze comments for adding instruction in computer skills, problem solving and physical health needs.
- Implement changes to assist in identifying completion rate in the program.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Professional Driving graduates is \$13.59, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Professional Truck Driving program is not at capacity in terms of student enrollment.

Year	Full-time	Part-time	Capacity	% Enrollment
2006/2007	79	0	180	44
2007/2008	141	0	180	78
2008/2009	91	0	180	51

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
56	71	58	41	53	58

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: In terms of projected strength of the job market, the need for workers trained in professional truck driving will continue to be strong with over 300 job openings per year for the coming decade.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
17	9,872	1,628	16	329	\$13.59	(312)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Would rather hire from CWI than any other school.
- Program graduates are very well trained in basic driving skills in maneuvering truck – learn the other details on the job.
- Skills tests given to program graduates when hired in industry speak very highly of programs safety training.
- Graduates knowledge of truck maintenance is high.
- Beginning salary: \$35,000-\$37,000 first year driver salary (broken down to hourly rate about \$8) – have to cover personal expenses – meals, parking.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- TAC members agreed to increase support for the program, i.e.
 - Provide opportunities for students to ride along with drivers
 - Provide information and the job behavior test given by some companies
 - Investigate the possibility of providing the program with Qualcomm software

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. No comments from the Technical Advisory Committee.

- Industry demand is high - large companies hire from 100- 500 drivers per year.
- Growth in the trucking industry could be indicator of economic recovery.
- Market is increasing – slowly getting back to former levels
- More freight to move than drivers
- Companies agreed to provide speakers (current drivers who are very successful in the field) for classroom presentations
- Industry needs to identify ways to get drivers more time at home – it’s becoming a critical issue in attracting and retaining good drivers
- Professional drivers don’t last as long in the industry
- If the economy does turn, more drivers will be needed - replace drivers that opt out for local jobs plus more drivers to handle increase in freight
- New more stringent legislation will impact current drivers – thresholds haven’t been identified yet but this information will now be available to all hiring companies – could create a need for new driver
- Current drivers are aging – impacts medical requirements
- Look into implementing a 2 year program
- Possibly marketing to the baby boomer generation
- Look at offering a reduced rate to the spouse of a program graduate

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 194,006 Sq. ft. (includes outdoor practice space)
 Projected: No increase necessary

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$317,163	\$250,551	\$217,952
Total Cost Per Student	\$4,286	\$1,740	\$2,724

Program Analysis for the Truck Driving Program September 2010

Introduction: Professional Truck Driving, a professional technical program, prepares students for employment as an over-the-road entry-level driver through instruction and practice in the skills and procedures for handling freight, dock backing, trailer combinations and negotiating large rigs in traffic and over the highway. The courses include Department of Transportation and interstate rules and requirements, the Federal Commercial Driver’s License law, log-keeping, accident avoidance, and reporting procedures. The 9 weeks of formal instruction is followed by a 6-week internship. The program culminates in a postsecondary technical certificate.

Courses are scheduled during the day at a leased truck-driving range, with a new cohort of 8 students beginning every three weeks.

The Professional Truck Driving Advisory Committee, which meets every nine weeks, includes 10 members who are owners and managers of local businesses and representatives of national truck companies, the state police, and the port of entry.

Of the College’s core themes, the program contributes to professional technical education.

Program Comments: We have replaced the 6 week internship with a class (IPDT 120) that includes an internship opportunity built in.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly wage of \$13.59 indicates that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: The Professional Truck Driving program is at capacity in terms of student enrollment, and will, therefore, not experience enrollment growth.

Year	Full-time	Part-time	Capacity	% Enrollment
2006/2007	39	35	180	41
2007/2008	115	29	180	80
2008/2009	79	1	180	44

Program Comments: Actual student count according to our records.

2006/2007	79	0	180	44
2007/2008	141	0	180	78
2008/2009	91	0	180	51

Program Completers: The total number of students who complete an associate degree or a certificate.

CCBT Findings:

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
11	30	26	36	2	5
56*		58*		53*	

Program Comments: We are working with new changes that will dramatically change our completion rate. The new IPDT 120 class will provide more students the opportunity to complete.

*Completer numbers according to our records.

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in professional truck driving will continue to be strong with over 300 job openings per year for the coming decade.

Of the 26 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on students' responses to a questionnaire; of the 26 students who completed the program, only 1 responded to the request for employment information.

Graduates/Jobs Gap Analysis:

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
17	9,872	1,628	16%	329	\$13.59	(312)

Placement Analysis:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
4	4	100	1	1	100	1	1	100
	56**			58**			53**	

*Survey conducted by CWI January 2009 of May 2009 program graduates

**Actual placement data compiled by program faculty.

Alignment with Industry Standards:

The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Would rather hire from CWI than any other school.

- Program graduates are very well trained in basic driving skills in maneuvering truck – learn the other details on the job.
- Skills tests given to program graduates when hired in industry speak very highly of programs safety training.
- Graduates knowledge of truck maintenance is high.
- Beginning salary: \$35,000-\$37,000 first year driver salary (broken down to hourly rate about \$8) – have to cover personal expenses – meals, parking,

Program Comments: Our curriculum is in line with the industry standards based on the comments from the technical advisory committee. The instructors are doing a very good job teaching within the parameters industry has established.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- TAC members agreed to increase support for the program, i.e.
 - Provide opportunities for students to ride along with drivers
 - Provide information and the job behavior test given by some companies
 - Investigate the possibility of providing the program with Qualcom software

Program Comments: The Truck Driving program has a very supportive technical advisory committee. Part of the TAC meetings is educational for both TAC members and CWI staff. An example is at our last TAC meeting, **uDrove** provided a presentation and included software and hardware for the programs to use. This system is a great substitute for Qualcom and is now being provided for student, program, and TAC education.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Industry demand is high - large companies hire from 100- 500 drivers per year.
- Growth in the trucking industry could be indicator of economic recovery.
- Market is increasing – slowly getting back to former levels
- More freight to move than drivers
- Companies agreed to provide speakers (current drivers who are very successful in the field) for classroom presentations
- Industry needs to identify ways to get drivers more time at home – is becoming a critical issue in retaining good drivers
- Professional drivers don't last as long in the industry
- If the economy does turn, more drivers will be needed - replace drivers that opt out for local jobs plus more drivers to handle increase in freight
- New more stringent legislation will impact current drivers – thresholds haven't been identified yet but this information will now be available to all hiring companies – could create a need for new driver
- Current drivers are aging – impacts medical requirements

- Look into implementing a 2 year program
- Possibly marketing to the baby boomer generation
- Look at offering a reduced rate to the spouse of a program graduate

Program Comments: With all the new regulations coming in the next couple of years, the trucking industry will need to increase their driver pool. We need to make our educational communities and prospective students aware of the changes in the regulations to become professional drivers.

Other Comments from TAC:

CWI Questions to TAC:

1. How important is a college education to industry in hiring employees?
2. How important is it to industry to have graduates with AAS degree vs. Certificate track?

- Need training/education in physical health needs – healthy eating habits while in the truck (nutrition); family orientation addressing strain on family life
- Need to create a Broader picture of what a driver might face
- Training on new regulations targeting driver – impacts all CDL drivers
- Additional computer skills needed
- Would like to have problem solving – positive training
- Additional computer skills needed
- Would like to have problem solving – positive training
- New requirements coming down for entry level drivers – program needs to incorporate these changes before they become effective

Projected Growth:

CCBT Findings: The College FTEs is projected to increase 20% per year for five years. The Professional Truck Driving program is at capacity in terms of student enrollment, and will, therefore, not experience enrollment growth.

FTES Fall 2009:	45.5
FTES 2015 target:	45.5

Note: *FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.*

Note: *Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.*

Facilities: Data based on report generated by Teater Consulting, 2008

Current:	194,006 sq. ft. (includes outdoor practice space)
Projected:	4,250 sq. ft.

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 4.8
 - Average class size = 9.5 (classes begin every 3 weeks)
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 4.8

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$180,013	3 full-time instructors
2008	\$227,226	4 full-time instructors
2009	\$209,340	4 full-time instructors
3 Yr Avg	\$205,526	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$137,150
2008	\$ 23,325
2009	\$ 8,611
3 Yr Avg	\$ 56,362

Direct Cost Per Student:

2007	\$4,286
2008	\$1,740
2009	\$2,724
3 Yr Avg	\$2,917

College of Western Idaho
Truck Driving Program
Program Analysis

	Three-year			
	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Average</u>
Payroll Expense	\$120,780	\$163,699	\$165,512	\$149,997
Allocated Payroll Expense	59,234	63,527	43,828	55,529
Other Expense (OE, Travel, Capital)	124,398	9,650	0	44,683
Allocated Other Expense	12,752	13,675	8,611	11,679
Total PTE Expense and State Reimbursement	\$317,163	\$250,551	\$217,952	\$261,889
PTE Cost per Student	\$4,286	\$1,740	\$2,724	\$2,917
Full-time Faculty	3	4	4	
Part-time Faculty	2	2	2	
Total Full-time Students	79	141	91	103.6
Total Part-time Students				
Total Credit Hours	N/A	N/A	N/A	N/A
Total Revenue from PTE	\$317,163	\$250,551	\$217,952	\$261,889
Total Revenue from Tuition		*in Local Fund Revenue		
Total Revenue from Local Funds	251,235	482,455	325,989	353,226
Total Revenue from PTE, Local Fund & Tuition	\$568,398	\$733,006	\$543,941	\$615,115
Total Expenses from PTE	(\$317,163)	(\$250,551)	(\$217,952)	\$(261,889)
Total Expenses from Local Funds	(246,409)	(385,296)	(374,207)	(335,304)
Total Expenses from Facilities	(20,952)	(20,952)	(20,952)	(20,952)
Total Expense From PTE, Local Fund & Facilities	(\$584,524)	(\$635,847)	(\$613,111)	(\$611,161)
Gain (Loss)	(\$16,126)	\$97,159	(\$69,170)	\$3,954
Revenue per Credit Hour	N/A	N/A	N/A	N/A
Expense per Credit Hour	N/A	N/A	N/A	N/A
Gain (Loss) per Credit Hour	N/A	N/A	N/A	N/A
Gain (Loss) per Student	(\$218)	\$675	(\$865)	(\$136)
Total Direct Cost per Student	\$4,710	\$1,500	\$2,345	\$2,852
Total Direct Cost per Credit Hour	N/A	N/A	N/A	N/A
Square Footage (current)	194,006			

EXECUTIVE SUMMARY
Surgical Technology Program Analysis
April 2010

The Surgical Technology program is an exemplary program that is poised to become one of the first that is nationally recognized. The strength of the program lies with the exceptional instruction and oversight of the Program Head, Mona Bourbonnais.

The Surgical Technology program continues to receive solid industry support. The Technical Advisory Committee (TAC) is an active and supportive group, and their comments indicate they feel strongly that the program is exceeding industry standards. Comments from the TAC showed strong industry support in hiring program graduates, due in large part to the excellent prospective student screening process the program utilizes. Many stated that the CWI graduates are much better prepared for the workplace than other graduates. The fact that CWI graduates are industry certified upon graduation was noted as very beneficial to local industries.

TAC members were very comfortable with the proposal of relocating the program to Meridian. An option discussed for program relocation was an empty surgical center in the area.

The group discussed the viability of the creating of a Regional Training Center. CWI will be pursuing this opportunity, and will be enlisting the help of the CWI Institutional Advancement Office.

Financial Analysis: Student enrollment and total credit hours has remained consistent over the past three years – at capacity or slightly above. The annual per student cost for direct instruction increased slightly - \$6,674 in 2007 to \$6,990 in 2009.

Recommendations:

- Maintain the “Gold Standard” program that the industry is accustomed to utilizing.
- Continue the exceptional partnership with industry that current exists.
- Work with CWI Institutional Advancement office in pursuing the development of a Regional Training Center.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Data: The median hourly wage for Surgical Technology graduates is \$17.63, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: Given the needs for specialized equipment and space, the Surgical Technology program is at capacity in terms of student enrollment.

Program %

Year	Full-time	Part-time	Capacity	Enrollment
2006/2007	17	18	16	219
2007/2008	18	13	16	193
2008/2009	17	1	16	113

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
17	97	15	97	16	89

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: In terms of projected strength of the job market, the need for workers trained in surgical technology will continue to be stable with 18 job openings per year for the coming decade. Of the 15 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 15 students who completed the program, only 1 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
15	282	97	34%	18	\$17.63	(3)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
14	14	100	2	1	50	9	7	77.78

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Teaching at gold standard
- Students produced are exceptional compared to other institutions
- Students are ready to move to next level of individualized training after graduation
- Selection process to select students is excellent
- New employees are put through an assessment – CWI graduates do better than others
- Local industries hire our graduates – they are much better prepared than those from other institutions
- Any industry change is always incorporated into program quickly
- Many private programs don't offer actual clinical experiences - this program does
- Graduates are certified – very helpful to industry

- Program has 100% pass rate of certification test
- AAS degree being utilized - students graduate with TC, go into an specialized internship for credit and earn AAS
- Moving into on-line delivery

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Location in Meridian would be centrally located
- Near future might find an empty surgical center that might be available for CWI's use

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee included:

- Regional training center with multiple surgery centers that would be available for clinical and classroom

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 1,244
 Projected: 6,800

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$102,942	\$92,838	\$108,319
Total Credit Hours	563	528	489
Total Cost Per Credit Hour	\$182.85	\$175.83	\$221.51

Program Analysis for the Surgical Technology Program

April 2010

Introduction: Surgical technology, a professional technical program, prepares students to serve as the members of a surgical team responsible for preparing the operating room; gathering necessary equipment and supplies; opening sterile supplies; preparing the sterile field including the back table and Mayo stand set-ups; performing counts; assisting in applying sterile drapes; anticipating the needs of the surgeon during the procedure; passing instrumentation and supplies to the surgeon; caring for specimens; applying sterile dressings; preparing the operating room for the next procedure; and ensuring that all members of the surgical team adhere to aseptic techniques. Courses include classroom, laboratory, and clinical instruction and culminate in a technical certificate. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs. Graduates are eligible to take the National Board of Surgical Technology and Surgical Assisting certification test.

The surgical technology laboratory is located at the College's site on the Boise State University with clinical experiences offered St. Luke and St. Alphonsus Hospitals. Courses are offered during the day with a new cohort of 16 students beginning each summer.

The Surgical Technology Advisory Committee meets twice a year and includes 8 members who are a surgeon, surgical technologists, and operating room nurses from clinical affiliates.

Of the College's core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings of \$17.63 indicate that graduates are likely to earn a living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program's capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Findings: Given the needs for specialized equipment and space, the heavy equipment technician program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	17	18	16	219
2007/2008	18	13	16	193
2008/2009	17	1	16	113

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
17	97	15	97	16	89

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: The need for heavy equipment technicians will continue to be moderately strong for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Jobs Gap Analysis* No information available – refer to Heavy Duty Diesel Program

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
15	282	97	34%	18	\$17.63	(3)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
14	14	100	2	1	50	9	7	77.78

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Teaching at gold standard
- Students produced are exceptional compared to other institutions
- Students are ready to move to next level of individualized training after graduation
- Selection process to select students is excellent
- New employees are put through an assessment – CWI graduates do better than others
- Local industries hire our graduates - they are much better prepared than those from other institutions
- Any industry change is always incorporated into program quickly
- Many private programs don't offer actual clinical experiences - this program does
- Graduates are certified – very helpful to industry
- Program has 100% pass rate of certification test
- AAS degree being utilized - students graduate with TC, go into a specialized internship for credit and earn AAS
- Moving into on-line delivery

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Location in Meridian would be centrally located
- Near future might find an empty surgical center that might be available for CWI's use

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Regional training center with multiple surgery centers that would be available for clinical and classroom

Projected Growth

CCBT Findings: The College FTES is projected to increase 20% per year for five years. Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009:	27.6
FTES 2015 target:	27.6

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College's total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current:	1,244
Projected:	6,800

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 2.0
 - Average class size = 13.8
- Full-time equivalent faculty needed for Fall 2014: 1.8

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$109,644
2008	\$114,584
2009	\$124,377
3 Yr Avg	\$116,202

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$28,699
2008	\$12,861
2009	\$19,805
3 Yr Avg	\$20,455

Direct Cost Per Student:

2007	\$6,674
2008	\$5,742
2009	\$6,990
3 Yr Avg	\$6,469

College of Western Idaho
Surgical Technology
Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Average</u>
Payroll Expense	\$81,360	\$87,171	\$93,327	\$87,286
Allocated Payroll Expense	28,284	27,413	31,050	28,916
Other Expense (OE, Travel, Capital)	21,582	5,667	14,992	14,080
Allocated Other Expense	7,117	7,194	4,813	6,375
Total PTE Expense and State Reimbursement	\$138,343	\$127,445	\$144,182	\$136,657
PTE Cost per Student	\$8,138	\$7,080	\$8,481	\$7,900
Full-time Faculty	1	1	1	
Part-time Faculty				
Total Full-time Students	17	18	17	17
Total Part-time Students	0	0	0	0
Total Credit Hours	563	528	489	527
Total Revenue from PTE	\$138,343	\$127,445	\$144,182	\$136,657
Total Revenue from Tuition	66,997	62,832	58,191	62,673
Total Revenue from Local Funds	0	0	3,626	1,209
Total Revenue from PTE, Local Fund & Tuition	205,340	190,277	205,999	200,539
Total Expenses from PTE	(\$138,343)	(\$127,445)	(\$144,182)	(\$136,657)
Total Expenses from Local Funds	0	(2,314)	(3,480)	(1,931)
Total Expenses from Facilities	(10,513)	(10,513)	(10,513)	(10,513)
Total Expense From PTE, Local Fund & Facilities	(\$148,856)	(\$140,272)	(\$158,175)	(\$149,101)
Gain (Loss)	\$56,484	\$50,005	\$47,824	\$51,438
Revenue per Credit Hour	\$365	\$360	\$421	\$382
Expense per Credit Hour	(264)	(266)	(323)	(285)
Gain (Loss) per Credit Hour	\$100	\$95	\$98	\$98
Total Direct Cost per Student	\$6,674	\$5,742	\$6,990	\$6,469
Total Direct Cost per Credit Hour	\$202	\$196	\$243	\$213
Square Footage (current)	1,244			

EXECUTIVE SUMMARY
Welding and Metals Fabrication Program Analysis
March 2010

The Welding and Metals Fabrication Program is in the process of implementing a significant change in how they deliver the program coursework. Program faculty have “repackaged” the curriculum into a modularized concept which will allow greater flexibility for both students and industry – students will now have the ability to select the training segments they would like to complete first and industry will have the ability to select segments of training they would like their employees to complete. Input from the Technical Advisory Committee (TAC) at a recent committee meeting indicates that the program is now headed in the right direction.

Advisory Committee members encouraged the Welding program to form close working partnerships with area technical high schools, with CWI’s Center for Workforce Development, and with other State Agencies, i.e. State Department of Corrections.

This program dropped from three full-time faculty to two full-time faculty and a lab assistant fall 2009. The change allowed for greater student support in the labs without a negative impact in the classroom. The Welding and Metals Fabrication Program is leading the way in addressing personnel alternatives to better utilize the state budget without negatively impacting student learning.

For this program to grow, space needs must be addressed. It is estimated that to significantly increase enrollment, this program needs almost double the space they currently occupy.

Financial Analysis: Student enrollment and total credit hours increased in academic years 2007 through 2009, while the number of full time faculty remained constant. In 2008 the annual cost per student was significantly higher than other years, due to a significant increase in funding for equipment. This exception aside, the annual per student cost for direct instruction will continue to remain steady in the future at close to \$7,000.

Recommendations:

- Fully implement the newly revised curriculum and work very closely with the Technical Advisory Committee to make sure the training offered meets the needs of industry.
- Program must immediately revitalize TAC membership to include industry representation that hires program graduates.
- Program must work closely with industry to gain support for transition to new facility.

Living Wage: Based on the 2008 NW Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT data: The median hourly wage for Welding and Metals Fabrication graduates is \$13.26, which is above the minimum living wage.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

CCBT Data: The Welding and Metals Fabrication program is at capacity in terms of student enrollment.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	30	2	36	89
2007/2008	39	1	36	111
2008/2009	41	7	36	133

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
16	100	21	105	13	54

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Data: In terms of projected strength of the job market, the need for workers trained in welding and metal fabrication will continue to be strong with about 50 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage. Of the 21 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 4 responded to the request for employment information.

Graduates/Jobs Gap Analysis: Data provided by EMSI (Economic Modeling Specialties, Inc.)

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
13	1,378	246	18%	54	\$13.26	(41)

Placement Data:

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
8	7	87.50	4	3	75	12	9	75

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards. Comments from the Technical Advisory Committee included:

- Customize curriculum to industry needs vs. academic schedule.
- Current curriculum offers what industry needs.
- Partnership with CWD works very well for this industry.
- Program is in the process of launching a modularized curriculum including content from Sense (Schools Excelling through National Skills Standards Education sponsored by the American Welding Society).
- Look at training employees at industry workplace.

- Critical that students earn credit.
- Marketing efforts to promote modularized curriculum training.
- Need to educate high school counselors that there are other pathways to productive careers besides academics.
- Basic education plus specific welding training is what is needed.
- Students who have a broad spectrum of learning add much more value to employers.
- Explore the possibility of partnering with Corrections and their mobile training unit.
- Develop broad base curriculum that can be expanded with specialized curriculum.
- From a student perspective it's very important to offer an AAS.
- Experience with Seland graduates was that once they were out of the school environment and into the work environment they weren't successful.
- Best employees are young people that industry can train – they seem to work out best.
- Important to tie back to DADs – and market that partnership.
- Need to make sure program continues to produce qualified graduates to keep industry stable.
- Mobile unit would work or at by Micron would work best.
- Look at having multiple labs located throughout the valley with classrooms at main campus.
- Challenges that seniors in high schools have getting between assigned high school and PTE high school is transportation/time. Having CWI mobile labs shared with high schools would help solve the problem.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc. Comments from the Technical Advisory Committee included:

- Industry very supportive in providing materials for the welding lab.
- Newly formed TAC – not all are familiar with current curriculum.
- Need for entry level workers changes constantly.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities. Comments from the Technical Advisory Committee included:

- Industry needs this program.
- No other training options available in the area.

Facility Needs for Program Expansion: Data based on report generated by Teater Consulting, 2008.

Current: 6,028
 Projected: 11,440

Financial Analysis:

Academic Year	2007	2008	2009
State Support for Direct Instruction	\$177,669	\$343,068	\$269,516
Total Credit Hours	946	1,251	1,077
Cost Per Credit Hour	\$187.81	\$274.24	\$250.25

Program Analysis for the Welding and Metals Fabrication Program

March 2010

Introduction: Welding and Metals Fabrication, a professional technical program, provides students with instruction, practical experience, and related theory in a variety of welding modes, brazing, soldering, gouging, and cutting as well as the application of blueprints and other layout tools to computer numerically controlled (CNC) metal working equipment. These courses culminate in an associate of applied science degree or either a postsecondary technical or an advanced technical certificate.

The welding teaching facility is located at the College’s site at Boise State University. Courses are offered during the day with a new cohort of 18 students beginning each fall. Student demand for this program exceeds the laboratory space; there is a generally a waiting list of 6-10 students each fall.

The Welding and Metals Fabrication Technology Advisory Committee meets twice a year and includes 16 members who are owners and managers of local businesses, senior technicians, and two high school instructors.

Of the College’s core themes, the program contributes to professional technical education.

Living Wage: Based on the 2008 Northwest Job Gap Survey criteria for living wages in Idaho, the minimum living wage is \$11.49 per hour.

CCBT Findings: The median hourly earnings indicate that graduates from this program are likely to earn a living wage - \$13.26/hour.

Student Enrollment Data: The total of full-time and part-time students divided by a program’s capacity which is determined by factors such as classroom and laboratory capacity, clinical slots, regulations determining student-teacher ratios.

Year	Full-time	Part-time	Program Capacity	% Enrollment
2006/2007	30	2	36	89
2007/2008	39	1	36	111
2008/2009	41	7	36	133

Program Completers: The total number of students who complete an associate degree or a certificate.

2006/2007		2007/2008		2008/2009	
Completers	% Completion	Completers	% Completion	Completers	% Completion
16	100	21	105	13	54

Strength of the Job Market and Job Placement: A projection of the number of job openings from 2009-2019, and the proportion of program completers who are employed in the field or a related field within a year after program completion.

CCBT Findings: In terms of projected strength of the job market, the need for workers trained in welding and metal fabrication will continue to be strong with about 50 job openings per year for the coming decade.

Of the 21 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on students' responses to a questionnaire; of the 21 students who completed the program, only 4 responded to the request for employment information

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
13	1,378	246	18%	54	\$13.26	(41)

2006/2007			2007/2008			2008/2009*		
Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement	Total Response	Positive Placement	% Placement
8	7	87.50	4	3	75	12	9	75

*Survey conducted by CWI January 2009 of May 2009 program graduates

Alignment with Industry Standards: The curriculum of each program complies with/reflects current industry standards.

Comments from the Technical Advisory Committee:

- Customize curriculum to industry needs vs. academic schedule.
- Current curriculum offers what industry needs.
- Partnership with CWD works very well for this industry.
- Program is in the process of launching a modularized curriculum including content from Sense (Schools Excelling through National Skills Standards Education sponsored by the American Welding Society).
- Look at training employees at industry workplace.
- Critical that students earn credit.
- Marketing efforts to promote modularized curriculum training.
- Need to educate high school counselors that there are other pathways to productive careers besides academics.
- Basic education plus specific welding training is what is needed.
- Students who have a broad spectrum of learning add much more value to employers.
- Explore the possibility of partnering with Corrections and their mobile training unit.
- Develop broad base curriculum that can be expanded with specialized curriculum.
- From a student perspective it's very important to offer an AAS.
- Experience with Seland graduates was that once they were out of the school environment and into the work environment they weren't successful.
- Best employees are young people that industry can train – they seem to work out best.
- Important to tie back to DADs – and market that partnership.
- Need to make sure program continues to produce qualified graduates to keep industry stable.
- Mobile unit would work or at by Micron would work best.

- Look at having multiple labs located throughout the valley with classrooms at main campus.
- Challenges that seniors in high schools have getting between assigned high school and PTE high school is transportation/time. Having CWI mobile labs shared with high schools would help solve the problem.

Industry Infrastructure Support: Support from industries with the cost of moving, training, equipment, consumable supplies, etc.

Comments from the Technical Advisory Committee:

- Industry very supportive in providing materials for the welding lab.
- Newly formed TAC – not all are familiar with current curriculum.
- Need for entry level workers changes constantly.

Ramifications for Program Stakeholders: Effects on the public, Business, Industry, Government, and Educational communities.

Comments from the Technical Advisory Committee:

- Industry needs this program.
- No other training options available in the area.

Projected Growth

CCBT Findings: The College FTES is projected to increase 20% per year for five years. Given the limits on the specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

FTES Fall 2009:	57.6
FTES 2015 target:	57.6

Note: FTES = Full-time equivalent students is the total student load in this subject for 2009-10 including both full-time and part-time students. FTES is calculated by dividing the credit hours by 30 based on the assumption that the course load for a full-time student is 30 credits per year.

Note: Rate of Growth = the rate at which the FTES generated by this subject is projected to grow over the next five years in comparison to the College’s total growth.

Facilities: Data based on report generated by Teater Consulting, 2008

Current:	6,028
Projected:	11,440

Financial Analysis – FY2007, FY2008, FY2009:

CCBT Data:

Resources needed to generate growth:

- Full-time equivalent faculty in Fall 2009: 3.6
 - Average class size = 16
- Full-time equivalent faculty needed for Fall 2014 (class size 15): 3.6

CWI Historical Data:

Personnel Costs (includes full-time and adjunct faculty):

2007	\$183,917	2 full-time instructors
2008	\$300,100	3 full-time instructors
2009	\$262,475	3 full-time instructors
3 Yr Avg	\$248,831	

OE Costs (OE, Travel, Capital+Allocated OE):

2007	\$ 62,855
2008	\$145,126
2009	\$ 78,656
3 Yr Avg	\$ 95,546

Direct Cost Per Student:

2007	\$7,111
2008	\$9,768
2009	\$7,018
3 Yr Avg	\$7,965

College of Western Idaho

Welding

Program Analysis

	<u>FY 07</u>	<u>FY 08</u>	<u>FY 09</u>	<u>Three-Year Average</u>
Payroll Expense	\$128,613	\$217,124	\$201,770	\$182,502
Allocated Payroll Expense	55,304	82,976	60,706	66,328
Other Expense (OE, Travel, Capital)	49,056	125,944	67,746	80,915
Allocated Other Expense	13,798	19,183	10,910	14,630
Total PTE Expense and State Reimbursement	<u>\$246,771</u>	<u>\$445,226</u>	<u>\$341,131</u>	<u>\$344,376</u>
PTE Cost per Student	\$7,960	\$11,272	\$7,666	\$8,966
Full-time Faculty	2	3	3	
Part-time Faculty				
Total Full-time Students	30	39	41	37
Total Part-time Students	2	1	7	3
Total Credit Hours	946	1,251	1,077	1,091
Total Revenue from PTE	\$246,771	\$445,226	\$341,131	\$344,376
Total Revenue from Tuition	112,574	148,869	128,163	129,869
Total Revenue from Local Funds	0	0	1,625	542
Total Revenue from PTE, Local Fund & Tuition	<u>359,345</u>	<u>594,095</u>	<u>470,919</u>	<u>474,787</u>
Total Expenses from PTE	(\$246,771)	(\$445,226)	(\$341,131)	(\$344,376)
Total Expenses from Local Funds	(2,171)	0	(8,576)	(3,582)
Total Expenses from Facilities	(42,764)	(42,764)	(42,764)	(42,764)
Total Expense From PTE, Local Fund & Facilities	<u>(\$291,706)</u>	<u>(\$487,991)</u>	<u>(\$392,471)</u>	<u>(\$390,723)</u>
Gain (Loss)	\$67,639	\$106,105	\$78,448	\$84,064
Revenue per Credit Hour	\$380	\$475	\$437	\$431
Expense per Credit Hour	<u>(308)</u>	<u>(390)</u>	<u>(364)</u>	<u>(354)</u>
Gain (Loss) per Credit Hour	\$71	\$85	\$73	\$76
Total Direct Cost per Student	\$7,111	\$9,768	\$7,018	\$7,965
Total Direct Cost per Credit Hour	\$233	\$308	\$290	\$277
Square Footage (current)	6028			



Exhibit 4

College of Western Idaho

2+2 Agreements

CWI 2+2 Agreements

Program	Boise State University	College of Idaho	George Fox University	University of Idaho
Accountancy, B.B.A.	X			
Anthropology, B.A.				X
Anthropology, B.S.				X
Biology, B.A.				X
Biology, B.S.				X
Business – Business Economics, Finance/Economics Option, B.S.				X
Business – Business Economics, General Option, B.S.				X
Business – Information Systems, B.S.				X
Business – Management and HR, HR Mgmt Option, B.S.				X
Business – Management and HR, Mgmt Option, B.S.				X
Business – Marketing, B.S.				X
Business – Production/Operations Mgmt, B.S.				X
Business Accounting, B.S.				X
Business Economics, B.B.A.	X			
Business –Finance, B.S.				X
Business Management, B.B.A.	X			
Communication, B.A.	X			
Criminal Justice, B.A.	X			
Criminal Justice, B.S.	X			
Ecology and Conservation Biology, B.S.				X
Economics, B.A.	X			
Economics, Social Science, Secondary Education Emphasis, B.A.	X			
Elementary Education, B.A.	X			
Elementary Education, B.S.			X	
Elementary Education, B.S.Ed.				X
English – Creative Writing Emphasis, B.A.				X
English – Literature Emphasis, B.A.				X
English – Professional Emphasis, B.A.				X

CWI 2+2 Agreements

Program	Boise State University	College of Idaho	George Fox University	University of Idaho
Finance, B.B.A.	X			
Human Resources Management, B.B.A.	X			
Management and Organizational Leadership, B.A.			X	
Marketing, B.B.A.	X			
Political Science, B.A.				X
Political Science, B.S.				X
Project Management, B.S.			X	
Social and Behavioral Studies, B.A.			X	
Sociology – Criminology Emphasis, B.A.				X
Sociology – Criminology Emphasis, B.S.				X
Sociology – General Emphasis, B.A.				X
Sociology – General Emphasis, B.S.				X
Sociology – Inequality and Globalization Emphasis, B.A.				X
Sociology – Inequality and Globalization Emphasis, B.S.				X

College of Idaho – Allows transfer of Associate of Arts or Associate of Science for 1) junior standing, 2) transfer of up to 70 credits, 3) credit for completing “much of the PEAK program.” Also provides guidelines for students transferring without A.A. or A.S. degree.



Exhibit 5

College of Western Idaho

Student Course Evaluation Templates

Core Questions

<input type="checkbox"/>	1. I received a syllabus and/or schedule.
<input type="checkbox"/>	2. The course information, objectives, and grade determination were clearly and accurately stated in the syllabus.
<input type="checkbox"/>	3. The use of technology in class was effective for learning.
<input type="checkbox"/>	4. Rate the course text and assigned readings.
<input type="checkbox"/>	5. Rate your satisfaction with this course.
<input type="checkbox"/>	6. Please provide any additional comments to improve this course.
<input type="checkbox"/>	7. The instructor was prepared for class.
<input type="checkbox"/>	8. The instructor was organized and stayed on task.
<input type="checkbox"/>	9. The instructor demonstrated thorough knowledge of subject matter.
<input type="checkbox"/>	10. The instructor invited student questions and discussion, and facilitated constructive class participation.
<input type="checkbox"/>	11. The instructor provided timely feedback and returned assignments promptly.
<input type="checkbox"/>	12. The instructor was respectful and courteous.
<input type="checkbox"/>	13. I would recommend this instructor to others.
<input type="checkbox"/>	14. The instructor was available to students outside of class.
<input type="checkbox"/>	15. The instructor made good use of examples.
<input type="checkbox"/>	16. The instructor kept regularly scheduled office hours.
<input type="checkbox"/>	17. Rate the teaching of the course.

GE Questions

<input checked="" type="checkbox"/>	1. This course provided a broad-based survey of a discipline and show the interconnectedness of knowledge.
<input checked="" type="checkbox"/>	2. This course helped me become a more discerning individual.
<input checked="" type="checkbox"/>	3. This course helped me practice critical thinking and problem-solving skills.
<input checked="" type="checkbox"/>	4. This course helped promote awareness of social and cultural diversity in order to appreciate the commonality of mankind.
<input checked="" type="checkbox"/>	5. This course fostered a balance between individual needs and the demands of society.
<input checked="" type="checkbox"/>	6. This course reinforced reading, writing, speaking, and/or quantitative skills.
<input checked="" type="checkbox"/>	7. This course encouraged and inspired life-long learning.
<input type="checkbox"/>	8. This course encouraged creativity.

Online Questions

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. The online course content is well organized and easy to understand. |
| <input type="checkbox"/> | 2. The information provided concerning assignments (descriptions, deadlines, exams, etc.) is clear, precise, and easy to find. |
| <input type="checkbox"/> | 3. The provided and online instructions made it easy for me to log in and get started right away. |
| <input type="checkbox"/> | 4. The assignments, activities, textbook, and online materials for the course are appropriate: they help me learn. |
| <input type="checkbox"/> | 5. I feel the communication and/or interaction system(s) utilized in the course provides a sense of contact and community that helps me learn. |
| <input type="checkbox"/> | 6. The format and structure of the course is user-friendly and not overly frustrating or difficult to understand. |
| <input type="checkbox"/> | 7. I can easily find what I am looking for at the course website. |
| <input type="checkbox"/> | 8. The Blackboard system is reliable and stable. |
| <input type="checkbox"/> | 9. I would compare the quality and rigor of this online course to most of the similar courses I've taken at CSI. |
| <input type="checkbox"/> | 10. Please rate your satisfaction with this course. |
| <input type="checkbox"/> | 11. I feel this course is. |
| <input type="checkbox"/> | 12. What are the best things and the worst things about this course? |
| <input type="checkbox"/> | 13. Online materials are ready when I need them. |
| <input type="checkbox"/> | 14. I can tell that my instructor is interested and enthusiastic about the subject matter. |
| <input type="checkbox"/> | 15. The online content, related links, and communication from the instructor is interesting and complements the material in the textbook. |
| <input type="checkbox"/> | 16. The instructor demonstrates thorough knowledge of the subject matter. |
| <input type="checkbox"/> | 17. The instructor and the online syllabus provide clear explanation of expectations, how grades are determined, and the objectives and expected outcomes for the course. |
| <input type="checkbox"/> | 18. The instructor relates course material to contemporary and/or real-world problems. |
| <input type="checkbox"/> | 19. The instructor invites students' questions. |
| <input type="checkbox"/> | 20. The instructor answers questions promptly, clearly, and understandably. |
| <input type="checkbox"/> | 21. I get quick feedback and assignments are returned promptly. |
| <input type="checkbox"/> | 22. The instructor stimulates curiosity and interest in the subject. I was encouraged to know and learn more than the basic requirements of the course. |
| <input type="checkbox"/> | 23. Even though this course is online, the instructor maintains a positive, nurturing learning atmosphere. |
| <input type="checkbox"/> | 24. The instructor is courteous to students. |
| <input type="checkbox"/> | 25. The instructor provided support, encouragement, and prompt feedback appropriate to successful attainment of the course objectives: he/she is a good facilitator of learning. |

<input type="checkbox"/>	26. I would recommend this instructor to other students.
<input type="checkbox"/>	27. This instructor performs well in the online environment, displaying a good working knowledge of online course management.
<input type="checkbox"/>	28. Provide any other general comments about your instructor.
<input type="checkbox"/>	29. This type of learning environment works well for me.
<input type="checkbox"/>	30. I have the technical skills and computer experience I need to feel comfortable taking this course online.
<input type="checkbox"/>	31. I was provided sufficient information via advising and/or orientation opportunities to determine that I had the background and technical skills needed to be successful in the course.
<input type="checkbox"/>	32. An orientation seminar or workshop prior to the course would be of benefit in preparing to use the technology required to be comfortable and effective in the course.
<input type="checkbox"/>	33. When it was time to start this course, I was provided with the help and information I needed to begin.
<input type="checkbox"/>	34. My Internet connection speed and reliability is adequate for the course content.
<input type="checkbox"/>	35. I have had few technical problems taking this course.
<input type="checkbox"/>	36. I would recommend this class to other students.
<input type="checkbox"/>	37. I would recommend or consider taking another online course.
<input type="checkbox"/>	38. Did you ask the instructor when you needed help?
<input type="checkbox"/>	39. How many online courses have you successfully completed prior to this course?
<input type="checkbox"/>	40. How many hours per week did you spend working on this course?
<input type="checkbox"/>	41. What grade do you expect to receive in this class?
<input type="checkbox"/>	42. Why did you take this course online?
<input type="checkbox"/>	43. Which technology incorporated into this online course was most valuable to you (eg. email, website, chat, discussion board, etc.)?
<input type="checkbox"/>	44. Provide any other general comments about your personal experiences and perceptions regarding this online course, including any barriers that you felt affected your performance.



Exhibit 6

College of Western Idaho

ABE Educational Functioning Level Descriptors

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p><i>Test Benchmark:</i> TABE (7–8 and 9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p>CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below</p> <p>ABLE scale scores (grade level 0–1.9): Reading: 523 and below Math: 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p><i>Test Benchmark:</i> TABE (7–8 and 9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p>CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225</p> <p>ABLE scale scores (grade level 2–3.9): Reading: 525–612 Math: 530–591</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p><i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242</p> <p><i>ABLE scale scores (grade level 4–5.9):</i> Reading: 613–644 Math: 593–641</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p><i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260</p> <p><i>ABLE scale score (grade level 6–8.9):</i> Reading: 646–680 Math: 643–693</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10): scale scores (grade level 9–10.9):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p><i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270</p> <p><i>ABLE scale scores (grade level 9–10.9):</i> Reading: 682–697 Math: 694–716</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test Benchmark: <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p><i>CASAS scale scores:</i> Reading: 246 and above Math: 246 and above Writing: 271 and above</p> <p><i>ABLE scale scores (grade level 11–12):</i> Reading: 699 and above Math: 717 and above</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy <i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL <i>Test benchmark:</i> <i>CASAS scale scores</i> Reading: 181–190 Listening: 181–190 Writing: 136–145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
High Beginning ESL <i>Test benchmark:</i> <i>CASAS scale scores</i> Reading: 191–200 Listening: 191–200 Writing: 146–200 Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ESL</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225 Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>High Intermediate ESL</p> <p><i>Test Benchmark:</i> CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242 Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Advanced ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p>Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7)</p> <p>Exit Criteria: CASAS Reading and Listening: 236 and above CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>



Exhibit 7

College of Western Idaho

ABE / ESL Goal Setting and Intake Procedures



ABE Goal Setting and Intake Procedures

❖ Orientation and Assessment:

Large group orientations will be scheduled at the beginning of each enrollment period prior to class start-up

- Virtually all our students will start by attending an orientation
- In an effort to keep the public informed about our program, orientation times and updates will be shared with relevant agencies and community partners (i.e., Dept. of Commerce and Labor, Working Solutions/EWS Provider, Probation Officers, School Counselors, etc.)
- Orientations will be facilitated by trained staff who are familiar with the federal, state, and program policies and procedures and both knowledgeable and understanding about the needs of our the target populations
 - The one-hour orientation will include a Powerpoint presentation offering information about the program's (i.e., *who, what, when, where, and why.*) and administration of the Locator Assessment
 - ◆ During the first half-hour, students will be encouraged to ask questions and take part in the discussion, particularly around goal setting
 - ◆ The last half of orientation is set aside for students to take the Locator Assessment
 - ◆ At the end of orientation, students will be directed to return for a scheduled TABE assessment that will be administered by trained staff that follow the state of Idaho's Adult Basic Education Assessment and Goal Setting Policy
 - ◆ Upon completion of the TABE, students will meet with a staff person where he/she will review assessment results and finalize the intake process

❖ Intake & Placement:

Students will meet with a staff member and together they will review student goals and TABE results

- This review will help identify potential barriers and support systems the student may have
- In addition, this review gives the staff member an opportunity to establish a strong alliance with the student that's based on mutual trust and respect
- Topics of discussion will include:
 - Who referred the student, goals, from 'immediate' to 'long-term'. (i.e., "What's your goal *beyond* getting the GED?" "Do you see yourself going into short-term training or going to college at any time in the future?" "What kind of career would you enjoy having?" "What kinds of jobs have you done in the past?")

- Reasons for pursuing his/her goals at this particular time
- The 'time-frame' he/she has in mind for completing his/her goal
- His/her thoughts about prior educational experiences
- How he/she feels they learn best
- What their work or home schedule is like
- Whether he/she participated in an ABE program in the past
 - ◆ How did that work for him/her?

TABE review:

- A staff member will explain TABE, so the student has a clear understanding of his/her results and what subjects the student may need to work on
- A staff member will discuss study options for the student to consider, and offer recommendations
- If the student decides to join our program, he/she will complete the registration paperwork

Registration:

- A staff member will assist the student with registration forms, confirming that all sections are filled-out appropriately
 - Special attention is paid to student's personal information, employment status, and goals (making sure that 'stated goals' are consistent with possible outcomes)
 - Pre-TABE results will also be documented
- An Authorization to Release Information form will be filled-out by the student
- If student is 16 or 17 years old and is working on the GED, a copy of his/her High School Release Form will be documented
- Guidelines for students will be discussed (these address attendance policy, lab hours, relevant phone numbers, use of cell phones in class and lab, program incentives, etc.)

Study Plan:

- The student's TABE results will be used to help guide the staff member and student to develop a study plan
 - Encouraging student involvement in this way will foster a greater degree of 'ownership' on the student's behalf
 - Study plan will include all classes, lab, and/or online work the student will need in order to achieve his/her goal
 - Study plan will include all GED practice tests (if applicable) and/or Post-TABE assessments the student will need to complete
 - Study plan will be signed and dated by student and boxes checked stating:
 - ◆ they have received a copy of the student guidelines and agree to abide by them
 - ◆ they approve of the study plan and confirm their commitment to achieving their goal in a timely manner



ESL Goal Setting and Intake Procedures

❖ Registration and Assessment:

Registration will be scheduled at the beginning of each enrollment period prior to class start-up

- In an effort to keep the public informed about our program, registration times will be shared with relevant agencies and community partners (i.e., Dept. of Commerce and Labor, English Language Center/Agency for New Americans, school districts, etc.)
- Registration will be facilitated by trained staff who are familiar with the federal, state, and program policies and procedures and both knowledgeable and understanding about the needs of the target populations
 - The approximately 2 hour registration will include information about the program's (i.e., *who, what, when, where, and why.*)
 - ◆ The process will begin with an oral interview, during which the student's listening and speaking skills are being informally assessed.
 - ◆ Questions will be asked re: the student's reasons for studying English, educational background, employment history, and language background.
 - ◆ CASAS will be administered by trained staff that follow the state of Idaho's Adult Basic Education Assessment and Goal Setting Policy
 - ◆ Upon completion of the CASAS, students will meet with a staff person where he/she will review assessment results and finalize the intake process

❖ Intake & Placement:

Students meet with staff and together they will review student goals and CASAS results

- This review will help identify potential barriers and support systems the student may have
- In addition, this review will give the staff member an opportunity to establish a strong alliance with the student that's based on mutual trust and respect
- Topics of discussion may include:
 - Reasons for pursuing his/her goals at this particular time
 - Who referred the student
 - The 'time-frame' he/she has in mind for completing his/her goal
 - His/her thoughts about prior educational experiences
 - How he/she feels they learn best

- What their work or home schedule is like
- Whether he/she participated in an English language classes in the past
 - ◆ How did that work for him/her?

CASAS review:

- A staff member will explain CASAS, so the student will have a clear understanding of his/her results and what level of class would be appropriate
- If the student decides to join our program, he/she will complete the registration paperwork

Registration:

- A staff member will assist with the student registration forms, confirming that all sections are filled-out appropriately
 - Special attention will be paid to student's personal information, employment status, and goals (making sure that 'stated goals' are consistent with possible outcomes)
 - Pre-CASAS results will also be documented
- Guidelines for students will be discussed (these address attendance policy, lab hours, relevant phone numbers, program incentives, etc.)

Study Plan:

- The student's CASAS results will be used to help guide the staff member and student to develop a study plan
 - Encouraging student involvement in this way will foster a greater degree of 'ownership' on the student's behalf
 - Study plan will include any classes, lab, and/or homework the student will need in order to achieve his/her goal
 - Study plan will be signed and dated by the student and boxes checked stating:
 - ◆ they have received a copy of the student guidelines and agree to abide by them
 - ◆ they approve of the study plan and confirm their commitment to achieving their goal in a timely manner



Exhibit 8

College of Western Idaho

ABE / ESL Class Evaluation Tools

Adult Basic Education Class Evaluation

Name of Course: _____ Location: _____

Date: _____ Instructor: _____

Please rank your answers to the first two questions on a scale from 1 to 10, 10 being excellent.
Please explain your answers to questions #3 through #9.

1. How satisfied were you with the course content?

1 2 3 4 5 6 7 8 9 10

2. How helpful and available was the instructor?

1 2 3 4 5 6 7 8 9 10

3. Did the course fit your education level (too easy, too difficult, or about right)?

4. Was the amount of homework appropriate (too much, too little, or about right)?

5. What part of the course was most helpful to you?

6. Do you have suggestions for improving the course?

7. Would you recommend this course to a friend?

8. Please comment on the enrollment process (orientation, TABE, intake appointment).

- Was it convenient and helpful?

- What changes, if any, would you like to see?

9. What is your next step toward attaining your educational goal?

ESL Class Evaluation

Date _____ Class _____ Teacher _____

Attendance and Effort:

1. Did you come to class every time? Yes _____ No, I missed _____ classes.
2. Did you study English at home? Yes _____ Sometimes no _____
3. Did you do homework? Yes _____ Sometimes no _____
4. Did you study English in the computer lab? Yes _____ Sometimes no _____
5. Did you watch TV, movies, or videos in English? Yes _____ Sometimes no _____
6. Did you talk to Americans? Yes _____ Sometimes no _____
7. Did you buy a dictionary or English book? Yes _____ No _____

Opinion of This Class:

1. Did you like this class? Yes _____ Sometimes no _____
2. Did your teacher explain well? Yes _____ Sometimes no _____
3. Could you understand your teacher? Yes _____ Sometimes no _____
4. Did you like the books or papers the class used? Yes _____ Sometimes no _____
5. Did this class give you practice and confidence in learning English?
Yes _____ Sometimes no _____
6. Did this class teach you what you want or need to learn?
Yes _____ Sometimes no _____

Opinion of Progress:

1. Do you think your English is improving? Yes _____ Sometimes no _____

2. Do you think your listening is improving? Yes _____ Sometimes no _____

3. Do you think your speaking is improving? Yes _____ Sometimes no _____

4. Do you think your reading is improving? Yes _____ Sometimes no _____

5. Do you think your writing is improving? Yes _____ Sometimes no _____

6. Do you think your spelling is improving? Yes _____ Sometimes no _____

7. Do you think your pronunciation is improving? Yes _____ Sometimes no _____

THANK YOU for your opinions!



Exhibit 9

College of Western Idaho

ABE FY10 Annual Report

Idaho Adult Basic Education FY2011

COVER SHEET

Report Name FY10 Annual Report

Institution Name College of Western Idaho

Original or Copy: Copy

Revision #:
(if applicable) _____ *Date* 10/22/10

Section 1: Data Analysis and AIDDE Plan

Section 1: Data Analysis and AIDDE Plan

- Please review your program's longitudinal data for the past 3-4 years and briefly summarize and explain any identified trends. If you find that your program is consistently low in some level/s choose one of these levels to address in your AIDDE plan.

In the last three years (FY07-09) the total Educational Functioning Level (EFL) gains at Boise State University (BSU) have been: 27%, 38%, and 36%, respectively. While College of Western Idaho (CWI) was not able to utilize BSU data during the competitive RFP process in Region 3 as a means to provide evidence of prior established ABE services, it is vital to have the opportunity to access longitudinal data from a former, yet different program so that strategic and tactical measures to target improvement are based from a historical context and not in a vacuum. That being said, the post-testing policy implemented in FY10 needs to be a factor when comparing previous years' data. In actual research, data collection is by nature an iterative process because its purpose is to be used for comparative analysis; if an aspect of the data collection changes, or the practice that is being measured changes, then a true comparative analysis is not possible.

CWI completed FY10 with a total EFL gain of 35% for FY10 (see *Exhibit 1A-Total EFL Comparisons*). While there has been an incremental downward shift in the total EFL gains the last two years, it is the greater fluctuations within the levels that are concerning and need to be addressed.

Exhibit 1A-Total EFL Comparisons

EFL	FY07 BSU Annual Report	FY08 BSU Annual Report	FY09 BSU Annual Report	FY10 CWI Annual Report	% Change from previous year
A1	22	62	52	38	-14
A2	35	48	41	43	+2
A3	28	43	38	40	+2
A4	28	40	33	34	+1
A5	18	41	32	36	+4
E1	25	34	40	36	-4
E2	28	47	48	32	-16
E3	27	42	40	33	-7
E4	21	38	35	36	+1
E5	23	27	30	24	-6
E6	10	14	20	14	-6
Total Gains	27	38	36	35	-1

ABE (A1)

Beginning ABE had the second greatest decrease in level completions for the program when comparing FY09 and FY10, and from a longitudinal perspective, has been inconsistent in maintaining a baseline that indicates stability with instruction. A Reading Study Circle was conducted this year in order to determine reasonable and affordable evidence-based practices that could be introduced in the beginning Reading classes. Specific strategies have been implemented in FY11 (see *Section 4: Professional Development Activity*)

ABE (A2-A5)

ABE Beginning Basic to Adult Secondary Education didn't meet the targets, however, the incremental gains when comparing FY09 and FY10 suggests that some new practices may have supported student persistence thereby positively affecting outcomes. There has been a greater emphasis during the intake process on providing appropriate referrals so that students can access services which help eliminate barriers. Managed enrollment has only existed for a year, but there are two specific indicators which support the hypothesis that it has helped promote learner persistence. First, the total contact hours have increased by 19 hours per student for these groups of learners from FY09 to FY10 (see *Exhibit 1B-Average Contact Hours A2-A-5*). Second, the total attrition rate has decrease by 35% for these groups when compared to the previous year (see *Exhibit 1C-Attrition Rates A2-A5*).

Exhibit 1B-Average Contact Hours A2-A5

EFL	Total Number Enrolled	Total Attendance Hours	Average Contact Hours
FY09 A2-A5	1,496	78,400	52
FY10 A2-A5	1,363	96,856	71

Exhibit 1C-Attrition Rates A2-A5

EFL	Total Number Enrolled	Number Separated Before Completion	Attrition %
FY09 A2-A5	1,496	831	56%
FY10 A2-A5	1,363	286	21%

ESL (E1-E6)

None of the ESL levels met the targets, and with the exception of E4, all have had significant decreases in performance. There are number of factors that negatively impacted ESL performance, but the preponderance of evidence (Tables 4 and 4b) indicates that the negative performance occurred at the Nampa site. In September, CWI hired a highly qualified coordinator to help deliver strong and innovative services in Canyon County. Hiring a coordinator well into the 1st quarter of services created strategic planning difficulties that reverberated through the remainder of the year. This gap not only reflects in the completion rates, but in total ESL attendance (sees *Exhibit 1E-ESL Total Population Comparison*).

ESL (E2)

Low Beginning ESL had the greatest decrease in level completions for the program when comparing FY09 and FY10. Because of this E2 will be the focus of our AIDDE plan.

Total Population Served

CWI served a total of 2,612 in FY10. The projected total population in the FY10 grant proposal was 2,360. Though the total enrollment decreased in FY10 when comparing to FY09 (see *Exhibits 1D and 1E- Total Population Comparison*), the decrease is not a concern when the data comparison is applied longitudinally. In fact, looking at the last four years of enrollment data, it is evident that FY09 was an anomaly.

Exhibit 1D-ABE Total Population Comparison

EFL	FY09	FY10	Total Difference	% increase/decrease enrollment
A1	21	29	+8	+38%
A2	349	355	+6	+1%
A3	536	504	-31	-6%
A4	500	427	-73	-15%
A5	111	77	-34	-31%
A6	28	12	-16	-57%
Total	1,545	1,404	-141	-9%

Exhibit 1E-ESL Total Population Comparison

EFL	FY09	FY10	Total Difference	% increase/decrease enrollment
E1	151	61	-90	-60%
E2	189	133	-56	-30%
E3	327	275	-52	-16%
E4	402	377	-25	-6%
E5	297	242	-55	-19%
E6	183	120	-63	-34%
Total	1,549	1,208	-341	-22%

Step 1: Analyze Current Practices

Presently, we follow policy for testing after 70 hours of classroom instruction, directed English computer practice and/or tutoring. Class sections are designed to provide instruction beyond 70 hours, but for many students this may take longer depending on their ability to attend regularly, availability for computer lab time and tutoring opportunities. Teachers are assisted with textbook selection and then develop other appropriate activities that align with CASAS competencies. For E2 students, we have used a combination of English Extra, Out and About, and Oxford Picture Dictionary resources. However, many level two students are actually still in the pre-literacy stage and are in classes that use basic literacy materials such as Longman Literacy and Longman Literacy Plus. They are being tested with the CASAS Literacy test and are learning letters, phonics and basic decoding in addition to the life skills included on the test.

Step 2: Identify the Problem

Problems	Questions	Data/Information Reviewed (in addition to longitudinal data)	Conclusion about Problem
-At the Boise site, ESL low beginning performance dropped 13% from FY09.	-What curriculum, content or instructional methods changed over the last year?	-We have reviewed the curriculum and lesson plans that are used for low beginning ESL.	-We found that curriculum and lesson plans have not changed over the last 3 years.
	-Is the newer version of CASAS different enough that our curriculum is no longer aligned appropriately?	-We have reviewed instructional practices used for low beginning ESL. -We have done an in-depth review of the CASAS assessment, comparing the older and newer versions. We have also compared the CASAS competencies.	-Regarding instructional practices: In FY08 and FY09, the quizzes that were created to benchmark student progress and familiarize them with test-taking were discontinued in FY10. We found that our curriculum is not as relevant to the newer version of the test as it was to the older version.

Step 3: State Your Goal

Our goal is to revise our E2 curriculum to better meet the current learning requirements, and reintroduce benchmarking to track student progress between pre and post-testing.

Step 4: Develop Your Plan

1. We will use focused curriculum and in-house-developed quizzes to address the skills needed for student success in this level. We expect to stay mainly with the materials we currently use, supplementing them with our own as needed to fill in any gaps.
2. The content and form of instruction will still be conducted according to best practices already identified and used in this program:

Classes use a variety of modalities and ways of learning. The four skills of reading, writing, listening and speaking are integrated in each course (although a few are designed to place more emphasis on reading, writing or speaking than on the other three skills). The skills support one another, address multiple intelligences, and allow language to be taught in a natural and relevant way. (*What Works Study for Adult ESL Literacy Students*, Larry Condelli, Heide Spruck Wrigley, and Kwang Yoon, Adjunct ERIC Clearinghouse for ESL Literacy Education.)

Communicative learning is used at every opportunity. Activities in which students negotiate meaning with other students encourage them to stretch their oral and listening skills during a good part of every class. This kind of learner interaction has been found to be important for language learning. (Ibid.) (CAELA Network Brief: *Facilitating Adult Learner Interactions to Build Listening and Speaking Skills*. Sharon McCay and Kirsten Schaetzel, CAL, July, 2008.)

Curricula are based on life skills. Students learn more when topics are relevant to their lives. (Ibid.)

The focus of lessons is primarily on meaning, with structure (grammar) playing a less important role. Research confirms that learners have a built-in grammar syllabus and generally don't incorporate into their own use grammar at levels beyond their current, individual place on that syllabus. While explicit knowledge of English is of importance, it is the implicit knowledge associated with conveying and understanding meaning that is associated with fluency and confidence. (*Principals of Instructed Second Language Acquisition*, Rod Ellis, Center for Applied Linguistics, 2008.)

Decoding skills, including phonics, are explicitly taught, particularly to pre- and low-literate students and those whose first language does not utilize the Roman alphabet. While whole-language instruction has been the favored theory for decades now, and will still be used in our classes, research shows that direct instruction in phonics is necessary, particularly but not exclusively for these groups. (*Reading and Adult English Language Learners: A Review of the*

Research, Miriam Burt, Joy Kreeft Peyton, and Rebecca Adams, Center for Applied Linguistics, 2003.)

Reading texts are carefully selected to be at or just above the students' current level. Textbooks and materials that use controlled vocabulary and repetition are carefully selected so that input is comprehensible. Vocabulary is taught in context and with the use of realia and other visual aids. Reading is about familiar topics and topics useful in daily life. (Ibid.)

3. As a result of implementing this plan, our program will be improved in a couple of ways. Teachers will be more efficient in lesson planning and delivery, since relevant materials will have been pinpointed and/or developed. Students will experience more success and our success rate as shown on Table 4 will reflect this.
4. Ruth Merrill and Ashley McDowell, level 2 instructors, will be the first to implement our new curriculum.
5. We expect the development phase of this project to require 90 hours of staff time, and the implementation phase to require another 30 hours of teacher training and extra prep time. Copy costs will be needed to cover approximately 1000 copies of in-house-produced materials.

6. Key Steps and Timeline

	Begin	End
Analyze how our materials relate to our assessment.	11/1/10	11/30
Pinpoint portions of current texts that should be emphasized, creating additional materials as needed.	12/1/10	12/31
Develop relevant practice quizzes.	1/4/11	2/10
Test-drive new materials, quizzes, and emphasis along the way at Oak Park (Ruth).	12/1	2/10
Orient Gateway teacher (Ashley) to revised curriculum.	2/11/11	2/20
Implement at Gateway site (as possible, this being final quarter) and continue implementing at Oak Park.	2/22/11	5/11

Step 5: Evaluate

Success will be determined by a 5% increase in the number of students in E2 post-testing into E3 in Boise ESL (from 33 to 38%).

Section 2: Region 3 Actual Performance

Idaho FY10-11 Performance Target Negotiation Worksheet

*These are the proposed performance targets and are not yet approved by OVAE.

Measure	FY09 Target	FY09 Actual	FY10 Target	FY11 Proposed	% Change over Performance	* Change in performance is calculated by the following formula: $\frac{(\text{FY11 Proposed} - \text{FY09 Actual})}{(\text{FY 11 Proposed})}$
Beginning ABE Literacy	38%	44%	55%	46%	4%	
Beginning ABE	40%	48%	49%	50%	4%	
Low Intermediate ABE	42%	43%	46%	44%	2%	
High Intermediate ABE	35%	34%	40%	35%	3%	
Low ASE	38%	32%	43%	34%	6%	
Beginning ESL Literacy	40%	43%	46%	45%	4%	
Low Beginning ESL	39%	51%	52%	53%	4%	
High Beginning ESL	39%	46%	43%	47%	2%	
Low Intermediate ESL	38%	41%	37%	43%	5%	
High Intermediate ESL	40%	33%	34%	35%	6%	
Advanced ESL	21%	21%	20%	22%	5%	
Entered Employment	45%	36%	41%	37%	3%	
Retained Employment	60%	51%	45%	52%	2%	
GED or HS Diploma	56%	67%	65%	69%	3%	
Entered Postsec- Ed	41%	41%	39%	42%	2%	

Section 3: Regional Program NRS Tables

Table 1

9/29/2010

Participants by Entering Educational Functioning Level, Ethnicity and Sex

Enter the number of participants* by educational functioning level, ** ethnicity, *** and sex

	American Indian or Alaskan		Asian		Black or African American		Hispanic/Latino		Native Hawaiian or Other		Two or more races		White		Total
	Male	Fem	Male	Fem	Male	Fem	Male	Femal	Male	Fem	Male	Femal	Male	Fema	
1 - ABE Beginning	0	0	0	1	0	1	4	9	0	0	0	0	7	7	29
2 - ABE Beginning	6	5	14	27	21	9	57	61	3	0	1	0	78	73	355
3 - ABE Intermediate	7	4	7	15	14	7	61	103	1	4	1	0	126	154	504
4 - ABE Intermediate	3	6	2	14	3	4	36	68	2	3	1	0	119	166	427
5 - ASE Low	0	1	2	4	0	0	2	7	0	0	0	0	24	37	77
6 - ASE High	0	0	0	0	0	0	3	1	0	0	0	0	6	2	12
1 - Beginning ESL	0	0	2	8	4	9	7	20	0	0	0	0	5	6	61
2 - Low Beginning	0	0	7	16	8	19	30	35	0	0	0	0	8	10	133
3 - High Beginning	0	0	14	20	29	18	62	84	0	1	0	0	23	24	275
4 - Low Intermediate	0	0	18	28	20	15	103	125	0	1	0	0	33	34	377
5 - High Intermediate	0	0	16	17	10	7	57	91	0	0	1	0	21	22	242
6 - Advanced ESL	0	0	4	10	1	0	38	57	0	0	0	0	3	7	120
Total	16	16	86	160	110	89	460	661	6	9	4	0	453	542	2,612

The total in Column B should equal the total in Column N of Table 1

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D+F+G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row in Column H is calculated using the following formula: H=D/B.

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Filter: Consortium: College of Western Idaho Region 3|

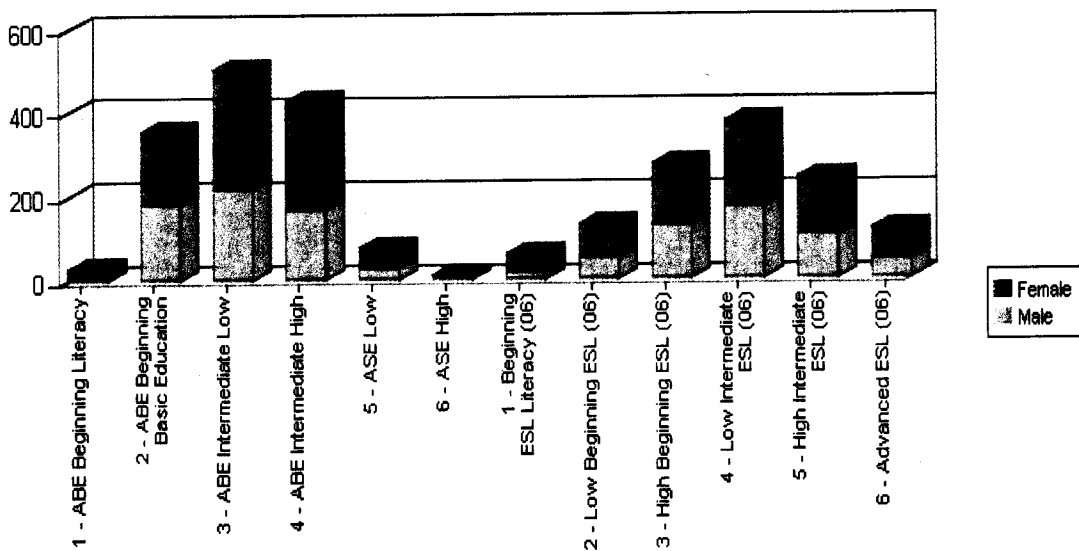


Table 2

9/29/2010

	American Indian or Alaskan Native		Asian		Black or African American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		Two or more races		White		Total
	Male	Female	Male	Female	Female	Male	Male	Female	Male	Female	Male	Female	Male	Female	
16-18	1	3	0	3	0	2	31	33	1	0	0	0	61	67	202
19-24	5	3	15	24	23	21	110	110	4	5	0	0	119	132	571
25-44	7	7	39	84	51	74	256	415	1	2	2	0	204	238	1,380
45-59	3	2	23	41	15	12	59	96	0	2	2	0	59	91	405
60 & Older	0	1	9	8	0	1	4	7	0	0	0	0	10	14	54
Total	16	16	86	160	89	110	460	661	6	9	4	0	453	542	2,612

* A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table

** See attached definitions for educational functioning levels

*** A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

Filter: Consortium: College of Western Idaho Region 3]

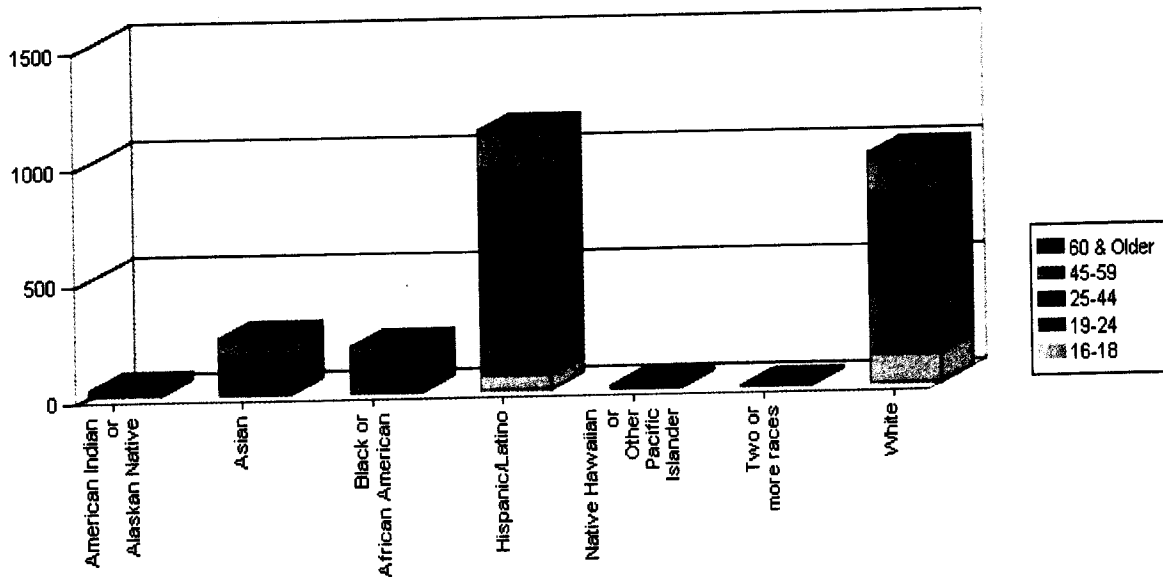


Table 3

Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 & Older	Total
ABE	166	364	593	175	17	1,315
ASE	18	30	27	13	1	89
ESL	18	177	760	217	36	1,208
Total	202	571	1,380	405	54	2,612

The total in Column G should equal the total in Column N of Table 1

The total in Columns B-F should equal the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

Number 1830-0027, Expires 1/31/03

Filter: Consortium: College of Western Idaho Region 3|
 Dates: From 7/1/2009 To 6/30/2010

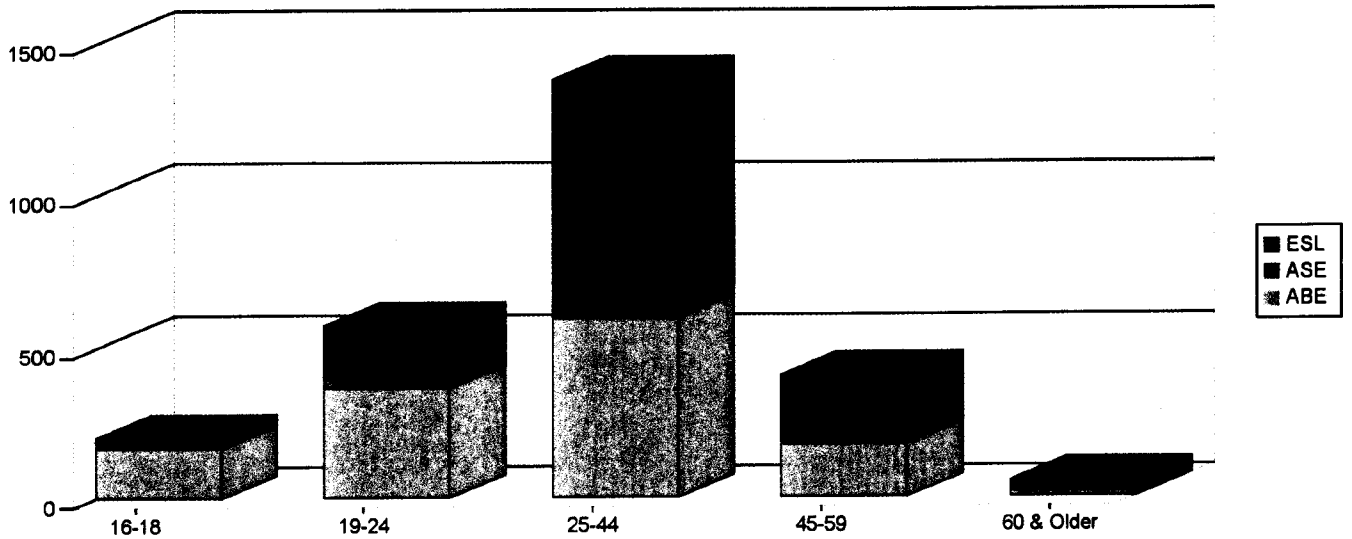


Table 4

9/28/2010

Educational Gains and Attendance by Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours and calculate the percentage of participants completing each level

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a level and Advanced one or more Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
1 - ABE Beginning Literacy	29	2,117.00	11	11	10	8	38 %
2 - ABE Beginning Basic Education	355	32,428.50	153	152	125	77	43 %
3 - ABE Intermediate Low	504	35,138.00	202	202	197	105	40 %
4 - ABE Intermediate High	427	25,345.75	144	143	188	95	34 %
5 - ASE Low	77	3,944.00	28	28	40	9	36 %
6 - ASE High	12	418.00	2	0	10	0	17 %
1 - Beginning ESL Literacy (06)	61	4,286.00	22	22	28	11	36 %
2 - Low Beginning ESL (06)	133	9,051.50	42	41	58	33	32 %
3 - High Beginning ESL (06)	275	22,113.25	90	89	119	66	33 %
4 - Low Intermediate ESL (06)	377	32,287.50	137	134	160	80	36 %
5 - High Intermediate ESL (06)	242	18,120.00	57	56	135	50	24 %
6 - Advanced ESL (06)	120	9,810.25	17	0	65	38	14 %
Total	2,612	195,059.75	905	878	1,135	572	35 %

The total in Column B should equal the total in Column N of Table 1

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D+F+G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row in Column H is calculated using the following formula: $H=D/B$.

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number 1830-0027, Expires 1/31/03.

Filter: Consortium: College of Western Idaho Region 3|

Dates: From 7/1/2009 To 6/30/2010

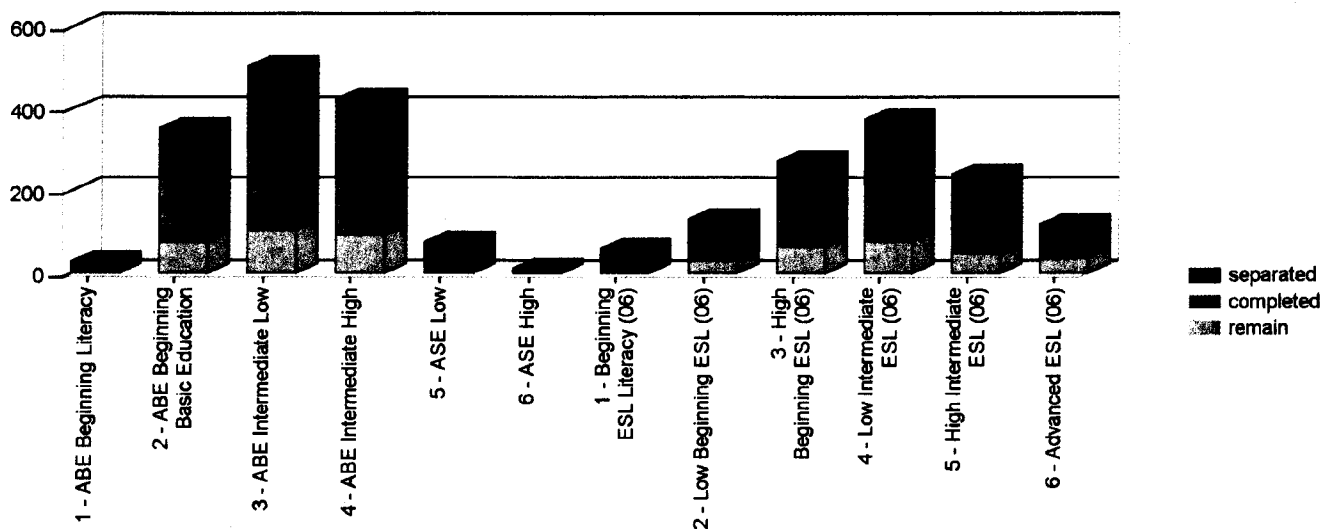


Table 5

9/28/2010

Core Follow-up Outcome Measure (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey Sample (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Percent Achieving Outcome (G)
Entered Employment *	475	475	427	90.0%	26	6.0%
Retained Employment **	593	593	540	91.0%	38	7.0%
Obtained a GED or Secondary School Diploma ***	228	0	225	99.0%	179	80.0%
Placed Postsecondary Education or Training ****	65	0	61	94.0%	0	0.0%

Instructions for Completing Table 5

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year.

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = Column D/Column B, unless one or more programs used random sampling. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Number 1830-0027, Expires 1/31/03

Filter: Consortium: College of Western Idaho Region 3|
Dates: From 7/1/2009 To 6/30/2010

Table 6

9/28/2010

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program (A)	Number (B)
Disabled	200
Employed	1042
Unemployed	817
Not in the labor Force	753
On public assistance	293
Living in Rural Areas*	40
Program Type	
In Family Literacy Programs**	20
In Workplace Literacy Programs**	6
In Programs for the Homeless**	0
In Programs for Work-based Project Learners**	0
Institutional Programs	
In Correctional Facilities	0
In Community Correctional Programs	0
In Other Institutional Settings	3
Secondary Status Measures (Optional)	
Low Income	418
Displaced Homemaker	20
Single Parent	215
Dislocated Worker	60
Learning Disabled Adults	154

*Rural areas are places of less than 2500 inhabitants and outside urban areas.

**Participants counted here must be in program specifically designed for that purpose.

Number 1830-0027, Expires 8/31/12

Filter: Consortium: College of Western Idaho Region 3]
 Dates: From 7/1/2009 To 6/30/2010

Table 7

9/28/2010

Function (A)	Total Number Of Part-time Personnel (B)	Total Number Of Full-time Personnel (C)	Unpaid Volunteers (D)
1. State-level Administrative/Supervisory/Ancillary Services	0	2	0
2. Local-level Administrative/Supervisory/Ancillary Services	7	6	0
3. Local Teachers	63	0	1
4. Local Counselors	0	0	0
5. Local Paraprofessionals	0	0	0

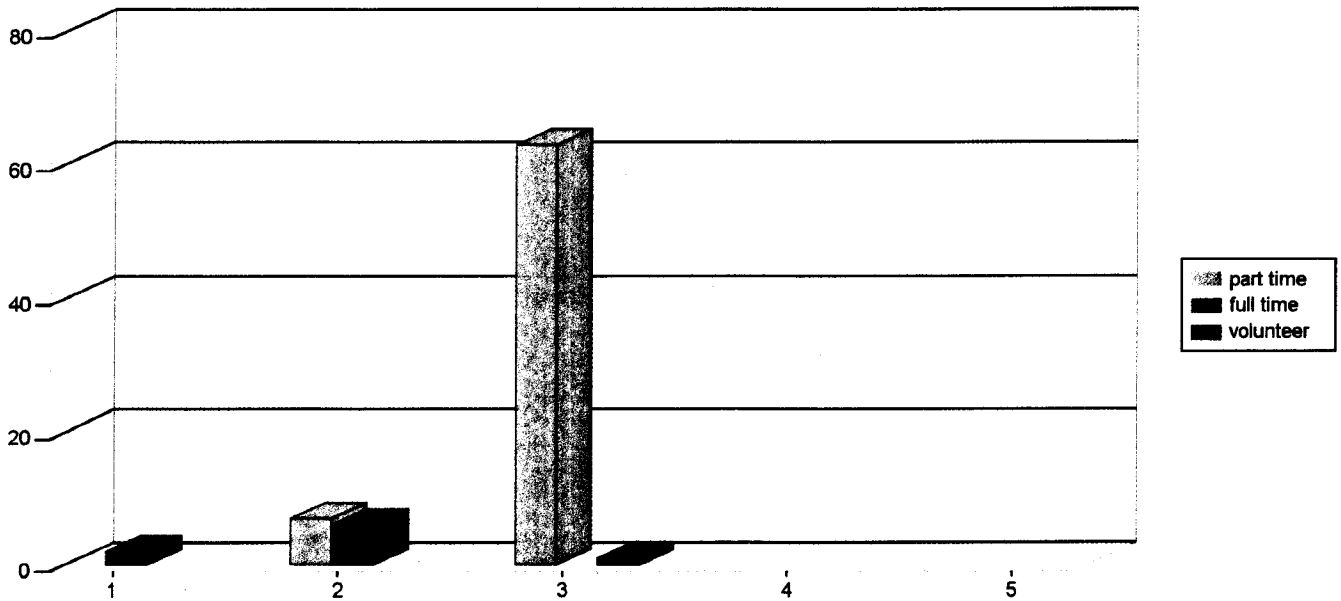
In Column B, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, state and/or local education funds.

In Column C, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column D, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Number 1830-0027, Expires 1/31/03

Filter: Consortium: College of Western Idaho Region 3|
Dates: From 7/1/2009 To 6/30/2010



Section 4: Professional Development Activity

Section 4: Professional Development Activity

The following table is a summation of the professional development activities conducted in FY10. The 30/90 day evaluations help provide a better understanding of how much the training is being used out in the field (see *Exhibit 2A-Required Professional Development Activities*). An increased effort is being made in FY11 to collect and synthesize more evaluation responses, as well as integrate self-assessment into staff development survey inquiries.

Exhibit 2A-Required Professional Development Activities

P.D. Activity	Estimated Participation in FY10 RFP	Actual Participation	Percentage of responses to 30/90 day Evaluations	Percentage of responses indicating an application of skills learned in training
New Teacher Orientation	58	48	63%	48%
NRS Options 1,2,3	24	45	89%	76%
IMAS Options 1 and 2	14	13	77%	69%
Assessment and Goal Setting	15	61	62%	52%
TABE Options 1 and 2	20	28	93%	86%
CASAS Options 1 and 2	20	19	74%	79%
Distance Learning	4	14	64%	57%

Reading Study Circle

The reading Study Circle was provided in April-May by Vicki Wolters, our trained Study Circle facilitator. The research was based directly from the NCSALL study circle guide, "Research-based Adult Reading Instruction".

Results/Actions Based on Training: More emphasis on decoding and phonemic awareness, utilize E Level Vocabulary TABE and provide oral vocabulary assessments, teaching students by modeling strategies.

ESL Content

ESL content training was provided at the Summer PTE Conference. This training was provided by Katya Gourley and addressed low level ESL learners with a focus on students coming to our programs who struggle with literacy in their native language.

Results/Actions Based on Training: Teacher observation matrix is being used for the lower-level ESL teachers. Continued training will need to occur for teachers working with this level of learner.

Program Improvement and Site Desk Audit Meetings

The focus at each meeting was information and training pertaining, but not limited to, quarterly desk audits and data collection. Every teacher who participated also completed the required Assessment and Goal Setting and NRS Option 1.

Results/Actions Based on Training: This activity was invaluable in helping the program in designing our current data-flow chart and assuring sound data collection practices

Section 5: Summary

Section 5: Summary

ABE Comes Home to the College of Western Idaho (CWI)

The Adult Basic Education program was successful in the transition from a university to a brand new comprehensive community college. Prior to the existence of CWI, Region 3 was one the highest populated areas without a community college in the country. Being a part of CWI has already created avenues for student, teacher, and program success.

Student Opportunities

This historical move has provided a wider range of opportunities for our students as there is true accessibility and affordability to transition into Lower Division Transfer, Professional Technical and/or Workforce Development. In the spring, ABE/GED students were included in the first CWI commencement. This overture of inclusiveness is a perfect example of the possibilities that lie ahead for ABE students.

Teacher Opportunities

ABE and ESL teachers have been invited to participate in The Center for Excellence in Learning and Teaching (CELT). This is a professional development organization within the college that helps support best-practices and evidenced-based research for instruction. This provides a platform for ABE teachers to learn improved teaching strategies and methods. It also encourages communication and camaraderie among ABE Teachers and General Education/Professional Technical Education Faculty; communication that assists with collaborative efforts which ultimately supports student success.

Program Opportunities

ABE is considered one of the four core themes at CWI and has been included in the accreditation process. This process not only helps define ABE within a community college context, but it also provides credibility to the work ABE is doing. The greatest benefit to participating in accreditation in unison with the other core themes: General Education, Professional Technical Education and Workforce Development, is that student transition processes are systematized and continually tested and refined through collaborative continuous improvement.

ABE Program Improvement Project Leads to Student Transition

The AIDDE project that was piloted in FY10 led to an important partnership with the Brandt Foundation. ABE was asked to present a proposal of what we'd like to see occur to promote and support students who want to transition to CWI. The proposal, referred to as the Brandt Bridge Scholarship Program, was accepted by the foundation which has earmarked \$50K for scholarships each year for ABE students to attend a transition semester at CWI. While the services provided by ABE such as orientation, goal setting, and academic preparation assist learners being admitted into postsecondary classes, a comprehensive model needed to be in place to ensure student success. Eligibility requirements for the scholarship were developed to encourage full-participation in ABE core services, so that students would have the skills necessary to be competitive at a higher academic level, but more importantly, to ensure that they are committed to the Bridge program. The eligibility requirements were:

- To be eligible for Transition Bridge application, participants must have achieved the following:
- Completion of ABE coursework and post-assessment in their lowest Educational Functioning Level (EFL); reading, math, and/or language

- EFL needs to be at least A-5 (Adult Secondary Education), or higher, based on Form D of TABE (Test of Adult Basic Education)
- Completion of the GED (If the participant does not have a High School Diploma, or GED when entering ABE), or a student would need to complete a sample essay that would pass at GED level
- Must be recommended as a qualified applicant from an ABE program coordinator

To date, 23 former ABE students have been awarded the scholarship, with 13 currently enrolled in fall '10 classes. The following is a list of the some of the more notable components in the Bridge program.

1. ABE Teachers and Faculty observe each other's classrooms, participate in portfolio reviews, and collaborate on transition. It was important for faculty on both ends to understand where students were coming from, what skills they possess, and into what level they will be transitioning.
2. During the transition semester, CWI provides workshops for these Bridge students on study skills, word processing, Blackboard (Bb), tutoring services, career and program advising, etc., instilling in them the belief that college IS within their ability.
3. Faculty mentors meet students to help them navigate Bb, access email, be available for help questions, to introduce students to tutoring services, and be a general peer contact for transitioning students.

Unfortunately, 90% of the students who received the scholarship were not counted in the post-secondary outcome. The students who were not counted had: 1) a primary goal of employment because they entered the program while currently in the labor market, and 2) a secondary goal of GED, which was the original goal when they came into the program and needed to complete before they received the scholarship. The problem has been identified and is being addressed in FY11.

Increased Student Contact Hours

The average contact hours for ABE have increased from 53 hours in FY09 to 71 hours in FY10. With the exception of A1, the performance in the other ABE levels has increased over FY09. Though these are still below the targets, there are some encouraging signs that the Assessment and Goal Setting policy along with managed enrollment has indeed raised the standard and helped support student persistence. The greatest increase in average contact hours occurred in A2 and A3 (*see Exhibit 3A-Contact Hours Comparisons*).

EFL	FY09	FY10	increase/ decrease
A1	62	73	+11
A2	72	91	+19
A3	51	70	+19
A4	43	59	+16
A5	37	51	+14



Exhibit 10

College of Western Idaho

ABE Outcomes Assessment Plan

Outcomes Assessment Plan

Department of Planning and Assessment - michellelanda@cwidaho.cc - 208.562.3519 - 208.562.3555
Aspen Creek 6056 Birch Lane, Suite 102E - Nampa, ID 83687 - www.cwidaho.cc

Core Themes	Assessment	Method	Timeline	Responsibility
Basic Skills Education	70% of Basic Skills Education students who are tested after 60-70 hours of instruction will complete an Educational Functioning Level (EFL).	Educational Functioning Levels are tracked and reported through the Idaho Management and Accountability System (IMAS).	Annual Assessment The end of October for the preceding fiscal year.	Adult Basic Education Director
	Of students who have the goal to enter postsecondary or short-term training, 40% will complete this goal within one year.	Postsecondary and short-term training rates are tracked and matched internally with CWI Registrar and Center for Workforce Development utilizing the Idaho Management and Accountability System (IMAS).	Annual Assessment The end of October for the preceding fiscal year.	Adult Basic Education Director
	80% of student responses to end of class evaluations will report that their basic skills educational experience was satisfactory.	Opinion Survey	Annual Assessment The end of October for the preceding fiscal year.	ABE Program Coordinators



Exhibit 11

College of Western Idaho

**Idaho Statute 33-2106
Trustees of Community College Districts**



Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 21
JUNIOR COLLEGES

33-2106. Trustees of community college districts.

(1) The board of trustees of each community college district shall consist of five (5) school electors residing in the district who shall be appointed or elected as herein provided.

(a) Immediately following the establishment of a community college district, the state board of education shall appoint the members of the first board, who shall serve until the election and qualification of their successors.

(b) At the first election of trustees after the creation of a district, five (5) trustees shall be elected: two (2) for terms of two (2) years each, and three (3) for terms of four (4) years each. Thereafter the successors of persons so elected shall be elected for terms of four (4) years.

(c) Excluding any first election of trustees after the creation of a district, at any other election of trustees held in 2008, and in each trustee election thereafter, trustees shall be elected to terms of four (4) years. If more than two (2) trustee positions are eligible for election in 2008, one (1) trustee shall be elected to a term of four (4) years and two (2) trustees shall be elected to a term of six (6) years. Thereafter the successors of persons so elected in 2008 shall be elected for terms of four (4) years.

(d) The expiration of any term shall be at the regular meeting of the trustees next following the election for the successor terms.

(2) Elections of trustees of community college districts shall be biennially, in even-numbered years, and shall be held on a date authorized in section [34-106](#), Idaho Code. Vacancies on the board of trustees shall be filled by appointment by the remaining members, but if by reason of vacancies there remain on the board less than a majority of the required number of members, appointment to fill such vacancies shall be made by the state board of education. Any person so appointed shall serve until the next trustee election, at which time his successor shall be elected for the unexpired term. The trustees shall take and subscribe the oath of office required in the case of state officers and said oath shall be filed with the secretary of state.

(3) Notice of the election, the conduct thereof, the qualification of electors and the canvass of returns shall be as prescribed in [chapter 14, title 34](#), Idaho Code.

(4) The person or persons, equal in number to the number of trustees to be elected for regular or unexpired terms, receiving the largest number of votes shall be declared elected. An individual shall be a candidate for a specific position of the board and each candidate must declare which position he seeks on the board of trustees. If it be necessary to resolve a tie between two (2) or more persons, the board of trustees shall determine by lot which thereof shall be declared elected. The clerk of the board shall promptly notify any person by mail of his election, enclosing a form of oath to be subscribed by him as herein provided.

(5) When elections held pursuant to this section coincide with other elections held by the state of Idaho or any subdivision thereof, or any municipality or school district, the board of trustees may make agreement with the body holding such election for joint boards of election and the payment of fees and expenses of such boards of election on such proportionate basis as may be agreed upon.

(6) At its first meeting following the appointment of the first board of trustees, and at the first regular meeting following any community college trustee election, the board shall organize, and shall elect one (1) of its members chairman, one (1) a vice-chairman; and shall elect a secretary and a treasurer, who may be members of the board; or one (1) person to serve as secretary and treasurer, who may be a member of the board.

(7) The provisions of sections 67–6601 through 67–6616, Idaho Code, and sections 67–6623 through 67–6630, Idaho Code, are hereby made applicable to all community college trustee elections. Provided however, that the county clerk shall stand in place of the secretary of state and the county prosecutor shall stand in place of the attorney general. Any report or filing required to be filed by or for a candidate by such sections of Idaho Code shall be filed with the county clerk of the county where such candidate resides.

(8) The board shall set a given day of a given week in each month as its regular meeting time. Three (3) members of the board shall constitute a quorum for the transaction of official business.

(9) The authority of trustees of community college districts shall be limited in the manner prescribed in section [33-507](#), Idaho Code.

The Idaho Code is made available on the Internet by the Idaho Legislature as a public service. This Internet version of the Idaho Code may not be used for commercial purposes, nor may this database be published or repackaged for commercial sale without express written permission.

The Idaho Code is the property of the state of Idaho, and is copyrighted by Idaho law, I.C. § 9-350. According to Idaho law, any person who reproduces or distributes the Idaho Code for commercial purposes in violation of the provisions of this statute shall be deemed to be an infringer of the state of Idaho's copyright.



Exhibit 12

College of Western Idaho

**Idaho Statute 34-1405
Uniform District Election Law**



Idaho Statutes

TITLE 34 ELECTIONS CHAPTER 14 UNIFORM DISTRICT ELECTION LAW

34-1405. Notice of election filing deadline. (1) Not more than fourteen (14) nor less than seven (7) days preceding the candidate filing deadline for an election, the county clerk shall cause to be published a notice of the forthcoming candidate filing deadline for all taxing districts. The notice shall include not less than the name of the political subdivision, the place where filing for each office takes place, and a notice of the availability of declarations of candidacy. The notice shall be published in the official newspaper of the political subdivision.

(2) The secretary of state shall compile an election calendar annually which shall include not less than a listing of the political subdivisions which will be conducting candidate elections in the forthcoming year, the place where filing for each office takes place, and the procedure for a declaration of candidacy. Annually in December, the county clerk shall cause to be published the election calendar for the county for the following calendar year. This publication shall be in addition to the publication required by paragraph (1) of this section. The election calendar for the county shall be published in at least two (2) newspapers published within the county, but if this is not possible, the calendar shall be published in one (1) newspaper which has general circulation within the county. Copies of the election calendar shall be available, without charge, from the office of the secretary of state or the county clerk.

The Idaho Code is made available on the Internet by the Idaho Legislature as a public service. This Internet version of the Idaho Code may not be used for commercial purposes, nor may this database be published or repackaged for commercial sale without express written permission.

[Search the Idaho Statutes](#)

The Idaho Code is the property of the state of Idaho, and is copyrighted by Idaho law, I.C. § 9-350. According to Idaho law, any person who reproduces or distributes the Idaho Code for commercial purposes in violation of the provisions of this statute shall be deemed to be an infringer of the state of Idaho's copyright.



Exhibit 13

College of Western Idaho

Administrative Organizational Chart

June 2011



College of Western Idaho

June 2011

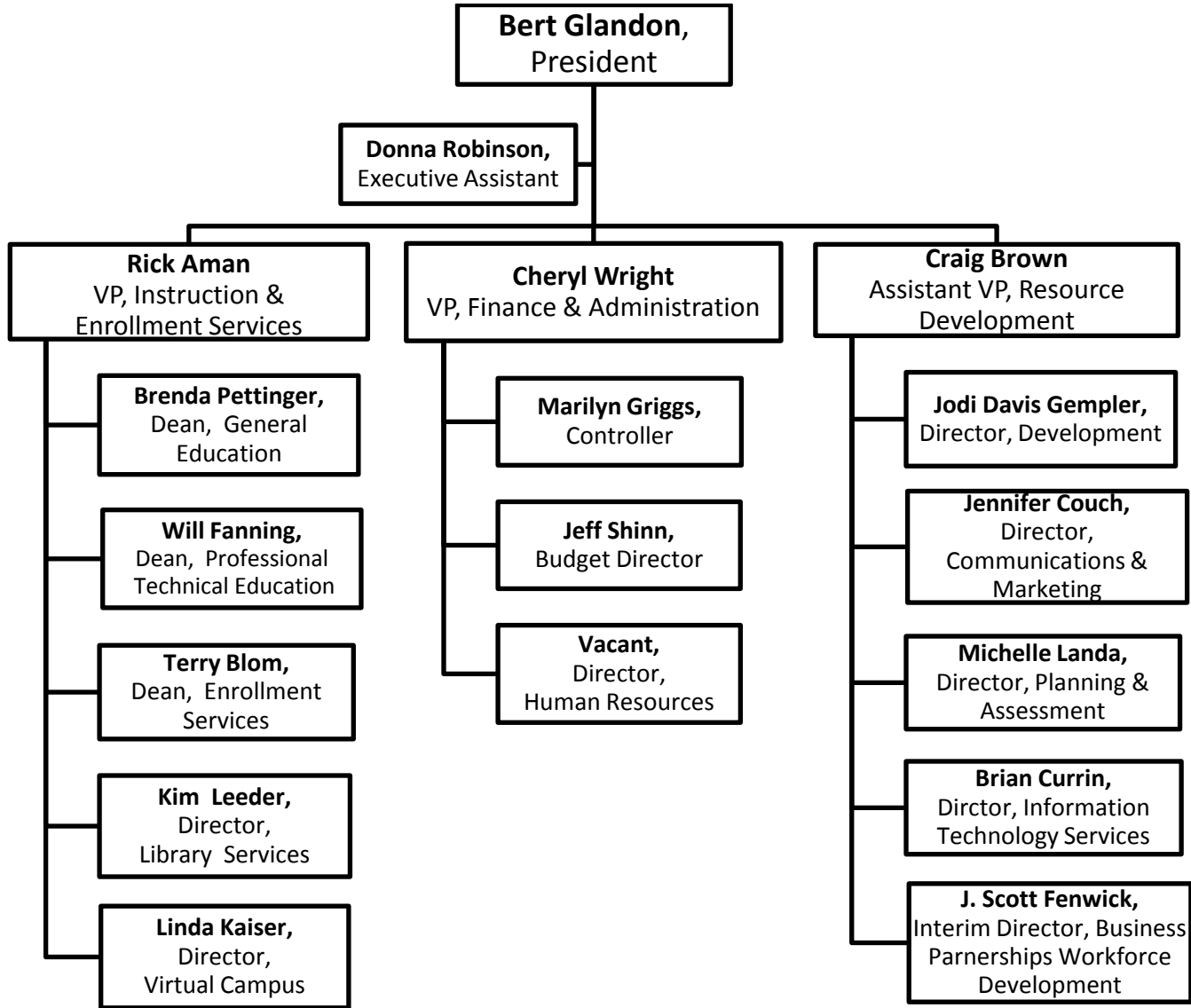




Exhibit 14

College of Western Idaho

Brand Style Guidelines



Brand Style Guidelines

REVISED JUNE 14, 2010

Achieve More

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Overview

This document represents the College of Western Idaho (CWI) Brand Identity Guidelines. These guidelines define the visual language for the brand and serve as a reference guide on how to ensure the Brand Identity and graphic elements are consistent. The brand elements are the foundation to ensure our marketing and promotional elements have a similar visual look to internal and external audiences.

WHAT IS A BRAND?

A brand represents the college identity to the public. It represents a standard of quality and a point of comparison with other products or services. The Brand perception is created from the sum of all interactions with CWI including the use of our website, advertising, word-of-mouth, and communication media. CWI's logo verbally and visually represents our brand. It is important that the image of the College is presented in a consistent and professional manner.

The Communications & Marketing Department oversees the identity and brand of the institution. Given the importance of the brand, we have created usage standards to assist in the delivery of communications to external audiences that must be followed when using CWI identity, whether online or in printed materials. These Brand Style Guidelines must be adhered to strictly to retain the value of the CWI brand. Approved artwork must be used and the design cannot be altered in any way. No variations, adaptations, or new logo units should be created without prior consultation with CWI's Communication & Marketing Department. We believe the positive attributes of our identity—forward thinking, dynamic, clean, and strong—add value to the marketing and perception in the marketplace. Brand identity is extremely important as CWI is a new brand and following the Brand Style Guidelines is critical in establishing recognition.



Who is CWI?



MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

POSITIONING STATEMENT

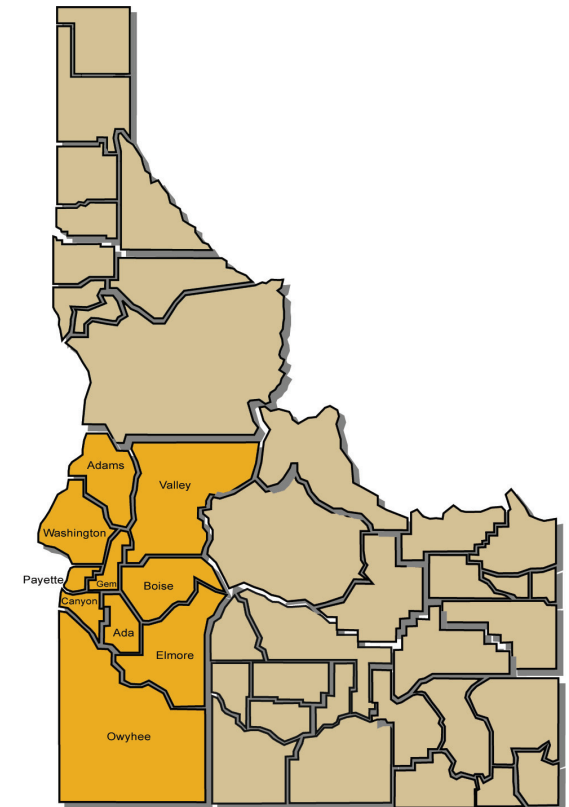
The College of Western Idaho is a comprehensive community college fostering student development academically, as well as occupationally. CWI has seven campus locations throughout western Idaho providing higher education and 21st Century technical skills acquisition. The college is dedicated to improving the community's economic well-being by responding with highly-educated and productive graduates. The foundation for the area's only community college was created by a supermajority of voters in Ada and Canyon counties on May 22, 2007.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

CORE VALUES

- Acting with integrity
- Respecting the dignity of opinions
- Serving all in an atmosphere of caring
- Innovating for the 21st Century
- Sustaining our quality of life for future generations
- Leaving a legacy of learning



Key Messages



TAGLINE

Achieve More

It is a “call to action,” an invitation, and a collective mandate to take responsibility for our educational and economic destinies.

TAGLINES TARGETED BY AREA OF EDUCATION

Lower Division Transfer (General Education): Build Your Foundation

Professional Technical Education: A Career for Today’s Lifestyle

Center for Workforce Development: Fast-Track Training & Customized Business Solutions

Community Education: Take Time for Yourself

Adult Basic Education: It’s Never Too Late

Dual Credit & Tech Prep: Make Strides Early

ADVERTISING MESSAGES

CWI’s key advertising messages have been crafted to highlight CWI’s strengths in the market and dedication to the people we serve.

Shine Like a Diamond song of inspiration.

College of Western Idaho is “Your College”

At the College of Western Idaho YOU can Achieve More

Change Your View. Change Your Future.

USE TESTIMONIALS

Testimonials are used to portray the following attributes:

Student: Hope, Opportunity, Affordability, Convenience, Diversity, Accessible, Inclusive, Innovative, Marketable Skills, Flexible, Instructional Excellence, Warm and Welcoming Environment.

Business: Return on Investment, Opportunity, Affordability, Convenience, Diversity, Accessible, Fast-track, Innovative, Customizable, Marketable, Relevant, Flexible, Professional Environment, Hands-on, Instructional Excellence, Real-World Application.

Key Messages



SUPPORTING MESSAGES

The supporting messages will further articulate the key messages.

- The growth of the College of Western Idaho exemplifies the spirit of determination and community partnership.
- The many benefits of a community college make CWI a valuable resource for Idaho to sustain future economic development by providing a well-trained workforce for businesses and industries throughout the entire state.
- CWI is based on the fundamental community college principles of access and affordability, offering postsecondary options to families, individuals, communities and businesses who otherwise would not be able to realize the benefits of higher education.
- CWI's commitment to accessibility and inclusiveness is facilitated by open admissions policies and lower tuitions that enable individuals from all backgrounds to better themselves. Its enrollment will reflect the diversity of our area, and its campuses will be populated with people of all ages, ethnic and cultural heritages, and socioeconomic backgrounds.
- CWI helps the Treasure Valley community take control of its economic future by training its own workforce, and by helping residents get the education they need to get higher paying jobs, start businesses, and provide services that create wealth here at home.

FOUR A'S

Affordable, Accessible, Adaptable, and Accountable.



Identity Mediums & Audience

IDENTITY MEDIUMS

CWI's Communication & Marketing Department provides a variety of mediums for communicating information about the college. Careful attention has been considered for each medium to match the audience with the appropriate information. Consistent and widespread use of our identity materials will help ensure we are easily remembered and valued as a leading resource for higher education.

Consider the goal of the medium when planning:

- Advertisement
- Informational
- Promotional
- Identity
- Celebratory



Identity Mediums & Audience

AUDIENCE IDENTIFICATION

The College of Western Idaho is a community resource and has many constituencies in the community where we need to demonstrate transparency and commitment to teaching excellence. Ongoing communication to all stakeholders, whether a student or influencer, is imperative to maintaining the highest standards as a valued community resource. The identity mediums will reach the following audiences at multiple “touch points.”

CWI COMMUNICATION AUDIENCES:

- Prospective Students & Parents
- Corporate Clients & Partners
- Community Members
- Government Officials
- Recruiters & Influencers
- Donors
- CWI Faculty, Staff & Board
- Current Students & Alumni
- Technical Advisory Committee Members
- Local & National Media
- K-12 Schools & Four-Year Universities
- CWI Vendors
- CWI Volunteers



Logo Usage



OFFICIAL USE OF LOGOS

The College of Western Idaho has developed a suite of logos, word marks, and related images that together compose the graphic identity of the College. The images are trademarks of CWI and should appear on all college-wide communications as the key identifying element associating the information as an official college communication. The identity elements (the logo, its layout, and font style) represent the foundation of our image. Altering them diffuses our image and integrity. Any use of those images is subject to approval by the College's Communications and Marketing Department.

For college faculty and staff, electronic JPEG versions of CWI logos are available on the CWI portal. Additional logo formats are available by contacting the Communications and Marketing Department. For guidance on logo selection and use approval please e-mail communications@cwidaho.cc or phone 208.562.3100.

Vendors doing business with the College of Western Idaho should contact the Communications and Marketing Department at communications@cwidaho.cc or 208.562.3100 to obtain logos and approval for usage.

CWI SEAL

Because of its special purpose, the following seal usage policy should be adhered to in all instances of application. The official College of Western Idaho seal is a symbol reserved for official documents, for ceremonial purposes, and for use by the President's Office. The seal is the official mark of the College on formal publications, awards, diplomas, certificates, resolutions and plaques, transcripts, etc. The seal is the "legal signature" of the institution, that lends authority and authenticity to the communication on which it appears.

Requests for use must be submitted to the Communications and Marketing Department. All use of the seal must be approved by the College of Western Idaho President's office. The CWI seal can be used as a watermark or background graphic within the approved documents listed above. It should be reproduced from authorized print sheets or electronic files provided by the Communications and Marketing Department. No other seal, name, symbol, emblem, or trademark other than the official College seal should be used as a legal signature for CWI, unless an exception is made by the CWI President.

Primary Logo Usage



ACCEPTED BRAND IDENTITY USAGE

The College of Western Idaho primary logo is a unit that shouldn't be used in parts, or broken into pieces. The text "College of Western Idaho" should always appear with the CWI logomark. This consistency will ensure the Brand Identity is always used consistently from promotional items to class schedules to the website experience. Following are the accepted uses of the College of Western Idaho Brand Identity.



2-color Brand Identity



2-color (Reversed Version)
Also available with transparent background



1-color Brand Identity



1-color (Black Version)



CLEAR SPACE

The College of Western Idaho Brand Identity should never be used in a size less than 1" in width and always have at least .25" of clear space on all sides. This will ensure the Brand Identity has room to "breathe" when used in combination with other graphic elements.

Please note that any use of the College of Western Idaho's logo and typeface must first receive approval from the Communications and Marketing Department.

Primary Logo Usage



THINGS TO AVOID WHEN USING THE CWI BRAND IDENTITY

The College of Western Idaho Brand Identity should not be altered or re-created in any way. Except for special retail instances of embroidered clothing items, modifications to the logo are strictly prohibited. Following are examples of unacceptable treatments of the Brand Identity.

TYPOGRAPHY

Do not alter the typeface of the logo or reposition the type in any way.



COLOR

Do not alter the color of the College of Western Idaho Brand Identity. There are no other acceptable colors for the logo to appear in.



EMBELLISHMENTS

The College of Western Idaho Brand Identity should not have additional embellishments or added elements.



Official Seal Usage



SEAL COLOR PALETTE

Official CWI colors, white, or black are recommended for reproduction of the seal. Gold, bronze, silver, and copper are also acceptable. Refer to the Brand Color Palette for more information on Pantone color identification for official ink colors of CWI.



CWI Official Color
PMS 1815



CWI Official Color
PMS 466

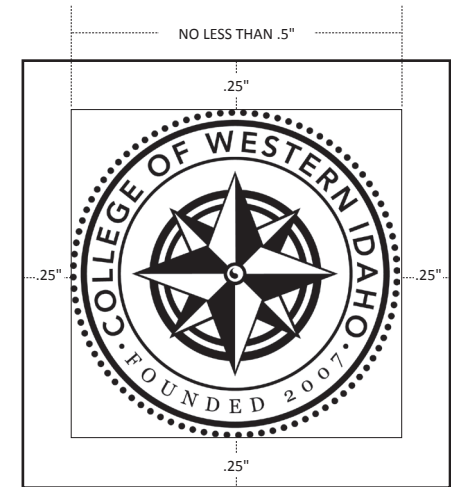


Black



White (reverse)

Also available with transparent background.



CLEAR SPACE

The College of Western Idaho Official Seal should never be used in a size less than .5” in width and always have at least .25” of clear space on all sides. This will ensure the Brand Identity has room to “breathe” when used in combination with other graphic elements.

Please note that any use of CWI’s seal must first receive approval from the President’s Office. Requests should be submitted to the Communications and Marketing Department.

Subidentity Logo Usage



SUBIDENTITY LOGO TYPES

The College of Western Idaho is a comprehensive community college where diverse programs and departments have brand names that are part of the CWI brand hierarchy. The College programs have individualized secondary logos that incorporate CWI branding for use in program specific materials. The subidentity logotype is constructed with three graphic elements - the logotype “CWI,” a solid vertical line, followed by a centered name or description.

APPROVED CWI SUBIDENTITY LOGOS:

- Professional Technical Education
- Center for Workforce Development
- Adult Basic Education
- Community Education
- Lower Division Transfer



2-color Brand Identity



CLEAR SPACE

The College of Western Idaho Subidentity logo should never be used in a size less than 1.5” in width and always have at least .25” of clear space on all sides. This will ensure the Brand Identity has room to “breathe” when used in combination with other graphic elements.



Black



White (reverse)

Also available with transparent background.

Always use the approved digital artwork (available in JPG formats on the Portal and other formats upon request) when reproducing the CWI Subidentity logotype. Do not attempt to recreate or redraw the subidentity logotype.

Embroidery Logo Usage



EMBROIDERY LOGO TYPES

College of Western Idaho embroidery logos should adhere to the following specifications. Several vendors have been established as approved embroidery locations. See additional references section at the end of this document for more information on available vendors. If a new vendor is used, a sample of the embroidery must first be reviewed and approved by the Communications and Marketing department prior to ordering.

Embroidery should follow these general guidelines for placement on an item:

Jackets, T-shirts, Polos, Button-Down Shirts and Scrubs: Left chest, centered above or on pocket

Hats: Centered on front or back

NOTE: Any use of items with embroidery that are not listed above must first receive approval from the Communications and Marketing Department.

LOGO SAMPLES



PROGRAM
NAME



PROGRAM
NAME

TYPEFACE

Arial Bold or Arial Narrow

THREAD COLORS

Thread Colors: Madera 1128, Burgundy 2249, White 2297

NOTE: These thread colors are specific to Robinson Anton - if the vendor does not carry Robinson Anton, please match as closely to these thread colors as possible.

Brand Color Palette



CWI COLOR PALETTE

The College of Western Idaho Brand has a specific color palette that may not be changed or altered. Additional colors may be added in the case of an advertising campaign (example: 2008 Recruiting Campaign), special event, or other marketing need.

Depending on the media used, colors can be reproduced using these guidelines:

Pantone for 1- and 2-color printed pieces. The Pantone number ensures a close match. Also for offset printed materials or signs with match colors, use the Pantone version. The Pantone colors are the same regardless of paper stock specified (i.e.: gloss coated, matte coated, uncoated, etc.).

CMYK for offset printing or digital 4-color printing for marketing pieces that require full color.

RGB for use in Microsoft applications that require color be specified in RGB.

Hex for use in e-mail and web-based activities.

Web-Safe for use in e-mail and on the web when web-safe colors are necessary.

PRIMARY COLORS

The CWI Burgundy and CWI Tan should be the dominant colors used in all general materials and communications.



CMYK 5/17/42/14
RGB 199/179/127
HEX #cdcd9b
Web-Safe #cccc99



CMYK 13/19/81/54
RGB 120/35/39
HEX #9a0002
Web-Safe #990000

PRIMARY - COMPLIMENTARY COLOR

The CWI Gold can be used as an accent color in design and images alongside primary and secondary colors. Most common applications are line groupings, backgrounds and duotone imagery.



CMYK 0/28/100/6
RGB 238/177/17
HEX #EEB111

Brand Color Palette



COLOR PALETTE BY AREA OF EDUCATION

The College of Western Idaho recognizes five distinct areas of educational focus through use of various branding methods including designated colors to provide a unique identity within each area of educational focus.

SECONDARY COLORS - 5 PILLARS

Secondary colors represent each educational focus area and should be used: (1) as the dominant color on materials specifically designated for an educational area and (2) for accent color bars/lines and accents to primary colors on general designs. *For example - a flyer or brochure for CWD would be primarily made up of Pantone 370.*

Gradient shades of secondary colors may be used as accents to secondary colors.

NOTE: Because secondary colors are used as the dominant color in materials designated for a specific educational area, CWI Primary colors should be incorporated as an accent. Exceptions are made in one-color and two-color materials.



ABE
CMYK 0/44/100/7
RGB 232/148/26
HEX #E8941A



CWD
CMYK 56/0/100/27
RGB 94/151/50
HEX #5E9732



CE
CMYK 89/100/0/0
RGB 73/47/146
HEX #492F92



LDT
CMYK 57/80/100/45
RGB 84/48/26
HEX #54301A



PTE
CMYK 100/45/0/18
RGB 0/101/164
HEX #0065A4

Educational Focus Areas - 5 Pillars

- ABE - Adult Basic Education
- CWD - Center for Workforce Development
- CE - Community Education
- PTE - Professional Technical Education
- LDT - Lower Division Transfer

Brand Color Palette



ACCENT COLOR BARS

In addition to the primary brand colors established for the College, the five secondary colors representing the five areas of educational focus can be used in a stacked line effect (referred to as 'accent color bars') to provide more depth to design creations. The following illustrations provide an example of how the secondary colors are used as accents.

ACCENT COLOR BAR EXAMPLES

CWI
College of Western Idaho

Comprehensive
Community College

- Affordable, open-access
- Academic and occupational programs
- Personal attention from excellent educators

7 Campus Locations in
Boise & Nampa
Plus Hundreds of Classes Online

ONE STOP STUDENT SERVICES
208.562.3000
www.cwidaho.cc

Achieve More



Logre Más

CWI
College of Western Idaho

www.cwidaho.cc | 208.562.3000

Fast-Track
Career Training &
Customized Business Solutions

Over 300
career-boosting classes

Health Occupations
Medical Assistant
Nursing Assistant
Phlebotomy
Pharmacy Tech
Assistance with Medications
Medical Coding & Billing
Medical Front Office
EMT Basic & Advanced
IV Therapy
CPR - Healthcare Providers

Manufacturing
Drafting
Maintenance Management Apprenticeship
Welding- Stick, MIG, TIG

Construction
Apprenticeships for Electrical, HVAC & Plumbing
Construction Site Erosion Prevention
Flagging for Traffic Control

Business & Professional
Leadership Solutions
Work Smart: Capitalize on Team Strengths
Workplace Spanish for: Healthcare, Construction and more

Computer & IT Certifications
Basic Web Design
Microsoft® Office Excel, Word, PowerPoint, Publisher, Outlook, Access & QuickBooks
CompTIA
CISCO

Classes are open to anyone!
Offered in Boise or Nampa, at your facility or online

Achieve More

CWI | Center for
Workforce Development
www.cwidaho.cc/cwd
208.562.3000

CWI
College of Western Idaho

Your College
Community

Brand Visual Elements

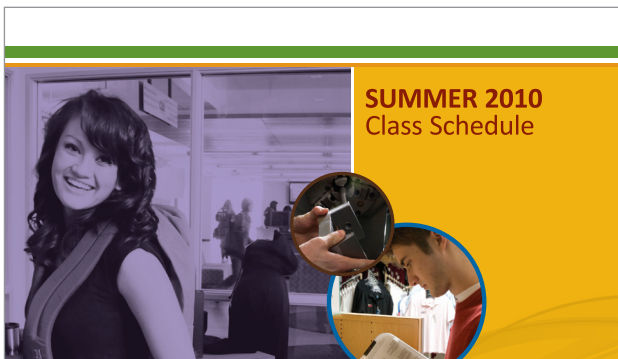


GRAPHIC ELEMENTS

The College of Western Idaho Brand is reflected through a use of graphic elements to ensure a similar look and feel. These elements include the tagline callout, monotone images, and other graphics that build a consistent design.

ACCENT COLOR BARS & CIRCLES

One of the key elements of the Brand, the accent color bars, represent the five areas of educational focus while the circles incorporate photos relevant to the audience and purpose of the piece.



TAGLINE CALLOUT

The signature tagline and call-to-action “Achieve More” provides a visual marker for consistent messaging in the College’s communications. This element is commonly incorporated into informational pieces such as flyers, brochures, data sheets, etc.



MONOCHROMATIC IMAGES

Use of monotone or monochromatic images is an important element and visual representation of the CWI brand. It is most commonly used as a background image in a design, covering a large area of the layout.



Brand Visual Elements

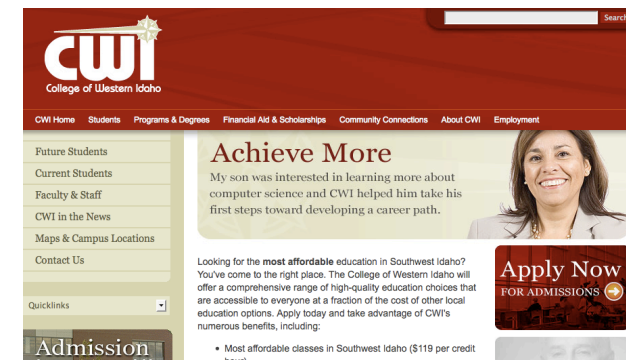


GRAPHIC ELEMENTS - CONTINUED

Additional graphic elements incorporated into design and layout include round corners, compass logomark, and the “wave” background.

ROUND CORNERS

Shapes and photos with rounded corners are a solid part of the Brand and are used predominantly on the web. This brings a modern feel and can be one of many elements to consider in a layout.



COMPASS LOGOMARK

The CWI compass is a graphic representation of “wayfinding” through the journey of life and education. It can be used as a graphic element, as a full-color element or screened back over a color or image.



“WAVE” BACKGROUND

The waves may be used as a visual representation of forward motion and energy. It can be used as a screened back over a color or image, with predominant positioning in the header and/or footer portions in a layout.



Typography



CWI TYPOGRAPHY

The principal typeface for marketing pieces is the Calibri typeface. The Brand also requires a typeface that is available for web-based projects and for use internally in Microsoft Word and other cross-platform situations. For this purpose, Georgia is the typeface that should be widely used to represent the brand.

In addition to the principal typefaces for print and Web marketing, the following alternatives are approved for usage based on the communication medium listed.

- STATIONERY -

Segoe UI

Segoe UI Italic

Segoe UI Bold

- TAGLINE CALLOUT -

Alpine Script

- E-MAIL / ELECTRONIC MEDIA -

Verdana

Verdana Italic

Verdana Bold

Arial

Arial Italic

Arial Bold

PRINCIPLE TYPEFACE

- INTERNAL / CROSS-MEDIA TYPEFACE -

Calibri

Calibri Italic

Calibri Bold

CALIBRI SMALL CAPS

Georgia

Georgia Italic

Georgia Bold

Georgia Bold Italic

- FORMAL DESIGNS -

Book antiqua

Book antiqua italic

Book antiqua bold

BOOK ANTIQUA SMALL CAPS

TRAJAN PRO

TRAJAN PRO ITALIC

TRAJAN PRO BOLD

Note: Campaigns may have other fonts or reasoning as to why a new font should be used in support of a special campaign or specific, targeted idea.

Brand Visual Language



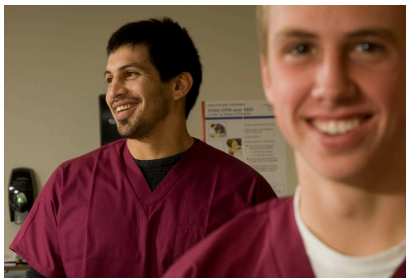
PHOTOGRAPHY GUIDELINES

Photography is one of the most powerful branding elements for the College of Western Idaho. To initiate the brand and advertise the CWI offering, a mix of stock and original photography has been used. Photos should represent the academic culture of CWI and feature our diverse students, faculty and staff engaged in discussions, classroom activity, hands-on learning, group work, and presentation preparation.

The Communications and Marketing Department will provide stock and original photography for use in official CWI communication mediums on CD ROM or other electronic means. Following are guidelines and considerations for choosing photography.

ORIGINAL PHOTOGRAPHY

Original photography is used to illustrate CWI students, faculty, staff and campus locations. Photos should reflect the diversity of our current students, faculty, staff and graduates. The portraits should represent a true academic setting of engagement, relaxed and confident. Original photography should be the primary choice for photography use.



Note: Any original photography shot on behalf of CWI should have “full outright ownership,” and include a signed talent release. Talent release forms are located on the portal under Institutional Advancement > Communications and Marketing. Never use or take a photo without a signed photo release form. All images used in CWI communications must be authorized.

Brand Visual Language

SUPPLEMENTAL IMAGERY

Original photography may not always be available nor the most appropriate illustration depending upon the information to be communicated.

DESIGNS, DIAGRAMS, AND TECHNICAL ILLUSTRATIONS

Designs and diagrams are used to decorate or explain information. Technical illustrations convey information of a technical nature and should be accurate in dimensions and proportions. Technical illustrations include building diagrams, line drawings, assembly drawings, etc. All of these images should support the design and text of the material.

STOCK PHOTOGRAPHY

We strive to show diversity in ethnicity, and specifically those that reflect the fabric of the Treasure Valley community. The people featured in the photos should look genuine and be a good reflection of the CWI target audience. Review photography for recentness; stock photography should not show out-of-date technology, unless it is intended. Stock photography must be updated periodically to show changing social appearances and trends.



CLIP ART

Clip art should **NOT** be used on any official CWI materials that communicate to the public. Clip art may be used for informal internal and on-campus communications and club activity announcements.



Brand Voice & Tone



BRAND PERSONALITY

The brand personality includes attributes or descriptive terms that personifies the brand. These traits inform brand behavior through the people who represent the brand—its employees.

The College of Western Idaho has a voice and tone that reflects the personality of the Brand. This is important to reflect in all aspects of marketing, advertising, and customer service.

- » **Engaged**—The CWI brand is responsive and active, reaching out to the community to assess needs and opportunities, and identify solutions. It works corroboratively and in partnership with stakeholders, communication is a “two way street.” Engaged also means unmatched service to customers and community alike, with CWI employees and Board members leading the charge.
- » **Inspired**—Significant determination was required to create a community college in Idaho for the first time in 45 years, and the CWI brand reflects this perseverance and the common drive of Treasure Valley residents to better themselves and the greater community. CWI lifts people up and makes them feel better about themselves and their opportunities.
- » **Supportive**—A key characteristic that emphasizes the broad range of support that the College of Western Idaho offers—to individual students, to businesses, to the local economy and to the surrounding community. The College is the community’s partner to help achieve its goals.
- » **Welcoming**—Reflective of the Treasure Valley and Idaho at large, the CWI brand is determined, yet easy to interact with—people-friendly and accessible. Everything about CWI invites someone to take a closer look, and become more engaged and supportive.
- » **Authentic & Diverse** —CWI is human, real, and genuine. As a community college, CWI caters to a diverse audience of lifelong learners. This is in sharp contrast to other post-secondary options which may be perceived as less accessible by the target groups. CWI is a genuine member of the community, a neighbor you know, trust, and can rely upon.
- » **Professional**—An exceptional resource for the community and one that can be relied upon for excellence in education and service. High standards and innovation are weaved throughout the thread of CWI and it’s employees and programs held accountable for the success of everyone that seeks to achieve more education at CWI.

Graphic Applications



The College of Western Idaho Brand Style Guidelines should be followed at every turn. The guidelines are meant to represent the organization's core brand identity. We recognized that advertising or marketing campaigns are different activities that require different guidelines. Ultimately, the Brand Style Guidelines serve as a way to ensure that any new campaigns "look" like they belong as a part of the CWI family.



Templates



TEMPLATE USE

The Communications and Marketing Department has developed templates for frequently used communication mediums. The publications produced by CWI represent its outreach to the public and therefore are an important component of the brand identity system. Communication mediums are defined by CWI as including any or all brochures, catalogs, flyers, posters, post cards, websites or other materials representing the College including the various programs and departments within. The guidelines that follow establish a common design framework for publications and offer standards for typography, color, formats, and grids. These templates have been designed to provide flexibility and creativity in the content while keeping the key design components consistent so that they are identifiable as part of the CWI identity. The size and position of the key design components should never be changed without approval from the Communications and Marketing Department.

ORDERING DETAILS

All templates are available to CWI faculty and staff on the CWI Portal under Institutional Advancement>Communication and Marketing. If you do not find a template that fits your communication needs, please contact the Communications and Marketing Department for assistance.

USAGE APPROVAL

Use of available templates will expedite, but not replace, the approval process. Any use of the College of Western Idaho identity must receive approval from the Communications and Marketing Department. If using a template, please download the template, enter the specific content, then e-mail a proof for review to communications@cwidaho.cc with "Design Review" in the subject of the e-mail message.

Templates - Stationery



STATIONERY ORDERING

Stationery supplies are ordered through the BSU Print Shop. Each department will need to create an account with the BSU Print Shop to place orders for stationery. See additional references section at the end of this document for more information on ordering.

CERTIFICATE

Paper: #24 Strathmore Writing – 25% Cotton, Natural White.



NOTE CARD & ENVELOPE

Paper: 88# Strathmore Writing Cover—
Bristol Wave, Natural White
URL (www.cwidaho.cc/XXX) is optional
field for those departments who wish to
include their unique URL address.



Templates - Stationery



LETTERHEAD

Paper: 24# Strathmore Writing—25% Cotton, Natural White.

DEPARTMENTAL LETTERHEAD

Primary letterhead to be used for departmental communication. Contact information has been set up on the left side bar with the body of the message to occupy the clear space to the right. Text should start .25” from the left sidebar and allow for at least .5” on the right side.



INDIVIDUAL LETTERHEAD

Primary letterhead to be used for individual communication. Contact information has been set up on the left side bar with the body of the message to occupy the clear space to the right. Text should start .25” from the left sidebar and allow for at least .5” on the right side.



DEPARTMENTAL LETTERHEAD - ALTERNATIVE LAYOUT

An alternative letterhead design with contact information at the bottom is available for use with windowed envelopes. The body of the message follows standard letterhead guidelines for placement of copy with at least .25” of clear space between the graphic and copy.



Templates - Employee Identification



EMPLOYEE IDENTIFICATION

Business cards and name tags are available for College of Western Idaho employees. Each department is responsible for ordering of supplies and budgeting for these items.

BUSINESS CARD

Business cards are ordered through the BSU Print Shop. See additional references section at the end of this document for the ordering website.

Paper: 88# Strathmore Writing Cover—Bristol Wave, Natural White

URL (www.cwidaho.cc/XXX) is an optional field for those departments who wish to include their unique URL address.



NAME TAG

Name tags are ordered through Recognition Specialties (www.nicebadge.com).

Dimensions: 3" x 1-1/4"

Material: Plastic

Logo: Hot-Stamped,

Engraving: Laser Engraved

Color: #CA3 White badge, 2-color CWI logo, and black name engraving.

Front

1.25"



3"

Back



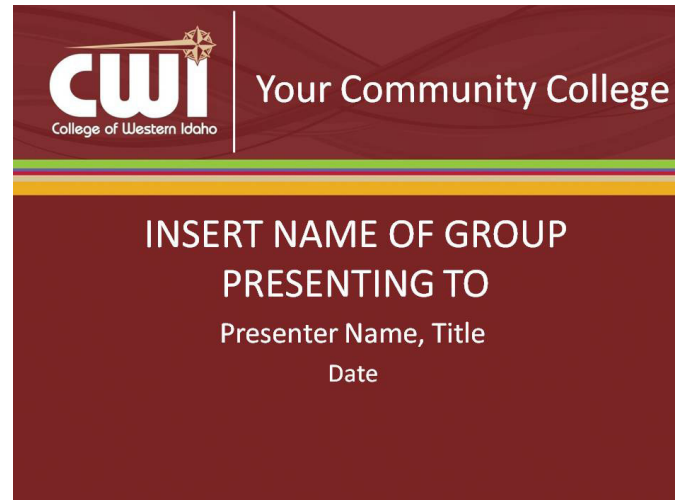
Templates - Promotional



POWERPOINT PRESENTATIONS

The Communications and Marketing Department provides standard PowerPoint templates for presentations shared with external audiences. The templates contain brand identity, standard language and current data points. All external presentations should use the standard format and include the information most applicable to the audience and presentation focus.

If you do not find a PowerPoint design and content to fit your presentation needs, please contact the Communications and Marketing Department for assistance.



✓ Lower Division Transfer/General Studies

- 13 degrees and majors
- 635 sections
- Day, evening, and online
- Small classes
- 85 online courses
- 3,342 students (Spring 2010)



Opportunities For All



Remaining Flexible...

- 3,000+ Organizations Supported Since 2007
- 20,000+ Participants a Year
- 53 Degree & Career Focused Programs
- 300+ Online Classes
- Regular Monitoring of Economic Trends

Templates - Promotional



FLYERS

Three standard letter size (8.5x11) flyer templates are available for use in communicating information on programs, classes and events. Each template has been created with distinctive graphic elements to identify the publication as one that represents CWI while leaving the rest of the page open for individual content. The flyer templates are available in six (6) color schemes including general CWI communications, Professional Technical Education, Lower Division Transfer, Center for Workforce Development, Adult Basic Education, and Community Education.

DATA SHEET FLYER

The data sheet flyer can be used as an informative piece to describe programs and classes with detailed information.

A flyer template with a dark red header containing the text "Achieve More" and "MAIN HEADING HERE". The main body is white with a light red sidebar on the left containing a table of contents with categories: DIRECT CARE, PATIENTS, TREATMENTS, STERILE PROCEDURES, INTRAVENOUS, and MEDICATIONS. The main content area contains several Q&A blocks. At the bottom, there is a CWI logo and the text "One Stop Student Services 208.562.3000".

PROGRAM FLYER

The program flyer can be used as an informative promotional piece to describe or promote a specific program for CWI. The program flyer includes placeholders for a photo, call-to-action, and overview information.

A flyer template with a dark red header containing the text "Achieve More" and "Main Heading Here". The main body is white with a light red sidebar on the left containing a table of contents with categories: DIRECT CARE, PATIENTS, TREATMENTS, STERILE PROCEDURES, INTRAVENOUS, and MEDICATIONS. The main content area contains several Q&A blocks. At the bottom, there is a CWI logo and the text "5500 East Opportunity Drive Nampa, Idaho 83687 208.562.3000 | www.cwidaho.cc".

EVENT FLYER

The event flyer can be used as a promotional piece to describe a specific event, workshop, or session for CWI. The event flyer includes placeholders for a large photo, event details, and call-to-action/reasons to attend.

An event flyer template with a dark red header containing the text "Headline of Flyer Place in This Section". The main body is white with a light red sidebar on the left containing a table of contents with categories: DIRECT CARE, PATIENTS, TREATMENTS, STERILE PROCEDURES, INTRAVENOUS, and MEDICATIONS. The main content area contains several Q&A blocks. At the bottom, there is a CWI logo and the text "5500 East Opportunity Drive Nampa, Idaho 83687 208.562.3000 | www.cwidaho.cc".

Templates - Promotional



BROCHURES

Three brochure templates are available for use in communicating information on programs, classes and events. Each template has been created with distinctive graphic elements to identify the publication as one that represents CWI while leaving the rest of the page open for individual content. The brochure templates are available in six (6) color schemes including general CWI communications, Professional Technical Education, Lower Division Transfer, Center for Workforce Development, Adult Basic Education, and Community Education.

BROCHURE GUIDELINES

Type: Calibri should be used for body text, Georgia for all main headings.

Layout: Header and footer color bars, CWI logo, and *Achieve More* tagline should remain a constant element in brochure design. Apply left alignment for all content, except front outside panel.

Colors: Black for all body text, except when information is included in red bar at the bottom of back cover - this text should be white. CWI Burgundy (Pantone 1815) in RGB should be used for headings. *Reference Primary Colors in CWI Color Palette section for appropriate RGB code.

Photos: All images should have a .75 pt black border; **NO** clip art.

Meet the Staff

Kae Hamilton, M.Ed.
kaehamilton@cwidoaho.cc
208-562-3268
Nampa Campus

Lori Yellen, M.A.
loriyellen@cwidoaho.cc
208-562-2509
Ada County Campus

Allison Van Vooren, LPC
allisonvanvooren@cwidoaho.cc
208-562-2048
Canyon County Campus

Campus Locations

CWI Nampa
3500 East Opportunity Drive
Nampa, ID 83857
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidoaho.cc
Hours: M-Th 8:00am-6:00pm, F & 8:00am-5:00pm

CWI Canyon County Center
2407 Caldwell Blvd.
Nampa, ID 83851
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidoaho.cc
Hours: M-Th 8:00am-6:00pm, F & 8:00am-5:00pm

CWI at Boise State University
1464 University Drive
Boise, Idaho 83706
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidoaho.cc
Hours: M-F 8:00am-5:00pm

CWI Ada County Campus
Block Eagle Business Park
1360 South Eagle Flight Way
Sola, ID 83706
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidoaho.cc

Student Supportive Services
Center for New Directions,
PACE, and Career and College Transfer Center

Programs and Services

CWI Achieve More
College of Western Idaho

Outside

Personal & Academic Career Enhancement (PACE)

PACE is a program that provides additional supportive services to students that may be facing challenges in achieving success in school. Our goal is to insure everyone who wants a college education can succeed here. Our doors are open to everyone regardless of previous educational experience.

We offer a wide range of free services that include but are not limited to:

- Career Counseling
- Academic Goal Setting
- Referrals to Free Tutoring
- Free Workshops and Seminars
- Ongoing Academic Support
- Additional Advising Services

Those who benefit most from this program are:

- Adults who are returning to school after many years away
- Recent high school graduates that want personalized one-to-one support while in college
- Students who have not chosen a career path or major
- Individuals who may have additional challenges in finding educational success

If you would like to meet with a PACE Advisor or find out more please call 862-3000 or stop in at any One Stop Student Services office.

Center for New Directions

Center for New Directions is designed to support the student who has recently faced significant life changes.

We serve the following people:

- **Career Pioneers (Individual training for non-traditional careers)**
A person who is training to work in a field traditionally held by the opposite gender. For example, a woman in welding or a man in nursing would be a non-traditional career choice.
- **Displaced Workers**
A person who is changing careers after being recently laid off from their previous profession.
- **Single Parents**
An unemployed or underemployed person who is responsible for a dependent in the home.
- **Displaced Homemakers**
A person who must seek training or paid employment outside of the home due to separation, divorce, death or disability of spouse.

Services Include:

- Career Counseling
- Career Exploration and Assessments
- Career and Academic Goal Setting
- Personal Counseling
- Workshops and Seminars
- Additional Advising and Support

If you feel the Center for New Directions services may be right for you, please contact One Stop Student Services for referral or appointment.

Career and College Transfer Center

The Career and College Transfer Center is designed to assist current CWI students in identifying and preparing for their next steps.

Educational Services:

- Information about four year schools and universities
- Academic transfer advising
- Assistance preparing applications and personal statements
- Workshops and Seminars

Employment Readiness Services:

- Job search assistance
- Identifying employment skills
- Resume building
- Interview skills and practice
- Workshops and Seminars

Contact the One Stop Student Services Office to get started today!

Career and College Transfer Center services are free and available to all students enrolled in the College of Western Idaho.

Achieve More

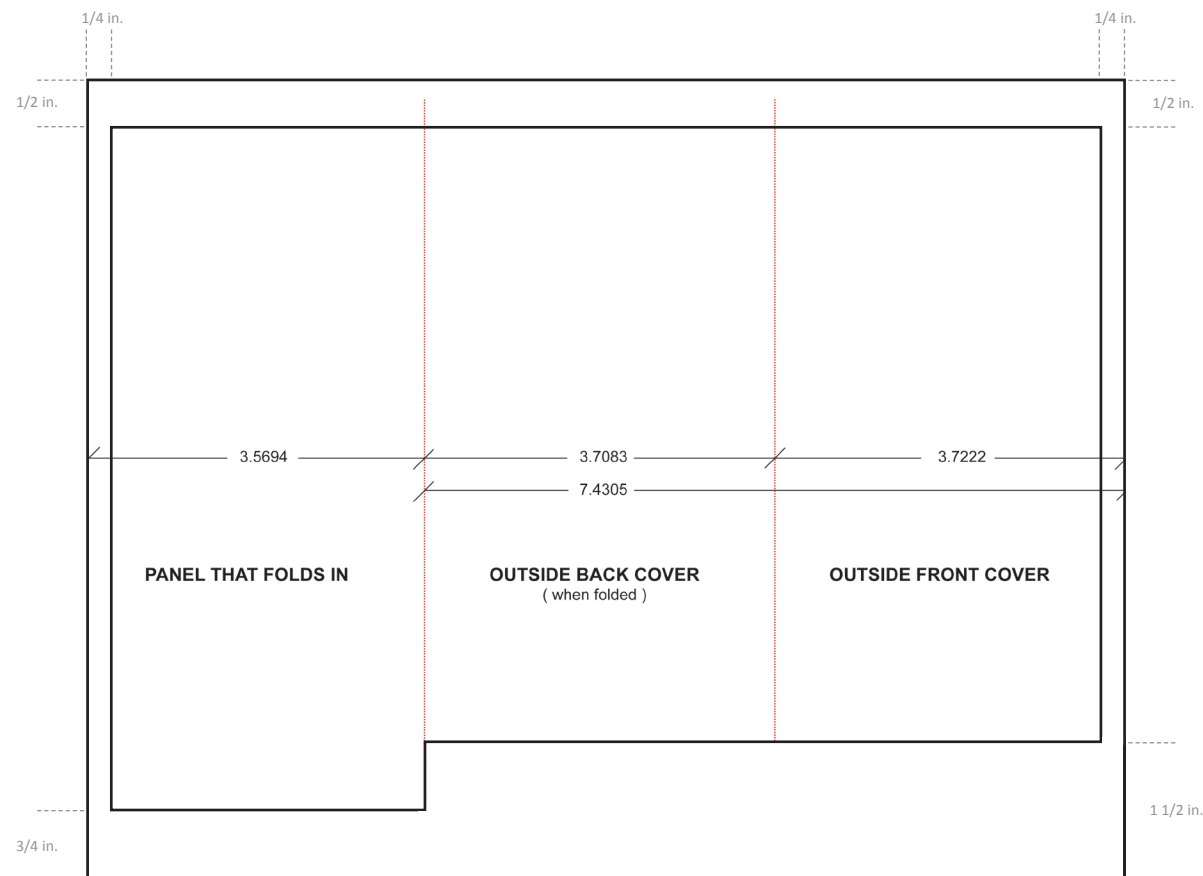
Inside

Templates - Promotional

TRIFOLD BROCHURE GRID - 8.5 X 11

The grids have been established as a guideline for both the inside and outside panels of page layout in the brochure template. These grids are used to assist you in organizing areas of text and images.

OUTSIDE MARGINS

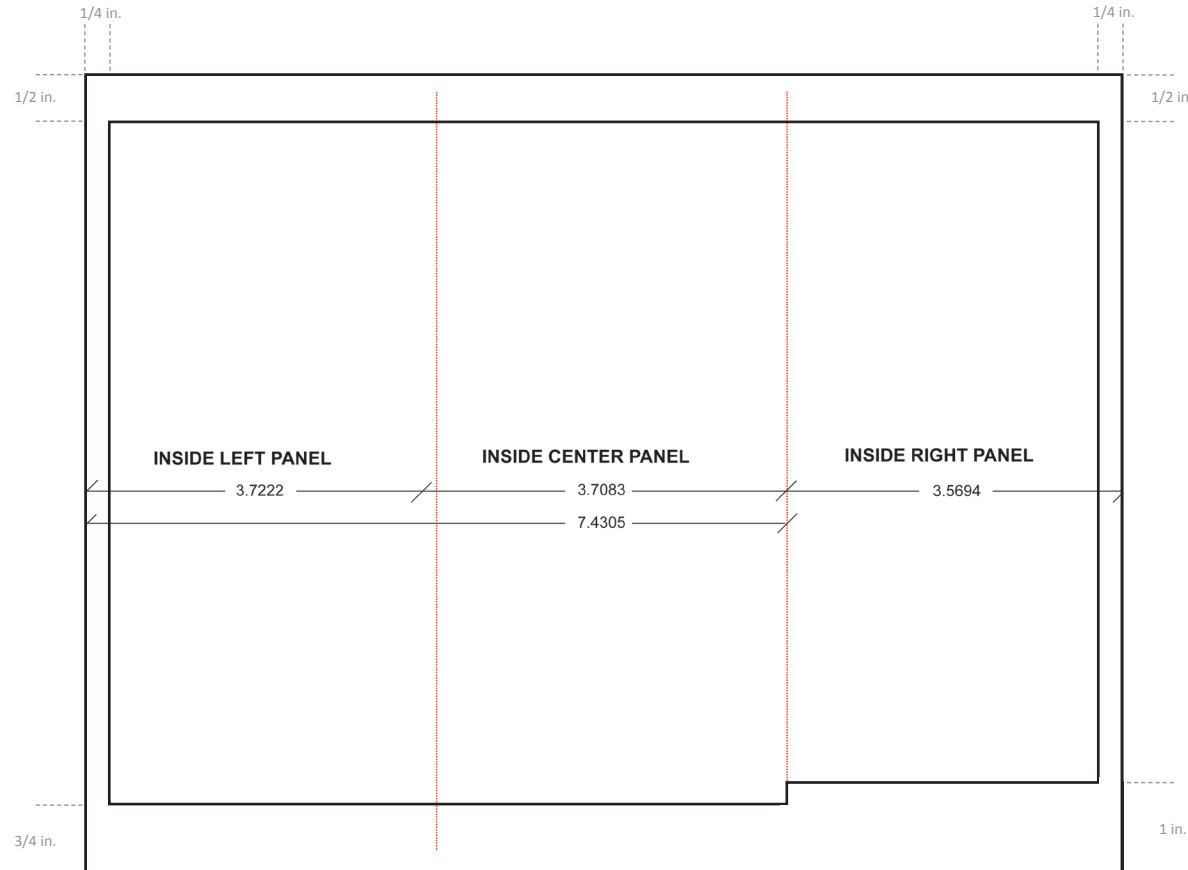


Templates - Promotional

TRIFOLD BROCHURE GRID - 8.5 X 11

The grids have been established as a guideline for both the inside and outside panels of page layout in the brochure template. These grids are used to assist you in organizing areas of text and images.

INSIDE MARGINS

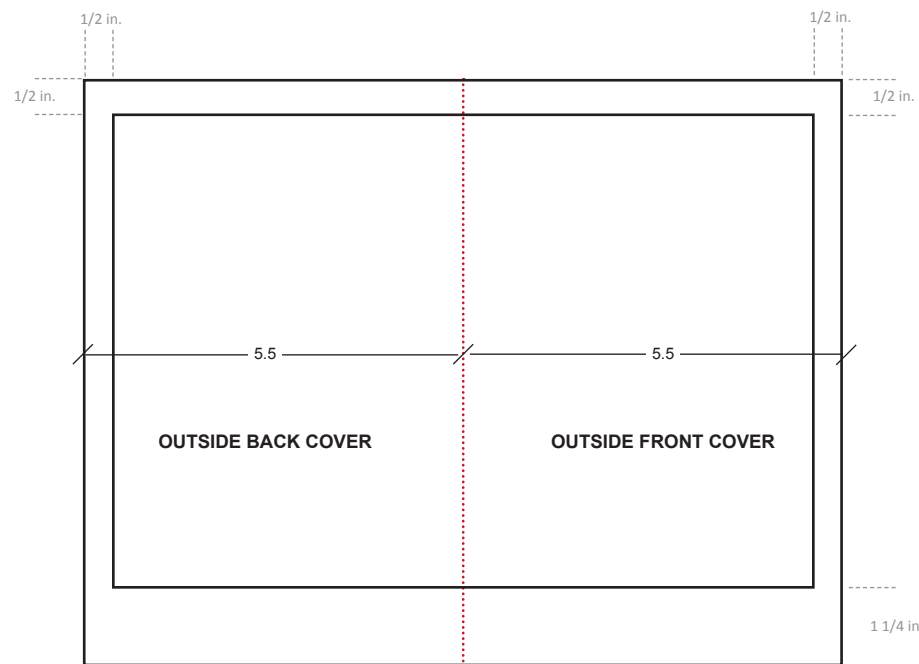


Templates - Promotional

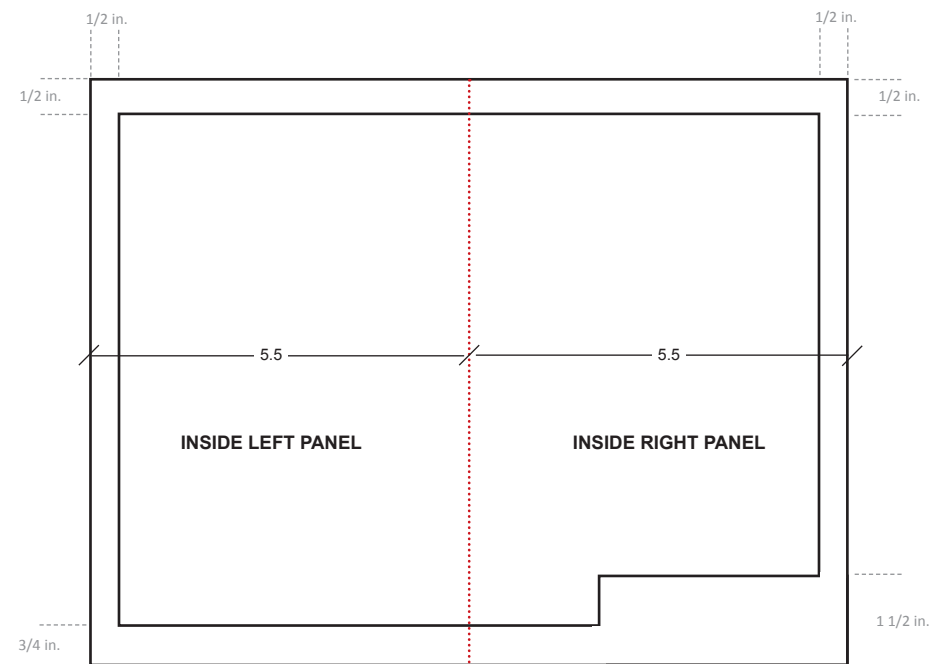
BI-FOLD BROCHURE - 5.5 X 8.5 (FOLDED)

The grids have been established as a guideline for both the inside and outside panels of page layout in the brochure template. These grids are used to assist you in organizing areas of text and images.

MARGINS



Outside



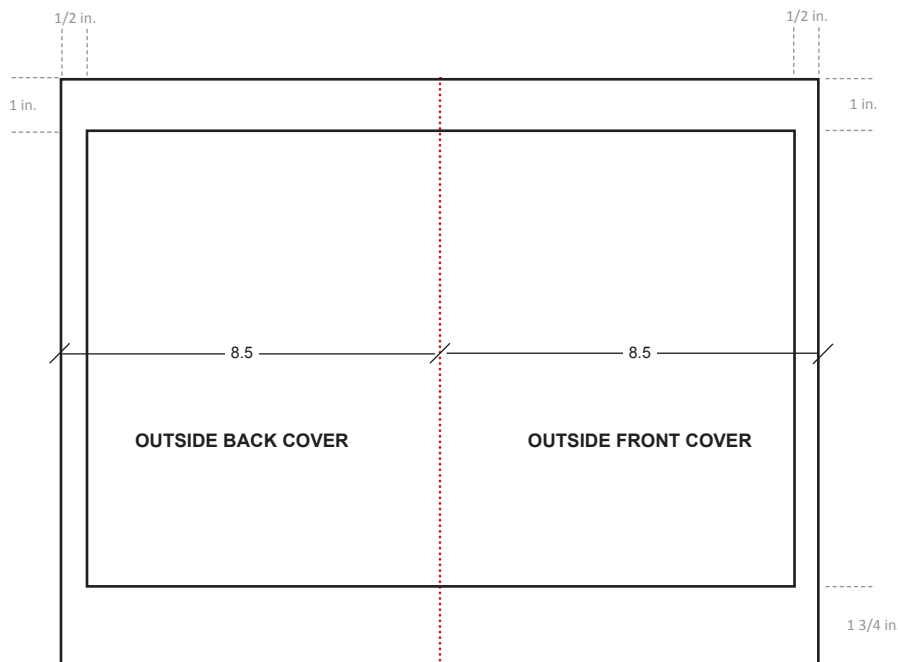
Inside

Templates - Promotional

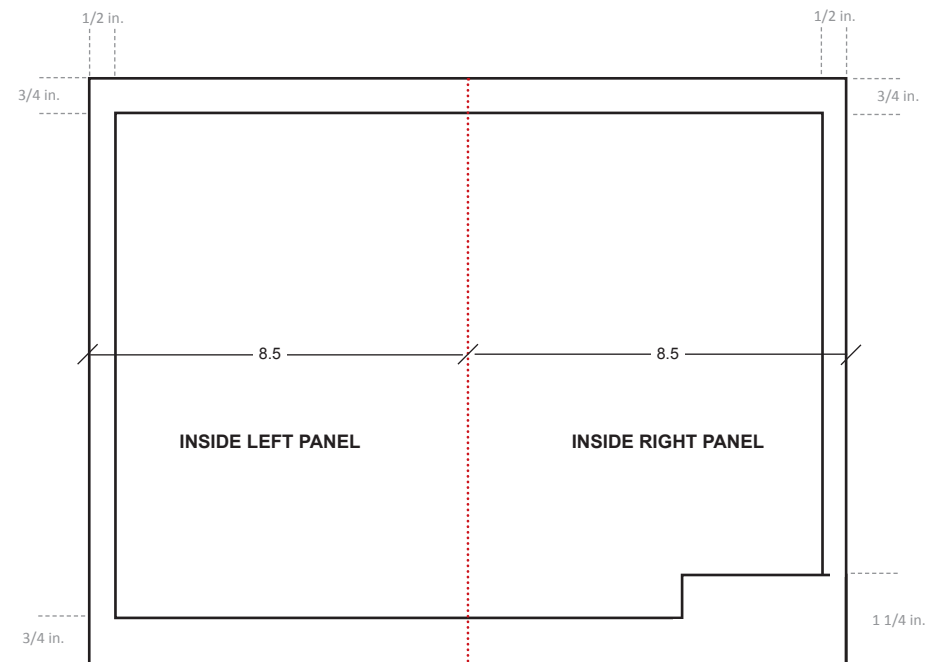
BI-FOLD BOOKLET BROCHURE - 11 X 17 (FOLDED)

The grids have been established as a guideline for both the inside and outside panels of page layout in the brochure template. These grids are used to assist you in organizing areas of text and images.

MARGINS



Outside



Inside

Student Clubs & Organizations



STUDENT ORGANIZATIONS

Student organizations including clubs are encouraged to explore creation of their own identity and are not required to use the College logo. Those that have instances where the CWI logo use is appropriate must contact the CWI Communication and Marketing Department for approval. Below are some basic guidelines to follow based on standard usage:

PROMOTIONAL ITEMS

In general, registered student organizations may not use the College of Western Idaho logo on promotional items. However, the logo may be used on t-shirts and caps as they are items of apparel. All promotional items using official CWI logos or the College of Western Idaho name, must be submitted to the Communications and Marketing Department.

Merchandise that includes the CWI logo can be obtained through the College bookstore. Any CWI branding items not ordered through the CWI bookstore must be submitted to the Communications and Marketing Department for approval prior to production and royalty fees may apply.

PRINTED MATERIALS

The College logo may be used on printed materials provided that the event or program activity is supported by a CWI program/department. The supporting program or department name must also be listed on the publication. Registered student organizations may use the College of Western Idaho name in combination with the name of the registered student club to indicate location for specific events and activities.

WEBSITE

Registered student organizations must put the following statement on the bottom of their website home page: **[name of student organization] is a registered student organization and is not an official publication of the College of Western Idaho. The content on this site does not represent the views of the College or its officers.** The Communications and Marketing Department will review information produced by CWI student clubs as requested by the club officers and/or advisor.

Student Clubs & Organizations



STANDARD STUDENT CLUB LOGO DESIGNS

Student organizations may use pre-established logo designs created by CWI's Communications and Marketing Department. Samples of the standard student club logo designs are shown to the right.

Please contact the Communications and Marketing Department for standard student club logo artwork.



Layout #1



Layout #2

CWI Web Pages

WEB PAGES

Several standard elements have been established that should remain consistent when creating new webpages on CWI's website.

These elements include:

- [1] Main Header w/ search
- [2] Top Navigation
- [3] Left Sidebar Navigation
- [4] Image Banner
- [5] Page Heading
- [6] Page Content/Body
- [7] Right Sidebar Content Box

Note: Main pages for Educational Focus Areas may also include [8] navigation that coincide with their designated color.

Any uses of new design elements and layouts must first receive approval from the Communications and Marketing Department.



WWW.CWIDAHO.CC



Other Web Presence

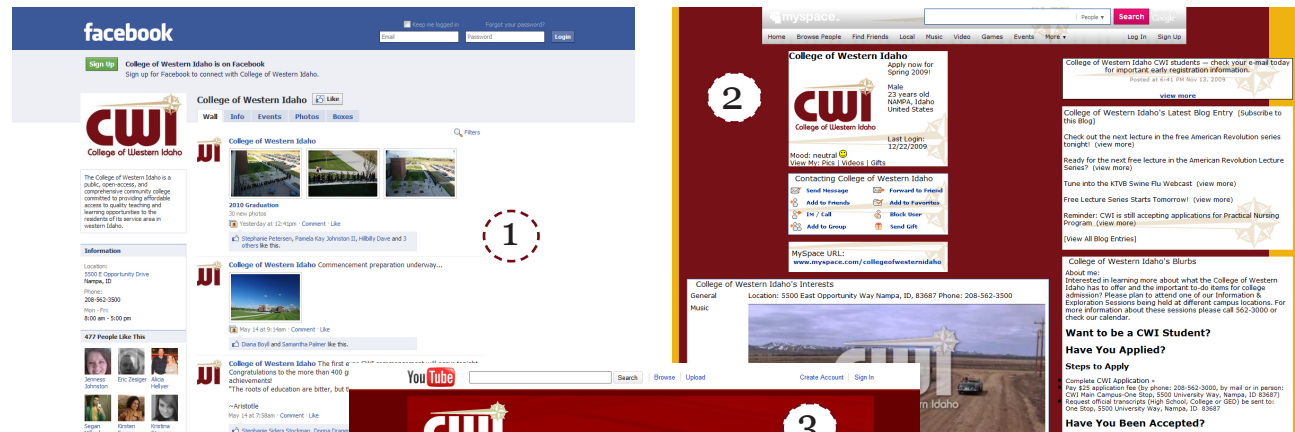


SOCIAL MEDIA

In addition to CWI's main website, the College has a presence on several social media sites. These sites are an evolving extension of CWI's web presence with opportunities to interact, engage, and remain connected with the community.

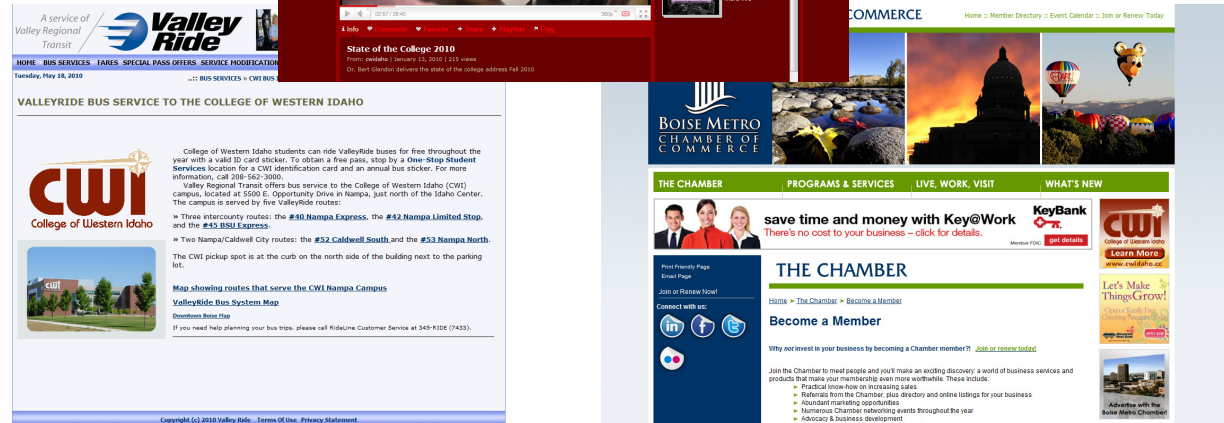
CWI Social Media sites include:

- [1] Facebook
- [2] MySpace
- [3] YouTube
- [4] Twitter (not shown)
- [5] LinkedIn (not shown)



PARTNER SITES

In certain situations the College will enter agreements where CWI has a presence on another organization's website. These circumstances include advertising, informational, and partnerships. All coordination and approval must occur through CWI's Communication and Marketing Department.



Additional Reference Documents



SIGN STANDARDS

The sign standards have been developed to assist architects, engineers, other design professionals, contractors and CWI staff in understanding the preferences of the College of Western Idaho. Please reference the Sign Standards document located on the CWI Portal under Institutional Advancement > Communications and Marketing for resource information on interior and exterior signs and name plates.

COMMUNICATIONS & MARKETING WORK ORDER PROCESS

The Communications and Marketing Department has established a work order process to aid with the planning, creation and implementation of communication and marketing projects. A request form and instructions are located on the CWI Portal under Institutional Advancement>Communications and Marketing.

STATIONERY ORDER FORM

Stationery can be ordered online through the BSU Print Shop. Visit www.printstorefront.com/BSUPrinting/ to get started. A link to online ordering is also available on the CWI Portal under Institutional Advancement>Communications & Marketing>Resources.

WRITING GUIDES

A writing style guidelines including a selection of commonly used terms and phrases is available on the CWI Portal under Institutional Advancement>Communications & Marketing>Resources.

VENDOR RESOURCES

A reference list of available vendors appropriate for marketing services are located on the CWI Portal, under Institutional Advancement>Communications & Marketing>Resources. These vendors do not represent a complete list of resources and does not replace any contract processes established by the CWI Business Office.

CLUB AND ORGANIZATION

More information on Student Clubs & Organizations can be found on the CWI website at http://cwidaho.cc/students-current/cs_student-clubs.php

In conclusion, The College of Western Idaho Brand Style Guidelines enable us to deliver a recognizable brand. By following these standards, we will achieve a unified reflection of the brand.

Contact Information:

Requests for marketing services, including reviews should be made in writing to communications@cwidaho.cc. Please visit the communications and marketing page on the CWI Portal within Institutional Advancement or the News & Events page on the CWI website for individual contact information.



Exhibit 15

College of Western Idaho

Contract Reference Guide
and
Contract Coversheet



CONTRACT REFERENCE GUIDE

Business Office - businessoffice@cwidaho.cc - 208.562.3500 phone - 208.562.3535 fax
MS 1000 - 6056 Birch Lane Ste 200 - Nampa, ID 83687 - www.cwidaho.cc

Definition of a Contract:

A contract is defined as an agreement between two or more persons which creates an obligation to do or not to do a particular thing. Regardless of how these documents are developed or who administers them, when signed by a College representative, they obligate the College legally and financially. Even if signed by a staff member without authority to do so, a contract may bind the College legally and financially.

Contracts can be called, among other things, Agreements, Memorandums of Understanding (MOU), Leases, or Letter of Understanding or Agreement. All contracts must be in writing. Depending upon the subject matter of contracts, different levels of approval are required. This guide helps users understand what is required and how to comply with the requirements.

Any questions concerning contracts or the contract coversheet can be directed to Glen Harris, CWI Purchasing Manager; phone 562-3277, e-mail: glenharris@cwidaho.cc, Mail stop: 1000

CWI Requirements for Contracts

Contracts that obligate the College must adhere to the following requirements in order to properly safeguard the College:

- 1) The College President or Vice President of Finance & Administration (VPFA) must sign all contracts obligating the College.
- 2) Contract initiator must fill out the Contract Coversheet and include it with original contract to be signed.
- 3) Contract and Coversheet are to be send to the Purchasing Manager for final review before signing.
- 4) Contract originals and supporting documentation must be kept with the Business Office.
- 5) Renewals will be the responsibility of the contracted department.

Even though nonmonetary agreements don't obligate the College financially, proper authorization and care should be the top priority to keep positive public relations with the College. The College should do all in its power to meet any contracted obligation with outside entities, whether monetary or nonmonetary.



Exhibit 16

College of Western Idaho

Employee Performance Evaluation Tools

Faculty Evaluation Form

Supervisor Evaluation Form

Employee Evaluation Form



College of Western Idaho Faculty Performance Evaluation Summary Form

Evaluation Period: May 2010 to May 2011

Evaluation Meeting Date: _____

Employee Name:

Job Title:

Department:

Immediate Supervisor/Manager Name:

Title:

Phone:

Type of Review:

- Annual Review
- Introductory Evaluation
- Promotion Evaluation
- Special Evaluation

Overall Performance Rating (see expanded definitions on page 2):

- (3) Exemplary Performance
- (2) Solid Sustained Performance (Exceeds Expectations)
- (1) Achieves Performance Standards
- (0) Does Not Achieve Performance Standards (Supervisor: This requires a special follow-up evaluation. Please contact HR at 562-3280 to coordinate a follow-up special evaluation and performance improvement plan)

Supervisor Summary Comments (attach additional sheet if necessary):

Employee Comments (attach additional sheet if necessary):

Signature Section: (Signature acknowledges review and discussion of evaluation, but it does not necessarily imply agreement. The immediate supervisor, chair, department director/dean must sign. Departments must check with the Provost/Vice President/President to determine if next review level is required.)

Employee (Print Name and Sign)

Date

Immediate Supervisor's Signature

Date

Second Level Supervisor (Print Name, Title, and Sign)

Date

Third Level Supervisor (Dept. Dir/Dean) (Print Name, Title, and Sign)

Date

President or Vice President (If required)

Date

If signature is not required, check here

Please return completed evaluation to Employee Services.

College of Western Idaho

Faculty Performance Evaluation Instructions and Expanded Definitions

Instructions:

Revised 2/19//2009

The Performance Evaluation should include, at minimum, the following items:

1. Completed Summary Document which must include an overall performance rating
2. Outline of major job functions and duties
3. Review and update of position
4. Supervisor's evaluation of employee's performance with respect to major job functions and duties, any previously established performance goals and standards.
5. Performance goals and measures for next evaluation period (include employee professional development goals).

Rating Guide:

(3) EX – Exemplary Performance: This employee performs at a level which results in significant accomplishments that may not have been otherwise achieved.

(2) SS – Solid Sustained Performance (Exceeds Expectations): This employee is very accomplished and performs above expectations in all work areas and demonstrates consistently proficient and solid performance in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives.

(1) APS – Achieves Performance Standards: This employee meets job expectations. OR This employee is developing new skills and gaining new knowledge.

(0) DNA – Does Not Achieve Performance Standards: This employee's performance needs improvement and/or is inconsistent or unacceptable.

Rating Guide (Expanded Definitions):

(3) Exemplary Performance – This employee performs at a level that result in significant accomplishments that may not have been otherwise achieved; has a strong sense of mission and seeks out responsibility; shows a comprehensive understanding of the organization's goals and is exemplary in meeting them. This employee is a master of the skills and abilities required for the job; is highly knowledgeable; is sought by others for leadership, counsel, information, and/or direction. This employee may mentor or teach others; creates and maintains a motivating environment conducive to retention; is a role model for behaviors necessary for success.

This employee continually demonstrated excellent ethical and innovative leadership skills; develops and models effective working relationships and partnerships with other managers, teams, units, agencies, and/or external customers; has a significant positive impact on the achievement of organizational goals. This employee is proactive and demonstrates foresight in correcting situations that may cause future problems; demonstrates innovation in meeting organization challenges. This employee demonstrates exceptional and ethical behaviors that foster positive communication and relationships at multiple levels, demonstrates keel skills in collaborative management style; inspires, challenges, and provides development opportunities for staff.

(2) Solid Sustained (Exceeds Expectations) – This employee is very accomplished in all work areas and demonstrates consistently proficient and solid performance in managing work expectations; exhibits sustained support of organizational goals. This employee is effective, consistent, and competent in working and communicating with staff; trains and guides staff and holds them accountable to meet job expectations and objectives; demonstrated ethical behaviors that result in positive working relationships. This employee consistently demonstrates significant knowledge, skills, and abilities required to accomplish responsibilities. This employee models a high work ethic.

This employee skillfully handles a variety of interpersonal situations. This employee typically performs above expectations in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives. This employee often seeks out additional responsibility. This employee does not need direct supervision.

(1) Achieves Performance Standards – This employee meets job expectations. This employee may sometimes require more supervision, and work may require more revision or adjustment to meet expectations. Assignments are completed but occasionally require assistance from supervisor or peers. OR

This employee is developing new skills and gaining new knowledge, leading toward performing all expectations and objective of the job. This employee may be new to the position or job duties and may not have completed a full work cycle; this employee is still learning the job. This employee may need time to develop skills to be more proficient in the current position.

This employee is cooperative and treats customers, co-workers, and supervisors with respect and courtesy.

(0) Does Not Achieve Performance Standards – This employee's performance or behavior needs improvement and/or is inconsistent or unacceptable. This employee may fail to meet one or more core performance standards and/or key job expectations and has had an identified action plan to ensure progress toward achieving all performance standards. Work previously identified as less than acceptable has not reached the expected level of performance.

College of Western Idaho

Faculty Performance Evaluation

Key Responsibilities:

List or summarize the employee's key responsibilities or primary purpose. Refer to job description and update if necessary. "Key responsibilities" are the major functions or major areas of responsibility assigned to the position.

Faculty members teach assigned classes in accordance with established policies and guidelines; participate in advising, committee assignments, and other academic and institutional support activities; and perform supervisory responsibilities as assigned.

- Teaches a minimum semester credit load of courses in accordance with the descriptions published in the CWI catalog.
- Devises and utilizes outcomes assessment measures.
- Meets all scheduled classes promptly with any deviation being filed promptly and accurately through the appropriate channels.
- Participates in student advising.
- Demonstrates sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, ethnic, and disability
- Develops and recommends new courses and programs of study.
- Cooperates with other areas of the College to provide an effective educational program.
- Convey by word and action the values expected by CWI.

Review of Past Performance Objectives:

Record objectives from the previous review period or initial employment objectives established for new employee in the space below. Provide feedback regarding the extent to which each objective was fulfilled within the Employee Performance Standard Section below. Also note changes (if any) to original objectives.

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Faculty Performance Standards:

The following standards must be addressed. Describe specific achievements and contributions this employee has made to further the department or team's accomplishments this year. Include specific areas needing performance improvement and include specific performance expectations and time frames needed to achieve performance standards. All ratings must include specific evaluation comments to justify or clarify performance ratings. See *Expanded Definitions* for rating examples.

Performance Standard: TEACHING Definition: Faculty members teach assigned classes in accordance with established policies and guidelines; participate in advising, committee assignments, and other academic and institutional support activities; and perform supervisory responsibilities as assigned. Faculty encourage learning through exploration of alternative teaching styles and methods.	Rating: []
Evaluation Comments: 	

Performance Standard: INTERPERSONAL SKILLS Definition: Describes how effectively the faculty member shares information, builds relationships, and influences positive outcomes. Demonstrates good collaboration and listening skills and effective verbal and written communication skills. This describes how effectively the faculty member shares information, builds relationships, and influences positive outcomes.	Rating: []
Evaluation Comments: 	

Performance Standard: STUDENT FOCUS Definition: Describes how well the faculty member fosters and models a commitment to teaching and learning. Demonstrates faculty member's commitment to working with students to achieve student's learning goals and promote the mission of the college related to students.	Rating: []
--	-------------

Evaluation Comments:**Performance Standard: SERVICE**

Definition: Describes how well the faculty member provides service to both CWI and college district. Includes examples of committees, student related activities, civic group participation or other non-teaching related activities.

Rating: []

Evaluation Comments:**Performance Standard: ADAPTABILITY**

Definition: Describes how well the faculty member adapts to change and is open to different new ways of doing things. Demonstrates willingness to learn and apply new skills or methods in completing work or teaching assignments.

Rating: []

Evaluation Comments:**Performance Standard: WORK ENVIRONMENT/SAFETY**

Definition: Describes how well the faculty member promotes and supports a respectful workplace; complies with and supports general conditions of employment, EEO, security, and workplace safety policies. Models ethical behavior and decision-making and ensures compliance with appropriate federal, state laws, SBOE and College policies and procedures.

Rating: []

Evaluation Comments:**Additional Employee Performance Standards:**

Use this section to define additional job related performance standards not covered above and evaluate employee's performance against established standards (as outlined above).

Performance Standard: TECHNICAL SKILL/INSTRUCTIONAL TECHNOLOGY

Definition: Describes how well the faculty member performs their technical duties related to their position (include instructional specific requirements). Describes use of instructional technology in a class delivery setting.

Rating: []

Evaluation Comments:**Performance Standard: PROFESSIONAL DEVELOPMENT**

Definition: List professional development, workshops and training. This may include on-the-job training sessions attended for the previous rating period. Includes both instructional and professional development activities.

Rating: []

Evaluation Comments:**Next Review Period****Performance Objectives:**

Use the following section to record performance objectives for the next review period. Include Performance measure, standards and timeframes as appropriate.

Objective 1:**Objective 2:****Objective 3:****Objective 4:**



College of Western Idaho Supervisor/Manager Performance Evaluation Summary Form

Evaluation Period: _____ to _____

Evaluation Meeting Date: _____

Employee Name: _____

Job Title: _____

Department: _____

Immediate Supervisor/Manager Name: _____

Title: _____

Type of Review:

- Annual Review
- Introductory Evaluation (90 day period)

Overall Performance Rating (see expanded definitions on page 2):

For overall rating, take the average of all the performance standard ratings.

- (3) Exemplary Performance
- (2) Solid Sustained Performance (Exceeds Expectations)
- (1) Meets Performance Standards
- (0) Does Not Achieve Performance Standards (Supervisor: This requires a special follow-up evaluation. Please contact HR at 562-3280 to coordinate a follow-up special evaluation and performance improvement plan)

Supervisor Summary Comments (attach additional sheet if necessary):

Employee Comments (attach additional sheet if necessary):

Signature Section: (Signature acknowledges review and discussion of evaluation, but it does not necessarily imply agreement. The immediate supervisor, chair, department director/dean must sign. Departments must check with the Vice President to determine if next review level is required.)

Employee (Print Name and Sign)

Date

Immediate Supervisor's Signature

Date

Second Level Supervisor (Print Name, Title, and Sign)

Date

(If needed) Third Level Supervisor (Dept. Dir/Dean) (Print Name, Title, and Sign)

Date

President or Vice President (If needed)

Date

If signature is not required, check here

College of Western Idaho

Supervisor/Manager Performance Evaluation Instructions and Expanded Definitions

Instructions:

The Performance Evaluation should include, at minimum, the following items:

1. Completed Summary Document which must include an overall performance rating
2. Outline of major job functions and duties
3. Review and update of position
4. Supervisor's evaluation of employee's performance with respect to major job functions and duties.
5. Performance goals and measures for next evaluation period (include employee professional development goals).

Rating Guide:

(3) EX – Exemplary Performance: This employee performs at a level which results in significant accomplishments that may not have been otherwise achieved.

(2) SS – Solid Sustained Performance (Exceeds Expectations): This employee is very accomplished and performs above expectations in all work areas and demonstrates consistently proficient and solid performance in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives.

(1) MPS – Meets Performance Standards: This employee meets job expectations. OR This employee is developing new skills and gaining new knowledge.

(0) DNA – Does Not Achieve Performance Standards: This employee's performance needs improvement and/or is inconsistent or unacceptable.

Rating Guide (Expanded Definitions):

(3) Exemplary Performance – This employee performs at a level that results in significant accomplishments that may not have been otherwise achieved; has a strong sense of mission and seeks out responsibility; shows a comprehensive understanding of the organization's goals and is exemplary in meeting them. This employee is a master of the skills and abilities required for the job; is highly knowledgeable; is sought by others for leadership, counsel, information, and/or direction. This employee may mentor or teach others; creates and maintains a motivating environment conducive to retention; is a role model for behaviors necessary for success.

This employee continually demonstrated excellent ethical and innovative leadership skills; develops and models effective working relationships and partnerships with other managers, teams, units, agencies, and/or external customers; has a significant positive impact on the achievement of organizational goals. This employee is proactive and demonstrates foresight in correcting situations that may cause future problems; demonstrates innovation in meeting organization challenges. This employee demonstrates exceptional and ethical behaviors that foster positive communication and relationships at multiple levels, demonstrates keen skills in collaborative management style; inspires, challenges, and provides development opportunities for staff.

(2) Solid Sustained (Exceeds Expectations) – This employee is very accomplished in all work areas and demonstrates consistently proficient and solid performance in managing work expectations; exhibits sustained support of organizational goals. This employee is effective, consistent, and competent in working and communicating with staff; trains and guides staff and holds them accountable to meet job expectations and objectives; demonstrated ethical behaviors that result in positive working relationships. This employee consistently demonstrates significant knowledge, skills, and abilities required to accomplish responsibilities. This employee models a high work ethic.

This employee skillfully handles a variety of interpersonal situations. This employee typically performs above expectations in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives. This employee often seeks out additional responsibility. This employee does not need direct supervision.

(1) Meets Performance Standards – This employee meets job expectations. This employee may sometimes require more supervision, and work may require more revision or adjustment to meet expectations. Assignments are completed but occasionally require assistance from supervisor or peers. OR

This employee is developing new skills and gaining new knowledge, leading toward performing all expectations and objective of the job. This employee may be new to the position or job duties and may not have completed a full work cycle; this employee is still learning the job. This employee may need time to develop skills to be more proficient in the current position.

(0) Does Not Achieve Performance Standards – This employee's performance or behavior needs improvement and/or is inconsistent or unacceptable. This employee may fail to meet one or more core performance standards and/or key job expectations and has had an identified action plan to ensure progress toward achieving all performance standards. Work previously identified as less than acceptable has not reached the expected level of performance.

**College of Western Idaho
Supervisor/Manager Performance Evaluation**

Key Responsibilities:

List or summarize the employee's key responsibilities or primary purpose. "Key responsibilities" are the major functions or major areas of responsibility assigned to the position.

Supervisor/Manager Performance Standards:

The following standards must be addressed. Describe specific achievements and contributions this employee has made to further the department or team's accomplishments this year. Include specific areas needing performance improvement and include specific performance expectations and time frames needed to achieve performance standards. All ratings must include specific evaluation comments to justify or clarify performance ratings. See *Expanded Definitions* for rating examples.

<p>Performance Standard: Managing Performance Definition: Describes how well the manager sets clear, consistent job expectations, gives active and concrete assistance and instructions, and provides effective and timely feedback /coaching about performance. Demonstrates fair dealings with employees. Deals firmly and appropriately with performance problems. Conducts staff performance evaluations in a timely and constructive manner.</p>	Rating: []
<p>Evaluation Comments:</p>	

<p>Performance Standard: Communication Definition: Describes how effectively the manager shares information, builds relationships, and influences positive outcomes. Demonstrates good collaboration and listening skills and effective verbal and written communication skills. This describes how effectively the manager shares information, builds relationships, and influences positive outcomes.</p>	Rating: []
<p>Evaluation Comments:</p>	

<p>Performance Standard: Decision Making/Problem Solving Definition: Describes how well the manager makes timely and rational decisions based on analysis of relevant information/data. Accepts responsibility for decisions and takes proper action when necessary.</p>	Rating: []
<p>Evaluation Comments:</p>	

<p>Performance Standard: Results Focus Definition: Describes how well the manager targets and achieves expected outcomes, established performance expectations and goals, supports and contributes to continual quality improvements that support the College of Western Idaho's strategic plan, mission, vision, institutional core values, and department mission and goals.</p>	Rating: []
<p>Evaluation Comments:</p>	

<p>Performance Standard: Customer Focus Definition: Describes how well the manager fosters and models a commitment to customer service, builds customer confidence and increases customer satisfaction.</p>	Rating: []
<p>Evaluation Comments:</p>	

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Performance Standard: Work Environment/Safety Definition: Describes how well the manager promotes and supports a respectful workplace; complies with and supports general conditions of employment, EEO, security, and workplace safety policies. Models ethical behavior and decision-making and ensures compliance with appropriate federal, state laws, and College policies and procedures.	Rating: []
Evaluation Comments:	

Additional Employee Performance Standards:
Use this section to define additional job related performance standards not covered above and evaluate employee's performance against established standards (as outlined above).

Performance Standard: Administrative Duties Definition: Describes how well the manager performs their administrative duties related to their position (include department specific requirements).	Rating: []
Evaluation Comments:	

Performance Standard: Employee Development Definition: List professional development, workshops and training. This may include on-the-job training sessions attended for the previous rating period.	Rating: Achieved [] Not Achieved [] Not Applicable []
Evaluation Comments:	

Performance Standard: _____	Rating: []
Evaluation Comments:	

Next Review Period**Performance Objectives:**

Use the following section to record performance objectives/goals for the next review period. Include Performance measure, standards and timeframes as appropriate.

Objective 1:**Objective 2:****Objective 3:****(If Needed) Employee Development Plan:**

Employee Development Plan: This section should be completed after employee and manager have agreed upon areas of development or improvement needed and/or required as related to upcoming standards. It should include developmental objectives, corresponding development activities (on the job, formal training, workshops, conferences, etc.), measurements, and time frames for completion.

Developmental Objective 1:**Developmental Objective 2:****Developmental Objective 3:**



College of Western Idaho Employee Performance Evaluation Summary Form

Evaluation Period: _____ to _____

Evaluation Meeting Date: _____

Employee: _____

Job Title: _____

Department: _____

Immediate Supervisor/Manager: _____

Title: _____

Type of Review:

- Annual Review
- Introductory Evaluation (90 day period)

Overall Performance Rating (see expanded definitions on page 2):

For overall rating, take the average of all the performance standard ratings.

- (3) Exemplary Performance
- (2) Solid Sustained Performance (Exceeds Expectations)
- (1) Meets Performance Standards
- (0) Does Not Achieve Performance Standards (Supervisor: This requires a special follow-up evaluation. Please contact HR at 562-3280 to coordinate a follow-up special evaluation and performance improvement plan).

Supervisor Summary Comments (attach additional sheet if necessary):

Employee Comments (attach additional sheet if necessary):

Signature Section: (Signature acknowledges review and discussion of evaluation, but it does not necessarily imply agreement. The immediate supervisor, chair, department director/dean must sign. Departments must check with the Vice President to determine if next review level is required.)

Employee (Print Name and Sign)

Date

Immediate Supervisor's Signature

Date

Second Level Supervisor (Print Name, Title, and Sign)

Date

(If needed) Third Level Supervisor (Dept. Dir/Dean) (Print Name, Title, and Sign)

Date

President or Vice President (If needed)

Date

If signature is not required, check here

Please return completed evaluation to Human Resources.

College of Western Idaho
Employee Performance Evaluation Instructions and Expanded Definitions

Instructions:

The Performance Evaluation should include, at minimum, the following items:

1. Completed Summary Sheet which must include an overall performance rating
2. Outline of major job functions and duties
3. Review and update of position
4. Supervisor's evaluation of employee's performance with respect to major job functions and duties.
5. Performance goals and measures for next evaluation period (include employee professional development goals).

Rating Guide:

(3) EX – Exemplary Performance: This employee performs at a level which results in significant accomplishments that may not have been otherwise achieved.

(2) SS – Solid Sustained Performance (Exceeds Expectations): This employee is very accomplished and performs above expectations in all work areas and demonstrates consistently proficient and solid performance in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives.

(1) MPS – Meets Performance Standards: This employee meets job expectations. OR This employee is developing new skills and gaining new knowledge.

(0) DNA – Does Not Achieve Performance Standards: This employee's performance needs improvement and/or is inconsistent or unacceptable.

Rating Guide (Expanded Definitions):

(3) Exemplary Performance (Significantly Exceeds Expectations) – This employee performs at a level that results in significant accomplishments that may not have been otherwise achieved. This employee seeks out responsibility; shows a comprehensive understanding of the job objectives and is exemplary in meeting them. This employee is a master of the skills and abilities required for the job; is highly knowledgeable; may be sought out by others for job leadership, counsel, information, and/or direction. This employee may mentor or teach others; is a team player; creates and maintains positive working relationships; is a role model for behaviors necessary for success.

This employee completed complex or difficult assignments intelligently and effectively. This employee is innovative and produces an exceptional quantity of work, often ahead of schedule and with little supervision. The employee utilizes collaborative communication, actions, behaviors and work skills and develops effective working relationships with others; improves cooperation among participants in the workplace and prevents misunderstandings. This employee is proactive and demonstrates foresight in correcting situations that may cause future problems. This employee demonstrates innovation in meeting work demands and may demonstrate leadership skills.

(2) Solid Sustained (Exceeds Expectations) – This employee is very accomplished and performs above expectations in all work areas and demonstrates consistently proficient and solid performance in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives.

(1) Meets Performance Standards (Meets Expectations) – This employee meets job expectations. This employee may sometimes require more supervision, and work may require more revision or adjustment to meet expectations. Assignments are completed but occasionally require assistance from supervisor or peers. OR

This employee is developing new skills and gaining new knowledge, leading toward performing all expectations and objective of the job. This employee may be new to the position or job duties and may not have completed a full work cycle; this employee is still learning the job. This employee may need time to develop skills to be more proficient in the current position.

(0) Does Not Achieve Performance Standards (Unacceptable) – This employee's performance or behavior needs improvement and/or is inconsistent or unacceptable. This employee may fail to meet one or more core performance standards and/or key job expectations and has had an identified action plan to ensure progress toward achieving all performance standards. Work previously identified as less than acceptable has not reached the expected level of performance.

College of Western Idaho
Employee Performance Evaluation

Key Responsibilities:

List the employee's key responsibilities or primary purpose. "Key responsibilities" are the major functions or major areas of responsibility assigned to the position.

Employee Performance Standards:

The following standards must be addressed. Describe specific achievements and contributions this employee has made to further the department or team's accomplishments this year. Include specific areas needing performance improvement and include specific performance expectations and time frames needed to achieve performance standards. All ratings must include specific evaluation comments to justify or clarify performance ratings. See *Expanded Definitions* for rating examples.

Performance Standard: Customer Service Definition: Describes how well the employee works with internal and external customers to achieve desired results and maintain positive customer relationships and professional image. Employee expected to be polite and efficient in working with customers.	Rating: []
Evaluation Comments:	

Performance Standard: Interpersonal Skills Definition: Describes how well the employee establishes and maintains effective work relationships. Demonstrates sensitivity to others and integrity. Uses good communication and listening skills and respects the opinions of others.	Rating: []
Evaluation Comments:	

Performance Standard: Dependability Definition: Describes how well the employee completes assigned work in a timely manner, keeps commitments is accountable and stays balanced under pressure. The employee meets attendance requirements.	Rating: []
Evaluation Comments:	

Performance Standard: Quality Definition: Describes the employee's work in terms of consistency, thoroughness, and accuracy. The employee supports and participates in continuous improvement in work processes, services or products. Participates in the College's legacy of learning. Demonstrates ethical dealings, effectively problem solving skills and meets quality standards set by supervisor.	Rating: []
Evaluation Comments:	

Performance Standard: Productivity Definition: Describes how the employee manages and completes workload expectations by setting and following priorities, using time effectively and achieves work goals. Demonstrates the knowledge and skills needed to do the job.	Rating: []
Evaluation Comments:	

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Performance Standard: Adaptability/Flexibility Definition: Describes how well the employee adapts to change and is open to different new ways of doing things. Demonstrates willingness to learn and apply new skills or methods in completing work assignments or projects.	Rating: []
Evaluation Comments:	

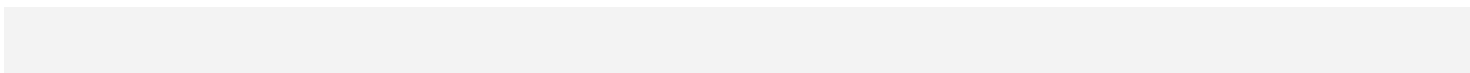
Performance Standard: Work Environment/Safety Definition: Describes how well the employee promotes and supports a respectful workplace. Demonstrates support and compliance with general conditions of employment, EEO, security, and workplace safety policies. Demonstrates ethical behaviors and decision-making and compliance with appropriate federal, state laws, and College policies and procedures.	Rating: []
Evaluation Comments:	

Additional Employee Performance Standards:
Use this section to define additional job related performance standards not covered above and evaluate employee's performance against established standards (as outlined above).

Performance Standard: Administrative Duties (If applicable) Definition: Describes how well the employee performs their administrative duties related to their position (include department specific requirements).	Rating: []
Evaluation Comments:	

Performance Standard: Employee Development Definition: List professional development, workshops and training. This may include on-the-job training sessions attended for the previous rating period.	Rating: Achieved [] Not Achieved [] Not Applicable []
Evaluation Comments:	

Performance Standard: _____	Rating: []
Evaluation Comments:	



Next Review Period**Performance Objectives:**

Use the following section to record performance objectives/goals for the next review period. Include Performance measure, standards and timeframes as appropriate.

Objective 1:

Objective 2:

Objective 3:

(If needed) Employee Development Plan

Employee Development Plan: This section should be completed after employee and manager have agreed upon areas of development or improvement needed and/or required as related to upcoming standards. It should include developmental objectives, corresponding development activities (on the job, formal training, workshops, conferences, etc.), measurements, and time frames for completion.

Developmental Objective 1:

Developmental Objective 2:

Developmental Objective 3:



Exhibit 17

College of Western Idaho Faculty Observation Form

College of Western Idaho Faculty Observation Form

This form is for use for faculty professional development. Faculty are encouraged to select areas for personal improvement in cooperation with supervisory and peer observers.

Instructor	Course Title
Observer	Location/Room
Observation Date/Time(s)	Number of Students
Nature of Instruction (lecture, lab, mixed)	Content/Topic(s)

1. COURSE PREPARATION AND ORGANIZATION; TEACHING RESOURCES AND TECHNIQUES

Circle One

1.1 KNOWLEDGE OF SUBJECT Instructor demonstrates understanding of the subject matter and concepts being taught, and provides accurate information.	Mastery Level Satisfactory Needs improvement Not Observed/ Applicable
1.2 PLANNED LESSONS Lessons show evidence of goals, sequence, and connection to previous and future lessons; Instructor provides opportunities for large group, small group, and self-paced learning.	Mastery Level Satisfactory Needs Improvement Not Observed/ Applicable
1.3 TIME MANAGEMENT AND PACE OF INSTRUCTION Instructor starts and ends class on time, presents appropriate content amount for available time limits, and provides breaks in accordance with department policy; Instruction tools set up in advance of course start time.	Mastery Level Satisfactory Needs Improvement Not Observed/ Applicable
1.4 VARIETY OF MODALITIES Instructor delivers interesting and captivating lessons and tasks. New material is presented, explained, and discussed in several modalities (aural, visual, or kinesthetic) as needed to meet varied learning styles.	Mastery Level Satisfactory Needs Improvement Not Observed/ Applicable
1.5 LAB AND CLASSROOM SAFETY Where applicable, safety precautions are observed and proper lab procedures are followed	Satisfactory Needs Improvement Not Observed/ Applicable

2. INSTRUCTOR COMMUNICATION SKILLS AND MANAGING STUDENT INTERACTION

<p>2.1 INSTRUCTOR PROFESSIONALISM Instructor demonstrates a professional appearance, manner and attitude at all times.</p>	Mastery Level
	Satisfactory
<p>2.2 CLASS/STUDENT MANAGEMENT Instructor maintains a positive environment conducive to teaching and learning, discourages and responds effectively to disruptive students, and demonstrates strategies for handling very shy and excessively talkative students, so that all may benefit from the class.</p>	Mastery Level
<p>2.3 PERSONAL DELIVERY Instructor uses effective voice and body language. Instructor is able to adapt lessons and delivery, as necessary.</p>	Satisfactory
<p>2.4 STUDENT ENGAGEMENT AND FEEDBACK Instructor sets the stage for student discovery, critical thinking, and deduction; encourages student participation and sets an interactive tone with the students; demonstrates understanding of student questions and gives immediate, clear, accurate, and level-appropriate responses.</p>	Needs Improvement
<p>2.5 RESPECT FOR STUDENTS Instructor relates to students as adults, shows awareness of and respect for their cultural and learning style differences, and appreciates their individuality.</p>	Mastery Level
<p>2.6 CLASSROOM ATMOSPHERE Instructor creates a supportive environment so students are willing to take risks, make mistakes, express their opinions and actively respond to instruction.</p>	Satisfactory
	Needs Improvement

Additional Comments:



Exhibit 18

College of Western Idaho

Employee Performance Improvement Plan



Performance Improvement Plan

Human Resources – hr@cwidaho.cc – (208) 562-3287 phone – (208) 562-3535
6056 Birch Lane – Nampa, ID 83687 – www.cwidaho.cc

Employee Name:
Date:

Program/Department:
Supervisor:

Disciplinary Level

- Written Warning
- Final Written Warning

Nature of Problem:

- Attendance-Dependability
- Policy/Procedure Violation
- Performance Transgression
- Safety or Work Environment

Subject:

Prior Notifications

Level of Discipline	Date	Subject
---------------------	------	---------

Incident Description and Supporting Details

Performance Improvement Plan

1. Measurable/Tangible Improvement Goals:

2. Training or Special Direction to Be Provided:

3. Interim Performance Evaluation Necessary?

5. In addition, I recognize that you may have certain ideas to improve your performance. Therefore, I encourage you to provide your own **Personal Improvement Plan Input and Suggestions:**

(Attach additional sheets if needed.)

Outcomes and Consequences



Performance Improvement Plan

Human Resources – hr@cwidaho.cc – (208) 562-3287 phone – (208) 562-3535
6056 Birch Lane – Nampa, ID 83687 – www.cwidaho.cc

If performance does not improve within the required time and/or does not meet expectations disciplinary action may be taken up to and including termination of employment.

A copy of this document will be placed in your personnel file.

Employee Comments and/or Rebuttal

(Attach additional sheets if needed.)

Employee Acknowledgment

I acknowledge receipt of this foregoing Performance Improvement Plan. My receipt of the referenced Notice does not mean I am agreeing with the content of the Notice.

Employee Signature

Date

Supervisor's Signature

Date

Witness: (if employee refuses to sign)

Name

Date

Time in conference

Distribution of copies: Employee, Supervisor, Human Resources



Exhibit 19

College of Western Idaho

**PTE Program Assessment Template
and
PTE Department Checklist and Rubrics**



PTE Program Assessment Report Academic Year 2009-2010

Department:

Program:

Does program hold accreditation or certification? (Yes/No)

If Yes, then answer the following:

Name of Accrediting\Certifying Organization(s) and term date(s):

I. PTE Division Requirements:

A. The Data Analysis portion will be analyzed in January (Dept. Chair Responsibility)

SDPTE Standards:

- *Enrollment of 75% of capacity*
- *Retention of 50% of enrollment*
- *Placement of 75% of completers*

TAC Information

- See Bi-Annual Technical Advisory Committee (TAC) Report (located on Portal-hover over Instruction, click on Professional and Technical Education, click on TAC folder).

B. Technical Skills Assessment

Assessment Name	Number of Students Who Took Assessment	Number of Students Who Passed Assessment	% Pass Rate

What do the Technical Skill Assessment results tell you?

What changes have you made or will you make based on the Technical Skills Assessment results?

II. Student Learning Outcomes

A. Respond to the following three required outcomes and add up to seven additional program-specific outcomes. (See appendix A for examples):

Upon Graduation the student will be able to:

1. Apply computational, communication, and human relations skills to meet industry expectations.
2. The student will demonstrate safety practices per industry standard.
3. Meet CWI computer literacy requirement.

B. Student Learning Outcomes Assessment Plan:

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?

What do the Student Learning Outcomes Assessment Plan results tell you?

What changes have you made over the last two years based on Student Learning Outcomes Assessment plan?

III. Summative report findings

A. Overall what does the current Program Assessment Report tell you?

B. Based on the assessment findings what recommendations do you have for improving your program (i.e., curriculum, program support, professional Development (see Professional Development form - Appendix B), equipment (see PTE Capital Funding Request - Appendix C, etc.)?

C. Review and give update on last year's recommendations:

Appendix A

Examples of Programmatic Student Learning Outcomes:

Upon graduation, the student will be able to:

- Demonstrate cognitive problem solving abilities related to industry
- Communicate effectively with industry peers in the vernacular of professional tradespersons.
- Exhibit desirable work habits, ideals, and attitudes essential to successful job performance.
- Demonstrate mathematical skills required for industry tasks.
- Demonstrate mastery of industry specific equipment.
- Organize personal work areas for effective production and work priorities to meet schedule and assigned timing
- Have marketable skills, passion for the industry and demonstrate professional behavior as desirable employees.
- Demonstrate 4 cycle engine repair skills to industry standards.
- Identify themselves as a member of a profession, have a plan for continuing education, and use the ethical code to guide practice.
- Qualify to take the National Certification Exam from the National Board of Surgical Technology and Surgical Assisting.
- Utilize knowledge, skills, and abilities to provide safe and effective patient care to the surgical patient while being supervised by the surgeon, and to function effectively as a member of the healthcare team.
- Demonstrate accountability for practice with adherence to ethical and legal standards of the profession in accordance to the limits of function and scope of practice of the Association of Surgical Technologists, American College of Surgeons, and the Association of Operating Room Nurses.
- Display proficiency and comprehension of scientific principles, reasoning and methods that comprise the disciplines of plant and soil science. Examples include, but are not limited to plant anatomy, plant physiology, plant pathology, entomology, weed science, and pesticide and fertilizer chemistry.
- Perform and demonstrate accurate computation and mathematical skills required for industry tasks and calculations.
- Produce, grow, maintain and/or install a wide variety of plant materials using best management practices for marketable, functional, yet esthetic pleasing designs.

Appendix B

Professional Development Grant Application 2009-2010

Internships are no longer funded by this grant.

Applications may be submitted anytime, but at least 2-3 weeks prior to your proposed activity. Early submission, will improve prospect for funding of your proposal.	Funding approval will come from your Dept Chair who has been awarded \$5,000 for Department PD activities.	Activity must be completed and any follow-up paperwork submitted by June 15, 2010.
--	--	--

Application must be typed; insert space and extra pages as needed. Please save the application form and email to your Dept Chair.

Faculty Name:

Program:

Date Submitted:

Activity Summary:

1. Describe the PD activity you wish to complete (what, when, where).
2. Identify the specific objective(s) that will be accomplished by this PD ctivity
3. Explain how your program will be improved by this PD activity.
4. Itemize “realistic” expected costs of your PD activity. Accuracy may affect approval or denial of funding. Use this format.

Itemized Costs:	Amount:
Total Amount	

- 1) Identify the specific goal(s) from your Program Improvement Plan that will be addressed by this activity

- 2) Discuss the expected outcome of this activity (what competencies will be acquired as a result of this experience)

- 3) Explain how student and program performance will be improved by this professional development activity (refer to Carl Perkins postsecondary measures)

Appendix C

PTE CAPITAL FUNDING REQUEST

What capital item(s) do you need for program improvement? (Min. \$500 and a life of at least 2 years).	Cost	List student learning outcome related to this capital request.

Justification for request i.e., TAC recommendation, student learning outcome, replacement.

What is your plan for assessing the impact of this capital request? (Evaluate the impact of this capital expenditure in subsequent yearly assessments).

Checklists and Rubrics for Assessment Plans and Implementation

These checklists and rubrics are designed to help departments develop assessment plans that will make it efficient and effective to assess student learning and to engage in regular analysis of curriculum to make changes to improve student learning.

Check list for Student Learning Outcomes:

Each Outcome:

- ✓ describes a learning result rather than a teaching process or content area.
- ✓ describes what the student will be able to demonstrate.
- ✓ uses action words that specify definite, observable behaviors.
- ✓ is specific.
- ✓ is measurable.
- ✓ addresses no more than a single result.

As a whole, the set of outcomes:

- ✓ cover student mastery of content, skills, and, if appropriate, values/attitudes.
- ✓ reflects the unique content, skills, and values in the discipline of the program.
- ✓ can be aligned with the sequence of learning experiences in the curriculum.
- ✓ are linked to unit goals and college and university strategic plans.

Rubric for Student Learning Outcomes:

	Excellent	Good	Needing development
Specific	The outcomes describe specific behaviors that students should be able to demonstrate. Statements use language that can lead to a shared understanding of expectations between students and faculty.	Outcomes are observable, but may combine multiple ideal outcomes into single statements. Statements may use lingo or language that makes it difficult to understand the desired result.	Outcomes are broad, so that they don't provide useful direction for the department to focus on attaining them. Statements may use lingo or language that makes it difficult to understand the desired result.
Measurable	Outcome statements describe observable behaviors that can be demonstrated by students through <i>their</i> work and measured by the department		Learning outcomes describe experiences that students have in the program, but not behaviors that students can exhibit.
Variety and level of goals	Learning outcomes cover multiple levels of mastery, emphasizing analysis, synthesis, and evaluation		Learning outcomes are primarily at the content knowledge level (e.g., students will know/recall/describe)
Alignment	Learning outcomes are aligned with and supported by the sequence of learning experiences in the curriculum.	Some courses in the program fit into an organized system for developing learning outcomes	The relationship between the program curriculum and the development of student learning outcomes is unclear.

Check List for Assessment Plans

- ✓ Assessment Plan identifies
 - what data will be collected.
 - what tools will be used to collect the data; includes both direct and indirect measures
 - who will be responsible for collecting and aggregating the data.
 - how the data will be analyzed and reported.
 - how the assessment process involves faculty and is integrated into the regular operation of the program on an annual basis
- ✓ Assessment Plan includes
 - Assessment of all delivery methods used in the department (including online courses, sections taught by adjunct faculty)
 - Assessment of student learning at several benchmarks to assess student progress through the program.
 - Consideration of the effect of course sequencing and curricular structure on the development of student learning outcomes

Rubric for Assessment Plans

	Excellent	Good	Needing development
Methodology	Plan identifies what data will be collected, by whom, and how data will be analyzed and used at the department level to make changes in the program.	Some components of the methodology are clear, but others need additional specification.	Plan is vague with respect to how student learning will be measured and used to make improvements at the department level.
Blend and positioning of measures	Assessment results are drawn from multiple sources, emphasizing course-embedded assessments, along with other data. Measurements are made at several time points in the curriculum as students move through the program		Measures are limited to a single category of sources. Measures are made only at the senior/graduate level.
Integration and Alignment	Assessment of learning outcomes is integrated into the annual work of the department. There is a mechanism to analyze how learning outcomes are aligned with and supported by the sequence of learning experiences in the curriculum.		It is unclear how departmental faculty are involved with assessment on a regular basis; the department does not examine the link(s) between achievement of learning outcomes and the overall curriculum.

Checklist for Implementation

Once an assessment plan has been designed, it must be implemented in order to enable the department to make focused changes to the program to improve student learning. The following criteria can be applied to the successful implementation of an assessment plan:

- ✓ Faculty in the program can articulate standard(s) and criteria for successful student achievement.
- ✓ Assessment data are gathered and reviewed on a regular basis and used to develop action plans for curricular and programmatic changes.
- ✓ Action plans are developed with broad-based faculty participation to modify instruction or curriculum.
- ✓ The success of curricular and programmatic changes is monitored over time with additional assessment.

Rubric for Assessment Plan Implementation:

	Excellent	Good	Needing development
Standards and criteria	With respect to each of the program’s learning outcomes, faculty throughout the department can articulate what constitutes evidence for robust/successful student learning and what results would indicate that improvements are needed.	A few faculty are involved in articulating criteria for successful student outcomes. Or, criteria are specific for some learning outcomes, but not others.	Faculty are not able to describe criteria for high levels of student achievement of learning outcomes.
Assessment data are gathered and reviewed	The department has a regular mechanism for collecting and reviewing assessment data. The process leads to planned changes in the program based upon deficiencies revealed by the review of data.	Some collection and/or review of assessment data takes place, but it isn’t linked to planned changes in the program/curriculum, or courses. (Planned changes are not based on evidence of where changes should be made to enhance student learning).	Data are missing or data are not examined by faculty in the program.
Broad faculty involvement	The department as a whole is involved in reviewing assessment results, generating changes and assessing the impact of those changes on student learning.	The assessment process is driven by a few faculty in the department.	The assessment process lacks buy in from the department. Process is treated as perfunctory paperwork and, as such, does not engage the department in making meaningful changes



Exhibit 20

College of Western Idaho

Articulation Agreements Summary
as of July 29, 2011



Articulation Agreement Summary

One Stop Student Services - onestop@cwidaho.cc - 208.562.3000 phone - 888.562.3216 fax
 P.O. Box 3010 - Nampa, ID 83653 - www.cwidaho.cc

This document identifies articulation agreements between College of Western Idaho and other institutions.

ARTICULATION AGREEMENTS

Institution	Description	Effective Date
Boise State University	<p>Allows transfer of AA or AS for:</p> <ul style="list-style-type: none"> • junior standing • transfer of up to 70 credits • "core certified" <p>Allows transfer of AAS for:</p> <ul style="list-style-type: none"> • transfer of up to 40 technical credits toward Bachelor of Applied Science (BAS) program • transfer of up to 70 credits <p>2+2 agreements for:</p> <ul style="list-style-type: none"> • Accountancy, BBA • Business Economics, BBA • Business Management, BBA • Communication, BA • Criminal Justice, BA or BS • Economics, BA • Economics, Social Science, Secondary Education Emphasis, BA • Elementary Education, BA • Entrepreneurship Management, BBA • Finance, BBA • Human Resources Management, BBA • Marketing, BBA • Nursing, BSN <p>More information: http://registrar.boisestate.edu/articulation-agreements.shtml</p>	March 2010
College of Idaho	<p>Allows transfer of AA or AS for:</p> <ul style="list-style-type: none"> • junior standing • transfer of up to 70 credits • credit for completing "much of the PEAK program" <p>Also provides guidelines for students transferring without AA or AS degree.</p>	October 2010
Eastern Oregon University	Allows transfer of Fire Technology (AAS) to Fire Service Administration (BS).	May 2010
George Fox University	<p>Allows transfer of AA or AS for:</p> <ul style="list-style-type: none"> • junior standing • credit for completing most of GFU general education requirements • guaranteed admission based upon completion of specific requirements <p>2+2 agreements for Adult Degree Programs at GFU, Boise location:</p> <ul style="list-style-type: none"> • Elementary Education, BS • Management and Organizational Leadership, BA • Project Management, BS • Social and Behavioral Studies, BA 	May 2010
Idaho State University	Allows transfer of Fire Technology (AAS) to Fire Services Administration (BS).	July 2011
Northwest Nazarene University	<p>Allows transfer of AA or AS for:</p> <ul style="list-style-type: none"> • junior standing 	June 2011

CWI delivers college credit instruction, certificates and degrees through its memorandum of understanding with College of Southern Idaho (CSI). CSI is accredited through The Northwest Commission on Colleges and Universities (NWCCU).



Articulation Agreement Summary

One Stop Student Services - onestop@cwidaho.cc - 208.562.3000 phone - 888.562.3216 fax
P.O. Box 3010 - Nampa, ID 83653 - www.cwidaho.cc

	<ul style="list-style-type: none"> • transfer of up to 62 credits • credit for completing most of general education program. <p>Also provides guidelines for students transferring without AA or AS degree.</p>	
University of Idaho	<p>Allows transfer of AA or AS for:</p> <ul style="list-style-type: none"> • junior standing • transfer of up to 70 credits • "core certified" <p>2+2 agreements for:</p> <ul style="list-style-type: none"> • Accounting, BSBus • Anthropology, BA or BS • Biology, BA or BS • Business Economics-Financial Economics Option, BSBus • Business Economics-General Option, BSBus • Ecology and Conservation Biology-Conservation Biology Option, BS • Ecology and Conservation Biology-Natural Resources Ecology Option, BS • Elementary Education, BSEd • English-Creative Writing Emphasis, BA • English-Literature Emphasis, BA • English-Professional Emphasis, BA • Finance, BSBus • Information Systems, BSBus • Management and Human Resources-Human Resource Emphasis, BSBus • Management and Human Resources-Management Emphasis, BSBus • Marketing, BSBus • Political Science, BA or BS • Production/Operations Management, BSBus • Psychology, BA or BS • Sociology-Criminology Emphasis, BA or BS • Sociology-General Sociology Emphasis, BA or BS • Sociology-Inequality and Globalization Emphasis, BA or BS <p>More information: http://www.uiweb.uidaho.edu/articulation/UI2055_majors_2010.html</p>	May 2009

IDAHO ARTICULATION AND ASSOCIATE DEGREE POLICY

As outlined in *Idaho State Board of Education, Governing Policies and Procedures, Section: III. Postsecondary Affairs, Subsection: V. Articulation and Association Degree Policy*:

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College:

- will be considered as satisfying the lower division general education core requirements
- shall be granted junior standing upon transfer to a four-year public institution in Idaho
- will not be required to complete any additional lower division general education core courses subject to the conditions listed below

Participating institutions:

- | | | |
|-----------------------------|-----------------------------|-------------------------------------|
| • Boise State University | • University of Idaho | • College of Western Idaho |
| • Idaho State University | • College of Southern Idaho | • Brigham Young University Idaho |
| • Lewis-Clark State College | • North Idaho College | • Treasure Valley Community College |

More information: http://www.boardofed.idaho.gov/policies/documents/policies/iii/iii_v_statewide_articulation_and_associate_degree_08-07.pdf

CWI delivers college credit instruction, certificates and degrees through its memorandum of understanding with College of Southern Idaho (CSI). CSI is accredited through The Northwest Commission on Colleges and Universities (NWCCU).



Exhibit 21

College of Western Idaho

**Idaho State Board of Education
Core Standards
2007**

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Associate Degree Policy

August 2007

It is the State Board of Education's intent that this policy will assist students as they transfer between institutions of higher education in the process of completing their educational agendas. In addition, the Board believes that this policy will provide the public institutions of higher education with the guidelines necessary to carry out their mission and service function to students so that they can successfully transfer between institutions without penalty.

1. Statewide Articulation

a. Associate of Arts and Associate of Science Degrees

To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, the College of Western Idaho, Brigham Young University Idaho (BYU Idaho), and Treasure Valley Community College, shall individually and jointly honor the terms of this statewide articulation policy.

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Associate Degree Policy

August 2007

A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree

The lower division general education core requirement must fit within the following credit and course requirements and must have a minimum of thirty-six (36) credit hours.

	Required Courses	Minimum Credits
a. <u>Communications</u> Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. <u>Disciplines:</u> Speech, Rhetoric, and Debate	1	2
b. <u>English Composition</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	1	3 to 6*
c. <u>Behavioral and Social Science</u> Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research. <u>Disciplines:</u> Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. Note: Courses must be distributed over two (2) different disciplines.	2	6
d. <u>Humanities, Fine Arts, and Foreign Language</u> Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language. <u>Disciplines:</u> Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.	2	6

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Associate Degree Policy

August 2007

<p>e. <u>Natural Science</u> Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Chemistry, Physical Geography, Geology, and Physics. Note: Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.</p>	2	7
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	Required Courses	Minimum Credits
<p>f. <u>Mathematics</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics, and Statistics.</p>	1	3

3. Associate of Applied Science Degree.

This professional-technical degree requires a minimum of 16 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

	Required Courses	Minimum Credits
<p>a. <u>English/Communication</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. <u>Disciplines:</u> English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.</p>	2	6
<p>b. <u>Mathematics/Computation</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.</p>	1	3
<p>c. <u>Social Science/Human Relations/ Interpersonal Communications</u> Coursework in this area provides the student with the skills needed for understanding individuals in the work place; appreciation of cultures of civilization; environmental awareness; economic factors; and the functioning of thought and behavior. <u>Disciplines:</u> Art, Anthropology, Communications, Economics, Geography, History, Literature, Music, Political Science, Psychology, Sociology and Theater Arts. An applied human relations course may be used if found to be comparable to a social science /humanities course.</p>	1	3

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Associate Degree Policy

August 2007

<p>d. <u>Natural Science</u> Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Botany, Genetics, Chemistry, Physics, Geology, Astronomy, Biotechnology, Bacteriology and other related science-based courses. An applied science course may be used if found to be comparable to a science course.</p>	0	0
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Exhibit 22

College of Western Idaho

**General Education Program Review Documents
2010**



Anthropology
Program Review
2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The college started offering an associate's in Anthropology in 2010. The Anthropology program was brought over from College of Southern Idaho.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The CWI Anthropology Program offers introductory course work in three of the four major sub-fields of anthropology including physical anthropology, cultural anthropology, and archaeology. The program prepares students to transfer to a university for further studies toward a Bachelor's or advanced degrees. Two of the four anthropology courses satisfy core requirements at CWI. Completion of the program is designed to result in an Associate's degree, and meets the general education requirements at all Idaho public universities.

GOALS *(In areas of teaching and learning)*

- 1) Provide students with a survey of the history of anthropology and its major contributors.
- 2) Provide students with an overview of the sub-disciplines of anthropology, its current trends, and specialized terminology used by anthropologists.
- 3) Instill in students an awareness of worldwide cultural diversity to help you appreciate the commonality of humankind.
- 4) Introduce students to the methodology used by anthropologists.
- 5) Reinforce students reading, writing, and speaking skills to help prepare them for transfer to a four-year college.

DEMAND *(Provide evidence of internal and external demand)*

There are 3 anthropology majors. Over the past year, 593 students enrolled in anthropology courses. In addition, both ANTH 101 and ANTH 102 help satisfy core requirements.

Program Content *(List the program offerings and the details that apply in the table below)*

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
ANTH 101 Physical Anthropology	13	3	2	8	312
ANTH 102 Cultural Anthropology	13	3	2	8	281
ANTH 103 Intro to Archaeology	N/A	N/A	N/A	N/A	N/A
ANTH 238 Native Peoples of North American – Not offered	N/A	N/A	N/A	N/A	N/A

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed : Yes

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

All instructors are required to submit the outcomes assessment matrix at the end of the semester for each course.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
ANTH 101	X	X	X	X	X
ANTH 102	X	X	X	X	X
ANTH 103	X	X	X	X	X
ANTH 238	X	X	X	X	X

Program Objectives (please replace "objective #1" etc. with specific program objectives.)

COURSE	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
ANTH 101	X	X	X	X	X
ANTH 102	X	X	X	X	X
ANTH 103	X	X	X	X	X
ANTH 238	X	X	X	X	X

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data has not been provided from the college. We hope to have this for future reviews.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS

Please attach Full Time Curriculum Vitae

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
0	7

FTEF	2.4
------	-----

**FTEF is based on total number of contact hours divided by 15

Information Resources *(List evidence that the program requires the use of the library and/or other information sources in the box below)*

EVIDENCE

Several anthropology instructors require students to use the library (print, online) to complete projects in papers and their courses.

Facilities *(Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)*

OVERVIEW

All courses are offered online or on site at our Nampa, Ada, Canyon locations. All physical classrooms are equipped with computers, internet access, projectors, and docucameras.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

N/A

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

All faculty members are required to hold office hours the days they teach their courses.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

N/A

Identify opportunities for student involvement in program planning and evaluation below.

All students are encouraged to complete a course evaluation at the end of the semester.

Provide a brief description of efforts made to support majors and graduates below.

N/A

Provide evidence that the program's courses are scheduled for optimum learning below.

Both cultural and physical anthropology are offered face-to-face and online. Classes are offered at Nampa, Ada, and Canyon campuses during the daytime and evening.

Provide evidence that the program's courses are scheduled for student accessibility below.

Both cultural and physical anthropology are offered face-to-face and online. Classes are offered at Nampa, Ada, and Canyon campuses during the daytime and evening.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

There are 593 students enrolled in Anthropology courses.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
ANTH 101	T	96	90	93.75%
ANTH 101	H	45	35	77.78%
ANTH 101	O	170	129	75.88%
ANTH 102	T	82	76	92.68%
ANTH 102	H	27	26	96.30%
ANTH 102	O	170	152	89.41%
ANTH 103 – Not offered	N/A	N/A	N/A	N/A
ANTH 238 – Not offered	N/A	N/A	N/A	N/A

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Anthropology A.A.	3	0	0

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

N/A

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

Grade distribution: A = 139, B = 138, C = 73, D = 69, F = 109

Over 50% of students earned As or Bs upon completion of anthropology courses. A definition of rigor needs to be defined by anthropology faculty.

Provide internal/external recognition of students, faculty, or graduates below.

N/A

Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
ANTH 101	Yes	Final grades	315	220	70%	0
ANTH 102	Yes	Final grades	269	202	75%	0
ANTH 103 – Not offered	N/A	N/A	N/A	N/A	N/A	N/A
ANTH 238 – Not offered	N/A	N/A	N/A	N/A	N/A	N/A

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

There is diversity in expertise among the adjunct faculty. Several faculty stay active in research and participate at conferences.

Provide areas of concern or needed improvement below.

There currently is no full-time faculty in Anthropology. The development and robustness of the program would benefit greatly from having a full-time faculty member. In addition, there is lack over control of curriculum. This is especially problematic because physical anthropology and archaeology could benefit from a 1 credit lab to develop measurement, mathematical, statistical, pattern recognition, and problem solving skills.

Provide program recommendations or actions below.

- Hire a full-time faculty member for Anthropology.
- Begin discussion of objectives and a mission statement specific to the Anthropology program at CWI.
- Anthropology faculty meeting at least once a semester to discuss progression of the program and share ideas.

Provide budget requests tied to program improvement below.

For Physical Anthropology it would be useful to have a set of fossil skull and other replicas such as:

- Fossil hominid skulls set of nine represent diversity in hominin evolution \$2098
- Proconsul skull \$149
- Aegyptopithecus skull \$149
- Australopithecus afarensis pelvis \$250
- Set of 6 primate skulls \$1 254
- Male chimpanzee pelvis \$195

Appendix A: College of Western Idaho Course Outcomes and Assessment Matrix

Course: ARTS 101
Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Students will learn to recognize art from various cultures and eras	Quizzes 1-10 and Slide portion of exams 1-3	244	37	87%
2	Topics of form, technique, iconography and style in visual art will be introduced.	Essays on Exams 1-3	235	46	84%
3					
4					
5					
6					

College of Western Idaho Course Outcomes and Assessment Matrix

Course: ARTS 102
Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Students will learn to recognize art from various cultures and eras.	Quizzes 1-10 and Slide portion of exams 1-3; Essays on Exams 1-3; paper	61	9	87%
2	Demonstrate understanding of topics of form, technique, iconography and style in visual art	Quizzes 1-10 and Slide portion of exams 1-3; Essays on Exams 1-3; paper	52	18	74%
3					
4					
5					
6					



**General Education Program Review
Biology A.S
2010**

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Section 1 – Program Profile

Associate of Science, Biology

Brief History of the Program

The Associate of Science in Biology is a program intended to prepare students for transfer to one of Idaho’s four-year institutions with degrees in biology, biochemistry, genetics, or similar. Student’s completing the program can enter the workforce directly but career opportunities may be limited to part-time, seasonal, or contract work. Those students continuing on to a Baccalaureate program of study can expect to be well-prepared for careers in biotechnology, medicine, research and management.

The *Biology A.S.* program is a popular major with students at CWI. There are greater than 100 students that have declared this program as their major course of study and this number has grown steadily since we began operations in January of 2009.

Mission and Goals

Our mission is to provide an outstanding and supportive educational environment that encourages student and faculty growth and promotes the discovery and broad communication of knowledge about the biology of organisms. Graduates will build a robust foundation that will support the growth of their comprehensive knowledge regarding the biology and evolution of organisms.

Our specific goals for the Biology Programs at CWI are to develop graduates that possess critical thinking skills that they can then use to approach and understand questions regarding the natural world and apply underlying biological principles to current issues. Practically, graduates from this program will be able to formulate hypotheses and develop basic experimental approaches to solve problems in biology. In addition, they should also be able to recognize and communicate the importance of the biological sciences as a resource of information to our society.

Program Content

Table 1. Core courses in the *Biology Associate of Science* program and relevant information on each.

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
BIOL 201	6	6			319
BIOL 202	3	3			92
BIOL 204	1	1			8
BIOL 250	2	2			69

Outcomes Assessment

Excerpt from 2011 Department of Natural and Physical Sciences Procedure Manual:

§ 1.6 Required Reports & Record Keeping

All faculty will submit required reports (Outcomes Assessment, committee work, etc) and comply with Division of General Education guidance (attendance monitoring, Blackboard use, etc) as a condition of employment.

General Education Core Objectives

- **Critical thinking:** the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process.
- **Quantitative reasoning:** the ability to calculate, measure, analyze data
- **Communication:** the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media
- **Information literacy:** the ability to locate, understand, assess, and synthesize information in a technological driven society
- **Personal growth and responsibility:** the ability to understand and manage self, to function effectively in social and professional environments and to make reasoned judgments based on an understanding of the diversity of the world community

Table 2. Core General Education Biology courses and the connection to the General Education Core Objectives.

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
BIOL 100	+	+	+	+	+
BIOL 120	+	+		+	+
BIOL 201	+	+	+	+	+
BIOL 202	+	+	+	+	+
BIOL 221	+	+	+	+	+
BIOL 227	+		+		+
BIOL 228	+		+		+

Program Objectives

- **Obj #1** Provide graduates with a robust foundation that will support the growth of their comprehensive knowledge of the biology and evolution of organisms.
- **Obj #2** Prepare graduates to be critical thinkers that utilize scientific approaches and knowledge to address questions regarding the natural world.
- **Obj #3** Support student's ability to employ appropriate experimental design and methodology to solve problems in biology.
- **Obj #4** Help graduates to recognize the importance of the biological sciences as a resource of information to society and help them develop the ability to appropriately communicate and apply underlying biological principles to current issues.

Table 3. Core courses in the *Biology Associate of Science* program and the connection to the program’s core objectives.

COURSE	OBJECTIVE #1	OBJECTIVE #2	OBJECTIVE #3	OBJECTIVE #4
BIOL 201	+	+	+	+
BIOL 202	+	+		+
BIOL 204	+	+	+	+
BIOL 250	+	+	+	

The *Biology A.S.* program supports the General Education Core Objectives by providing students the tools and guidance to become critical thinkers, to analyze and understand data, and to communicate this understanding by way of written and verbal communications (Objectives 2 & 4).

This process is the core of scientific investigation and our students are guided through each week in laboratory exercises. Students ask questions, develop hypotheses, collection and analyze data, and then evaluate all of this in the context of the present activity. The student that devotes him or herself or the laboratory component of the program will leave with fine-tuned , observational, critical thinking, and problem solving skills (Objectives 2 & 3).

Practically, graduates from this program will be able to formulate hypotheses and develop basic experimental approaches to solve problems in biology. In addition, they should also be able to recognize and communicate the importance of the biological sciences as a resource of information to our society (Objectives 3 & 4).

Our students learn how to manage themselves and work in a professional environment through our classroom and laboratory activities but also by observing our faculty and we deal with our students and with one another. We certainly provide students with the tools that they need to succeed in our technologically advanced society but we also lead by example. Our faculty are role models, academically and professionally, helping students see the importance of reasoned judgment and of a diversity of backgrounds, cultures, and opinions and what these can contribute to humanity and science (Objectives 1 & 4).

Section 2 – Resources

Students

Provide demographics of students majoring in the program below. (NEED THIS FROM OIR)

Full Time Faculty

FACULTY NAME		DEGREE QUALIFICATIONS						
Marie Gabbard		M.S. in Biology						
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:								
<p><i>Committees/Panels</i></p> <ul style="list-style-type: none"> • Online Advisory Team member – Spring 2011 • Staff Hiring Committee - Lab Materials Supervisor – Spring 2011 • Bedford Book Committee – Fall 2010 • Hiring Committee – Dean General Education – CWI – Spring 2010 • Grade Appeal Committee – Fall 2010 • Faculty Hiring Committee - Department of Natural and Physical Sciences @ CWI– Fall 2009 <p><i>Activities</i></p> <ul style="list-style-type: none"> • Completed classrooms observations for adjunct faculty - to assist in peer support for improvement of teaching. (Spring 2010, Fall 2010 – part of NPS faculty duties) • Body Worlds Exhibit – San Diego Museum of Natural History – toured and purchased texts for use in Anatomy and Physiology courses. Self –Study Fall 2009. • CWI - completed online instruction course Fall 2009. • HAPS-I – May-August 2008: Best Practices in the Instruction of Distributed (Online) Courses in Anatomy and Physiology; Biol 505 University of Washington. • Boise State Teaching Scholars Group – Academic Year 2007-2008: Engaging First Year Students. • Text review committees for McGraw Hill and Benjamin Cummings/Pearson. <ul style="list-style-type: none"> ○ Art work reviewer for McGraw Hill – Saladin A&P 4th edition. • Boise State University - Adjunct Faculty workshops – “New Methods in Learning” • Equine Sciences Curriculum Development: Colorado State University. • Veterinary Short courses: Kentucky Research Center Nutritional Toxicities/Deficiencies in the Pacific Northwest (Equine). <p><i>Honors and Achievements</i></p> <ul style="list-style-type: none"> • Byron Good Memorial Scholarship: Service to the Horse Industry • California State Polytechnic University: Presidents Travel Award for presentation of original research 								
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DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:								
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Dual Credit Coordinator **2011**
Evaluate transcripts of high school instructors wishing to offer dual credit courses. Work with faculty mentors in the Natural & Physical Science Department to ensure that department criteria are being met in high school dual credit classes.

Advisor for Biology Club **2009 – 2010**
Organized student service groups and activities, facilitated meetings, recruited students through campus College & Career Fairs, and worked with the club presidency to develop a club constitution and bylaws.

Kids College Instructor **Summer, Fall 2010**
Taught multiple classes on arthropod diversity and field collecting of invertebrates for children in the community

National Celebrate Public Lands Day **September 2010**
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Steve Lysne

M.S. in Biology

DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

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- 2010 Best Practices for Supporting Adjunct Faculty (self study)
- 2010 MIT Open CourseWare – Teaching College Science audio lectures (self study)
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- 2011 Idaho State University, Stream Ecology Center – visiting researcher

Service

- Curriculum Committee
- Grade Appeal Committee
- Performance Evaluation Committee
- College of Western Idaho Strategic Plan workgroup
- Campus Master Plan workgroup
- CWI Undergraduate Research coordination
- CWI Kid’s College!
- Curator of Mollusks, College of Idaho, Smith Museum of Natural History
- North American Fauna; Subject Editor
- Journal of North American Fish and Wildlife; Subject Editor
- Journal of the North American Benthological Society; reviewer
- Journal of Molluscan Studies; reviewer
- Western North American Naturalist; reviewer
- Hydrobiologia; reviewer
- American Malacological Bulletin; reviewer

FACULTY NAME	DEGREE QUALIFICATIONS
Dusty Perkins	M.S. in Biology

DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

College Service and Professional Development

- Co-Advisor of the CWI student Biology Club
- Developed a partnership with the USFWS Lake Lowell Wildlife Refuge to lead college students in science students collecting and analyzing long-term post-fire successional changes in shrub-steppe communities.
- Collaborate with the Raptor Research Program at Boise State University as a field specialist and consultant tasked with all aspects of field logistics, equipment and climbing to sample nesting raptors for contaminant, genetic, and ecological analyses.
- I served on two hiring committees: one for a new full-time laboratory stockroom technician, and another for a new Biological Sciences faculty member.
- Facilitate community involvement and public outreach by coordinating and directing Biology student volunteers with a community non-profit that promotes conservation and public education.
- Attended regular early semester in-service training regarding curriculum delivery technology, teaching methods and tools.

FACULTY NAME	DEGREE QUALIFICATIONS
Suzanne Oppenheimer	Ph. D. in Biology

DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

International Postgraduate Research Scholarship, University of Wollongong	1996-1999
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University Postgraduate Award, University of Wollongong

1996-1999

FACULTY NAME	DEGREE QUALIFICATIONS
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Teresa Rich

M.S. in Biology

DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

Service to the College

College Life & Career Fairs	9/7/2010, 2/16/2011
Faculty Mentor	Summer 2010 - Present
Grade Appeal Committee	10/22/2010 - 11/19/2010
IAS Contact for NPS Department	Summer 2010 - Present
Program Head for Allied Health & Professional Health Sciences	Fall 2010 - Present
Student Advisor	Spring 2010 - Present
Retention Alert Pilot Team	Summer 2010
Textbook Review	Fall 2010

Service to the Community

Volunteer Cub Scout leader	4/15/2010 - Present
Collect AI cans & trash for recycling	2006 - Present
Donation to Scouting for Food	11/13/2010

Professional Development

Spring 2011 Inservice 1/10/2011 – 1/11/2011

- State of the College Address
- Team Building Activity – Personality Session
- Dr. Rick Amen – “Changing Education Paradigms”
- Center for Teaching and Learning Update
- Guest Speaker Mike McHargue from The Great Teacher Seminar

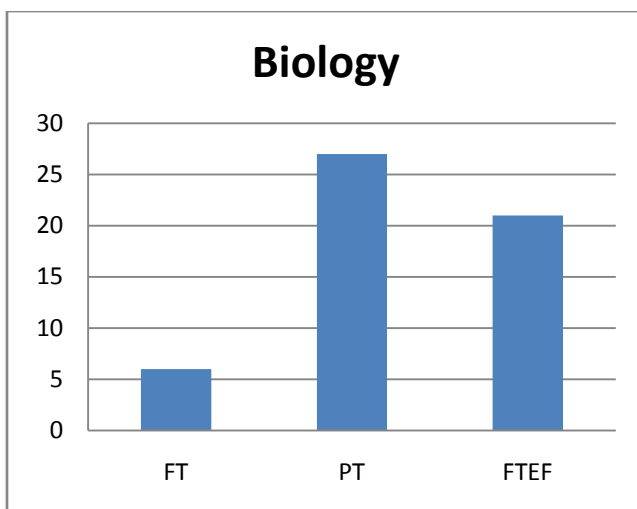


Figure 1. Relationship of full-time and part-time faculty to full-time equivalent faculty in the *Biology* Program.

Information Resources

The *Biology A.S.* program core courses encourage the use of the library and other information sources in lab and lecture. In lecture, student are assigned readings which frequently have optional interactive components and department faculty encourage the use of learning management systems including Blackboard, Mastering Biology, Chemistry, Geology, and Math.

In laboratory exercises, students use the library and online resources to gather information for report writing purposes. All graduates will have been required to complete a report, in scientific format, based on the results of their experiments. In this report, student authors must discuss their results in the context of other, similar scholarly discussions and cite the sources from which this narrative is based. This formal communication of information is a critical part of the scientific process and satisfies Program Objectives 2 & 4 from above (Table 3).

Facilities

The College of Western Idaho is very fortunate to have received a state-of-the-art teaching facility at our Nampa Campus. Most coursework associated with the *Biology* Program are completed at the Nampa facility which houses most of our laboratory space. We have the best equipped and most modern biology, chemistry, geology, and physics undergraduate teaching labs in the Treasure Valley. In addition, our students benefit from the use of computers in every laboratory and the best models and equipment to assist in student learning. We have a growing library with a dedicated staff to help students with research and multiple computer labs at our various campuses for students to improve their technological skill-sets. From our high-tech classrooms to hands on labs, our students benefit from the facilities at CWI and our constant efforts to provide them with the best learning experience possible.

Student Support

Students at CWI are placed into courses based on their academic experience and appropriate advising by Student Services during registration. Students receive advising from Student Services and during group sessions held by both Student Services and faculty. In addition, students can request a faculty advisor and meet with that advisor to discuss academic planning. Student success is also supported by the tutoring program at CWI as well as one-on-one contact with faculty members during office hours, open labs, and review/study sessions. In addition, students have the opportunity to interact with faculty and their peers in extracurricular activities such as *Phi Theta Kappa* and the Biology Club. Finally, as much as possible, classes are schedule to be accessible to students. In particular, we schedule our courses in greatest demand into day, night, and weekend timeframes to capture the needs of traditional and non-traditional learners.

Section 3 – Outcomes

Indicators of Program Quality

There are approximately 100 students that have declared the *Biology A.S.* emphasis as their major. There have been no graduates in this program as the time of writing. Approximately 84% of students have met the measures of success set by the college faculty. Program rigor will be assessed by the success of CWI graduates during the first term at their transfer institution. Program rigor will be considered appropriate if 60% of students that are awarded an A.S. degree and transfer to a four-year institution earn a grade point average of 2.0 or better during their first term. Student excellence can be measured by the rate of inclusion in academic honor societies or the rate of inclusion on lists of special recognition. In 2010, two *Biology A.S.* students were members of *Phi Theta Kappa* and 39 were recognized for their academic success by inclusion on the Dean’s List or President’s List.

Table 4. Retention in core program courses.

COURSE	COURSE TYPE (T,H,O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
BIOL 201	T	319	278	87
BIOL 202	T	92	79	86
BIOL 204	T	n/a	n/a	n/a
BIOL 250	T	69	67	97

Table 5. Success of declared program majors.

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Biology A.S.	100	0 *	0 **

*no students have graduated from CWI with this degree at the time of writing

** this information is not yet available

Assessment data/report

Students completing *Biology A.S.* program core courses are averaging 84% success in those courses (Table 6.). Success is often measured by way of formal assessments – quizzes and exams – but it is also measured by the development of good scientific hypotheses, the application of experimental design, safe laboratory practices, the proper analysis of data, and the communication of results.

We feel that retention in courses is successful (Table 4) but we require more information on matriculation rates in the core sequence and the success of students at their transfer institution. Further, if students are not completing degrees or are not continuing on to a four-year institution, then In addition, we need to understand the motivations of students so that they can be addressed via advising, improved curriculum, or professional development.

Table 6. Summary table of student success as measured by *Outcomes Assessment* reporting.

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
BIOL 201	Y	Quizzes, Exams, and Laboratory work	249	249	78	0
BIOL 202	Y	Quizzes, Exams, and Laboratory work	75	75	81	0
BIOL 204	Y	Quizzes, Exams, and Laboratory work	n/a	n/a	n/a	n/a
BIOL 250	Y	Quizzes, Exams, and Laboratory work	69	65	94	0

Summary, Recommendations, and Continued Improvement

The *Biology A.S.* from the College of Western Idaho provides a solid foundation in biology for students aspiring to enter into the workplace or continue their education at a four-year institution in Idaho. Students receive excellent instruction in state-of-the-art facilities from highly qualified teaching faculty. Our faculty, staff, and physical resources are our greatest strengths in bringing a high-quality education to our students. Faculty and staff are committed to teaching and learning and bring a wealth of experiences – from academics to industry to research – to share with students. And the physical

resources in the classrooms and, particularly, in the laboratories are as good as or better than any in the Treasure Valley. Students receive an excellent education in science at CWI.

There is opportunity for program improvement and growth. Areas in particular need of attention include the ratio of full-time to part-time (i.e. adjunct) faculty members and the load being placed on adjuncts. The sciences rely heavily on qualified, part-time faculty and it's difficult for both the faculty member and the institution to operate long-term with such a model.

Also, the program would benefit from an additional lab space. Currently we have two lab rooms that serve, primarily, the *Biology* program. One is shared between microbiology and general biology, and the other between general biology, geology, and physics. Two devoted biology labs would benefit the program by allowing greater flexibility in scheduling lab and lecture sections, allowing for a single room to be devoted to microbiology (which is important for safety reasons), and providing space for the program to continue to grow and offer a greater number and diversity of labs in the future. As a Department and as a College, we must reassess how our faculty and facilities are going to be able to continue to support the mission of the college in the face of growing budget cuts to education, and increasing enrollment.

In addition, the ability to adequately train the large number of new instructors would be a great advantage to students and the long-term health of the Department. Focused inservice activities can address some of this need but a Departmental training program, including workshops and mentoring for new faculty, will be of greater value.

With regard to our curriculum, we should work to improve the rigor of biological sciences labs, and increase student understanding of laboratory information by requiring the maintenance and completion of a laboratory notebook (sections include: title, objective, methods/procedure, results, conclusion) in all Biological Science laboratory sections. In addition, the program would benefit from increased use of technology in laboratory activities. For example, the biological sciences increasingly rely on complex mathematics and the use of data analysis and presentation software and the more we expose students to these tools, the more successful they will be when they leave CWI. Also, there is a growing awareness for the necessity of comprehensive final examinations in core courses and/or exit examinations as a required component and program completion. This can be used to assess program quality and rigor in addition to student success at their transfer institutions.



General Education Program Review
Biology – Health Care
2010

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Section 1 – Program Profile

Associate of Science, Biology

Brief History of the Program

The Associate of Science in Biology with a Health Care emphasis is a program intended to prepare students for transfer to a four-year institutions with medical, veterinary, or health care degrees. Student's completing the program can enter the workforce directly, transfer to one of CWI's professional technical programs, or continue their education at a four year institution. Those students continuing on to a Baccalaureate program of study can expect to be well-prepared for careers in science, medicine, or health-care related fields.

Mission and Goals

Our mission is to develop student understanding of anatomical structures and physiologic mechanisms within the human body. Through the understanding of fundamental principles and the use of scientifically-based deliberation, students will be highly competitive within their chosen goal path, be it immediate entrance into the work force, completion of a Baccalaureate or the initiation of a certificated program.

Our specific goals for the *Biology – Health Care* program are to develop graduates that possess critical thinking skills that they can then use to approach and understand questions regarding the natural world and apply underlying biological principles to current issues. Practically, graduates from this program will be able to formulate hypotheses and develop basic experimental approaches to solve problems in biology. In addition, they should also be able to recognize and communicate the importance of the biological sciences as a resource of information to our society.

The *Biology – Health Care* program is a popular major with students at CWI. There are greater than 1000 students that have declared this program as their major course of study and this number has grown steadily since we began operations in January of 2009. In addition, the *Biology – Health Care* program provides Idaho with a well-trained and local workforce for the many health care providers in the Treasure Valley.

Program Content

Table 1. Core courses in the *Biology – Health Care Associate of Science* program and relevant information on each.

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
BIOL 201	6	6			319
BIOL 202	3	3			92
BIOL 227	16	16			722
BIOL 228	10	10			333

Outcomes Assessment

Excerpt from 2011 Department of Natural and Physical Sciences Procedure Manual:

§ 1.6 Required Reports & Record Keeping

All faculty will submit required reports (Outcomes Assessment, committee work, etc) and comply with Division of General Education guidance (attendance monitoring, Blackboard use, etc) as a condition of employment.

General Education Core Objectives

- **Critical thinking:** the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process.
- **Quantitative reasoning:** the ability to calculate, measure, analyze data
- **Communication:** the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media
- **Information literacy:** the ability to locate, understand, assess, and synthesize information in a technological driven society
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BIOL 227	+		+		+
BIOL 228	+		+		+

Program Objectives

Obj #1 Provide students with an in-depth understanding of the functional aspects of Human Biology. This will allow students to ask meaningful questions, solve complex problems, and succeed in their chosen occupation or program.

Obj #2 Provide students with the ability to use the language of Human Biology necessary to be competitive in their chosen career path or program.

Obj #3 Provide students with experiences using the methods, tests, and techniques applicable to the study of Human Biology.

Obj #4 Support students development and use of critical thinking skills to expand their content comprehension via linking academic courses and subsequent transfer of knowledge to the work force.

Table 3. Core courses in the *Biology – Health Care Associate of Science* program and the connection to the program’s core objectives.

COURSE	OBJECTIVE #1	OBJECTIVE #2	OBJECTIVE #3	OBJECTIVE #4
201	+	+	+	+
202	+	+	+	
227	+	+	+	+
228	+	+	+	+

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Dusty Perkins	M.S. in Biology
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DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

College Service and Professional Development

- Co-Advisor of the CWI student Biology Club
- Developed a partnership with the USFWS Lake Lowell Wildlife Refuge to lead college students in science students collecting and analyzing long-term post-fire successional changes in shrub-steppe communities.
- Collaborate with the Raptor Research Program at Boise State University as a field specialist and consultant tasked with all aspects of field logistics, equipment and climbing to sample nesting raptors for contaminant, genetic, and ecological analyses.
- I served on two hiring committees: one for a new full-time laboratory stockroom technician, and another for a new Biological Sciences faculty member.
- Facilitate community involvement and public outreach by coordinating and directing Biology student volunteers with a community non-profit that promotes conservation and public education.
- Attended regular early semester in-service training regarding curriculum delivery technology, teaching methods and tools.

FACULTY NAME	DEGREE QUALIFICATIONS
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Suzanne Oppenheimer	Ph. D. in Biology
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DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

International Postgraduate Research Scholarship, University of Wollongong	1996-1999
University Postgraduate Award, University of Wollongong	1996-1999

FACULTY NAME	DEGREE QUALIFICATIONS
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Teresa Rich	M.S. in Biology
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DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

Service to the College

College Life & Career Fairs	9/7/2010, 2/16/2011
Faculty Mentor	Summer 2010 - Present
Grade Appeal Committee	10/22/2010 - 11/19/2010
IAS Contact for NPS Department	Summer 2010 - Present
Program Head for Allied Health & Professional Health Sciences	Fall 2010 - Present
Student Advisor	Spring 2010 - Present
Retention Alert Pilot Team	Summer 2010
Textbook Review	Fall 2010

Service to the Community

Volunteer Cub Scout leader	4/15/2010 - Present
Collect AI cans & trash for recycling	2006 - Present
Donation to Scouting for Food	11/13/2010

Professional Development

Spring 2011 Inservice	1/10/2011 – 1/11/2011
State of the College Address	
Team Building Activity – Personality Session	
Dr. Rick Amen – “Changing Education Paradigms”	
Center for Teaching and Learning Update	
Guest Speaker Mike McHargue from The Great Teacher Seminar	

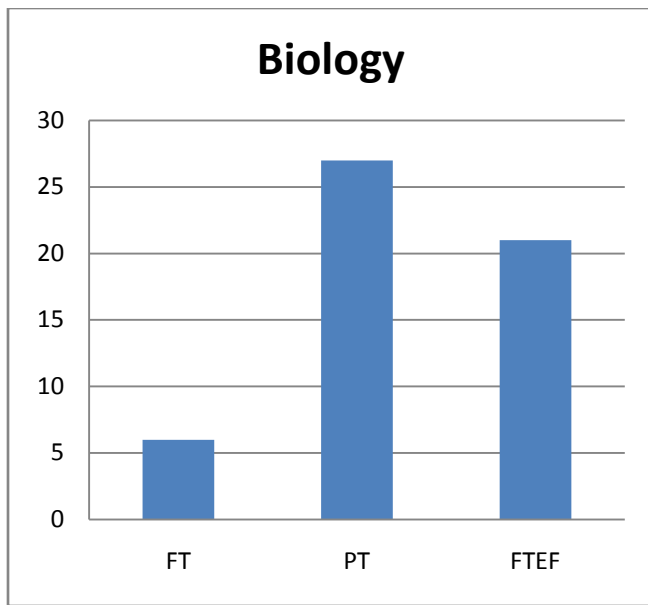


Figure 1. Relationship of full-time and part-time faculty to full-time equivalent faculty.

Information Resources

The *Biology – Health Care* program core courses encourage the use of the library and other information sources in lab and lecture. In lecture, student are assigned readings which frequently have optional interactive components and department faculty encourage the use of learning management systems including Blackboard, Mastering Biology, Chemistry, Geology, and Math.

In laboratory exercises, students use the library and online resources to gather information for report writing purposes. All graduates will have been required to complete a report, in scientific format, based on the results of their experiments. In this report, student authors must discuss their results in the context of other, similar scholarly discussions and cite the sources from which this narrative is based. This formal communication of information is a critical part of the scientific process and satisfies Program Objectives 2 & 4 from above (Table 3).

Facilities

The College of Western Idaho is very fortunate to have received a state-of-the-art teaching facility at our Nampa and Canyon County Campuses. Most coursework associated with the *Biology – Health Care* program are completed at the Canyon County Campus which is home to two new teaching laboratories specifically designed for the program. We have the best equipped and most modern biology, chemistry, geology, and physics undergraduate teaching labs in the Treasure Valley. In addition, our students benefit from the use of computers in every laboratory and the very best anatomical models and equipment to assist in student learning. We have a growing library with a dedicated staff to help students with research and multiple computer labs at our various campuses for students to improve their technological skill-sets. From our high-tech classrooms to hands on labs, our students benefit from the facilities at CWI and our continued efforts to provide them with the best learning experience.

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Students at CWI are placed into courses based on their academic experience and appropriate advising by Student Services during registration. Students receive advising from Student Services and during group sessions held by both Student Services and faculty. In addition, students can request a faculty advisor and meet with that advisor to discuss academic planning. Student success is also supported by the tutoring program at CWI as well as one-on-one contact with faculty members during office hours, open labs, and review/study sessions. In addition, students have the opportunity to interact with faculty and their peers in extracurricular activities such as *Phi Theta Kappa* and the Biology Club. Finally, as much as possible, classes are scheduled to be accessible to students. In particular, we schedule our courses in greatest demand into day, night, and weekend timeframes to capture the needs of traditional and non-traditional learners.

Section 3 – Outcomes

Indicators of Program Quality

There are approximately 1100 students that have declared the *Biology – Health Care A.S.* emphasis as their major; the most declared major at CWI. There have been three graduates in this program at the time of writing. Approximately 83% of students have met the measures of success set by the college faculty. Program rigor will be assessed by the success of CWI graduates during the first term at their transfer institution. Program rigor will be considered appropriate if 60% of students that are awarded an A.S. degree and transfer to a four-year institution earn a grade point average of 2.0 or better during their first term. Student excellence can be measured by the rate of inclusion in academic honor societies or the rate of inclusion on lists of special recognition. In 2010, 18 *Biology – Health Care* students were members of *Phi Theta Kappa* and 256 were recognized for their academic success by inclusion on the Dean’s List or President’s List.

Table 4. Retention in core program courses.

COURSE	COURSE TYPE (T,H,O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
BIOL 201	T	319	278	87
BIOL 202	T	92	79	86
BIOL 227	T	722	86	82
BIOL 228	T	333	13	96

Table 5. Success of declared program majors.

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Biology – Health Care A.S.	1100	3	0*

*this information is not yet available

Assessment data/report

Students completing *Biology – Health Care* program core courses are averaging 83% success in those courses (Table 6.). Success is often measured by way of formal assessments – quizzes and exams – but it is also measured by the development of good scientific hypotheses, the application of experimental design, safe laboratory practices, the proper analysis of data, and the communication of results.

We feel that retention in courses is successful (Table 4) but we require more information on matriculation rates in the core sequence and the success of students at their transfer institution. Further, if students are not completing degrees or are not continuing on to a four-year institution, then we need to understand the motivations of students so that they can be addressed via advising, improved curriculum, or professional development.

Table 6. Summary table of student success as measured by *Outcomes Assessment* reporting.

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
BIOL 201	Y	Quizzes, Exams, and Laboratory work	249	249	78	0
BIOL 202	Y	Quizzes, Exams, and Laboratory work	75	75	81	0
BIOL 227	Y	Quizzes, Exams, and Laboratory work	592	592	82	0
BIOL 228	Y	Quizzes, Exams, and Laboratory work	306	306	92	0

Summary, Recommendations, and Continued Improvement

The *Biology – Health Care A.S.* from the College of Western Idaho provides a solid foundation in biology for students who will transfer into CWI's Nursing Program, enter the workforce directly, or transfer to a four-year institution in Idaho. Students receive excellent instruction in state-of-the-art facilities from highly qualified teaching faculty. Our faculty, staff, and physical resources are our greatest strengths in bringing a high-quality education to our students. Faculty and staff are committed to teaching and learning and bring a wealth of experiences – from academics to industry to research – to share with students. And the physical resources in the classrooms and, particularly, in the laboratories are as good, or better, than any in the Treasure Valley. Students receive an excellent education in science at CWI.

There is opportunity for program improvement and growth. Areas in particular need of attention include the ratio of full-time to part-time (i.e. adjunct) faculty members and the load being placed on adjuncts. The sciences rely heavily on qualified, part-time faculty and it's difficult for both the faculty member and the institution to operate long-term with such a model.

Also, the program would benefit from an additional lab space. Currently we have two lab rooms that serve, primarily, the *Biology – Natural Resources A.S.* One is shared between microbiology and general biology, and the other between general biology, geology, and physics. Two devoted biology labs would benefit the program by allowing greater flexibility in scheduling lab and lecture sections, allowing for a single room to be devoted to microbiology (which is important for safety reasons), and providing space for the program to continue to grow and offer a greater number and diversity of labs in the future. In addition to more laboratory space, updated classroom facilities would benefit the program by allow more efficient use of space, for example. This challenge has been addressed at Canyon County to some degree; new desks have been purchased, greatly improving our use of Room 207 A/B at that facility. Also, projection screens or flat screens televisions in this same room would aid in student learning. These rooms just are not made for the size of class that we must hold. Therefore, additional effort on our part is necessary to make the presentation of information as accessible as is possible. As a Department and as a College, we must reassess how our faculty and facilities are going to be able to continue to support the mission of the college in the face of growing budget cuts to education, and increasing enrollment.

In addition, the ability to adequately train the large number of new instructors would be a great advantage to students and the long-term health of the Department. Focused inservice activities can address some of this need but a Departmental training program, including workshops and mentoring for new faculty, will be of greater value.

With regard to our curriculum, we should work to improve the rigor of biological sciences labs, and increase student understanding of laboratory information by requiring the maintenance and completion of a laboratory notebook (sections include: title, objective, methods/procedure, results, conclusion) in all Biological Science laboratory sections. In addition, the program would benefit from increased use of technology in laboratory activities. For example, the biological sciences increasingly rely on complex mathematics and the use of data analysis and presentation software and the more we expose students to these tools, the more successful they will be when they leave CWI. Also, there is a growing awareness for the necessity of comprehensive final examinations in core courses and/or exit examinations as a required component and program completion. This can be used to assess program quality and rigor in addition to student success at their transfer institutions.



**General Education Biology – Natural
Resources Program Review
2010**

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Section 1 – Program Profile

Associate of Science, Biology – Natural Resources

Brief History of the Program

The Associate of Science in Biology with a Natural Resource emphasis is a program intended to prepare students for transfer to one of Idaho's four-year institutions with an ecology, management, or research degree. Student's completing the program can enter the workforce directly but career opportunities may be limited to part-time, seasonal, or contract work. Those students continuing on to a Baccalaureate program of study can expect to be well-prepared for careers in natural resources research and management with various local, state, and federal government agencies or with the many private sector companies competing for natural resource policy, research, and management contract opportunities.

Mission and Goals

Our mission is to provide an outstanding and supportive educational environment that encourages student and faculty growth and promotes the discovery and broad communication of knowledge about the biology of organisms. Graduates will build a robust foundation that will support the growth of their comprehensive knowledge of the biology and evolution of organisms.

Our specific goals for the Biology – Natural Resources Program are to develop graduates that possess critical thinking skills that they can then use to approach and understand questions regarding the natural world and apply underlying biological principles to current issues. Practically, graduates from this program will be able to formulate hypotheses and develop basic experimental approaches to solve problems in biology. In addition, they should also be able to recognize and communicate the importance of the biological sciences as a resource of information to our society.

The Biology – Natural Resources Program is a popular major with students at CWI. There are greater than 200 students that have declared this program as their major course of study and this number has grown steadily since we began operations in January of 2009. In addition, the Biology – Natural Resource Program provides Idaho with a well-trained and local workforce for the various state and federal agencies located in the Treasure Valley. Ada and Canyon counties are the epicenter of natural resource management in Idaho with nearly all the state and federal resource management agencies keeping offices and staff here. Examples of agencies headquartered in the College's service area include the Idaho Department of Environmental Quality, Department of Water Resources, Department of Fish and Game, Department of Agriculture, Department of Lands as well as the United States Bureau of Land Management, Geological Survey, Forest Service, Fish and Wildlife Service, Bureau of Reclamation, and Interagency Fire Center.

Program Content

Table 1. Core courses in the *Biology – Natural Resources Associate of Science* program and relevant information on each.

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
BIOL 201	6	6			319
BIOL 202	3	3			92
BIOL 209	1	1			14
BIOL 250	2	2			69

Outcomes Assessment

Excerpt from *2011 Department of Natural and Physical Sciences Procedure Manual*:

§ 1.6 Required Reports & Record Keeping

All faculty will submit required reports (Outcomes Assessment, committee work, etc) and comply with Division of General Education guidance (attendance monitoring, Blackboard use, etc) as a condition of employment.

General Education Core Objectives

- **Critical thinking:** the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process.
- **Quantitative reasoning:** the ability to calculate, measure, analyze data
- **Communication:** the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media
- **Information literacy:** the ability to locate, understand, assess, and synthesize information in a technological driven society
- **Personal growth and responsibility:** the ability to understand and manage self, to function effectively in social and professional environments and to make reasoned judgments based on an understanding of the diversity of the world community

Table 2. Core General Education Biology courses and the connection to the General Education Core Objectives.

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
BIOL 100	+	+	+	+	+
BIOL 120	+	+		+	+
BIOL 201	+	+	+	+	+
BIOL 202	+	+	+	+	+
BIOL 221	+	+	+	+	+
BIOL 227	+		+		+
BIOL 228	+		+		+

Program Objectives

- **Obj #1** Provide graduates with a robust foundation that will support the growth of their comprehensive knowledge of the biology and evolution of organisms.
- **Obj #2** Prepare graduates to be critical thinkers that utilize scientific approaches and knowledge to address questions regarding the natural world.
- **Obj #3** Support student’s ability to employ appropriate experimental design and methodology to solve problems in biology.
- **Obj #4** Help graduates to recognize the importance of the biological sciences as a resource of information to society and help them develop the ability to appropriately communicate and apply underlying biological principles to current issues.

Table 3. Core courses in the *Biology – Natural Resources Associate of Science* program and the connection to the program’s core objectives.

COURSE	OBJECTIVE #1	OBJECTIVE #2	OBJECTIVE #3	OBJECTIVE #4
BIOL 201	+	+	+	+
BIOL 202	+	+		+
BIOL 209	+	+	+	+
BIOL 250	+	+	+	

The Biology Natural Resources Program supports the General Education Core Objectives by providing students the tools and guidance to become critical thinkers, to analyze and understand data, and to communicate this understanding by way of written and verbal communications. Our students learn how to manage themselves and work in a professional environment through our classroom and laboratory activities but also by observing our faculty and how we deal with our students and with one another. We provide students with the tools that they need to become leaders in our technologically advanced society but we also lead by example. Our faculty are role models, academically and professionally, helping students see the importance of reasoned judgment and of a diversity of backgrounds, cultures, and opinions and what these ideals can contribute to natural resource management.

Section 2 – Resources

Students

Provide demographics of students majoring in the program below. (NEED THIS FROM MICHELLE)

Full Time Faculty

FACULTY NAME	DEGREE QUALIFICATIONS
Marie Gabbard	M.S. in Biology
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:	
<p>Committees/Panels</p> <ul style="list-style-type: none"> • Online Advisory Team member – Spring 2011 • Staff Hiring Committee - Lab Materials Supervisor – Spring 2011 • Bedford Book Committee – Fall 2010 • Hiring Committee – Dean General Education – CWI – Spring 2010 	

- Grade Appeal Committee – Fall 2010
- Faculty Hiring Committee - Department of Natural and Physical Sciences @ CWI– Fall 2009

Activities

- Completed classrooms observations for adjunct faculty - to assist in peer support for improvement of teaching. (Spring 2010, Fall 2010 – part of NPS faculty duties)
- Body Worlds Exhibit – San Diego Museum of Natural History – toured and purchased texts for use in Anatomy and Physiology courses. Self–Study Fall 2009.
- CWI - completed online instruction course Fall 2009.
- HAPS-I – May-August 2008: Best Practices in the Instruction of Distributed (Online) Courses in Anatomy and Physiology; Biol 505 University of Washington.
- Boise State Teaching Scholars Group – Academic Year 2007-2008: Engaging First Year Students.
- Text review committees for McGraw Hill and Benjamin Cummings/Pearson.
 - Art work reviewer for McGraw Hill – Saladin A&P 4th edition.
- Boise State University - Adjunct Faculty workshops – “New Methods in Learning”
- Equine Sciences Curriculum Development: Colorado State University.
- Veterinary Short courses: Kentucky Research Center
 - Nutritional Toxicities/Deficiencies in the Pacific Northwest (Equine).

Honors and Achievements

- Byron Good Memorial Scholarship: Service to the Horse Industry
- California State Polytechnic University: Presidents Travel Award for presentation of original research

FACULTY NAME	DEGREE QUALIFICATIONS
Hollie Leavitt	M.S. in Biology

DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

AWARDS

Graduate Student Research Grant, Boise State University	2004
Robert C. Byrd Scholar, Brigham Young University	1997 - 2002
Valedictorian, Melba High School	1997

SERVICE

Dual Credit Coordinator	2011
Evaluate transcripts of high school instructors wishing to offer dual credit courses. Work with faculty mentors in the Natural & Physical Science Department to ensure that department criteria are being met in high school dual credit classes.	
Advisor for Biology Club	2009 – 2010
Organized student service groups and activities, facilitated meetings, recruited students through campus College & Career Fairs, and worked with the club presidency to develop a club constitution and bylaws.	
Kids College Instructor	Summer, Fall 2010
Taught multiple classes on arthropod diversity and field collecting of invertebrates for children in the community	
National Celebrate Public Lands Day	September 2010
Organized and led a group of Anatomy & Physiology students from CWI in restoring habitat at	

the Deeflat National Wildlife Refuge

Bio Blitz

Summer 2010

Taught participants about insects and led field collecting trips for members of the community

Human Biology Program Head

Fall 2009- Spring 2010

Led weekly meetings to train and mentor new human biology faculty and coordinated all aspects of lab and lecture courses

Rake-Up Nampa

November 2009

Organized and led a group of Anatomy & Physiology students from CWI in raking the yards of several elderly community members

FACULTY NAME	DEGREE QUALIFICATIONS
Steve Lysne	M.S. in Biology

DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

Professional Development

- 2007 Freshwater Mollusk Conservation Society Symposium, Little Rock, AR
- 2007 Boise State University Teaching Scholars Fellowship
- 2008 Society for Conservation Biology Annual Symposium, Chattanooga, TN
- 2008 University of Idaho – PTTE 420, Evaluation in Professional-Technical Education
- 2009 Spring and Fall Inservice – various workshop sessions
- 2009 The Teaching Company – Biology, the Science of Life audio lectures (self study)
- 2010 Spring and Fall Inservice – various workshop sessions
- 2010 The Department Chair Primer (self study)
- 2010 Best Practices for Supporting Adjunct Faculty (self study)
- 2010 MIT Open CourseWare – Teaching College Science audio lectures (self study)
- 2011 Spring Inservice – various workshop sessions
- 2011 Idaho State University, Stream Ecology Center – visiting researcher

Service

- Curriculum Committee
- Grade Appeal Committee
- Performance Evaluation Committee
- College of Western Idaho Strategic Plan workgroup
- Campus Master Plan workgroup
- CWI Undergraduate Research coordination
- CWI Kid's College!
- Curator of Mollusks, College of Idaho, Smith Museum of Natural History
- North American Fauna; Subject Editor
- Journal of North American Fish and Wildlife; Subject Editor

- Journal of the North American Benthological Society; reviewer
- Journal of Molluscan Studies; reviewer
- Western North American Naturalist; reviewer
- Hydrobiologia; reviewer
- American Malacological Bulletin; reviewer

FACULTY NAME	DEGREE QUALIFICATIONS
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Dusty Perkins	M.S. in Biology
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DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

College Service and Professional Development

- Co-Advisor of the CWI student Biology Club
- Developed a partnership with the USFWS Lake Lowell Wildlife Refuge to lead college students in science students collecting and analyzing long-term post-fire successional changes in shrub-steppe communities.
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FACULTY NAME	DEGREE QUALIFICATIONS
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Suzanne Oppenheimer	Ph. D. in Biology
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FACULTY NAME	DEGREE QUALIFICATIONS
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Teresa Rich	M.S. in Biology
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DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:

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<u>Service to the Community</u>	
Volunteer Cub Scout leader Collect AI cans & trash for recycling Donation to Scouting for Food	4/15/2010 - Present 2006 - Present 11/13/2010
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Spring 2011 Inservice State of the College Address Team Building Activity – Personality Session Dr. Rick Amen – “Changing Education Paradigms” Center for Teaching and Learning Update Guest Speaker Mike McHargue from The Great Teacher Seminar	1/10/2011 – 1/11/2011

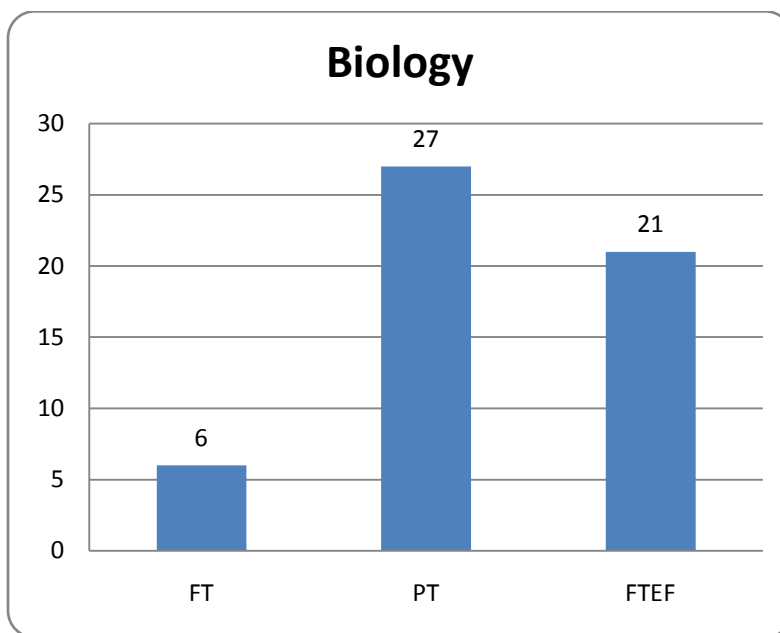


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There are approximately 90 students that have declared the *Biology – Natural Resource* emphasis as their major. There have been three graduates in this program as the time of writing. Approximately 86%

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BIOL 250	T	69	67	97

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PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
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Assessment data/report

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Summary, Recommendations, and Continued Improvement

The *Biology – Natural Resources A.S.* from the College of Western Idaho provides a solid foundation in biology for students aspiring to enter into the workplace or continue their education at a four-year institution in Idaho. Students receive excellent instruction in state-of-the-art facilities from highly qualified teaching faculty. Our faculty, staff, and physical resources are our greatest strengths in bringing a high-quality education to our students. Faculty and staff are committed to teaching and learning and bring a wealth of experiences – from academics to industry to research – to share with students. And the physical resources in the classrooms and, particularly, in the laboratories are as good as or better than any in the Treasure Valley. Students receive an excellent education in science at CWI.

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Also, the program would benefit from an additional lab space. Currently we have two lab rooms that serve, primarily, the *Biology – Natural Resources A.S.* One is shared between microbiology and general biology, and the other between general biology, geology, and physics. Two devoted biology labs would benefit the program by allowing greater flexibility in scheduling lab and lecture sections, allowing for a single room to be devoted to microbiology (which is important for safety reasons), and providing space for the program to continue to grow and offer a greater number and diversity of labs in the future. In addition to more laboratory space, updated classroom facilities would benefit the program by allowing more efficient use of space, for example. This challenge has been addressed at Canyon County to some degree; new desks have been purchased, greatly improving our use of Room 207 A/B at that facility. Also, projection screens or flat screens televisions in this same room would aid in student learning. These rooms just are not made for the size of class that we must hold. Therefore, additional effort on our part is necessary to make the presentation of information as accessible as is possible. As a

Department and as a College, we must reassess how our faculty and facilities are going to be able to continue to support the mission of the college in the face of growing budget cuts to education, and increasing enrollment.

In addition, the ability to adequately train the large number of new instructors would be a great advantage to students and the long-term health of the Department. Focused inservice activities can address some of this need but a Departmental training program, including workshops and mentoring for new faculty, will be of greater value.

With regard to our curriculum, we should work to improve the rigor of biological sciences labs, and increase student understanding of laboratory information by requiring the maintenance and completion of a laboratory notebook (sections include: title, objective, methods/procedure, results, conclusion) in all Biological Science laboratory sections. In addition, the program would benefit from increased use of technology in laboratory activities. For example, the biological sciences increasingly rely on complex mathematics and the use of data analysis and presentation software and the more we expose students to these tools, the more successful they will be when they leave CWI. Also, there is a growing awareness for the necessity of comprehensive final examinations in core courses and/or exit examinations as a required component and program completion. This can be used to assess program quality and rigor in addition to student success at their transfer institutions.



**Business AA
Program Review
2010**

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Section 1 – Program Profile

Associate Arts, Business - Management

Brief History of the Program

In the spring of 2009, the Business – General Associate of Arts was first offered, with 260 students taking 13 sections of Accounting, Business, Economics and Finance courses (four sections, 86 students, online). The department initially consisted of two full time faculty members and five adjunct faculty. Classes followed the course objectives given to us by CSI and we used the textbooks they recommended.

Since that initial semester, the number of Business - General AA majors has grown significantly: 325 in Spring 2010, 454 in Fall 2010 (an increase of 40%) and early Spring 2011 data shows 533 majors. Students enrolled in general education business classes increased from 686 in Spring 2010 to 896 (an increase of 31%) in Fall 2010. During that time, the number of full time faculty has remained unchanged and the number of adjuncts has grown. Adjuncts who taught accounting, business, economics and finance in Fall 2010 numbered eighteen (an increase of 260%). Ten Business-Management AA degrees were conferred in 2010, but because the school had just opened the previous year, the low number of degrees to total majors is not as alarming as that may appear.

CWI also offers many Professional Technical degrees and certificates for students interested in business careers. These include Associate of Applied Science degrees in Applied Accounting and Marketing Management. While some of the classes offered in these programs are similar to the general education Business AA, the classes currently are not usually transferrable to the general education program or to four-year schools.

Mission and Goals

At this time, the College of Western Idaho continues to use the College of Southern Idaho's Business Department's goals which include:

- Analysis and Critical Thinking / Problem Solving
- Communication
- Effective Performance
- Global Awareness
- Pursuit of Personal Goals

These goals mesh well with the College of Western Idaho's General Education goals and mission statement. CSI's Business Department's goals tie directly to class objectives and assessment methods provided to CWI via course syllabi. CWI continues to use these objectives and similar assessment methods until CWI has its own accreditation at which time we will re-evaluate and rewrite the CWI Business AA goals. However, the two current full-time business faculty of CWI agree that four of the goals are worth keeping, but should probably be written in a similar method as CWI's General Education goals.

Program Content

Table 1. Required discipline specific courses in the *Business-General A.A.* program and relevant information on each.

RELEVANT COURSES Fall 2010	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
ACCT 201	3	0	3	0	49
ACCT 202	1	0	1	0	24
BUSA 207	2	2	0	0	53
BUSA 208	1	1	0	0	11
BUSA 265	2	2	0	0	36
ECON 201	5	3	1	1	151
ECON 202	5	4	0	1	139

Outcomes Assessment

§ 1.6 Required Reports & Record Keeping

All faculty submit required reports (Outcomes Assessment, committee work, etc) and comply with Division of General Education guidance (attendance monitoring, Blackboard use, etc) as a condition of employment.

General Education Core Objectives

- **Critical thinking:** the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process.
- **Quantitative reasoning:** the ability to calculate, measure, analyze data
- **Communication:** the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media
- **Information literacy:** the ability to locate, understand, assess, and synthesize information in a technological driven society
- **Personal growth and responsibility:** the ability to understand and manage self, to function effectively in social and professional environments and to make reasoned judgments based on an understanding of the diversity of the world community

Table 2. General Education core courses in the *Business-General A.A.* program and the connection to General Education Core Objectives.

The Business Program supports the General Education Core Objectives by providing students the tools and guidance to become well-rounded contributors to a market-driven society. Business faculty formerly or currently have strong professional business backgrounds in a variety of industries, sizes of businesses, inside and outside of Idaho and the United States. Faculty are expected to model professional behavior in correspondence and relationships with students, always demonstrating the highest ethical standards, and to help students have a full

understanding of the thinking skills, personal communication abilities and knowledge to be successful transfer students, entrepreneurs, or employees.

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
ACCT 201	X	X	X		X
ACCT 202	X	X	X		X
BUSA 207	X	X	X	X	X
BUSA 208	X	X	X	X	X
BUSA 265	X	X		X	X
ECON 201	X	X	X	X	X
ECON 202	X	X	X	X	X

Table 3. Required discipline specific courses in the *Business* program and the connection to the program’s core objectives.

COURSE	Analysis and Critical Thinking	Communication	Effective Performance	Global Awareness	Pursuit of Personal Goals
ACCT 201	X	X	X		X
ACCT 202	X	X	X	X	X
BUSA 207	X	X	X		X
BUSA 208	X	X	X	X	X
BUSA 265	X	X	X		X
ECON 201	X	X	X	X	X
ECON 202	X	X	X		X

Section 2 – Resources

Students

Provide demographics of students majoring in the program below.

Full Time Faculty

FACULTY NAME		DEGREE QUALIFICATIONS	
David Berggren		MS, Math, Louisville University; MBA, Boise State University	
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:			
Dual Credit Mentor Instructor of Introduction to Business, Business Statistics for Decision Making 1 & 2, Marketing, Macroeconomics, Leadership			
FACULTY NAME		DEGREE QUALIFICATIONS	
John Nordstrom		MBA, Northwest Nazarene University	
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:			
Department Chair of Business, Economics and Mathematics, 2009 – 2011 NISOD, 2011 Instructor of Microeconomics, Macroeconomics, Business Communication			

Full-time Faculty = 2
Adjunct Faculty =18

Spring 2010 FTEF = 7.7
Fall 2010 FTEF = 8.5

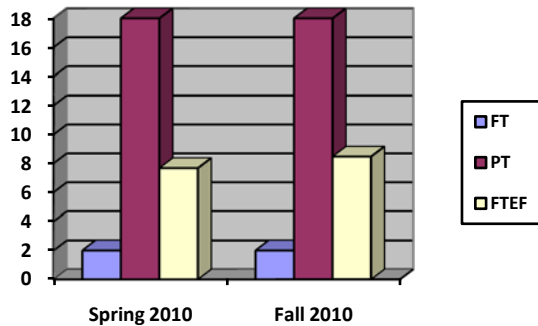


Figure 1. Relationship of full-time and part-time faculty to full-time equivalent faculty.

Information Resources

We encourage the use of the Internet, the CWI library and other information sources. In lecture, students are assigned readings which frequently have optional interactive components and department faculty utilize Blackboard as a support tool. In addition, many of the courses use an online component such as MyEconLab. These outside sources are used to research papers, presentations and other assignments.

Facilities

The Business-General AA is taught primarily on the Nampa and Ada campuses with occasional classes taught at other locations. All classrooms have a laptop with internet access and projector. Many classrooms also have a document camera. Business Statistics for Decision Making 1 & 2 are taught in classrooms with computers for students to be able to practice analytical thinking skills and problem solving using Excel and MyStatLab during the teaching of the classes.

Student Support

Students at CWI are placed into courses based on their academic experience, testing and advising by Student Services during registration. Students receive advising from Student Services and during group sessions held by both Student Services and faculty. In addition, students can request a faculty advisor and meet with that advisor to discuss academic planning.

Student success is also supported by the tutoring program at CWI as well as one-on-one contact with faculty members during office hours and conference times.

In addition, students have the opportunity to interact with faculty and their peers in extracurricular activities such as *Phi Theta Kappa* and the Entrepreneurship Club.

Accounting, business, economics and finance classes have been offered during the day and evening at the Nampa and Ada campuses and several classes are available online to support traditional and non-traditional students and their work schedules when possible. The entire business degree should be possible to complete online. Five classes still need to be developed and delivered online for this to become possible.

Section 3 – Outcomes

Indicators of Program Quality

There were approximately 454 students in the Business AA Program in Fall 2010. There were ten graduates in May 2010.

Program rigor will be assessed in the future by the success of CWI graduates during the first term at their transfer institution. Program rigor will be considered appropriate if 80% of students that are awarded an A.A. degree and transfer to a four-year institution earn a grade point average of 2.0 or better during their first term.

Student excellence can be measured by the rate of inclusion in academic honor societies or the rate of inclusion on lists of special recognition.

Evidence of student demand for entry/transfer into the program

- Evidence of student retention in the program is not measurable at this point.
- Number of graduates: 10
- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, transfer institutions, community members or agencies is not possible yet.

Table 4. Retention in core program courses.

COURSE	COURSE TYPE (T,H,O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
ACCT 201	T	15	15	100%
ACCT 201H	H	29	28	96.55%
ACCT 202H	H	38	32	84.21%
BUSA 207	T	82	63	76.83%
BUSA 208	T	21	21	100%
BUSA 265	T	77	72	93.51%
ECON 201	T	227	202	88.99%
ECON 201W	O	82	74	90.24%
ECON 201H	H	33	32	96.97%
ECON 202	T	152	146	96.05%
ECON 202W	O	112	105	93.75%
ECON 202H	H	14	14	100%

Table 5. Success of declared program majors.

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Business - AA	454	10	Unknown

Assessment data/report

Students in Business AA discipline specific courses average 81.4% success in achieving outcomes in those courses (Table 6.). Success is often measured by way of formal assessments – quizzes, exams and papers – but it is also measured by participation in discussions and through presentations and group projects.

We feel that retention in courses is successful. We need information about how students do at their transfer institutions and whether they receive four-year degrees but that information is not yet available. Further, if students are not completing degrees or are not continuing on to a four-year institution, then we need to understand the motivations of students so that they can be addressed via advising, improved curriculum, or professional development.

Table 6. Summary table of student success as measured by *Outcomes Assessment* reporting.

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
ACCT 201	Y	Varies*	49	38	77.76%	0
ACCT 202	Y		24	18	75.89%	0
BUSA 207	Y		53	39	73.82%	0
BUSA 208	Y		11	9	85.91%	0
BUSA 265	N**		36	31	87.77%	0
ECON 201	N		151	126	83.33%	0
ECON 202	N		139	116	83.96%	0

* Means of Outcomes Assessment Varies per section.

** Improved Course Objectives to be developed.

Summary, Recommendations, and Continued Improvement

Program Strengths

Students taking core business courses at CWI are fortunate to receive these classes from quality adjunct instructors who have business experience, governmental experience, and a wide range of international experience to share with students. Student feedback often praises the quality of CWI's business instructors.

Another program strength is that the instructors emphasize thinking skills to students so they learn how to analyze and problem solve complex business situations, policy decisions and ethical conundrums across the core business courses. Additionally, students complete group presentations, analytical papers and data analysis.

Finally, even though CWI is a fairly young institution, the Business AA is transferrable through 2 + 2 agreements with most Idaho colleges and universities including Boise State University and University of Idaho.

Areas of Concern

Need for full time faculty

The Business AA is taught primarily and possibly for some students entirely by adjunct faculty. Given the number of majors, more full time faculty would provide better advising for these business majors. Additionally, it would be easier to provide students with classes that fit within their schedules whether they are traditional day students, primarily night students and online students. As it currently stands, some classes have only been offered for only one or two, but not all three, groups of students.

Another issue with the growth of the business disciplines is that it has been difficult to provide adjuncts with the level of mentoring, oversight and feedback that they need to be a truly effective part of CWI and the disciplines they teach. As mentioned previously, only two full-time instructors and eighteen adjunct faculty served students each semester in 2010.

Online Business AA

Online business and economics classes have been very popular as students would like a method to complete an AA in business that fits their work and life schedule. Development of five of the seven core business classes still needs to be completed. These include the two accounting courses and the three business courses. Only the two economics courses are currently available online.

Additionally, online training for instructors is changing to improve the preparation for faculty to teach online and to develop more complete classes to ensure proper rigor and provide students with positive outcomes.

Advising

Students need better information about the Business AA versus the PTE business programs when they enroll at CWI to ensure that they are in the best possible program to meet their goals. Many students have inadvertently begun PTE courses when their end goal was for a four-year bachelor's degree at a four-year institution. Student Services needs better information to provide proper advising at intake.

Program Recommendations

At this time, it is recommended that CWI continue to offer the same Business AA that College of Southern Idaho is offering until CWI has its own accreditation. College of Southern Idaho's Business program is well constructed and while there are minor tweaks that CWI should do, including improving the course outcomes and objectives, these minor issues should be superseded by the simplicity of staying in line with CSI for the short term.

CWI PTE and GENED business instructors and supervisors have shown some ability and desire to work cooperatively to provide students with clearer advising. Additionally, some classes that are offered in the PTE program should be internally transferrable to the GENED Business AA if the classes or set of classes have the same outcomes and objectives. It would further help CWI students if those classes would be transferrable to four-year institutions if they were internally accepted. Further, if faculty have the qualifications to teach both GENED and PTE classes, it would be beneficial to have faculty teach similar classes to both student bases if the funding issues could be worked out.

Currently, each full-time faculty member can advise forty students at a time. Given the growth in business majors, two-full time faculty members can only advise 80 students which is only about a sixth of all business majors receiving advising from a business instructor. The need for more full time business faculty to advise business majors is critical as the Business AA feeds into dozens of potential four-year degrees at colleges and universities including accounting, business management, marketing, small business management, economics, finance, and operations management just to mention a few of the most common choices.

Additionally, full-time faculty would help teach the core business classes including financial accounting, managerial accounting, business statistics for decision making 1, business statistics for decision making 2, legal environment, microeconomics and macroeconomics. Currently, three of the core classes are taught only by adjuncts and the information science class which counts as the students' requirement for computer literacy is also taught by an adjunct. Three additional instructors would allow 200 students to receive advising would ensure that students would likely receive instruction from full-time faculty during their time at CWI. While CWI has excellent adjuncts teaching within the business program, full-time faculty are able to provide better perspective and sense of community than a pool of adjuncts.

Budget Requests

- Outcomes assessment tool to take the place of the system currently being supplied and maintained by CSI.
- Full time faculty positions should be hired to teach the core business classes these may include:
 - Accounting/Finance instructor
 - A second general business instructor that could teach Information Science, Business Stats for Decision Making 1 & 2 and Legal Environment
 - A second economics instructor to meet the growing demand for economics classes from business and non-business majors

Continued Improvement: Since this is our first program review, this area will be addressed next year.



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CISA

Computer Literacy Skill Development

CISA101-17

Spring 2011

Course Description

This course is designed to help students develop the skills to meet the computer literacy requirements for graduation from the College of Western Idaho. This course will provide an overview of hardware components, operating systems, e-mail, Internet, networks, and application software. No pre-requisite classes or computer skills are required.

Course Schedule

CISA101 meets on Thursday from 7:00 – 9:30 pm
Ada Campus – Room 1205
Regular 16 week session

Course Focus

This course will focus on specific software including Windows, Internet Explorer, Word 2007, Excel 2007, and PowerPoint 2007. This course is not specific to any degree program; however it meets the Computer Literacy Requirement for CWI.

Course Objectives

Upon completion of this course, the student should be able to perform a wide variety of computer and technology-related skills. Specific details of these outcomes begin on the next page.

Outcomes Assessment Objectives CISA 101- Computer literacy

Outcome 1: General Technology

- Demonstrate terminology related to hardware components, operating system, other software and functions of the computer
- Demonstrate basic trouble shooting techniques by showing how to check power and cable connections to ascertain they are connected to the correct ports and outlets
- Identify and direct output/input such as printer, drivers, and monitors
- Use the hardware components, such as mouse, keyboard, ports and monitor of the computer
- Demonstrate ability to locate and launch files and software programs
- Use help functions in software
- Describe practices to keep a computer free of viruses
- Explain the concept of a computer network
- Work with Windows operating systems
- Use Menus, Windows and Programs
- Work with Views and Toolbars
- Use My computer/Computer file management system
- Use Files, Folders and Shortcuts
- Modify the Desktop
- Use the Start Menu
- Work with basic Accessories applications (Notepad, Paint, Calculator)
- Demonstrate the ability to cut, copy and paste
- Saving files to various locations (ie. Network folder, flash drive)
- Using the Printer

Outcome 2: Internet & E-mail

- Properly enter an e-mail address
- Send, Forward, and Reply to e-mail
- Search for Information on the Internet
- Open, view and save e-mail attachments
- Compare methods of Internet access
- Identify hardware and software needed to access internet
- Demonstrate knowledge of domain names and IP addresses
- Describe the general structure and operation of the Internet
- Explain the concept of a web browser
- Identify basic parts of a web browser
- Explain the concepts of a URL
- Use the toolbar in a web browser to go Back, Forward, Home, Reload, Open (via its URL) Print, Find and Stop
- Discuss e-mail netiquette and security
- Discuss information copyright and validity
- Discuss instant messaging, blogging and podcasting
- Discuss Internet security and threats

Outcome 3: Word Processing (Word)

- Start Word, name, create and save a document
- Insert a Clip Art Object
- Move and Resize the Clip Art Object
- Create a WordArt Object
- Inserting Pictures from Files and the Internet
- Create a Table
- Insert Rows and Columns
- Insert graphics in tables
- Insert Page Numbers
- Change Zoom Settings
- Add page breaks/Column breaks
- Use Format Painter
- Highlight text
- Use Print Preview
- Use Copy and Paste
- Checking Individual Spelling and Grammar Errors
- Insert Headers and Footers
- Insert bulleted and numbered lists in a document
- Move text
- Format text and paragraphs
- Format tables (cell alignment, shading and borders)
- Use Find, Replace, and Go To
- Opening and Closing an Existing Document
- Changing Document Views
- Use filenames and folders for organizing saved documents
- Use Undo and Redo
- Set Margins
- Use format painter
- Set tabs
- Preview and print documents
- Set Text Wrapping options
- Used Advanced Positioning options for Clip Art
- Crop a graphic
- Insert text from a file
- Insert fields in footers and headers
- Display Non Printing characters
- Align Text
- Format page numbers
- Insert and delete text

Outcome 4: Spreadsheet Software (Excel)

- Start Excel and name, create and save a workbook
- Add tabs/worksheets to a workbook
- Enter Text and Numbers
- Use AutoComplete
- Fill a Series with Auto Fill
- Use Spelling Checker
- Undo to Correct Typing Errors
- Insert a Row/Column
- SUM function or simple math functions
- Format Financial Numbers
- Use Column AutoFit,
- Use Merge and Center
- Use SUM MIN, MAX, AVERAGE, and IF functions
- Create simple mathematical Formulas
- Edit formulas
- Use Absolute Values in a formula
- Apply borders/gridlines and shading
- Clear contents and format
- Copy, Paste, and Move Cell Contents
- Navigate Among Worksheets
- Rename Worksheets
- Change the Tab Color of a Worksheet
- Apply Number Formats
- Print and show/hide Formulas
- Create a variety of Charts
- Wrap Text in a Cell
- Change the Chart Type
- Insert Custom Header and Footer
- Print a Worksheet

Outcome 5: Presentation Software (PowerPoint)

- Start Powerpoint
- Create and save a new presentation
- Add, reorder, and delete Slides
- Modify Text
- Apply a Design Theme
- Change the Presentation Theme
- Modify Slide Layout
- Apply a Background Style
- Apply Slide Transitions to a Presentation
- Reorder Slides
- Insert Pictures in a presentation
- Change the Size and Shape of a Picture
- Create a Background from a Picture
- Flip Clip Art
- Size and Position Clip Art
- Apply and Modify a Picture Style
- Create Basic Shapes
- Apply Entrance Effects
- Apply Animation to a SmartArt Graphic
- Insert Slides from an Existing Presentation
- Create a New Presentation Based on an Installed Template

Outcomes Assessment

The student will demonstrate an understanding of the use of:

- Basic computer functions, as well as the purpose and use of an operating system
- Internet Explorer, the Internet and e-mail
- Microsoft Word to perform basic document formatting
- Microsoft Excel to perform basic computations and formatting
- Microsoft PowerPoint to present and communicate ideas

Students will complete the following project-based tests:

- General Technology, Internet & Email Exam
- Microsoft Word Exam
- Excel Exam
- PowerPoint Exam

Students will complete a portfolio demonstrating their competency in Word, Excel & PowerPoint. The portfolio will include:

- Cover Page
- Four Word documents

Examples:

- ✓ Flyer or event announcement (marketing piece)
- ✓ Brochures
- ✓ Worksheets
- ✓ Training documents
- ✓ Job Aids
- Three Spreadsheet data & graphing examples
- Three Presentation samples

Textbooks and Required Materials

- *GO! with Microsoft Office 2007 Introductory, 3e* by Shelley Gaskin, Robert L. Ferrett, Alicia Vargas, and Suzanne Marks ©2010, published by Pearson Prentice Hall.
ISBN 0-13-505923-2
- Storage device for saving files (any of the following: multiple diskettes, CD-RW, flash drive, etc.)

REQUIRED SOFTWARE:

- Microsoft Internet Explorer 6.0 or higher (required for Blackboard)
- Microsoft Windows XP or Windows 7: Assignments are specific to Windows XP and it will be difficult to complete these assignments in the same manner as the text
- Microsoft Office 2007 or 2010: Assignments are specific to Microsoft Office 2007 and it will be difficult, but not impossible, to complete these assignments in the same manner as the text if you do not have Office 2007.

Student Contributions

ACADEMIC DISHONESTY: All work submitted by a student must represent his/her own ideas, concepts, and current understanding. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action.

Students are expected to be honest in all aspects of their college education. All work is evaluated on the assumption that the work presented is the student's own. Anything less is unacceptable.

Examples of dishonest practice include but are not limited to:

Cheating - The improper use of books, notes, other students' tests, or other aids during an examination. It is the responsibility of the student to obtain approval for the use of such aids prior to the time of the examination; otherwise, they will be considered improper. An "examination" is defined as "any testing situation in which the score will be used for credit in a course."

Plagiarism – Submission or presentation of a student assignment as one's own in which substantial portions are paraphrased without documentation or are identical to published or unpublished material from another source (*including another student's work*). An assignment is defined as "any materials submitted or presented by a student for credit in a course."

Discovery of plagiarism can result in a failing grade for that assignment. If a student is caught a second time that student will receive a failing grade for the class.

The average student can expect to spend approximately 6-8 hours per week preparing for class.

Attendance Policy

Attendance is critically important for this class. We will often uncover easier and quicker ways to achieve the desired results. I have high expectations for the work submitted. In order to comprehend how assignments should be submitted for full credit, you must attend classes.

A class missed due to required participation in a verified school activity will not be considered an absence. Students who miss class or are absent for any reason, are still responsible for completing all course requirements.

Students that cannot complete the course should drop the course. I cannot drop students.

Course Evaluation

Testing Procedure

The main objective of this class is for students to demonstrate computer literacy. There will be class projects and exams to assess if students have gained the necessary skills.

Grading

A combination of attendance, lecture, demonstration, homework, lab exercises, and projects will be used in the class. Homework, lab exercises, projects and the portfolio will be used as preparation for assessments. At CWI, it is assumed that there are two hours of homework required for each hour of class time. Therefore, students should plan on spending at least two hours of additional homework for each hour of lecture. This may be done on a home computer or can be completed in a computer lab.

Grades for this class will be based on attendance, assignments, the portfolio, and exams.

The final grade will be based on the following percentage:

90 - 100%	=	A
80 – 89.9%	=	B
70 – 79.9%	=	C
65 – 69.9%	=	D
0 – 64.9%	=	F

As a general rule I do not give Incompletes. However, to be eligible for an Incomplete, a student must have an A for the class and have at least 60% of the class work completed. I will only consider awarding an Incomplete if a student meets the above criteria and has some extreme emergency situation. In such cases, a student requiring an incomplete must submit a written appeal with full rationale to the instructor at least three weeks prior to the end of the term.

Students are strongly encouraged to complete evaluations at the end of the course. Evaluations are very important to assist the teaching staff to improve the course. Evaluations are available on the Evaluation button in your Blackboard online course room. Evaluations become available two weeks prior to the end of the course. The last day to complete an evaluation is the last day

of the course. During the time the evaluations are open, students can complete the course evaluations at their convenience from any computer with Internet access. When students log in, they should see the evaluations for the courses in which they are enrolled. Evaluations are anonymous. Filling out the evaluation should only take a few minutes. Your honest feedback is greatly appreciated.

CWI E-mail and Blackboard Accounts

All registered CWI students receive a college email and Bb account. Every course at CWI has a Bb component. It is the student's responsibility to access both accounts regularly to avoid missing important messages and deadlines.

Assignments

Assignments are completed using information from the textbook and class lectures. To see assignment due dates, check your 'My Grades' on Blackboard. All assignments will be submitted via Blackboard unless directed otherwise by your instructor. ***If you do not see the assignment link in Blackboard, the assignment is late and cannot be submitted.*** Unless required by the assignment, I will not accept assignments more than one week late or that are e-mailed to me unless prior arrangements have been made.

Drop Policy

It is the student's responsibility to drop the course. Students are responsible for adding and dropping courses. At the end of the first week of class, faculty may perform faculty initiated drop for non-attendance. Beyond the first week, it is the student's responsibility to drop any course he/she does not intend to finish. Students who stop attending a course without filing a drop request will receive a grade of F.

Special Accommodations

Students with disabilities who believe that they may qualify for accommodations in this class are encouraged to contact the **One Stop Student Services Center** and discuss the possible accommodations with an Enrollment Specialist. If you have a diagnosed Learning Disability, please initiate this contact as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please contact the **One Stop Student Services at 562-3000 or Room 107 – CWI Main Campus.**

Emergency Procedures

Make yourself familiar with the evacuation procedures and follow posted instructions for evacuation located in each room.

EXHIBIT 8.8 – College of Western Idaho Study Guides for Computer Literacy

WORD STUDY GUIDE

Below is a list of items that will be covered in the Word CSA exam. Each question requires the completion of multiple tasks and an example has been included.

- Add a row to a table
- Align text
- Apply text wrapping options to clip art
- Bold text
- Change font style and size
- Change margins
- Copy a picture
- Copy and paste text in a document
- Copy text from one document to another document
- Create a new paragraph
- Crop a picture
- Display non printing characters
- Display the Clipboard
- Edit text
- Enter text into a table
- Format page number to start at a certain number
- Format text in a table
- Format the WordArt to use a square wrapping style.
- Highlight text
- Insert a manual page break
- Insert a page number using a page number style
- Insert a picture from a file
- Insert a section number as a field into a footer
- Insert a table
- Insert a WordArt object.
- Insert text
- Insert text into a footer
- Italicize text
- Move the insertion point
- Move text by dragging
- Open a file
- Print a document
- Save a document
- Select text
- Set an absolute position for a graphic
- Set line spacing
- Set Zoom
- Size a picture using the Picture Tools Format tab
- Switch views, example full screen reading view to draft view
- Underline text
- Use Find and Replace
- Use the Find command
- Use the Format Painter to copy formatting.
- Use the Go To command
- Using a shortcut menu, correct spelling and grammar errors
- View in Print Preview

EXAMPLE QUESTION

On Page 2 (the page after the cover page), with the insertion point to the left of the heading *Choosing the Right College*, insert a page number at the bottom of the page Use the Thin Line style. Format the page numbers to start at 0, so that the second page in the document actually displays as 1. With headers and footers still active, move to the fourth (last) page of the document, type Section in the left section of the footer followed by a space, and then insert the section number as a field Use the format 1, 2, 3... Close the footer.

EXCEL STUDY GUIDE

Below is a list of items that will be covered in the Excel CSA exam. Each question requires the completion of multiple tasks and an example has been included.

- Add data labels to a chart
- Adjust column width and row height
- Align text both horizontally and vertically in a cell
- Align text in a cell
- Apply borders
- Apply number formatting
- Apply number formatting and adjust decimal places
- AutoFit column width and row height.
- Change font styles and size
- Change the chart type
- Change the tab color of a worksheet
- Copy a formula
- Copy the contents of a range of cells
- Create a folder in the Save As dialog box
- Create a formula
- Create a formula using an Absolute Cell Reference
- Create headers and footers
- Display formula
- Fill a cell
- Insert a Chart
- Insert rows and columns
- Merge and center text in cells
- Move the contents of a range of cells
- Paste a formula
- Print a worksheet
- Rename a worksheet
- Save a workbook
- Select a range of cells
- Use a keyboard shortcut to enter a date (CTRL and ;).
- Use SUM, MIN, and MAX functions
- Use the IF function
- Use the Average function
- Use the Clear command to clear contents and formatting
- View worksheet in Print Preview

EXAMPLE QUESTION

Select cells A3:E8. Create a Clustered Column chart based on the selected cells. Move the chart so that the upper left corner aligns with the upper left corner of cell A10. Drag the blue border to change the selected chart range to include only cells B4:D7. Switch the row and column layout of the chart. Change the chart layout to Layout 3. Edit the chart title to read: First Quarter Sales by Vehicle Type, and then deselect

POWERPOINT STUDY GUIDE

Below is a list of items that will be covered in the PowerPoint CSA exam. Each question requires the completion of multiple tasks and an example has been included.

- Add a new slide to a presentation
- Apply a transition to a slide
- Apply a transition to all slides in a presentation
- Change the slide layout
- Convert a clip art to a drawing object
- Copy text from one slide to another
- Create a presentation using a template
- Edit a drawing object
- Edit text on a slide
- Enter text into a table in a presentation
- Format Clip Art in a presentation
- In Slide Sorter view, arrange slides
- In Slide Sorter view, delete slides
- Insert a slide in a presentation
- Insert a table into a presentation
- Insert Clip Art into a presentation
- Move to a slide in slide show view
- Open a presentation
- Position clip art in a presentation
- Print slides and handouts
- Rotate Clip art
- Save a presentation
- Spell check a presentation
- Start PowerPoint
- Use the thesaurus

EXAMPLE QUESTION

Start Microsoft Office PowerPoint 2007. Open the file chap4_ho1_memories from the My Documents folder. Save the file in the My Documents folder with the name chap4_ho1_memories_solution. Insert the picture file chap4_ho1_1memories.jpg from the My Documents folder onto Slide 1. Set the scale for the height of the picture to 38% and then set the horizontal position of the picture to 5 inches from the top left corner and the vertical position to 0.3 inches from the top left corner. Position the photo behind the text. Insert the picture file chap4_ho1_2memories.jpg from the My Documents folder onto the large content placeholder on Slide 2. Insert the picture file chap4_ho1_3memories.jpg from the My Documents folder onto the small content placeholder on the top right of Slide 2. Insert the picture file



Communication AA Program Review 2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Communication program at CWI was brought over in its current form from the College of Southern Idaho. The Communication AA degree went live in the Spring 2009 catalog. There was one full-time faculty member in Spring 2009, one in Fall 2009, and four in Spring 2010.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The mission of the communication major at the College of Western Idaho is threefold. Students will become competent in critical thinking, communication, and information literacy. Beyond the core skills, students will gain a firm foundation of communication principles, research methods, and applications in public speaking, organizational, small group, interpersonal, intercultural, argumentation, mass communication, and group communication. Finally, students will be prepared for junior-level transferability to a four year institution.

GOALS *(In areas of teaching and learning)*

CWI COMMUNICATION PROGRAM OBJECTIVES

The communication major is a transfer program designed to result in an Associate of Arts degree, and it meets the general education requirements of all Idaho public universities. In order to ensure transferability of coursework, students should coordinate course selection with the requirements of the institution to which they intend to transfer (if known). The communication program provides students with a foundation in human communication, emphasizing interpersonal communication, gender issues, listening theory and skills, public speaking, argumentation, and debate. This foundation is designed to give students the knowledge and skills needed to move into the final two years of a bachelor's degree program. Communication majors often find employment in such areas as advertising, broadcasting, marketing, corporate training, education, law, public relations, and sales,

DEMAND *(Provide evidence of internal and external demand)*

- 108 majors in the program.
- Comm 101 meets a degree requirement for all Gen Ed and PTE programs at CWI.

Program Content *(List the program offerings and the details that apply in the table below)*

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
Comm 101	123	106	5	12	2857
Comm 102	4	2	0	2	109
Comm 105	2	2	0	0	23
Comm 171	2	2	0	0	62
Comm 201	1	1	0	0	13
Comm 209	3	3	0	0	78
Comm 220	2	1	0	1	39
Comm280	2	0	0	2	15

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed : NA

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

- Decision made by full-time and adjunct Communication faculty to require two speeches with key-note outlines in all sections of Comm 101 beginning fall 2010.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
Comm 101	Yes	Yes	No	Yes	Yes

Program Objectives (please replace "objective #1" etc. with specific program objectives.)

COURSE	Knowledge Base	Application	Research Methods	Critical Thinking	Communication	Info Literacy	Continued Ed Prep	Career Planning & Dev.	APA Format
Comm 101	X	X	X	X	X	X	X	X	X
Comm 102	X	X	X		X	X	X		X
Comm 105	X	X	X	X	X	X	X		X
Comm 171	X	X	X	X	X	X	X		X
Comm 201	X	X	X	X	X	X	X		X
Comm 209	X	X	X	X	X	X	X		X
Comm 220	X	X	X	X	X	X	X		X
Comm 280	X	X	X	X	X	X	X	X	X

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data has not been provided from the college We hope to have this for future reviews.

Full Time Faculty (List the Faculty members and details that apply in the table below)

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
Randall Reese	M.A. Communication	Fall & Spring In-Service	Advised Media Club;

Megan Hudson	M.A. Communication	Fall & Spring In-Service	CTL Director and Service-learning coordinator
Johnny Rowing	M.A. Communication	Fall & Spring In-Service	Advisor Speech and Debate and Coach; developing Comm online courses
Michelle Bennett	M.A. Communication	Fall & Spring In-Service	Advisor Speech and Debate and Coach; Chair SBS O&A Committee
Please attach Full Time Curriculum Vitae – See attached			

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
4:141 .0028	21:141 14.89

FTEF	28.2
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**FTEF is based on total number of contact hours divided by 15

Information Resources (*List evidence that the program requires the use of the library and/or other information sources in the box below*)

EVIDENCE
The Communication area makes use of the CWI print Library, online databases, and online journals provided by the CSI Library.

Facilities (*Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies*)

OVERVIEW
- All classrooms currently meet our needs (desks/chairs, projectors, and computers).

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

- Prerequisites for all courses are adequate.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

- Media Club
- Community service projects and service learning
- Speech and Debate Team
- Fundraising at the Idaho Center

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

NA

Identify opportunities for student involvement in program planning and evaluation below.

- Officers in the CWI Speech and Debate team, Media Club, and Portfolio feedback.
- Faculty have developed standards of (2) speeches with key-note outlines in all Communication 101 courses.

Provide a brief description of efforts made to support majors and graduates below.

- Advising by Communication faculty
- COMM 280 course to prepare Communication majors to set their 4-year educational goals and begin to consider their career goals after graduation.
- Providing media skills through Media Club

Provide evidence that the program's courses are scheduled for optimum learning below.

- The Communication faculty provides course offerings on a rotation that meets demand and allows full-time students to graduate in two years.

Provide evidence that the program's courses are scheduled for student accessibility below.

- Communication is offered as a day-time and night-time program at the Nampa Campus.
- Comm101 classes also offered regularly during evenings and on weekends; online and hybrid to support the college.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

- 108 majors.
- 3419 students enrolled in Communication courses across 2010.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
Comm101	T, H, O	1457	1288	88.4%
Comm102	T,O	109	101	92.6%
Comm105	T	23	20	86.9%
Comm171	T	62	57	91.9%
Comm201	T	15	12	80%
Comm209	T	30	26	86.6%
Comm220	T,O	15	10	66.6%
Comm280	T,H,O	15	12	80%

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Communication AA	108	2	2

Provide evidence of program quality (surveys/interviews of current students, graduates, and transfer institutions) below.

Speech and debate winning tournaments, 2 graduates transferred to Boise State University.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

- 2010 Grade Distribution is good, but the faculty continues to discuss rigor and working to provide a balanced grade distribution.

Provide internal/external recognition of students, faculty, or graduates below.

- Individual and program awards in speech and debate

Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENT S ACHIEVING	FAVORABLE OUTCOMES PERCENT	# of SECTIONS NOT REPORTING
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			PROFICIE NCY	TAGE		
COMM101	Yes	Fall 2010 OA Matrix	1288	1077	83.6%	0
COMM102	Yes	Fall 2010 OA Matrix	101	83	82.1%	0
COMM105	Yes	Fall 2010 OA Matrix	20	19	95%	0
COMM171	Yes	Fall 2010 OA Matrix	57	50	87.7%	0
COMM201	Yes	Fall 2010 OA Matrix	12	10	83.3%	0
COMM209	Yes	Fall 2010 OA Matrix	26	22	84.6%	0
COMM220	Yes	Fall 2010 OA Matrix	10	9	90%	0
COMM280	Yes	Fall 2010 OA Matrix	12	9	75%	0

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

- Four full-time Communication faculty with different skills and teaching interests provide a well-rounded core.
- Full-time and adjunct faculty worked together to create new program and course objectives.
- Working and social meetings open to all Communication faculty; each semester to discuss the program and support one another with classroom concerns and skill building.

Provide areas of concern or needed improvement below.

Lack of control over our curriculum to offer all 100 and 200 level transfer to BSU Communication program where the majority of our majors will transfer. We would like to alter our Capstone class 280 to make it more relevant to the students' future program.

Provide program recommendations or actions below.

- Work on developing scholarships for Communication students; provide development for adjunct faculty.
-

Provide budget requests tied to program improvement below.

- APA manuals for faculty as APA formatted papers are required in all courses.





**Criminal Justice AA
Program Review
2010**

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Criminal Justice program at CWI was brought over in its current form from the College of Southern Idaho. The Criminal Justice A.A. degree went live in the Spring 2009 catalog. One full time faculty member to be hired in 2011.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The College of Western Idaho Criminal Justice Program is designed to prepare students to enter the growing field of criminal justice administration. Students will develop an understanding of criminal psychology, the components justice system, investigative procedures and the community served by the justice system.

Completion of the program is designed to result in an Associate of Arts degree, and meets the general education requirements at all Idaho public universities. Course selection should be coordinated to meet requirements for your intended transfer institution.

Career opportunities for criminal justice administration include: law enforcement (federal, state, local); correction officers; private security; loss prevention officer; probation and parole (adult and juvenile); pre-sentence investigator; court personnel; and work in other branches of the justice system.

GOALS *(In areas of teaching and learning)*

Criminal Justice Program Objectives

1. To examine the social, philosophical, and historical perspectives of criminal behavior and the administration of criminal justice.
2. To introduce students to major criminal procedure concepts and examine how corresponding Supreme Court precedent impacts criminal procedure.
3. To introduce students to the historical development of policing in America and contemporary policing theories.
4. To introduce students to the historical development of corrections in America and contemporary correctional theories.
5. To introduce students to the law of criminal evidence and examine how criminal evidence law is applied during a criminal trial.
6. To prepare students for transfer to a four year criminal justice program and upper-division course work in criminal justice administration.
7. To prepare students for entry level positions in the criminal justice field.

DEMAND *(Provide evidence of internal and external demand)*

In 2010, there were 297 majors in the criminal justice program. Additionally there were 953 students enrolled in CRIJ courses. CRIJ 103 also acts as a general education elective.

Program Content (List the program offerings and the details that apply in the table below)

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
CRIJ 101	14	6	1	7	337
CRIJ 102	5	5	0	0	103
CRIJ 103	13	8	0	5	310
CRIJ 104	3	2	1	0	71
CRIJ 275	3	1	0	2	62
CRIJ 276	4	0	1	3	62
CRIJ 293	1	0	0	1	8
TOTALS	43	22	3	18	953

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed :

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

CRIJ instructors are required to submit their syllabi at the beginning of the semester and their OA reports at the end of the semester.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
CRIJ 103	X	X			

Program Objectives (please replace “objective #1” etc. with specific program objectives.)

COURSE	Admin of Justice	Criminal Procedure	History of Policing	History of Corrections	Criminal Evidence	Prepare for transfer	Prepare for CRIJ career
CRIJ 101	X	X	X	X	X	X	X
CRIJ 102	X		X		X	X	X
CRIJ 103	X	X				X	X
CRIJ 104	X			X		X	X
CRIJ 275	X	X			X	X	X
CRIJ 276	X	X			X	X	X
CRIJ 293	X					X	X

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data has not been provided from the college. We hope to have this for future reviews.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
N/A			

Please attach Full Time Curriculum Vitae

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
0	43

FTEF	3.8
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**FTEF is based on total number of contact hours divided by 15

Information Resources *(List evidence that the program requires the use of the library and/or other information sources in the box below)*

EVIDENCE

The Criminal Justice program makes use of the CWI print Library, online databases, and online journals provided by the CSI Library.

Facilities *(Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)*

OVERVIEW

All classrooms currently meet our needs.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

Currently the only prerequisite is for CRIJ 293 (internship). With the exception of CRIJ 103 (general ed elective), all CRIJ courses should have a prerequisite or co-requisite of CRIJ 101.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

Student can participate in learning opportunities by becoming a member of the criminal justice club, electing to complete a criminal justice internships, participating in community service projects, and attending experiential learning via guest speakers and field trips.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

N/A

Identify opportunities for student involvement in program planning and evaluation below.

Officers and members of the criminal justice club will be given the opportunity to review and participate in future program reviews.

Provide a brief description of efforts made to support majors and graduates below.

Students are provided with advising, internship opportunities, and community service opportunities through the criminal justice club.

Provide evidence that the program's courses are scheduled for optimum learning below.

All Criminal Justice courses are offered in the traditional classroom, all will be offered online, and many are offered as hybrid courses. All courses are offered on a yearly rotation.

Provide evidence that the program's courses are scheduled for student accessibility below.

Criminal Justice is offered as a live program and as an online program. The program is offered at the Nampa Campus. Currently, all CRIJ courses have been, or are in the process of being developed and taught online.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

In 2010, there were 297 criminal justice majors and 953 students enrolled in CRIJ courses.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
CRIJ 101	T,H,O	337	304	90.2%
CRIJ 102	T	103	103	100%
CRIJ 103	T,H,O	310	305	98.3%
CRIJ 104	T	71	70	98.5%
CRIJ 275	T,O	62	62	100%
CRIJ 276	T,H	62	62	100%
CRIJ 293	O	8	8	100%

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Criminal Justice A.A.	297	0	

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

No information available yet.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

The 2010 grade distribution is as follows: 274 As, 230 Bs, 176 Cs, 55 Ds, 148 Fs. Criminal Justice instructors will need to review the courses to ensure rigor. No information on transfer students at this time.

Provide internal/external recognition of students, faculty, or graduates below.

None at this time.

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
CRIJ 101	Yes	Fall 2010 OA Matrix	99	28	78%	0
CRIJ 102	Yes	Fall 2010 OA Matrix	42	8	84%	0
CRIJ 103	Yes	Fall 2010 OA Matrix	115	27	81%	0
CRIJ 104	Yes	Fall 2010 OA Matrix	24	10	63%	0
CRIJ 275	Yes	Fall 2010 OA Matrix	19	4	83%	0
CRIJ 276	Yes	Fall 2010 OA Matrix	19	6	76%	1
CRIJ 293	Yes	Fall 2010 OA Matrix	5	2	71%	0

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

- Excellent pool of adjunct instructors.
- Internship program
- Criminal Justice club
- Experiential learning via guest speakers and field trips.

Provide areas of concern or needed improvement below.

- Imperative to hire a full time Criminal Justice faculty (to occur in 2011).
- Lack of control over our curriculum is extremely problematic for this program. Without a capstone class we are unable to successfully identify program deficiencies.

Provide program recommendations or actions below.

- Hire full time faculty.

Provide budget requests tied to program improvement below.

None at this time.



Elementary Education

AA

Program Review

2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Associates of Arts in Elementary Education was added to the CWI Curriculum for the 2010-2011 academic year. The plan of study was brought over in its current form from the College of Southern Idaho. The degree went live in the 2010-2011 catalog.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The Teacher Education Program at CWI seeks to introduce students to the teaching profession by providing them with a quality educational experience. Students complete courses from the CWI general education core as well as specific program-required courses. At the conclusion of their degree, students will be prepared for junior-level transferability to a four-year institution. Additionally, the Teacher Education Program provides a wide variety of professional development opportunities to in-services educators, community members, and CWI employees.

GOALS *(In areas of teaching and learning)*

The Teacher Education Program faculty and staff support the mission of the program, the mission of the Education Department, and the mission of the college through the following goals:

- To recruit a diverse student population to Teacher Education Programs.
- To retain students in Teacher education programs
- To provide high-quality programs that parallel Idaho college and university undergraduate curricula
- To collaborate with k-12 and college/university colleagues

These goals align with the goals of both the Education Department and the college by providing degrees and courses that parallel in-state college and university curriculum; by preparing students to transfer to a four-year college or university; by providing high-quality educational programs, courses and services that are widely accessible through a variety of delivery mediums; by assessing the effectiveness of the program, courses, services and teaching methodologies through outcomes assessment; and by providing comprehensive student advising.

The course work and instructors:

- Equip students with social, philosophical, and historical perspectives in education
(EDUC 201)
- Provide field experience in K-12 classroom for students
(EDUC 202)
- Help students understand the interaction of families, schools and communities in order to improve student learning
(EDUC 204)
- Introduce students to human development and to the many individual differences they will encounter in the classroom
(EDUC 205)
- Introduce students to educational technology needed to pass the Idaho Technology

Assessment and provide a portfolio of practical examples for use in advanced education classes

(EDUC 215)

- present each graduating students to four-year teacher education programs with a quality teaching portfolio and with a completed admission to a college of teacher education (EDUC 290)

DEMAND (Provide evidence of internal and external demand)

The Elementary Education AA is a high demand degree with over 250 majors declared. Advising requests average 10 per week.

Program Content (List the program offerings and the details that apply in the table below)

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
EDUC 201	2	2	0	0	52
EDUC 202	2	2	0	0	50
EDUC 204	2	2	0	0	18
EDUC 205	2	2	0	0	25
EDUC 215	3	0	0	3	77
EDUC 290	0	0	0	0	0

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed :

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

In Progress

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
N/A					

Program Objectives (please replace “objective #1” etc. with specific program objectives.)

COURSE	ICTS 2	ICTS 3	ICTS 6	ICTS 9	ISTE 1
EDUC 201			X	X	
EDUC 202	X		X	X	
EDUC 204		X	X	X	
EDUC 205	X		X		
EDUC 215					X

ICTS: Idaho Core Teaching Standards, ISTE: International Society for Technology in Education

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data has not been provided from the college We hope to have this for future reviews.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
Carol Billing	Master of Education	Fall In-Service	Program Head

Please attach Full Time Curriculum Vitae – See Attached.

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
1	3

FTEF	0.9
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**FTEF is based on total number of contact hours divided by 15

Information Resources *(List evidence that the program requires the use of the library and/or other information sources in the box below)*

EVIDENCE

Education course research requires the use of the CWI library, online databases and other research options provided by the CWI and CSI libraries.

Facilities (Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)

OVERVIEW

- All classrooms currently meet our needs (desks/chairs, projectors, computers classroom).
- EDUC 215 is currently taught online. When taught traditionally it requires a computer lab.
- Additional technologies such as smart boards and iPads/tablets are needed for all EDUC courses, especially EDUC 215. Blackboard resources are needed for the EDUC 215 course.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

Currently EDUC students meet with the one full-time faculty for advising. Demand far exceeded resources for advising. Tutoring needs are directed to CWI Tutoring Centers.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

EDUC students complete observation hours in local K-12 classrooms for EDUC 202, 204, and 205.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

N/A

Identify opportunities for student involvement in program planning and evaluation below.

Course evaluations provide input from all EDUC students.

Provide a brief description of efforts made to support majors and graduates below.

Advising by EDUC full time faculty.

Provide evidence that the program's courses are scheduled for optimum learning below.

Courses are offered both online and traditional.

Provide evidence that the program's courses are scheduled for student accessibility below.

One section of EDUC 215 is offered fully online.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

- 241 elementary education majors declared

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
EDUC 201	T	52	49	94%
EDUC 202	T	50	47	94%
EDUC 204	T	18	16	88%
EDUC 205	T	25	24	96%
EDUC 215	O	77	51	66%

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Elementary Education AA	241	0	0

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

Course evaluation summaries are provided via Blackboard to access rigor and quality of courses.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

2010 Grade Distribution:

A: 98, B: 24, C: 20, D: 5, F: 19

High number of "A"s awarded is a concern and will be addressed in 2011. Awarding this percentage of "A" calls into question the level of rigor in courses. Additionally, four-year institutions will hold the EDUC department responsible for providing well-prepared students for their teacher preparation programs.

Provide internal/external recognition of students, faculty, or graduates below.

George Fox University, Meridian campus, hosts several EDUC courses each semester. This partnership enables students to complete an AA with CWI and transfer directly into George Fox's Elementary teacher preparation program. The fact that George Fox chose CWI as their partner to build this teacher preparation program is significant.

Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
EDUC 201	Yes	Fall 2010 OA Matrix	49	41	85%	0
EDUC 202	Yes	Fall 2010 OA Matrix	47	42	90%	0
EDUC 204	Yes	Fall 2010 OA Matrix	16	1	94%	0
EDUC 205	Yes	Fall 2010 OA Matrix	24	21	91%	0
EDUC 215	Yes	Fall 2010 OA Matrix	51	47	92%	0

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

Supportive K-12 and post secondary community which embraces the creation of CWI education department.
 Fun, entertaining and productive social/work gatherings for full time and adjunct EDUC faculty
 Fully supported by John Hughes, CSI Education Department Chair
 Engaging and active EDUC students

Provide areas of concern or needed improvement below.

Additional full-time faculty is needed to align EDUC course curriculum, advise students, develop relationships in the community with stakeholders (K-12 districts) and adhere to local, state and national teacher preparation legislation. Lack of control of curriculum impedes ability to matriculate degrees to local four-year institutions. Currently education students can often transfer more succinctly using a liberal arts degree than an elementary education degree. There are several classes in the elementary education AA degree requirements that are not required by our predominate four-year transfer university's education program.

Provide program recommendations or actions below.

Begin discussions on revised OA for 2012

Provide budget requests tied to program improvement below.

Each semester we hold classes at George Fox University's campus in Meridian, Idaho. The cost for holding classes at this location is nominal and it provides a great partnership between CWI and George Fox University. The costs include:

- \$150 Monthly fee
- Copy machine costs (estimate \$200/semester)



General Education
English
Program Review
2010

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Section 1 – Program Profile

Associate Arts, English

Brief History of the Program

In the spring of 2009, the English Program was first offered, with 522 students taking 25 sections of English courses (only 2 online). The department initially consisted of 3 full time faculty members and 7 adjunct faculty. Classes followed the course objectives given to us by CSI and we used the textbooks they recommended.

In 2010, new course objectives have been approved by CSI. We have taken the outcomes of the English composition series and put them on a continuum which shows how the competencies are developed across the series. Textbooks have been adopted for some classes which reflect the preferences of the faculty who discussed and voted upon those changes.

Because of concerns about our current placement tool, COMPASS, we have initiated a pilot study of the e-write component of COMPASS with the help of student services staff. In the pilot, 100 students are completing the e-write essay which is computer scored, along with their usual grammar based COMPASS test. CWI faculty are also reading the essays and giving placement recommendations. At the end of fall 2010, instructors of pilot students were given a questionnaire asking about the student's success in their course and the instructor's perception of whether the student was correctly placed. At the end of the pilot in spring 2011, this information will be evaluated to determine if the e-write is a consistently better placement tool.

Currently, based on CSI curriculum, D's are considered a passing grade for all courses in our program. This raises especially strong concerns for our department when students can use a D for success in a pre-requisite within the composition series. After department-wide discussion, we approached CSI for permission to exclude D's as a passing grade. We shared the number of CWI students in Fall 2010 with a D in a composition course: 43. We pointed out that if a student is transferring to most universities without an A.A., they won't get credit for classes with a D. Additionally, even with "core certification," a student would have to re-take a D in a class which is a degree specific requirement at the university. For example, a English major at BSU would have to re-take their D in English 102 from CWI. Although the discussion with CSI's department was thoughtful and thorough, the CSI department would not support us moving forward with this curriculum change.

Discussion was held with CWI's ABE and BSU's ESL faculty, which will lead to adding Reading and ESL classes in the fall of 2011.

The English Department participated in the Brandt Scholarship program through the identification of excellent faculty to teach sections of developmental English designated for the Brandt students in Fall 2009. In the end, these sections were not needed because students preferred to take a four unit Math class and receive a larger scholarship amount.

In [redacted], sections of [redacted] were designated for ESL speakers. Students were advised toward these sections by their instructors, but the cohort was mixed in with native speakers to the extent that it was difficult to ascertain the success of the pilot was untenable.

Mission and Goals

Developmental Composition:

- Offer developmental level classes to help support CWI's open-access mission. One of our goals is to accommodate students at a wide range of skill levels and varying levels of academic preparedness while appropriately challenging developmental students and preparing them for success in transfer level English courses.

Composition:

- Improve student writing and communication skills through analytical reading, discussion, and the revision process
- Provide practice for our students in using technology for writing, information-gathering, and research while teaching them to become independent and self-guided in the use of computer technology for writing in response to the college Computer Skills Assessment requirement
- Provide courses transferable to four-year colleges and universities
- Encourage students to practice critical reading, thinking, and problem-solving skills.
- Equip students with the skills, knowledge, and awareness needed to communicate effectively, make informed decisions, and contribute to the global community as lifelong learners

Literature:

- Foster an invigorating and diverse learning community in which students improve skills in written and verbal communication, deepen and refine critical thinking, and articulate the nature and cultural value of literary studies through analysis, interpretation and critique.
- Develop habits of mind, including a critical stance toward texts, culture, and communication; rhetorical understanding of context, purpose, and audience; and cultural and global awareness.

Creative Writing:

- Introduce students to the discipline of creative writing--including the writing of short stories, creative nonfiction, and poetry.
- Develop each individual's voice and vision, while encouraging an understanding of literary aesthetic.
- Improve writing technique through thoughtful reading within the genres and participation in writing workshop.

Program Content

Table 1. Required discipline specific courses in the *English A.A.* program and relevant information on each.

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
ENGL 101	92	71	3	18	2103
ENGL 102	74	47	4	23	1510
ENGL 201	2	2	0	0	35
ENGL 211	1	1	0	0	11
ENGL 257	1	0	0	1	23
ENGL 258	0	0	0	0	0
ENGL 267	1	1	0	0	14
ENGL 268	0	0	0	0	0
ENGL 277	2	0	0	2	42
ENGL 278	1	1	0	0	17

Outcomes Assessment

§ 1.6 Required Reports & Record Keeping

All faculty submit required reports (Outcomes Assessment, committee work, etc) and comply with Division of General Education guidance (attendance monitoring, Blackboard use, etc) as a condition of employment.

General Education Core Objectives

- **Critical thinking:** the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process.
- **Quantitative reasoning:** the ability to calculate, measure, analyze data
- **Communication:** the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media
- **Information literacy:** the ability to locate, understand, assess, and synthesize information in a technologically driven society
- **Personal growth and responsibility:** the ability to understand and manage self, to function effectively in social and professional environments and to make reasoned judgments based on an understanding of the diversity of the world community

Table 2. General Education core courses in the *English A.A.* program and the connection to General Education Core Objectives.

The English Program supports the General Education Core Objectives by providing students the tools and guidance to become critical thinkers and to communicate this understanding through written and verbal modes. Our faculty are role models, academically and professionally, helping

students see the importance of writing and literature with in the context of a diversity of backgrounds, cultures, and opinions and what these ideals can contribute to natural resource management.

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
ENGL 101	X	X		X	X
ENGL 102	X	X		X	X
ENGL 126	X	X			X
ENGL 175	X	X			X
ENGL 215	X	X			X
ENGL 257	X	X			X
ENGL 258	X	X			X
ENGL 267	X	X			X
ENGL 268	X	X			X
ENGL 277	X	X			X
ENGL 278	X	X			X

Program Objectives

- Objective 1: Develop habits of mind, including a critical stance toward texts, culture, and communication; rhetorical understanding of context, purpose, and audience; and cultural and global awareness.
- Objective 2: Equip students with the skills, knowledge, and awareness needed to communicate effectively, make informed decisions, and contribute to the global community as lifelong learners
- Objective 3: Provide practice for our students in using technology for writing, information-gathering, and research while teaching them to become independent and self-guided in the use of computer technology for writing in response to the college Computer Skills Assessment requirement
- Objective 4: Through interaction in an invigorating and diverse learning community, students will improve skills in written and verbal communication, deepen and refine critical thinking, and articulate the nature and cultural value of literary studies through analysis, interpretation and critique.

Table 3. Required discipline specific courses in the *English* program and the connection to the program's core objectives.

COURSE	OBJECTIVE #1	OBJECTIVE #2	OBJECTIVE #3	OBJECTIVE #4
ENGL 101	X	X	X	X
ENGL 102	X	X	X	X
ENGL 201	X	X	X	X
ENGL 211	X	X		X
ENGL 257	X	X		X
ENGL 258	X	X		X
ENGL 267	X	X		X
ENGL 268	X	X		X
ENGL 277	X	X		X
ENGL 278	X	X		X

Section 2 – Resources

Students

Provide demographics of students majoring in the program below. (NEED THIS FROM OIR)

Full Time Faculty

FACULTY NAME	DEGREE QUALIFICATIONS
Andrea Ascuena	M.A. English; B.A. English, Writing Emphasis
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:	
Christian to fill in	
FACULTY NAME	DEGREE QUALIFICATIONS
Brenda Fisher	M.A. Art; B.A. Studio Art
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:	
FACULTY NAME	DEGREE QUALIFICATIONS
Mark Hartvigsen	M.A. English
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:	

FACULTY NAME		DEGREE QUALIFICATIONS
Matthew Haynes		M.F.A Creative Writing; M.A. English; B.A. English, General Literature Emphasis
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:		
FACULTY NAME		DEGREE QUALIFICATIONS
Dave Nicholas		NEED TRANSCRIPT – HR MISSING
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:		
FACULTY NAME		DEGREE QUALIFICATIONS
Joy Palmer		M.A. English, Rhetoric & Composition Emphasis
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:		
FACULTY NAME		DEGREE QUALIFICATIONS
Amy Vassar		M.A. Teaching; B.A. Spanish
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:		
FACULTY NAME		DEGREE QUALIFICATIONS
Scott Weaver		M.F.A. Creative Writing, Poetry
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:		
Christian to fill in		
FACULTY NAME		DEGREE QUALIFICATIONS
Christian Purvis-Aldrich		M.A. English Literature
DEVELOPMENT COMPLETED & ACCOMPLISHMENTS:		

Full-time Faculty = Adjunct Faculty = FTEF =

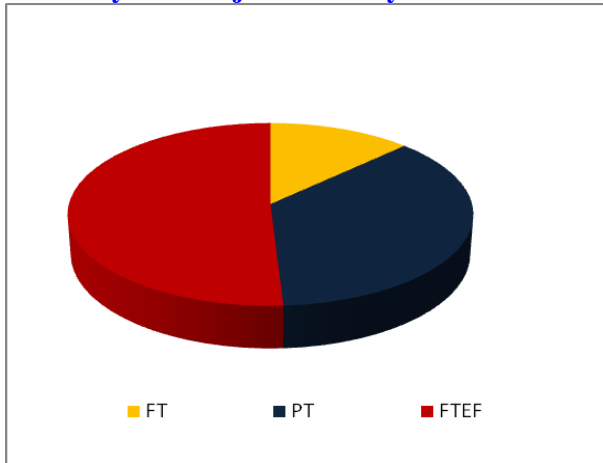


Figure 1. Relationship of full-time and part-time faculty to full-time equivalent faculty.

Information Resources

We encourage the use of the library and other information sources. In lecture, student are assigned readings which frequently have optional interactive components and department faculty utilize Blackboard as a support tool.

In many of the English courses, but especially ENGL 102, students use the library and online resources to gather information for researched writing.

Facilities

On our main campuses (Nampa, Ada and Canyon County), we are working to provide faculty with the technology essential for teaching. All classrooms have a laptop and projector. Many classrooms also have a document camera. There is a writing lab on each campus as well with tutoring support.

Student Support

Students at CWI are placed into courses based on their academic experience, testing and advising by Student Services during registration. Students receive advising from Student Services and during group sessions held by both Student Services and faculty. In addition, students can request a faculty advisor and meet with that advisor to discuss academic planning.

Student success is also supported by the tutoring program at CWI as well as one-on-one contact with faculty members during office hours and conference times.

In addition, students have the opportunity to interact with faculty and their peers in extracurricular activities such as *Phi Theta Kappa* and the English Club.

As much as possible, classes are scheduled to be accessible to students. In particular, we schedule our courses in greatest demand into day, night, and weekend timeframes to capture the needs of traditional and non-traditional learners.

Through departmental assessment of student writing across the composition courses, we have determined that the remedial requirements for English are appropriate and increase the likelihood of student success in departmental courses. We think that adding Reading classes will improve students' ability to benefit from all of their courses.

Section 3 – Outcomes

Indicators of Program Quality

There are approximately [redacted] students in the English Program. There were [redacted] graduates in 2010.

Program rigor will be assessed in the future by the success of CWI graduates during the first term at their transfer institution. Program rigor will be considered appropriate if 80% of students that are awarded an A.A. degree and transfer to a four-year institution earn a grade point average of 2.0 or better during their first term.

Student excellence can be measured by the rate of inclusion in academic honor societies or the rate of inclusion on lists of special recognition.

Evidence of student demand for entry/transfer into the program [redacted]

- Evidence of student retention in the program is not measurable at this point.

Number of graduates: [redacted]

- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, transfer institutions, community members or agencies is not possible yet.

Evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa, etc.) [redacted]

External recognition of students, faculty, or graduates (see above, very similar) **HOW MANY STUDENTS IN THIS MAJOR ARE IN PHI THETA KAPPA OR HAVE MADE THE DEAN'S/PRESIDENTS LIST?**

Table 4. Retention in core program courses.

COURSE	COURSE TYPE (T,H,O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE

Table 5. Success of declared program majors.

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS

*need information from OIR

Assessment data/report

Students in English A.A. discipline specific courses average success in those courses (Table 6.). Success is often measured by way of formal assessments – quizzes, exams and papers – but it is also measured by participation in discussion.

We feel that retention in courses is successful (Table 4) but we require more information on matriculation rates in the core sequence and the success of students at their transfer institution. Further, if students are not completing degrees or are not continuing on to a four-year institution, then we need to understand the motivations of students so that they can be addressed via advising, improved curriculum, or professional development.

Table 6. Summary table of student success as measured by *Outcomes Assessment* reporting. Appendix

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
			Doesn't make sense at the course-wide level			

Summary, Recommendations, and Continued Improvement

Program Strengths

- Rigorous outcomes assessment procedures ensure consistent, quality instruction across the composition courses.
- Peer interaction and observation is encouraged through the point-of-contact system where adjunct faculty are assigned to a full time faculty who facilitates group interaction and answers questions.
- Course outcomes for the composition courses (ENGL 105, 090, 101, 102) have been revised by a committee of adjunct and full time faculty in accordance with the WPA recommendations. The outcomes show a clear progression through the four courses.

- Full time faculty support developmental composition. For the 2010-2011 school year, 38% of developmental classes were taught by full time faculty.
- High level of enthusiasm, commitment, and creativity of instructors

Areas of Concern

- The point-of-contact system has been working very well; however, the ratio of adjuncts per full time person (11:1) is increasing rapidly and will affect the quality of interaction and training possible.
- We are currently required to use a single text per course. Faculty requests the ability to choose a textbook from a small selection of department approved textbooks.
- Currently, a “D” is considered passing, yet upon transfer to most four year institutions, the D is no longer considered passing. Because the English composition courses are required in sequence, this discrepancy could prove to be problematic for students who transfer without first obtaining an associates degree and can cause a student to struggle while moving between classes without attaining sufficient competencies.
- The results of outcomes assessment are not used for faculty development.
- The department has not yet been able to offer developmental ENGS and READ classes. The intent is to start offering these courses in FALL 2011, but this is contingent on classroom space and faculty.
- We are not equipped to help ELL/ESL students who are not prepared for English 015 because their English skills are so minimal. Right now there is no other class to offer these students.
- CWI has insufficient writing lab space for classroom and student use.
- Students need more tutoring support in writing.
- It is often difficult to fully support instructors in the High school facilities because of firewalls that block college-level resources, constantly changing computer passwords and limited availability of white board space. Also, high schools are sometimes closed for conferences when we need to hold class.
- We are trying to improve the quality of online training and student preparation for online classes.

Program Recommendations

- Prioritize full time faculty hiring
- Expand the number of approved texts for faculty to choose from
- The results of outcomes assessment should be used for faculty development
- Offer developmental ENGS and READ classes which will require hiring qualified faculty and finding classroom space.
- CWI needs ELL-specific courses that could be offered as another option for ELL students who are not yet prepared for English 015
- Provide more writing lab space
- Provide more tutoring support for writing

- Limit the number of classes we offer in high schools due to problems with the facilities
- Provide higher quality training for online instructors

Budget Requests

- Outcomes assessment tool to take the place of the system currently being supplied and maintained by CSI.

Continued Improvement: Since this is our first program review, this area will be addressed next year.



Geography
Program Review
2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The college started offering an associate's in Geography in 2010. The geography program was brought over from College of Southern Idaho.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

Completion of the program is designed to result in an Associate's degree, and meets the general education requirements at all Idaho public universities.

GOALS *(In areas of teaching and learning)*

1. To provide students with a survey of geography subject matter including maps, geographic vocabulary and geographic thought
2. To allow opportunities to examine sub-disciplines of geography
3. To create a geographic context for understanding all other disciplines
4. To promote comprehension of world-wide diversity
5. To enable students to use reading writing and critical thinking to interpret the knowledge of the world

DEMAND *(Provide evidence of internal and external demand)*

There are 2 geography majors. Over the past year, 330 students enrolled in geography courses. In addition, both GEOG 100 and 102 help satisfy core requirements.

Program Content *(List the program offerings and the details that apply in the table below)*

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
GEOG 100 Physical Geography	5	1	0	4	141
GEOG 102 Cultural Geography	8	5	0	3	189
GEOG 200 World Regional Geography – Not Offered	N/A	N/A	N/A	N/A	N/A

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed : Yes

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

All instructors are required to submit the outcomes assessment matrix at the end of the semester for each course.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
GEOG 100	X	X	X	X	
GEOG 102	X	X	X	X	X
GEOG 200	X	X	X	X	X

Program Objectives (please replace "objective #1" etc. with specific program objectives.)

COURSE	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
GEOG 100	X	X	X	X	X
GEOG 102	X	X	X	X	X
GEOG 200	X	X	X	X	X

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data has not been provided from the college. We hope to have this for future reviews.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS

Please attach Full Time Curriculum Vitae

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
0	3

FTEF	1.5
------	-----

**FTEF is based on total number of contact hours divided by 15

Information Resources *(List evidence that the program requires the use of the library and/or other information sources in the box below)*

EVIDENCE

Some instructors recommend students use print and online materials provided by the library to complete assignments.

Facilities *(Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)*

OVERVIEW

All courses are offered online or on site at our Nampa and Ada locations. All physical classrooms are equipped with computers, internet access, projectors, and docucameras.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

N/A

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

All faculty members are required to hold office hours the days they teach their courses.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

N/A

Identify opportunities for student involvement in program planning and evaluation below.

All students are encouraged to complete a course evaluation at the end of the semester.

Provide a brief description of efforts made to support majors and graduates below.

N/A

Provide evidence that the program's courses are scheduled for optimum learning below.

Both cultural and physical geography are offered face-to-face and online. Classes are offered at Nampa and Ada campuses during the daytime and evening.

Provide evidence that the program's courses are scheduled for student accessibility below.

Both cultural and physical geography are offered face-to-face and online. Classes are offered at Nampa and Ada campuses during the daytime and evening.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

There are 330 students enrolled in geography classes.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
GEOG 100	T	29	27	93.10%
GEOG 100	O	111	98	88.29%
GEOG 102	T	116	109	93.97%
GEOG 102	O	75	70	93.33%
GEOG 200-NOT OFFERED	N/A	N/A	N/A	N/A

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Geography A.A.	2	0	0

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

N/A

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

Grade distribution: A = 122, B = 96, C = 32, D = 23, F = 26

Considering over 70% of all students received As and Bs for all geography courses is a concern for rigor that needs to be addressed.

Provide internal/external recognition of students, faculty, or graduates below.

N/A

Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
GEOG 100	Yes	Final grades	140	117	84%	0
GEOG 102	Yes	Final grades	186	156	84%	0
GEOG 200 – Not offered	N/A	N/A	N/A	N/A	N/A	N/A

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

There is diversity in expertise among the adjunct faculty.

Provide areas of concern or needed improvement below.

There currently is no full-time faculty in geography. The development and robustness of the program would benefit greatly from having a full-time faculty member. In addition, there is lack over control of curriculum.

Provide program recommendations or actions below.

- Hire a full-time faculty member for geography.
- Begin discussion of objectives and a mission statement specific to the geography program at CWI.
- Geography faculty meeting at least once a semester to discuss progression of the program and share ideas.
- Set up a physical lab for GEOG 100.

Provide budget requests tied to program improvement below.

None made.



History AA

Program Review

2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Associates of Arts In History was added to the CWI Curriculum for the 2010-2011 academic year. The plan of study was brought over in its current form from the College of Southern Idaho. The degree went live in the 2010-2011 catalog.

Mission and Goals**MISSION STATEMENT** *(Include relationship to school and campus missions)*

In order to prepare learners to lead enriched, productive and responsible lives, the History Program prepares students to understand and interpret a variety of historical areas and perspectives with the intention of encouraging a lifelong love of the subject.

GOALS *(In areas of teaching and learning)*

Program Goals:

1. Demonstrate knowledge of key historical facts, values, and ideas that have shaped civilizations throughout history.
2. Demonstrate effective writing skills in such specific applications as journals, essays, reports and reviews, and original research papers.
3. Construct historical arguments based on primary sources and the historical method.
4. Understand bias and points of view in primary and secondary sources, including in images, documentary films, and cartographic representations
5. Prepare students to be successful upon transferring to the history program at Boise State University

DEMAND *(Provide evidence of internal and external demand)*

The CWI History Program has only limited demand at this time due to the newness of the program and a lack of marketing for the program. So far we have 10 majors in the first year of the program and plan to begin actively working on program building in the next year.

Program Content *(List the program offerings and the details that apply in the table below)*

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
HIST 101	13	9	1	3	346
HIST 102	6	4	0	2	143
HIST 111	32	19	2	11	893
HIST 112	12	7	0	5	253
HIST 251	0	0	0	0	0

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed : Yes!

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

The History Department, believing in the value written assignments add to the quality of our discipline and program, have a 7-page writing requirement in all HIST classes. Instructors are allowed to vary how they implement meet this policy. For example, instructors utilize essay-based exams, papers, written assignments, and/or written activities.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
HIST 101	X	X (Written)	X	X	
HIST 102	X	X (Written)	X	X	
HIST 111	X	X (Written)	X	X	
HIST 112	X	X (Written)	X	X	
HIST 251	X	X (Written)	X	X	

Program Objectives (please replace "objective #1" etc. with specific program objectives.)

COURSE	OBJECTIVE #1	OBJECTIVE #2	OBJECTIVE #3	OBJECTIVE #4	OBJECTIVE #5
HIST 101	X	X	X	X	X
HIST 102	X	X	X	X	X
HIST 111	X	X	X	X	X
HIST 112	X	X	X	X	X
HIST 251	N/A	N/A	N/A	N/A	N/A

* HIST 251 was not offered in 2010

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Data for this area has not been provided.

Full Time Faculty (List the Faculty members and details that apply in the table below)

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
Reginald Jayne	M.A. History	WSSA	Led CWI Oral History Project
Walter Miszczenko	M.A. History	WSSA	Advised History Club

Please attach Full Time Curriculum Vitae (attached)

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
15	49

FTEF	
	5.0

**FTEF is based on total number of contact hours divided by 15

Information Resources (*List evidence that the program requires the use of the library and/or other information sources in the box below*)

EVIDENCE

The History Department makes use of the CWI print Library and online journals provided by the CSI Library. They also make use of several special collections in the library. For example:

The Annals of America

The Bedford Series in History and Literature

Eventually, it would be nice to have a set of the Great Books of the Western World.

Facilities (*Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies*)

OVERVIEW

All classrooms meet our needs. We have desks, projectors, and chairs.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

There are no pre-reqs on any HIST classes. This has been a source of difficulty taken in consideration with our writing requirements. We would like to make ENGL 101 a pre-req for all HIST courses in the future.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

HIST Faculty advise the CWI History Club, take students on tours, teach classes for community education, work individually with students in one-on-one projects, etc...

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

There are no such requirements this is not possible to assess.

Identify opportunities for student involvement in program planning and evaluation below.
Officers in the CWI History Club reviewed this program review and provided input to the faculty.
Students also provide feedback in the form of student course evaluations.

Provide a brief description of efforts made to support majors and graduates below.
As this is a fledgling program, little has been done thus far. FT Faculty do serve as advisors.

Provide evidence that the program’s courses are scheduled for optimum learning below.
The History Faculty commit, in writing, to students that our classes will be offered on a rotation that meets demand. We also offer all major courses online (except 251 which will be online next year)

Provide evidence that the program’s courses are scheduled for student accessibility below.
All HIST classes are offered in both traditional formats and online to maximize accessibility.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.
We have not been provided data to demonstrate this yet. We are working on it.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
HIST 101	T, H, & O	302	340	89%
HIST 102	T & O	136	143	95%

HIST 111	T, H, & O	812	874	93%
HIST 112	T & O	235	253	93%
HIST 251	Not offered			

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
History	10	0	unknown

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

As the HIST degree is new, we do not yet have solid evidence. We have met as a faculty to determine basis of rigor expected in our classes and added a required writing requirement of all HIST classes at CWI.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

2010 Grade Distribution:

As: 376 - 23%

Bs: 393 - 24%

Cs: 287 - 18%

Ds: 98 - 6%

Fs: 331 - 21%

Ws: 125 - 8%

We have no comparative data at this time. The bimodal curve of our distribution is noticed and will be a talking point in future discipline meetings. It is also noticed that the amount of Fs in relation to W grades is not consistent. The data implies more could be done to convince students who have opted to stop coming to class to drop the course.

Provide internal/external recognition of students, faculty, or graduates below.

As the HIST degree is new, we do not yet have examples.

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
HIST 101	Yes	Faculty OA Submission	Data not kept	Data not kept	78%	0
HIST 102	Yes	"	"	"		0
HIST 111	Yes	"	"	"	76%	0
HIST 112	Yes	"	"	"	76%	0
HIST 251	Yes	"	"	"	78%	0

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

Having two Full-time faculty in this discipline helps to make this program strong. Multiple meetings have been had including adjuncts with discussions on how to improve this program.

Provide areas of concern or needed improvement below.

Lack of control over our curriculum is extremely problematic for this program. Without a capstone class we are unable to successfully identify program deficiencies. It is also particularly problematic that our program is not currently in-line without major transfer partner, BSU, or any Idaho Universities.

Provide program recommendations or actions below.

1. History Faculty need to align on course objectives to better tie them to our program goals
2. Review of curriculum in Latin American History needs to be completed to assess program quality (it is our only non-core class that provides an opportunity to assess the overall program quality).
3. Autonomy must be actively solicited for overall program success. The current program is not producing highly effective historians.

Provide budget requests tied to program improvement below.

None

Appendix A: College of Western Idaho Course Outcomes and Assessment Matrix

Course: HUMA 101

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	To give students a general exposure to the various genres of the humanities and to broaden their perspectives within those genres	Essay, Quizzes, Presentation, Midterm, Final	491	80	86%
2	To help students establish a sense of history within the humanities	Quizzes, Presentation, Midterm, Final	492	79	86%
3	To improve students' analytical thinking skills and help them gain an understanding of what makes a classical piece of art, music, theater, and literature	Presentation, Essay	505	66	88%
4	To sharpen students' esthetic pleasure within the humanities	Essay, Quizzes, Presentation, Midterm, Final	490	81	86%
5	To explore how the humanities are closely connected areas such as philosophy, mythology, religion, morality, love, happiness, death, nature, technology	Essay, Quizzes, Presentation, Midterm, Final	491	80	86%

College of Western Idaho Course Outcomes and Assessment Matrix

Course: HUMA 102

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	To give students a general exposure to the various genres of the humanities	Class discussions, weekly quizzes, presentation, midterm exam, final exam	83	5	94%
2	To help students gain an understanding of what comprises a piece of art, music, cinema, drama, literature, photography, poetry.	Class discussions, weekly quizzes, presentation, midterm exam, final exam, museum review, concert review	83	5	94%
3	Develop a student's capacity to critically analyze works of art.	Class discussions, weekly quizzes, presentation, midterm exam, final exam, museum review, concert review	83	5	94%
4	To broaden students' perspectives within the humanities and to introduce them not only to Western culture but to other cultures and beliefs as well.	Class discussions	83	5	94%
5	To explore how the humanities are closely connected to philosophy, mythology, religion, morality, love, happiness, death, nature, technology and society.	Class discussions, weekly quizzes, midterm exam, final exam, museum review, concert review, creative project	83	5	94%

Appendix A: College of Western Idaho Course Outcomes and Assessment Matrix

Course: French 101, Beginning French

Faculty:

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Initiate and sustain conversations in which they ask and answer questions, give and receive directions introduce themselves, and report observations and information at a level appropriate to their language exposure and experience.	Class participation Presentation/project Story retell	40	14	74%
2	Demonstrate creativity in choosing alternate methods(for example, vocabulary, phrases, pantomime, or drawing) in social situations where their communication skills have not been effective.	Class participation, class stories Presentation Project Exam	40	14	74%
3	Integrate various culturally appropriate behaviors into their conversations.	Presentation Class stories Exam	40	14	74%
4	Attain a conversational level of Mid-Novice	Class stories Presentation In-class observation	40	14	74%

College of Western Idaho Course Outcomes and Assessment Matrix

Course: SIGL-101

Term: Spring, Summer & Fall2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	INITIATE and SUSTAIN conversations in which they ask and answer questions, give and receive directions, introduce themselves, and report observations and information at a level appropriate to their language exposure and experience	Instruct proper rules of using American Sign Language to the students and make sure they understand the rules and that they demonstrate their skills as a signer.	61	10	86%
2	DEMONSTRATE creativity in choosing alternate methods (for example: vocabulary, phrases, pantomime or drawing) in social and/or professional situations where their communication skills have not been effective	Instruct proper rules of using American Sign Language to the students and make sure they understand the rules and that they demonstrate their skills as a signer.	61	10	86%
3	INTEGRATE various culturally appropriate behaviors into their conversations.	Instruct proper rules of using American Sign Language to the students and make sure they understand the rules and that they demonstrate their skills as a signer.	61	10	86%

College of Western Idaho Course Outcomes and Assessment Matrix

Course: SIGL-102

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	INITIATE and SUSTAIN conversations in which they ask and answer questions, give and receive directions, introduce themselves, and report observations and information at a level appropriate to their language exposure and experience	Instruct proper rules of using American Sign Language to the students and make sure they understand the rules and that they demonstrate their skills as a signer.	5	0	100%
2	DEMONSTRATE creativity in choosing alternate methods (for example: vocabulary, phrases, pantomime or drawing) in social and/or professional situations where their communication skills have not been effective	Instruct proper rules of using American Sign Language to the students and make sure they understand the rules and that they demonstrate their skills as a signer.	5	0	100%
3	INTEGRATE various culturally appropriate behaviors into their conversations.	Instruct proper rules of using American Sign Language to the students and make sure they understand the rules and that they demonstrate their skills as a signer.	5	0	100%

College of Western Idaho Course Outcomes and Assessment Matrix

Course: SPAN 101
Term: Spring, Summer & Fall2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Initiate and sustain conversations <i>and oral presentations</i> in which they ask and answer questions, give and receive directions, introduce themselves, and report observations and information at a level appropriate to their language exposure and experience.	1. Family Presentation, Final Presentation	375	40	90%
2	Demonstrate creativity in choosing alternative methods in social and/or professional situations where their communication skills have not been effective.	2. Family Presentation, Final Presentation, Composition 3, Final Exam	365	50	88%
3	Integrate various culturally appropriate behaviors into their communication.	3. Final Presentation, Final Exam	354	61	85%
4	Attain a conversational level of Mid-Novice	4. In-class observation, Final Presentation	341	74	82%

College of Western Idaho Course Outcomes and Assessment Matrix

Course: SPAN 102

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Initiate and sustain conversations <i>and oral presentations</i> in which they ask and answer questions, give and receive directions, introduce themselves, and report observations and information at a level appropriate to their language exposure and experience.	Vacation Presentation, Final Presentation	59	7	89%
2	Demonstrate creativity in choosing alternative methods in social and/or professional situations where their communication skills have not been effective.	Vacation Presentation, Final Presentation, Composition 3, Final Exam	56	10	85%
3	Integrate various culturally appropriate behaviors into their communication.	Final Presentation, Final Exam	54	12	82%
4	Attain a conversational level of Mid-Novice	In-class observation, Final Presentation	57	9	86%

- 1 Section Not Reported

College of Western Idaho Course Outcomes and Assessment Matrix

Course: SPAN201, Intermediate Spanish 1
Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Review material and concepts from previous Spanish classes and learn additional verb tenses, sharpen oral proficiency and expand on grammar and vocabulary.	Chapter 13 Test Chapter 16 Test Final Exam	31	0	100%
2	Learn aspects of traditional and current Hispanic culture.	Culture Presentation Chapter 17 Test	28	3	90%
3	Initiate and sustain conversations <i>and oral presentations</i> in which they ask and answer questions, give and receive directions, introduce themselves, and report observations and information at a level appropriate to their language exposure and experience.	Personal Presentation Final Presentation	30	1	97%
4	Demonstrate creativity in choosing alternative methods in social and/or professional situations where their communication skills have not been effective.	Personal Presentation Final Presentation Chapter 15 Test (Essay portion) Final Exam (Essay portion)	30	1	97%
5	Integrate various culturally appropriate behaviors into their communication.	Final Presentation Final Exam	30	1	97%
6	Improve a conversational level of Low to Mid-Intermediate.	In-class observation	29	2	94%

Appendix A: College of Western Idaho Course Outcomes and Assessment Matrix

Course: MUSI 100

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Listen to selected kinds of music and identify aspects of their style, origins, and basic construction.	Pop quizzes	186	58	76%
2	Identify selected musical eras, styles, instruments, and terms, and discuss them in terms of their historical, scientific, social, and/or cultural contexts.	Exams.	205	39	84%
3	Identify selected important musicians and discuss why (or whether) their lives and music are still important today.	Exams.	208	36	85%
4	Use this knowledge as the basis for a critical examination of a given musical presentation.	Concert reports.	185	59	76%

- 4 Sections Not Reported

College of Western Idaho Course Outcomes and Assessment Matrix

Course: MUSI 233, Music Methods
Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Students will understand the benefits of music education at the elementary level.	Students will prepare an essay about the benefits of music in the elementary schools.	12	0	100%
2	Students will gain basic music skills (i.e. note reading and singing).	Students will be tested on basic music skills, both as a performance assessment during class, and as part of the written final exam	12	0	100%
3	Students will gain confidence in planning and presenting musical experiences for children.	Students will give a 15-minute class presentation which should include singing and movement for a portion of the final grade in the class.	12	0	100%
4	Students will create a resource notebook for personal and classroom use.	Students will be graded on their resource notebook. This will include songs, ideas, activities, and sources for music in the elementary classroom.	12	0	100%
5	Students will develop an understanding of how to use music in all areas of the classroom curriculum.	Students will teach the class information from specific chapters in the textbook.	12	0	100%

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Appendix A: College of Western Idaho Course Outcomes and Assessment Matrix

Course: PHIL 101

Term: Spring, Summer & Fall 2010

**Course Outcomes
Provided from CSI Syllabus**

**Methods for Assessment
(Course Outcome Assessment)**

Reporting Standards

			Met Standards	Did not Meet Standards	Percent Successful
1	Become familiar with major figures in the history of philosophy	Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester	332	13	96%
2	Learn to identify important ideas as they read primary philosophical literature	Class lecture; class discussion; specific questions on exams 1, 2, 3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester. Read primary works from required textbooks and instructor handouts	320	25	93%
3	Identify and criticize arguments	Class lectures over deductive and inductive arguments, fallacies; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4	322	23	93%
4	Identify and evaluate analogies	Class lectures over deductive and inductive arguments, fallacies; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4	326	19	94%
5	Trace an important philosophical idea throughout history	Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester	320	25	93%
6	Compare and contrast thinkers	Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester	317	28	92%
7	Learn to think creatively and analytically	Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester	327	18	95%

College of Western Idaho Course Outcomes and Assessment Matrix

Course: PHIL 202

Term: Spring, Summer & Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Examine important theories of moral conduct and character	Class lecture; class discussion; specific questions on Exams 1,2, and 3; Short essay questions on Exams 1,2, and 3; Two papers	84	3	97%
2	Practice identifying moral themes in stories	Class lecture; class discussion; specific questions on Exams 1,2, and 3; Short essay questions on Exams 1,2, and 3; Two papers	84	3	97%
3	Acquire conceptual tools and strategies for understanding moral problems	Class lecture; class discussion; specific questions on Exams 1,2, and 3; Short essay questions on Exams 1,2, and 3; Two papers	82	5	94%
4	Study the fallacies commonly found in moral argument	Lecture, Specific questions of exam 1	80	7	92%
5	Consider the role analogy plays in moral argument	Class lecture; Class discussion; specific questions on Exams 1,2, and 3; Short essay questions on Exams 1,2, and 3; Two papers	82	5	94%
6	Think about the moral obligations they have to themselves and others	Lecture; 2 critical papers	82	5	94%

7	Learn to think about moral questions objectively, and practice rational discussion	Class lecture; Class discussion; specific questions on Exam 3; Short essay questions on Exams 2, and 3; Two papers	84	3	97%
8	Appreciate the recurring principles in the history of moral philosophy	Class lecture; Class discussion; specific questions on Exam 3; Short essay questions on Exams 2, and 3; Two papers	84	3	97%
9	Analyze contemporary ethical issues	Class lecture; Class discussion; specific questions on Exams 1,2, and 3; Short essay questions on Exams 1,2, and 3; Two papers	80	7	92%
10	Become more aware of their own moral task: to discover, create, and live consciously according to their own personal values	Class lecture; Class discussion; specific questions on Exams 1,2, and 3; Short essay questions on Exams 1,2, and 3; Two papers	84	3	97%



Physical Education Program Review 2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Physical Education Degrees were brought over in their current form From the College of Southern Idaho in Fall 2010. They were published in the CWI 2010/2011 catalog in October. One fulltime faculty was appointed in February 2010 to oversee the development of the five degree tracks and physical activity courses.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The mission of the Physical Education Program is to provide students and community members opportunities for university parallel transfer curriculum, wellness exploration and education, physical skill development, and fitness enrichment in the pursuit of lifelong educational goals. In support of its mission, the Physical Education (PHYE)

GOALS *(In areas of teaching and learning)*

Program seeks to meet the following goals:

- To recruit a diverse student population to Physical Education courses and programs.
- To retain students in Physical Education courses and programs.
- To provide high quality courses and degrees that parallel Idaho college/university undergraduate curricula.
- To provide effective fitness enhancement, health education, and involvement for CWI employees and community members.
- To collaborate with K-12 and college/ university colleagues.
- To assess the effectiveness of degrees, courses, and teaching methodologies through outcomes assessment.
- To attract, retain, and support qualified faculty (including adjunct and concurrent enrollment instructors) who are committed to masterful teaching and student success.

DEMAND *(Provide evidence of internal and external demand)*

In 2010, there were a total of 2 majors.

PHYE 155 serves as a requirement for all CWI degree seeking students.

PHYE 210 serves as a degree requirement for all Education degree seeking students.

Program Content (List the program offerings and the details that apply in the table below)

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
PHYE 101 Athletic Training Clinical 1	NA				
PHYE 102 Athletic Training Clinical 2	NA				
PHYE 135 Court Skills & Analysis	NA				
PHYE 136 Field Skills & Analysis	NA				
PHYE 137 Fitness Skills & Analysis	NA				
PHYE 150 First Aid & CPR	2	2	0	0	44
PHYE 155 Health and Wellness	38	20	6	12	972
PHYE 160 Intro to Physical Education	1	1			7
PHYE 162 Introduction to Recreation	NA				
PHYE 163 Fitness Assessment and Design	NA				
PHYE 210 PE for Elementary students	NA				
PHYE 220 Modern Principles in Athletic Training	NA				
PHYE 221 Training and Taping Techniques	NA				
PHYE 230 PE exit seminar	NA				
PHYE 285 cooperative Education	NA				

(NA: these classes were not offered in 2010)

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed :

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

Each course assesses individual course objective, reporting those in a separate report from grades. Outcome assessments are under review in 2011 for alignment with Program objectives.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
NA					

Program Objectives (outlined below by program degree tracks)

Physical Education K-12 A.A.		Program objectives
Course	Objective	
PHYE 135, 136, & 137	Students learn the proper progression in planning a teaching unit.	
PHYE 150	Students achieve a of 80% efficiency on the Red Cross First Aid and CPR exam	
PHYE 155	Students will identify and document changes to a behavior on a behavior change project with a minimum 80% proficiency	
PHYE 160	Students will demonstrate an understanding of historical practices, philosophies, and current trends in PHYE education, fitness, and sport in support of an analytical philosophy statement with a minimum 80% proficiency	
PHYE 230	Students will complete a project in support of their program of study with a minimum 80% proficiency	

Physical Education A.A. Athletic Training		Program objectives
Course	Objective	
PHYE 101	Students will gain experience in athletic training room functions by observing and participating in pre / post practice / game activities. Students will learn the basic function of an athletic training room, including bloodborne pathogen training and basic wound care. Students will learn how to evaluate and apply preventative taping to the ankle	
PHYE102	Students will gain further experience in athletic training room functions by participating in pre / post practice / game activities. Students will learn to evaluate the further anatomical areas, as well as apply preventative taping to the additional body areas Student will observe and participate in athlete rehabilitation protocols	
PHYE 135, 136, & 137	Students learn the proper progression in planning a teaching unit.	
PHYE 150	Students achieve a of 80% efficiency on the Red Cross First Aid and CPR exam	
PHYE 155	Students will identify and document changes to a behavior on a behavior change project with a minimum 80% proficiency	
PHYE 160	Students will demonstrate an understanding of historical practices, philosophies, and current trends in PHYE education, fitness, and sport in support of an analytical philosophy statement with a minimum 80% proficiency	
PHYE 163	Students will design and implement a fitness program	
PHYE 220	1. Students will develop an EAP (Emergency Action Plan)	
PHYE 221	Students will demonstrate their skills mastery and knowledge of the athletic Taping.	
PHYE 230	Students will complete a project in support of their program of study with a minimum 80% proficiency	

Physical Education A.A. Exercise Science		Program objectives
Course	Objective	
PHYE 150	Students achieve a of 80% efficiency on the Red Cross First Aid and CPR exam	
PHYE 155	Students will identify and document changes to a behavior on a behavior change project with a minimum 80% proficiency	
PHYE 160	Students will demonstrate an understanding of historical practices, philosophies, and current trends in PHYE education, fitness, and sport in support of an analytical philosophy statement with a minimum 80% proficiency	
PHYE 163	Students will design and implement a fitness program	
PHYE 230	Students will complete a project in support of their program of study with a minimum 80% proficiency	

Physical Education A.A. Recreation		Program objectives
Course	Objective	
PHYE 150	Students achieve a of 80% efficiency on the Red Cross First Aid and CPR exam	
PHYE 155	Students will identify and document changes to a behavior on a behavior change project with a minimum 80% proficiency	
PHYE 160	Students will demonstrate an understanding of historical practices, philosophies, and current trends in PHYE education, fitness, and sport in support of an analytical philosophy statement with a minimum 80% proficiency	
PHYE 163	Students will design and implement a fitness program	
PHYE 162	Students will demonstrate an understanding of historical practices, philosophies, and current trends in Recreation in support of an analytical philosophy statement with a minimum 80% proficiency	
PHYE 230	Students will complete a project in support of their program of study with a minimum 80% proficiency	

Physical Education A.A. Sports Management		Program objectives
Course	Objective	
PHYE 135, 136, & 137	Students learn the proper progression in planning a teaching unit.	
PHYE 150	Students achieve a of 80% efficiency on the Red Cross First Aid and CPR exam	
PHYE 155	Students will identify and document changes to a behavior on a behavior change project with a minimum 80% proficiency	
PHYE 160	Students will demonstrate an understanding of historical practices, philosophies, and current trends in PHYE education, fitness, and sport in support of an analytical philosophy statement with a minimum 80% proficiency	
PHYE 163	Students will design and implement a fitness program	
PHYE 230	Students will complete a project in support of their program of study with a minimum 80% proficiency	

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data is not available at this time.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
Rhonna Krouse	MS Exercise Science	Fall & Spring In-service	PHYE and PHYA program head

Please attach Full Time Curriculum Vitae

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
1	14

FTEF	3.3
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**FTEF is based on total number of contact hours divided by 15

Information Resources *(List evidence that the program requires the use of the library and/or other information sources in the box below)*

EVIDENCE

The physical education discipline makes use of the online databases and journals provided by CSI/CWI

Facilities *(Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)*

OVERVIEW

Currently, there are inadequate facilities to meet the demand of many PHYE classes. Activity space and permanent equipment are needed (i.e. basketball court, Soccer goals etc.) .

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

Pre/co requisites for courses are sufficient at this time.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

There were none in 2010. Out of class opportunities began in Spring 2011.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

NA

Identify opportunities for student involvement in program planning and evaluation below.

These will begin in 2011

Provide a brief description of efforts made to support majors and graduates below.

Advising by PHYE faculty
Articulation agreements with Boise State

Provide evidence that the program's courses are scheduled for optimum learning below.

Courses are scheduled at the optimum time for successful learning by making high traffic courses (PHYE 155) available through multiple modalities and to meet the specific demands (equipment, daylight, access to grade schools etc.) of our other courses.

Provide evidence that the program's courses are scheduled for student accessibility below.

PHYE programs are daytime programs scheduled out of Nampa Campus (soon to be Aspen Creek). However, PHYE 155 is offered at all campus locations, day and evening with online offerings as well.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

This information is not available at this time.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
PHYE 150 First Aid & CPR	T	44	42	95%
PHYE 155 Health and Wellness	T, H, O	972	52	95%
PHYE 160 Intro to Physical Education	T	7	7	100%

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Physical Education AA (with component areas)	1	0	0
Physical Education K-12	1	0	0

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

This information is not available at this time.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

*Evidence of program rigor is not available at this time (coming 2011).
 Course rigor was evaluated for PHE 155 because it meets Gen Ed graduate requirements
 Grade distributions are as follows: 222- A, 101-B, 46-C, 16- D, 47-F
 There are a disproportionate number of A's which is being evaluated.*

Provide internal/external recognition of students, faculty, or graduates below.

Rhonna Krouse was the Faculty of Distinction in July 2010

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Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
PHYE 150 First Aid & CPR	Yes	Fall 2010 OA Matrix	14	14	87%	0
PHYE 155 Health and Wellness	Yes	Fall 2010 OA Matrix	340	340	87%	0
PHYE 160 Intro to Physical Education	Yes	Fall 2010 OA Matrix	6	6	86%	0

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

The PHYE programs are in their infancy but the faculty member and adjunct faculty are working together to build great programs. The PHYE programs have support from Boise State and the faculty has worked closely with Boise State to ensure students are prepared for upper division course work. Lastly, the faculty has worked closely with CSI to develop successful strategies for program roll out that began in 2011.

Provide areas of concern or needed improvement below.

The largest area of concern is an insufficient amount of faculty. Presently there is one full-time faculty to oversee the advising, curriculum, budgets, and community relationships for all 5 degree tracks. The same faculty member also oversees all activity courses which add an additional time constraint. Lack of control of curriculum is also problematic because current degree tracks are more in line with U of I not Boise State where a majority of our student will go. Lastly, relationships need to be established with community members for internships, observations, and student teaching in the schools. All the above are requirements of the program which will take a considerable amount of time on an already maxed faculty.

Provide program recommendations or actions below.

One additional faculty member needs to be added to support these ever expanding programs.
Begin to establish relationships with community partners.
Work closely with adjunct faculty to review OA to ensure program rigor

Provide budget requests tied to program improvement below.

Additional funding for new faculty and enhancement of facility space(discussed under facilities)



Law (pre) AA Program Review 2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Associates of Arts In Law (pre) was added to the CWI Curriculum for the 2010-2011 academic year. The plan of study was brought over in its current form from the College of Southern Idaho. The degree went live in the 2010-2011 catalog.

The Pre-Law program provides the basic courses for students interested in eventually attending law school. Pre-Law majors may pursue a degree in a variety of fields but should work closely with their advisor to ensure that they take necessary courses.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

Completion of the program is designed to result in an Associate’s degree, and meets the general education requirements at all Idaho public universities.

GOALS *(In areas of teaching and learning)*

Program Objectives:

1. To introduce students to the necessity of government and law
2. To create opportunities for students to engage in critical thinking and the use of logic
3. To demonstrate the necessity of government and law through effective reading and writing
4. To provide opportunities for students to apply the knowledge of government and law
5. To prepare students to transfer to a four year institution with the ultimate goal of entering law school

DEMAND *(Provide evidence of internal and external demand)*

There are 15 majors in the Pre Law Program. As it is a new program, this is a significant number for the first year.

Program Content *(List the program offerings and the details that apply in the table below)*

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
*					

* There are no dedicated Pre-Law courses. The Program is made up of a popuri of Gen Ed classes desgined to provide a base preparation for advanced studies in law.

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed : Yes!

Outcomes Assessment

SUMMARY OF DEPARTMENT POLICY

N/A - all classes are assessed through their individual disciplines.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
N/A					

Program Objectives (please replace "objective #1" etc. with specific program objectives.)

COURSE	OBJECTIVE #1	OBJECTIVE #2	OBJECTIVE #3	OBJECTIVE #4	OBJECTIVE #5
N/A					

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Data for this area has not been provided.

Full Time Faculty (List the Faculty members and details that apply in the table below)

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
N/A			

Please attach Full Time Curriculum Vitae

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
NA	NA

FTEF	-
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**FTEF is based on total number of contact hours divided by 15

Information Resources (List evidence that the program requires the use of the library and/or other information sources in the box below)

EVIDENCE

As this Program does not have any kind of capstone class to bring our future lawyers together, it lacks the ability to dictate what resources are used. In the future, we hope to have a capstone class that will tie the outcomes with measurable goals.

Facilities *(Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)*

OVERVIEW

All classrooms meet our needs. We have desks, projectors, and chairs.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

There are no dedicated pre-law classes, so N/A

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

None. It is expected that the anticipated FT hire for POLS will lead this charge.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

There are no such requirements this is not possible to assess.

Identify opportunities for student involvement in program planning and evaluation below.

No opportunity was provided.

Provide a brief description of efforts made to support majors and graduates below.

As this is a fledgling program, little has been done thus far. FT Faculty do serve as advisors.

Provide evidence that the program's courses are scheduled for optimum learning below.

As the “major” in this program is made up of a variety of core classes, they are available in the daytime, evening, and online regularly most semesters.

Provide evidence that the program’s courses are scheduled for student accessibility below.

Most classes for this major are offered in both traditional formats and online to maximize accessibility.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

We have not been provided data to demonstrate this yet. We are working on it.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
N/A				

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Law (Pre)	15	0	unknown

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

As the Pre-law degree is new, we do not yet have solid evidence. We have met as a faculty to determine basis of rigor expected in our classes and added a required writing requirement of all HIST classes at CWI.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

We have no solid comparative or individual data at this time.

Provide internal/external recognition of students, faculty, or graduates below.

As the Pre-law degree is new, we do not yet have examples.

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
N/A						

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

None – this is a very weak Program

Provide areas of concern or needed improvement below.

- Lack of control over our curriculum is extremely problematic for this program. Without a capstone class we are unable to successfully identify program deficiencies.
- Lack of a FT Faculty with interest in law inhibits this Program’s ability to succeed. It is anticipated that any FT POLS hire we make in the future will have some interest in this program and building it.

Provide program recommendations or actions below.

1. Hire a FT POLS faculty with an interest in Law curriculum.

Provide budget requests tied to program improvement below.

None



**Psychology AA
Program Review
2010**

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Psychology program at CWI was brought over in its current form from the College of Southern Idaho. The Psychology A.A. degree went live in the Spring 2009 catalog. There was one full-time faculty member in Spring 2009, two in Fall 2009, and three in Spring 2010.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The mission of the psychology major at the College of Western Idaho is threefold. Students will become competent in core skills like critical thinking, communication, and information literacy. Beyond the core skills, students will gain a firm foundation of psychological principles, research methods, and applications. Finally, students will be prepared for junior-level transferability to a four year institution.

GOALS *(In areas of teaching and learning)*

CWI PSYCHOLOGY PROGRAM OBJECTIVES

A. Psychology Foundation

1. Knowledge Base of Psychology

Students will demonstrate familiarity (breadth and depth) with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Application of Psychology

Students will understand and apply psychological principles to personal, social, cultural, and organizational issues.

3. Research Methods in Psychology

Students will understand basic research methods in psychology, including research design, data analysis, interpretation, and how it applies to the discipline.

B. Enhancement of Core Skills

1. Critical Thinking Skills in Psychology

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

2. Communication Skills

Students will gain skills towards effective communication in a variety of formats.

3. Information Literacy

Students will distinguish between and access a variety of resources (e.g. textbooks, peer-reviewed scientific articles, popular media, etc.).

C. Junior-level Transferability

1. Continued Education Preparation

The student will be prepared for upper-division coursework in psychology (See *Psychology Foundation* and *Enhancement of Core Skills* above).

2. Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in educational and occupational pursuits.

3. APA Formatting Knowledge

Students will gain practice implementing APA paper formatting.

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

Demographic data has not been provided from the college We hope to have this for future reviews.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
Heather Thompson	M.A. Psychology	Fall & Spring In-Service	Advised Psychology Club
Martha Timberlake	Ph.D. Psychology	Fall & Spring In-Service	Advised Psychology Club and developed Service Learning Contact with Meridian Schools
Michelle Fellows	Ph.D. Psychology	Fall & Spring In-Service	Psychology Program Head
Please attach Full Time Curriculum Vitae – See attached			

Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
14	24

FTEF	7.5
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**FTEF is based on total number of contact hours divided by 15

Information Resources *(List evidence that the program requires the use of the library and/or other information sources in the box below)*

EVIDENCE
The Psychology area makes use of the CWI print Library, online databases, and online journals provided by the CSI Library.

Facilities *(Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies)*

OVERVIEW
<ul style="list-style-type: none"> - All classrooms currently meet our needs (desks/chairs, projectors, computers, PSPP software is statistics classroom). - By 2012, a computer lab room will be needed for traditional sections of PSYC217.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

- Prerequisites for all courses are adequate except for PSYC211 where there is not prerequisite but PSYC101 should be required for this course also.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

- Psychology Club
- Community service projects and service learning

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

NA

Identify opportunities for student involvement in program planning and evaluation below.

- Officers in the CWI Psychology Club reviewed this program review and provided input to the faculty.
- Faculty have developed standardized evaluation questions for all PSYC classes regarding the new program objectives that will be added to all PSYC course evaluations in Spring 2011.

Provide a brief description of efforts made to support majors and graduates below.

- Advising by Psychology faculty
- PSYC120 course to prepare Psychology majors to set their 4-year educational goals and begin to consider their career goals after graduation.
- Career Fair put on for Psychology majors by the Psychology Club

Provide evidence that the program's courses are scheduled for optimum learning below.

- The Psychology faculty has published in student brochures that our classes will be offered on a rotation that meets demand (both traditional and online) and allows full-time students to graduate in two years.

Provide evidence that the program's courses are scheduled for student accessibility below.

- Psychology is offered as a daytime program at the Nampa and Ada Campuses and as a fully online program.
- PSYC101 classes also offered regularly during evenings and on weekends.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

- 282 majors.
- 2,467 students enrolled in Psychology courses across 2010.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
PSYC101	T, H, O	2120	1962	92.55%
PSYC120	O	67	57	85.08%
PSYC201	T, O	203	180	88.67%
PSYC211	T	64	62	96.88%
PSYC217	O	13	11	84.62%
PSYC228 – Not Offered	NA	NA	NA	NA

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Psychology A.A.	282	0	Unknown

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

- No info available yet.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

- 2010 Grade Distribution: 727 As, 601 Bs, 426 Cs, 177 Ds, 341 Fs. The large number of As is a concern that will be addressed by faculty in 2011.
- No info on transfer students yet.

Provide internal/external recognition of students, faculty, or graduates below.

- None yet. Working to develop adjunct and student awards/recognition for 2011.

Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
PSYC101	Yes	Fall 2010 OA Matrix	857	662	77.25%	0
PSYC120	Yes	Fall 2010 OA Matrix	39	38	97.44%	0
PSYC201	Yes	Fall 2010 OA Matrix	91	72	79.12%	0
PSYC211	Yes	Fall 2010 OA Matrix	59	53	89.83%	0
PSYC217	Yes	Fall 2010 OA Matrix	11	7	64%	0
PSYC228	NA – Not Offered	NA	NA	NA	NA	NA

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

- Three full-time Psychology faculty with different skills and teaching interests provide a well-rounded core.
- Full-time and adjunct faculty worked together to create new program and course objectives.
- Working and social meetings open to all Psychology faculty each semester to discuss the program and support one another with classroom concerns and skill building.

Provide areas of concern or needed improvement below.

Lack of control over our curriculum is extremely problematic for this program. Without a capstone class we are unable to successfully identify program deficiencies. It is also particularly problematic that our program is not currently 100% in-line with BSU, our major transfer partner.

A computer lab will be needed for traditional sections of PSYC217 by 2012.

Provide program recommendations or actions below.

- Work on developing awards and/or scholarships for Psychology students and for Psychology adjunct faculty.
- Find a computer lab for PSYC217 at Ada and Nampa.

Provide budget requests tied to program improvement below.

- APA manuals for faculty teaching the PSYC classes that will require APA formatted papers (all but PSYC101).





Sociology AA

Program Review

2010

SECTION 1: Program Profile

HISTORY *(Provide a brief history of the program including the origin and significant events in its development)*

The Sociology Program at CWI was brought over in its current form from the College of Southern Idaho. The Sociology A.A. degree went live in the Spring 2009 catalog. There were no full-time faculty members in Spring 2009, a full-time member was hired in Fall 2009. There remains one full-time faculty member through the 2010-2011 school year.

Mission and Goals

MISSION STATEMENT *(Include relationship to school and campus missions)*

The Sociology Program is intended to serve several purposes. The primary mission of the Sociology Program is to provide Sociology majors with the first two years of course work generally associated with a four year bachelor's degree in Sociology and to prepare them to excel in these programs when they transfer to a four year college or university. Another function of the Sociology Program is contributing to a well-rounded education by providing choices to non-majors in order to meet the social science component of the general education requirements of AA, AS or AAS degrees. Regardless of the students' path, the Sociology Program engages students with concepts and ideas that will provide useful insights into the relationships between the social organization of group life and its subsequent impacts upon the thinking, acting and interaction patterns of individuals.

GOALS *(In areas of teaching and learning)*

Sociology Program Objectives

The objectives of the Sociology Program for students are to:

1. Establish Core Sociology Knowledge *(supports CWI Core General Education Objectives: Critical Thinking, Quantitative Reasoning, and Information Literacy)*
 - a. Students will be able to identify and apply key sociological concepts.
 - b. Students will be able to use relevant theories and perspectives to frame and explain social phenomena.
 - c. Students will be able to identify key research methods and recognize advantages and limitations to data and research.
2. Engender a sense of critical civic engagement *(supports CWI Core General Education Objectives: Critical Thinking, Communication, and Personal Growth & Responsibility)*
 - a. Students will be able to apply critical thinking to aspects of everyday life.
 - b. Students will demonstrate competence at both oral and written communication of sociological ideas.
 - c. Students will develop a "sociological imagination", the ability to see the intersection of self and society.
3. Prepare for transfer to university *(supports CWI Core General Education Objectives: Critical Thinking, Communication, Quantitative Reasoning, and Information Literacy)*
 - a. Students will demonstrate at least minimal competence of sociology core knowledge (described above).
 - b. Students will have the opportunity to explore career options resulting from study in sociology.
 - c. Students will produce library based research papers using ASA standards.

DEMAND (Provide evidence of internal and external demand)

With a total of 1,640 Seats filled and 89 majors in sociology, almost 95% of the students had the choice to take sociology or some other social science to fulfill general social science requirements, and choose sociology. As shown below, the demand is strong for SOCY 101, which meets general education requirements in social science.

Program Content (List the program offerings and the details that apply in the table below)

RELEVANT COURSES	# OF SECTIONS	TRADITIONAL	HYBRID	ONLINE	TOTAL ENROLLMENT
SOCY 101	56	30	3	23	1,511
SOCY 102	1	1			32
SOCY 238	2	2			56
SOCY 240	1	1			21
SOCY 278	1	1			20

Curriculum Committee policies, regulations, and procedures for program and course changes are regularly reviewed and followed: No curriculum changes occurred this year.

Outcomes Assessment**SUMMARY OF DEPARTMENT POLICY**

Each course assesses individual course objective, reporting those in a separate report from grades. Outcome assessments are under review in 2011 for alignment with CWI general education Core Objectives and Program objectives.

General Education Core Objectives

COURSE	CRITICAL THINKING	COMMUNICATION	QUANTITATIVE REASONING	INFORMATION LITERACY	PERSONAL GROWTH AND RESPONSIBILITY
SOCY 101	YES	NO	YES	NO	YES
SOCY 102	YES	NO	YES	YES	YES
SOCY 238	YES	YES	YES	YES	YES
SOCY 240	NO	YES	NO	NO	YES
SOCY 278	YES	NO	NO	YES	YES

Program Objectives

COURSE	Core Sociology	Civic Engagement	Prepare for Transfer
SOCY 101	a. YES b. YES c. YES	a. YES b. NO c. NO	a. NO b. NO c. NO
SOCY 102	a. YES b. YES c. YES	a. YES b. NO c. NO	a. NO b. NO c. NO
SOCY 238	a. YES b. YES c. YES	a. YES b. YES c. YES	a. YES b. YES c. YES
SOCY 240	a. YES b. YES c. YES	a. YES b. NO c. YES	a. YES b. YES c. NO
SOCY 278	a. YES b. YES c. YES	a. YES b. YES c. YES	a. YES b. NO c. NO

SECTION 2: Resources

Students

Provide demographics of students majoring in the program below.

No demographic information is available from the College at this time.

Full Time Faculty *(List the Faculty members and details that apply in the table below)*

FACULTY NAME	DEGREE QUALIFICATIONS	DEVELOPMENT COMPLETED	ACCOMPLISHMENTS
Charles A. Dickinson	Master's of Art in Sociology, 2002. Idaho State University	Fall and spring in-service as participant and presenter. Pacific Sociological Association Annual conference	Advisor to Sociology Club, completing several campus wide engagements. Established several service-learning opportunities. Served in College-wide leadership positions. Worked with several student groups to mentor empowerment.

See attach Full Time Curriculum Vitae

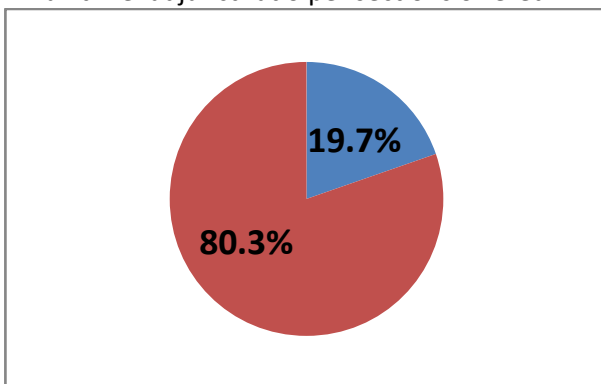
Full time: adjunct ratio per sections offered

FULL TIME	ADJUNCT
12	49

FTEF	4.8
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**FTEF is based on total number of contact hours divided by 15

Full time: adjunct ratio per sections offered



Information Resources (*List evidence that the program requires the use of the library and/or other information sources in the box below*)

EVIDENCE

Students in the final required sociology course (SOCY 238) are required to conduct a library research project utilizing multiple academic sources. In addition, students in all courses are required to utilize information sources outside of the textbooks, including CWI (CSI) library resources.

Facilities (*Give a brief overview of the physical environment for the program, including instructional technologies, other equipment, and supplies*)

OVERVIEW

Courses are taught in standard classroom configurations with computer/projector components as standard equipment. Online resources are utilized that are both internal and external.

Student Support

Provide a brief description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress below.

Most student completing courses in the Sociology Program are non-majors taking it to meet social science or general education requirements or electives. As such, no assessment, placement, or orientation is conducted on these students. Students assigned to be advised by the full-time faculty member get an initial discussion and follow-up about academic and professional goals. The student is then monitored each semester through internal records access and regularly meets in person with the advisor.

Provide evidence of out-of-class contact with faculty, internships/field experiences, professional organizations and clubs, first-year seminars and learning communities, and other out-of-class learning opportunities below.

The sociology Club was formed in fall 2009 and serves to provide students a vehicle for community activism and professional explorations. The Social Problems (SOCY 102) provides service learning opportunities for students that enrich their classroom experience. The Program has begun to create internship activities for students, currently overseeing an internship at Ada County Drug Court.

Provide evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses below.

The Sociology Program does not provide such training and no pre-requisites exists for SOCY course that would require the completion of remedial math or English.

Identify opportunities for student involvement in program planning and evaluation below.

Students provide course level feedback every semester through the student evaluation process. In addition, students give feedback on course content and requirements.

Provide a brief description of efforts made to support majors and graduates below.

A student Sociology Club provides profession and activist opportunities. Personal follow-up with advisees help ensure they stay connected and on-track.

Provide evidence that the program's courses are scheduled for optimum learning below.

The program is planned in a sequence to encourage majors take SOCY 101 prior to the other required sociology courses. The year to year sequence is planned so that all courses are offered over a 24 month cycle.

Provide evidence that the program's courses are scheduled for student accessibility below.

The program is offered during the daytime and evening and courses are also offered on the weekend and online.

SECTION 3: Outcomes

Possible Indicators of Program Quality

Provide evidence of student demand for entry/transfer into the program below.

Four graduates from the program at the end of the 2010/2011 school year. Within the calendar year 2010 we moved from a couple dozen majors to over 100.

COURSE	COURSE TYPE (T, H, O)	# of STUDENTS ENROLLED	# of STUDENTS RETAINED	PERCENTAGE
SOCY 101	T, H, O	1,487	1,398	94%
SOCY 102	T	32	31	97%
SOCY 238	T	55	50	91%
SOCY 240	T	21	20	95%
SOCY 278	T	19	16	84%

PROGRAM	# of MAJORS	# of GRADUATES	# of GRADUATED TRANSFERS
Sociology AA	111	4	NA

Provide evidence of program quality (surveys/interviews of current students, graduates, transfer institutions) below.

No data on in-state transfer success is available at writing, we anticipate this data in the future. We will discuss graduate follow-up surveys to be implemented in the future.

Provide evidence of program rigor (e.g. grade distribution, student success at transfer institutions, comparative gpa) below.

The overall percentage of As given in Introduction to Sociology (SOCY 101) courses was about 30%, Bs 25%, Cs 16%. The percentage of Fs given in Introduction to Sociology (SOCY 101) courses was approximately 14%.

No transfer information is available at this time.

Provide internal/external recognition of students, faculty, or graduates below.

Charles Dickinson was named faculty of distinction in November of 2010. Charles Dickinson was appointed to the advisory council for the Idaho State University's Sociology graduate program.

Assessment data/report

COURSE	CLEARLY IDENTIFIED COURSE OBJECTIVES (Y/N)	MEANS of MEASUREMENT	# of STUDENTS COMPLETING OBJECTIVES	# of STUDENTS ACHIEVING PROFICIENCY	FAVORABLE OUTCOMES PERCENTAGE	# of SECTIONS NOT REPORTING
SOCY 101	Y	Fall OA Matrix	572	457	80%	0
SOCY 102	Y	Fall OA Matrix	31	26	84%	0
SOCY 238	Y	Fall OA Matrix	33	28	85%	0
SOCY 240	Y	Spring OA Matrix	20	18	90%	0
SOCY 278	Y	Fall OA Matrix	16	13	81%	0

SECTION 4: Summary, Recommendations, and Continued Improvement

This section gives the program an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

Identify previous Program Review recommendations below.

Not applicable for first-time review.

Provide program strengths below.

Strong student demand.

Full-time faculty member strongly committed and resourceful.
Strong program ties have been established with in-state sociology programs at universities.

Provide areas of concern or needed improvement below.

Limited number of highly qualified instructors, need to develop resources and training opportunities to assist them.
Develop new curriculum to improve preparation for junior level transfer (e.g., theory, methods, career exploration).
Create opportunities outside the classroom for students to engage in career-building activities (e.g., internships).

Provide program recommendations or actions below.

Improve instruction quality by adding a second FT sociology Instructor.
Create new course outcome objectives based on Program and CWI objectives.
Develop training and teaching materials for adjuncts within the current structure.
Create new curriculum to increase core sociology knowledge and career-building opportunities.

Provide budget requests tied to program improvement below.

Money for additional FT Sociology Instructor (\$65k ??? reoccurring).

Appendix A: College of Western Idaho Course Outcomes and Assessment Matrix

Course: THEA 101
Term: Fall 2010

	Course Outcomes Provided from CSI Syllabus	Methods for Assessment (Course Outcome Assessment)	Reporting Standards		
			Met Standards	Did not Meet Standards	Percent Successful
1	Demonstrate an understanding of the basic terminology of the theatre.	Quizzes; Exams 1,2 &3	109	13	89%
2	Demonstrate a working knowledge of the backstage elements of a theatrical production.	Quizzes; Exams 1,2 &3	109	13	89%
3	Analyze the important periods of theatrical development throughout history.	Quizzes; Exams 1,2 &3	109	13	89%
4	Recognize and analyze theatrical productions from a variety of important periods of theatre history.	Quizzes; Exams 1,2 &3	109	13	89%
5	Demonstrate knowledge of Dramatic Literature and its origins	Quizzes; Exams 1,2 &3	109	13	89%



Exhibit 23

College of Western Idaho

**Personal Academic Career Enrichment
Student Contract**



CWI PACE Academic Contract

One Stop Student Services - onestop@cwidaho.cc - 208.562.3000 phone - 888.562.3216 fax
 5500 East Opportunity Drive - Nampa, ID 83687 - www.cwidaho.cc

LAST NAME	FIRST NAME	M.I.	STUDENT ID
EMAIL ADDRESS OR PHONE NUMBER (INCLUDING AREA CODE)			DATE OF BIRTH
SEMESTER			MAJOR

This contract agreement is a tool provided by the College of Western Idaho to assist you in the process of selecting courses that will advance you toward the completion of your academic goals. This agreement needs to be taken seriously by you, as it will improve your likelihood of success at CWI. You will remain on a contract, with the support of a PACE Advisor, until you are able to successfully complete all pre-college work (courses in math and English at the zero-level).

This contract will be set up to address your specific educational needs and will be very structured to help you meet those needs. Once the contract is finalized there will be limitations to the amount and type of changes which can be made to the Academic Contract and still make the contract “successful”. Once a student is completely registered for courses, only the following modifications will be considered:

- reduction of credit schedule load
- auditing a class that is already indicated on the class schedule
- adding a course(s) that has not started due to class cancellations beyond the student’s control
- moving into a lower course level within the same discipline
- moving to a different class section (with the approval of the intended class instructor)

These changes will be allowed under the supervision of the PACE advisor and these Academic Contract changes must be made by the end of the business day on the last day to add a class for that semester. Any other modifications to the Academic Contract will render that specific Academic Contract unsuccessful. This contract will be considered “successful” if you complete all courses at a “C” grade or higher.

	Course Number	Course Title	Times & Dates	Cr	Repeat?
1					
2					
3					
4					

Total Enrollment Credits _____

Additional activities required/Comments:

- Tutoring Services _____
- COMPASS _____
- Workshops _____
- Advisor Meetings _____
- Complete the Semester Time Grid _____
- Coordinate SDS accommodations _____
- Career Planning _____
- Retake Courses _____
- Coordinate transfer plans _____
- _____
- _____



Exhibit 24

College of Western Idaho

**Safety & Security Annual Report
2009-2010**



COLLEGE OF WESTERN IDAHO

2009 Safety and Security Annual Report

Web Address:

<http://cwidaho.cc/>

Telephone:

208-562-3525



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1. Introduction

This annual Safety and Security Report for 2009 is provided to you as part of the College of Western Idaho's commitment to safety and security on campus, and in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The College of Western Idaho (CWI) was established on May 22, 2007 when a supermajority of Ada and Canyon County voters passed a referendum to establish a community college district, enabling the creation of the College of Western Idaho. CWI is a two-year institution of higher education that offers different levels of instruction adapted to fit the needs of the Treasure Valley community. Starting in January of 2009, CWI offered for-credit general education courses. For-credit professional technical courses and certificates began in the fall of 2009. CWI is a comprehensive community college, offering an open admission policy, a community-based philosophy, lower tuition, and quality education.

The College of Western Idaho serves over 6000 students at eight (8) locations throughout the Treasure Valley:

- **CWI Administrative Offices**
6056 Birch Lane, Nampa ID 83687
- **CWI Nampa Campus**
5500 Opportunity Dr, Nampa ID 83687
- **CWI Canyon County Center**
2407 Caldwell Blvd, Nampa 83651
- **CWI at Boise State University**
1464 University Dr, Boise ID 83706
- **CWI Ada County Center**
1360 South Eagle Flight Way, Boise ID 83709
- **CWI Oak Park Center**
2323 South Vista Ave, Boise ID 83705
- **CWI Professional Truck Driving School**
5252 Treasure Valley Way, Nampa ID 83687
- **CWI Horticulture**
District Guard House
2444 Old Penitentiary Road, Boise ID 83712

CWI employs approximately 550 faculty and staff.



2. CWI Security, Law Enforcement Authority and Interagency Relationships

CWI Security operates whenever buildings are open. The security telephone number is 208-562-3525. CWI is staffed with trained professional security officers. The Facilities Management Department is the administrative unit responsible for the functions of CWI security. Primary functions include building security, grounds security, citizen assistance, emergency response, and building monitoring. CWI security officers are first aid, CPR, and AED certified, and receive continual ongoing security training.

The Facilities Management Department prepared this report to comply with the **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**. This report is prepared in cooperation with various CWI departments who provide annual updated information on their educational efforts and programs to comply with the law. Campus crime, arrest, and referral statistics include those reported to CWI security/Nampa and Boise police departments, local law enforcement agencies surrounding CWI Campuses and public property, and designated campus security authorities. The Facilities Management Department has administrative responsibility for security services on campus. The Boise City Police Department and Nampa Police Department have responsibility for law enforcement, crime prevention programs, reporting criminal activity, crime related problems, and emergency responses on CWI campuses. Police officers have full law enforcement authority on all property owned or controlled by the CWI including streets contiguous to and running through the CWI campuses. Police officers have completed P.O.S.T. Academy (Peace Officers Standards & Training). Police officers are empowered by state law to make arrests, investigate crimes, and carry firearms. Police officers additionally receive training in areas such as emergency first aid, criminal law, firearms, crisis intervention, arrest procedures, victim response, etc. All police officers are trained as crime prevention officers. CWI maintains a close working relationship with city, county, state and federal law enforcement agencies, and all appropriate elements of the Criminal Justice System.

2.1. CWI Administrative Offices

The agency providing security services to CWI Administrative Offices is:

CWI Security
CWI Nampa Campus
5500 East Opportunity Drive
Nampa, ID 83687
Telephone Number: 208-562-3525

Crimes and other emergencies at this location should be reported by dialing 9-1-1.



2.2. Public Property near the CWI Administrative Offices

The term public property means all public property that is within the same reasonable contiguous geographic area of the institution such as a sidewalk, park, street, other thoroughfare or parking facility, and is adjacent to and accessible from the campus.

The agency providing security services to public property contiguous to the CWI Nampa Campus is:

Nampa Police Department
211 12th Ave South
Nampa, ID 83651
Telephone Number: (208) 465-2257

Crimes and other emergencies at this location should be reported to the Nampa Police Department by dialing 9-1-1.

Comments, concerns or questions about security on public property contiguous to the university should be communicated to:

Nampa Police Department
211 12th Ave South
Nampa, ID 83651
Telephone Number: (208) 465-2257

2.3. CWI Nampa Campus

The agency providing security services to the CWI at Nampa Campus is:

CWI Security
CWI Nampa Campus
5500 East Opportunity Drive
Nampa, ID 83687
Telephone Number: 208-562-3525

Crimes and other emergencies at this location should be reported by dialing 9-1-1.

2.4. Public Property near the CWI Nampa Campus

The agency providing security services to public property contiguous to the CWI Nampa Campus is:

Nampa Police Department
211 12th Ave South
Nampa, ID 83651
Telephone Number: 208-465-2257



Crimes and other emergencies at this location should be reported to the Nampa Police Department by dialing 9-1-1.

2.5. CWI Canyon County Center

The agency providing security services to the CWI Canyon County Center is:

CWI Security
CWI Canyon County Center
2407 Caldwell Blvd
Nampa, ID 83651
Telephone Number: 208-562-2225

Crimes and other emergencies at this location should be reported by dialing 9-1-1.

2.6. Public Property near the CWI Canyon County Center

The agency providing security services to public property contiguous to the CWI Canyon County Center is:

Nampa Police Department
211 12th Ave South
Nampa, ID 83651
Telephone Number: 208-465-2257

Crimes and other emergencies at this location should be reported to the Nampa Police Department by dialing 9-1-1.

2.7. CWI at Boise State University

The agency providing security services to CWI at Boise State University is:

University Security Department and (Boise Police Department)
1001½ Lincoln Avenue
Boise, Idaho 83725.
Telephone Number: 208-426-1453.

Crimes and other emergencies at this location should be reported to the University Security Department by dialing 9-1-1.

2.8. Public Property near CWI at Boise State University

The term public property means all public property that is within the same reasonable contiguous geographic area of the institution such as a sidewalk, park, a street, other thoroughfare or parking facility, and is adjacent to and accessible from the campus.



The agency providing security services to public property contiguous to CWI at Boise State University is:

Boise Police Department 333 N. Sailfish Place
Boise, Idaho 83704
Telephone Number: 208-377-6790.

Crimes and other emergencies at this location should be reported to the Boise Police Department by dialing 9-1-1.

Comments, concerns or questions about security on public property contiguous to the university should be communicated to:

Boise Police Department 333 N. Sailfish Place
Boise, Idaho 83704
Telephone Number: 208-377-6790.

2.9. CWI Ada County Center

The agency providing security services to the CWI Ada County Center is:

CWI Security
CWI Nampa Campus
5500 East Opportunity Drive
Nampa, ID 83687
Telephone Number: 208-562-3525

Crimes and other emergencies at this location should be reported by dialing 9-1-1.

2.10. Public Property near the CWI Ada County Campus

The agency providing security services to public property contiguous to the CWI Ada County Campus is:

Boise Police Department
333 N. Sailfish Place
Boise, Idaho 83704
Telephone Number 208-377-6790

Crimes and other emergencies at this location should be reported to the Nampa Police Department by dialing 9-1-1.

2.11. CWI Oak Park Center

The agency providing law enforcement services to the CWI Oak Park Center is:

CWI Security
CWI Nampa Campus



5500 East Opportunity Drive
Nampa, ID 83687
Telephone Number: 208-562-3525

Crimes and other emergencies at this location should be reported by dialing 9-1-1.

2.12. Public Property near the CWI Oak Park Center

The agency providing security services to public property contiguous to the CWI Oak Park Center is:

Boise Police Department
333 N. Sailfish Place
Boise, Idaho 83704
Telephone Number 208-377-6790

Crimes and other emergencies at this location should be reported to the Nampa Police Department by dialing 9-1-1.

2.13. CWI Professional Truck Driving School

The agency providing security services to the CWI Professional Truck Driving School is:

CWI Security
CWI Nampa Campus
5500 East Opportunity Drive
Nampa, ID 83687
Telephone Number: 208-562-3525

Crimes and other emergencies at this location should be reported by dialing 9-1-1.

2.14. Public Property near the CWI Professional Truck Driving School

The agency providing security services to public property contiguous to the CWI Professional Truck Driving School is:

Nampa Police Department
211 12th Ave South
Nampa, ID 83651
Telephone Number: 208-465-2257

Crimes and other emergencies at these locations should be reported to the Nampa Police Department by dialing 9-1-1.



2.15. CWI Horticulture

The agency providing security services to the CWI Horticulture is:

CWI Security
CWI Nampa Campus
5500 East Opportunity Drive
Nampa, ID 83687
Telephone Number: 208-562-3525

Crimes and other emergencies at these locations should be reported by dialing 9-1-1.

2.16. Public Property near the CWI Horticulture

The agency providing security services to public property contiguous to the CWI Horticulture is:

Boise Police Department 333 N. Sailfish Place
Boise, Idaho 83704
Telephone Number 208-377-6790

Crimes and other emergencies at this location should be reported to the Nampa Police Department by dialing 9-1-1.

3. Reporting of Criminal Actions or Emergencies

Members of CWI are encouraged to notify CWI Security immediately of any criminal or suspicious activities or other emergencies that occur on campus. CWI Security Department personnel will respond and initiate whatever action is necessary. To report a crime, or suspicious activity, members of the campus community should call CWI Security at 208-562-3525 or 9-1-1 for emergencies.

Crimes may also be reported to designated "Campus Security Authorities." The following is a list of designated Campus Security Authorities:

Security Supervisor at 208-562-3525
Facilities Manager at 208-562-3220
Director of Student Enrichment 208-562-3263

CWI acknowledges the importance of officially reporting all crimes and will provide assistance with reporting. CWI also knows that reporting a crime is different from pressing charges. As required by federal law, CWI requires third-party reporting as well as anonymous reporting of crimes for data gathering purposes. CWI stresses the importance of supporting victims in whatever decision they make with regard to pressing charges. Services are available to help victims whether or not they choose to press charges. When a student, staff, or faculty member reports a crime in confidence to a designated Campus Security Authority or other campus individuals, it may be reported to the CWI Security Department by a third party or



anonymously. Professional and religious counselors are exempt from these reporting requirements. However, the staff should, if and when they deem it appropriate, encourage persons being counseled of the procedures to report crimes on a voluntary basis for inclusion into the annual crimes statistics.

A number of well-marked exterior emergency telephones are located throughout the CWI Campuses. These emergency telephones are identified by a blue identifier light. These emergency direct-ring telephones have a no charge dialer for Boise and Nampa area assistance with an identified push button for 9-1-1 emergency and police assistance. These telephones can be used to report a criminal incident, a fire, any other type of emergency and suspicious activities.

In the event that a situation arises, either on or off campus, and is reported to CWI Security, CWI Security Authorities, or local police agencies that in the judgment of CWI executives constitutes an ongoing threat to students and employees, a campus-wide timely warning will be issued by CWI. The warning will be issued through the CWI emergency notification system to students, faculty and staff. Students, staff, and faculty with information warranting a timely warning should report the circumstances to CWI Security by phone (208-562-3525), or in person to CWI Security personnel. Security personnel are staffed at each CWI location during building open hours.

4. Crime Reporting

Efforts are made to advise the campus community on a timely basis about campus crime and crime-related problems. These efforts include the following:

4.1. Annual Report

A comprehensive annual report of crime related information is compiled, published, and distributed. This annual report is available to the media, any member of the campus community, and to the general public.

4.2. CWI Communication and Marketing

The CWI Communication and Marketing Department (CMD) receives campus criminal activity information from the CWI Facilities Manager. The CMD will publish essential security information to CWI students, faculty, and staff. The CMD will be the College's focal point for outside media. They will ensure full disclosure while protecting victim's privacy and confidential or sensitive information. Students are encouraged, but not required, to communicate with CMD regarding communications with the media regarding CWI issues.



4.3. Special Alerts

When circumstances warrant it, special crime alerts are prepared and distributed either selectively or throughout campus by CMD. Also, when criminal activity occurs, which represents an ongoing or continuing threat to students and employees, a campus-wide EMERGENCY NOTIFICATION will be issued by CMD.

4.4. Open Campus Security Log

A public security log is available for inspection at the CWI Security. This daily log contains all crimes reported to CWI Security. The daily log will include, for each crime, the following information:

- Date of Incident
- Nature and type of incident
- Time of the incident
- General location of the incident
- The disposition of the complaint, if known

In most instances, log information will be available for public inspection no later than two business days after a crime is reported. Daily log information may be withheld when disclosure:

- Is prohibited by law
- Would jeopardize the confidentiality of the victim
- Would jeopardize an ongoing investigation or the safety of an individual
- Would cause a suspect to flee or evade detection, or
- Would result in the destruction of evidence

5. Crime Statistics

The following statistics, provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, are for your information. If you have any questions, contact the CWI Security Department. Telephone Number 208-562-3525.



5.1. CWI Administrative Offices

(Please reference CWI Nampa Campus 5.2)

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	1
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	0
	2010-2011		
	2011-2012		
Burglary	2009-2010	5	9
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	1	0
	2010-2011		
	2011-2012		
Arson	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	3
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	2
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	3
	2010-2011		
	2011-2012		



5.2. CWI Nampa Campus

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	1
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	0
	2010-2011		
	2011-2012		
Burglary	2009-2010	5	9
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	1	0
	2010-2011		
	2011-2012		
Arson	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	3
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	2
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	3
	2010-2011		
	2011-2012		



5.3. CWI Canyon County Center

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Robbery	2009-2010	1	1
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	0
	2010-2011		
	2011-2012		
Burglary	2009-2010	5	9
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	1	0
	2010-2011		
	2011-2012		
Arson	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	3
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	2
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	3
	2010-2011		
	2011-2012		



5.4. CWI at Boise State University

(Note: The Annual BSU Security Report is available at <http://www.boisestate.edu/>)

The information used for this report is based on 2008 crime statistics.)

Offense	Year	On-Campus Property	
Murder/Non-Negligent Manslaughter	2009-2010	0	
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	1	
	2010-2011		
	2011-2012		
Burglary	2009-2010	0	
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	1	
	2010-2011		
	2011-2012		
Arson	2009-2010	0	
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	1	
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010		
	2010-2011		
	2011-2012		



5.5. CWI Ada County Campus

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	1
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	2
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	0
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	2
	2010-2011		
	2011-2012		
Burglary	2009-2010	0	11
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	0	0
	2010-2011		
	2011-2012		
Arson	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	1
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	2
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	2
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	12
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	9
	2010-2011		
	2011-2012		



5.6. CWI Oak Park Center

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	1
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	3
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	3
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	2
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	17
	2010-2011		
	2011-2012		
Burglary	2009-2010	0	24
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	0	9
	2010-2011		
	2011-2012		
Arson	2009-2010	0	3
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	12
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	18
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	2
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	1	41
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	25
	2010-2011		
	2011-2012		



5.7. CWI Professional Truck Driving School

(Please reference CWI Nampa Campus 5.2)

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	1
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	0
	2010-2011		
	2011-2012		
Burglary	2009-2010	5	9
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	1	0
	2010-2011		
	2011-2012		
Arson	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	3
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	2
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	3
	2010-2011		
	2011-2012		



5.8. CWI Horticulture

Offense	Year	On-Campus Property	Public Property
Murder/Non-Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Negligent Manslaughter	2009-2010	0	0
	2010-2011		
	2011-2012		
Sex Offenses, Forcible	2009-2010	0	2
	2010-2011		
	2011-2012		
Sex Offenses, Non-Forcible	2009-2010	0	0
	2010-2011		
	2011-2012		
Robbery	2009-2010	0	0
	2010-2011		
	2011-2012		
Aggravated Assault	2009-2010	0	2
	2010-2011		
	2011-2012		
Burglary	2009-2010	0	7
	2010-2011		
	2011-2012		
Motor Vehicle Theft	2009-2010	0	1
	2010-2011		
	2011-2012		
Arson	2009-2010	0	0
	2010-2011		
	2011-2012		
Liquor Law Arrests	2009-2010	0	7
	2010-2011		
	2011-2012		
Liquor Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Drug Law Arrests	2009-2010	0	3
	2010-2011		
	2011-2012		
Drug Law Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Arrests	2009-2010	0	0
	2010-2011		
	2011-2012		
Illegal Weapons Possession Violations Referred for Disciplinary Action	2009-2010	0	0
	2010-2011		
	2011-2012		
Hate Crimes	2009-2010	0	0
	2010-2011		
	2011-2012		
Simple Assault/Battery	2009-2010	0	7
	2010-2011		
	2011-2012		
DUI Arrests	2009-2010	0	4
	2010-2011		
	2011-2012		



6. Off Campus Crime Statistics

Crime statistics for Boise, Nampa, and Caldwell can be found at the following Web sites.

<http://boise.areaconnect.com/crime1.htm>

<http://nampa.areaconnect.com/crime1.htm>

<http://caldwell.areaconnect.com/crime1.htm>

7. Access to Campus Facilities

Most campus buildings and facilities are accessible to students, employees, guests and visitors during normal hours of business. Students, employees, guests and visitors may obtain access to campus buildings and facilities outside normal business hours with proper authorization. Security officers make building checks throughout the night and are available to handle disturbances or concerns.

A comprehensive key/key fob and electronic access program is in effect at CWI. A defined computerized list of keys/key fobs is established to meet campus needs, and keys/key fobs are cut/programmed and issued with an identifier number for each key, which ties it to the room number, person, and department assigned the key. At infrequent times and as a need is perceived, the department is asked to review that computerized list of keys/key fobs issued to the department. A concerted effort is made to involve the responsible building person who authorizes keys and faculty and staff to determine the levels of security and areas of permitted access. The Facilities Management Department re-keys individual areas and also removes electronic access on an as needed basis.

8. Maintenance and Security of Campus Facilities

CWI maintains a strong commitment to campus safety and security. Exterior lighting is an important part of this commitment. Motor vehicle parking lots, pedestrian walkways, and building exteriors are well lit. Formal surveys of exterior lighting on campus are conducted by CWI Security Officers on a continuing basis, and a discrepancy report is directed to the Maintenance Department for appropriate action. A comprehensive survey of all exterior lighting is conducted by Facilities Department representatives at least once each year. Members of the campus community are encouraged to report any exterior lighting deficiencies to the CWI Help Desk at 208-562-3444.

A cooperative effort by the CWI Security Department, Maintenance Department Custodial personnel, and building occupants is used in surveying exterior doors. The purpose of this program is to ensure that each exterior door and its locking mechanism are working properly. Exterior doors on campus buildings are locked and secured each evening by building occupants, custodial personnel, and CWI security officers. Door and security hardware operating deficiencies are reported by these personnel to the Maintenance Department on a daily basis.



The maintenance and security of campus buildings for safety of users spans the areas of key/key fob control, maintenance of door hardware, replacement of broken windows, fire protection, fire drills, hazardous waste policy, ventilation, life safety items, etc.

Shrubbery, trees, and other vegetation on campus are trimmed on a regular basis. Trimming is done to a level to expose criminal intent individuals. Where trimming is not effective, this vegetation is removed from the campus.

The Maintenance Department personnel and CWI Security Department continually survey the grounds of the campus to ensure that a safe environment exists. Campus buildings, parking lots, and other grounds areas are actively patrolled by CWI security officers.

9. Security Awareness and Crime Prevention Programs

CWI would much rather prevent crimes from occurring than react to them after the fact. A primary means for accomplishing this goal is CWI's Crime Prevention Program. The CWI's Crime Prevention Program is based on the concepts of eliminating or minimizing criminal opportunities, whenever possible, and encouraging students and employees to be responsible for their own security and the security of others. The following are crime prevention programs in place at CWI:

9.1. Emergency Telephones

Well-marked blue light emergency telephones are located on the CWI Nampa Campus, Ada County Center and CWI at Boise State University. The blue light emergency telephones direct dial the 9-1-1 dispatcher.

9.2. Alarm Systems

A computer-based monitoring system is used to monitor a network of fire alarm systems.

9.3. Security Surveys

Surveys of exterior doors, exterior lighting, and grounds and campus facilities are conducted on a regular basis.

9.4. Sexual Assault Awareness

Sexual assault crime prevention presentations are given to any on-campus group requesting them. This program is designed to assist males and females in identifying and avoiding potential assault situations. The program offers tips toward avoiding and preventing sexual assaults. Please call CWI Security at 562-3525 for a presentation.



9.5. Building Administrator Program

Building Administrators are assigned to each building. These Building Administrators participate in the Safety and Security Committee, receive unsecured conditions notification, and are trained in emergency response and building evacuation procedures.

9.6. Campus Watch Program

Campus Watch is a cooperative effort between the CWI Security Department and the Facilities Department. Custodial staff members receive annual training on personal safety and security issues and are encouraged to watch for and report suspicious individuals and activity.

9.7. Escort Services

Escort service is available and will be provided upon request by calling the CWI Security Department at 208-562-3525. This service is available during class hours.

9.8. Crime Stoppers

The Crime Stoppers program provides you the opportunity to call 343-COPS to provide information you have about a crime that has occurred on campus in Boise or Nampa. You can remain anonymous and may be eligible for a reward up to \$1,000.00 if your information leads to an arrest and filing of charges.

9.9. Emergency Cell Phone Program

CWI Security and the Boise City and Nampa Police Departments distribute free cell phones for use by those individuals who do not have access to a cell phone. These cell phones only have access to 9-1-1 emergency services.

9.10. Ask a Cop Program

Access to CWI security officials is available by E-mail. Submit law enforcement related questions to bobwallis@cwidaho.cc. Security officers will respond to all appropriate questions.

9.11. Online Crime Reporting

CWI students and employees have access to the Boise and Nampa Police Departments online Crime Reporting system. Criteria for submissions require that the crime is not an emergency, the incident occurred within Boise City or Nampa city limits, and the suspect is unknown. Anyone wishing to report these crimes online should visit



<http://www.cityofboise.org/Departments/Police/ReportACrime/page5875.aspx> or
http://www.nampapolice.org/nampapolice/documents/CrimeReportForm_004.pdf (utilize the online service link).

9.12. Safety Walks

Representatives from CWI perform campus safety walks on an annual basis. The purpose of this activity is to identify and address safety and security concerns.

10. Drug and Alcohol Policies

CWI wishes to encourage a chemically healthy environment for its students, guests, and employees. To this end, CWI:

- has developed policies and procedures regarding a drug-free workplace
- promotes education and training programs, both internally and externally, regarding alcohol and other drug use/abuse
- implemented an employee assistance program
- provides wellness programs and activities for employees and students
- participates in numerous community support and resource base programs

In the interest of the personal health and safety of the campus community, CWI will not condone or ignore alcohol or drug abuse. Further, the illegal manufacture, distribution, dispensation, or possession of a controlled substance on CWI-owned or CWI-controlled property will not be tolerated. CWI will assist members of the campus community who are experiencing problems with alcohol or other drugs in making informed decisions about appropriate use as well as the adverse consequences of alcohol or drug abuse on one's health and behavior. CWI prohibits illegal possession, consumption, manufacture, and distribution of alcohol and other drugs by students in college owned, leased, or operated facilities and on-campus grounds. Any person who violates the policies stated in the code of conduct in the student handbook may be subject to any or all of the following:

- expulsion
- suspension
- conduct probation
- censure
- restitution/compensation
- participation in an educational substance abuse course

CWI is committed to the development and maintenance of an alcohol and other drugs free environment in accordance with the Drug-Free Workplace Act of 1988, 34CFR Part 85 and will not tolerate the unlawful possession and/or use of controlled substances (alcohol and other drugs) on its premises. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in and on CWI-owned or CWI-controlled property by faculty, staff, or student employees. If a drug or alcohol policy is violated, the employee will be



subject to disciplinary action (up to and including suspension, suspension without pay, and termination), and may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program as agreed upon between the employee, the Human Resources Department, and the Employee Assistance Program provider.

10.1. Legal Sanctions

Applicable legal sanctions for the unlawful possession or distribution of alcohol or illicit drugs contained in Title 37, Chapter 27, Idaho Code under schedules I, II, III, IV, and V. Illicit drugs include but are not necessarily limited to LSD, mescaline, crack, cocaine, speed, marijuana, heroin, peyote, and those controlled substances listed in Title 37, Chapter 27, Idaho Code.

Penalties for the use, unlawful possession, or distribution of illicit drugs are both serious and complex. They range from a misdemeanor penalty of a \$300.00 fine or 6 months in jail to a life term in the Idaho Penitentiary for previous offenders and certain categories of drug dealers. You should know that Idaho Judges are required in many cases to perform mandatory sentencing of convicted persons. A felony is a crime, the penalty for which may be incarceration in the state penitentiary, or a fine not to exceed \$25,000, or both. The penalties for use and/or distribution may be found in Title 37, Chapter 27, Idaho Code.

Federal penalties for the use, possession, or distribution of illicit drugs are similarly severe and complex. Federal Judges are empowered to sentence offenders to a federal penitentiary, or to mete out substantial fines depending on the offense, drug classification, and other factors

The abuse or illegal possession of alcohol is proscribed by Idaho Law. [Underage Drinking](#), a 12-page newsprint tabloid endorsed by Governor Otter and First Lady Otter, was designed for use in Idaho communities. You must be 21 years of age or older in Idaho in order to purchase, possess, or consume an alcoholic beverage. If a person's blood alcohol content exceeds 0.08, it is unlawful to drive any motor vehicle. Penalties for driving under the influence (DUI) of alcohol are listed below:

10.1.1. DUI First Offense Penalties

- Up to \$1,000.00 fine
- 2 days to 6 months jail
- Suspend driver's license for 180 days with at least the first 30 days absolute and the remainder restricted
- Obtain an alcohol evaluation
- Follow the recommendation of evaluation
- Attend Victims' Panel
- 1 to 2 years probation—may be supervised



10.1.2. DUI Second Offense (within a five year period)

- Up to \$2,000.00 fine
- 10 days to 1 year jail
- 1 year absolute license suspension
- Obtain an alcohol evaluation
- Follow the recommendation of evaluation
- Interlock device on car for 1 year after driver's license suspension ends
- 2 year probation—usually supervised

10.1.3. DUI Third Offense

Note: This will be a felony if it is received within 5 years of the first offense or within 10 years of a prior felony DUI

- Up to \$5,000.00 fine
- 30 days to 5 years incarceration
- Suspend driver's license for 1 to 5 years with at least the first year absolute
- Supervised felony probation

There are also local laws prohibiting public intoxication or possession of alcohol by a person under 21 years of age. Please refer to the CWI Student Handbook for any questions concerning policies, procedures, disciplinary actions and education programs, or contact the following:

Student Enrichment Office—208-562-3263
 Human Resources Department Administration Building—208-562-3287
 Regional Alcohol Drug Awareness Resource Center (Radar) Health & Wellness Center
 1-800-93RADAR or 208-426-4105 or radar@boisestate.edu.

10.2. Health Risks of Drugs

Health Risks of Drugs		
Drug	Symptoms	Health Risks
Hallucinogens	Altered mood and perceptions focus on detail, anxiety, panic, nausea, synesthesia.	Unpredictable behavior, emotional instability, violent behavior.
Marijuana	Altered perception, red eyes, dry mouth, reduced concentration & coordination, euphoria, laughing, hunger.	Panic reaction, impaired short-term memory, and addiction.
Cocaine	Brief intense euphoria, elevated blood pressure & heart rate, restlessness, excitement, feeling of well being followed by depression.	Addiction, heart attack, seizures, lung damage, severe depression, paranoia.
Depressants	Depressed breathing & heartbeat, intoxication, drowsiness,	Possible overdose especially in combinations with alcohol, muscle

Health Risks of Drugs		
Drug	Symptoms	Health Risks
	uncoordinated movements.	rigidity, addiction, withdrawal & overdose require medical treatments.
Stimulants	Alertness, talkativeness, wakefulness, increased blood pressure, loss of appetite, mood elevation.	Fatigue leading to exhaustion, addictions, paranoia, depressions, confusion, possibly hallucinations.
Narcotics	Euphoria, drowsiness, insensitivity to pain, nausea, vomiting, watery eyes, runny nose.	Addiction, lethargy, weight loss, contamination from un-sterile needles, accidental overdose.
Inhalants	Nausea, dizziness, headaches, lack of coordination & control.	Unconsciousness, suffocation, nausea & vomiting, damage to brain & central nervous system, sudden death.

10.3. Health Risks of Alcohol

Health Risks of Alcohol	
Bone	Alcohol stimulates excretion of calcium; associated with osteoporosis in young and middle-aged men who are chronic drinkers.
Brain	Consumption of 3-9 drinks weekly is associated with increased risk of stroke from bleeding into the membrane covering the brain and spinal cord. (Other studies suggest drinking may protect against some types of strokes.) Heavy consumption can lead to dementia, blackouts, seizures, hallucinations, memory loss, learning deficit, difficulty swallowing, depression, antisocial personality disorder.
Esophagus	Especially in association with smoking, chronic drinkers have higher risk of cancer.
Heart	Moderate consumption can bring on painful coronary artery spasms in susceptible patients. (Other studies suggest low and moderate drinking may protect against some types of heart disease.) Higher levels can cause abnormal heart rhythms, decrease heart strength.
Larynx	Alcohol abuse is associated with increased risk of cancer.
Liver	Daily light drinking may cause reversible accumulation of fat in the liver; larger doses cause alcoholic hepatitis; chronic drinking may result in irreversible cirrhosis, treatable only with liver transplant. Alcohol abuse has been associated with increased cancer risk.
Muscle	Alcohol-dependent people are susceptible to acute and chronic muscle injury and muscle atrophy.
Nutritional Deficiencies	Alcohol interferes with absorption and metabolism of vitamins, minerals, fats, carbohydrates, proteins; resulting deficiencies may include anemia, neuropathies.
Stomach	Regular consumption can exacerbate peptic ulcers, also lead to cancer.
Pancreas	Heavy alcohol consumption can cause pancreatitis.



Health Risks of Alcohol	
Reproductive System	Alcoholic men suffer low levels of hormone testosterone. Hormonal imbalances can cause testicles to atrophy, breasts to enlarge, and impotence. Alcoholic women can lose menstrual period, become unable to ovulate, perhaps suffer early onset of menopause. Women who drink heavily may give birth to deformed and retarded babies suffering from Fetal Alcohol Syndrome or milder impairment called Fetal Alcohol Effects.

11. Sexual Assault Reporting and Resource Guide

CWI exists to educate people to become knowledgeable citizens who are actively involved in the communities where they live. Critical to the development of this educated citizenry is fostering an atmosphere of respect and civility. Any form of harassment or sexual assault is contrary to these values and the mission of CWI and will not be tolerated. All members of the CWI community must be able to pursue their goals, educational needs, and working lives without intimidation or injury. Every member of the CWI community should be aware that the college is opposed to sexual harassment and sexual assault and that such behavior is prohibited both by federal and state law and by CWI policy. It is the intention of CWI to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy. All forms of sexual assault and all attempts to commit such acts are regarded as serious university offenses, which may result in suspension or expulsion. Prosecution for the criminal law violation may also take place independently of charges under CWI rules. Many survivors of sexual assault struggle to identify what has happened to them. Sometimes it takes days or even weeks before a person can think clearly and recognize that they had experienced a sexual assault. It is important to seek help regardless of how long ago a trauma may have occurred. Hopefully, these guidelines here can help you identify what happened to you and the options you have.

11.1. Victim's Bill of Rights

You have the right:

- to be informed of all reporting options
- to be free from pressure to make a criminal report
- to have any allegations of sexual assault investigated and adjudicated by the appropriate campus, civil, and criminal authorities
- to be notified of existing campus and community medical, counseling, and mental health services, whether or not the crime is reported to campus or civil
- to receive, when required, the full, prompt cooperation of campus personnel when obtaining, securing, and preserving evidence



11.2. Sexual Assault Response Guarantee from CWI Security

To report a sexual assault that occurs on campus or in an emergency situation, always dial 9-1-1. To reach CWI Security call 208-562-3525.

- We will not release your name to the public or to the press. Crime statistics and incidents are made public record.
- Officers will not prejudge you, and you will not be blamed for what occurred.
- You and your case will be attended to with courtesy, sensitivity, dignity, understanding, and professionalism.
- If you have a preference for either a female or male officer, every effort will be made to accommodate your request.
- You will be assisted in receiving hospital, medical, counseling, and other support services that are available.
- A full investigation of your case will be done to help you to achieve the best outcome. This may involve the arrest and full prosecution of the suspect(s). You will be kept informed of the progress of the investigation and/or prosecution.
- Your case will be considered serious regardless of your gender and sexual orientation, and regardless of the gender and sexual orientation of the suspect(s).

11.3. Defining Sexual Misconduct

The term sexual misconduct encompasses the legal definitions of rape contained in Idaho state law as well as any sexual act committed against the wishes of another person. It can include force, either physical or psychological, but the use of force is not prerequisite to the finding of sexual misconduct. Sexual misconduct includes a range of behaviors from sexual harassment to rape. However, CWI recognizes that there are many more behaviors that violate others and that is covered by our Student Code of Conduct. Sexual misconduct includes, but is not limited to, the following:

11.3.1. Sexual Harassment

Sexual harassment is a pattern of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when:

- Submission to such conduct or communication is made a term or condition either explicitly or implicitly of employment, services, housing or education, including status in a course, program, or activity.
- Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment, reception of service, housing, or participation in a course, program or activity.
- Such conduct or communication has the purpose or effect of substantially interfering with an individual's work, housing, or performance in a job, course,

program, or activity, or it creates an intimidating and hostile work, living, or educational environment.

It may include, but is not limited to, the following:

- Threats or insinuations that lead the victim to reasonably believe that granting or denying sexual favors will affect her or his reputation, education, employment, advancement
- Repeated phone calls and/or email message from someone who has a crush on you, though you clearly have indicated that you have no interest
- continuous references to sexual activity and sexual terms that make you uncomfortable
- Unwelcome and persistent sexually explicit statements or stories that are not related to employment duties, course content, research, or other CWI programs or activities
- Repeatedly using sexually degrading words, gestures, or sounds to describe a person
- Recurring comments or questions about an individual's sexual orientation.

Sexual harassment can occur with any combination of genders and sexual orientations.

11.3.2. Sexual Battery

Sexual battery includes:

- Intentionally touching the person's intimate parts (primary genital area, groin, inner thigh, buttock, or breast) without or against the person's consent. This touching is either directly on the body part or on the clothing covering that body part.
- It is also sexual battery if the person is forced to touch the intimate areas of another individual. Sexual battery can occur with any combination of genders and sexual orientations.

11.3.3. Sexual Assault

Sexual assault includes any sexual act carried out:

- without or against a person's consent
- under coercion
- with the threat of force
- by using or employing a weapon
- through a position of authority
- when the victim/survivor is mentally disabled or physically helpless including by reason of drug or alcohol consumption, sleep, or unconsciousness.

Sexual assault includes but is not limited to verbal threats that coerce, force, intimidate, threaten, or persuade someone to engage in unwanted sexual activity. Sexual assault can occur with any combination of genders and sexual orientations.



Sexual assault includes any actions or statements of a sexual nature which are abusive, intimidating, harassing, or embarrassing along with implied or stated threats are prohibited. This includes but is not limited to:

- unwanted touching or comments
- retaliation
- threats of violence
- use of violence
- sexual assault

Sexual assault can occur with any combination of genders and sexual orientations.

11.3.4. Rape

Rape includes attempted or actual penetration, no matter how slight, of the genital, anal, and/or oral openings of a person by any part of another person's body or by the use of an object, without the person's consent or against the person's will. Rape includes sexual contact, consensual or not, with a minor (under 18 years of age). Rape can occur with any combination of genders and sexual orientations.

11.4. Understanding Sexual Assault

A stranger, an acquaintance, or a family member can commit sexual assaults. According to a Department of Justice report, "Ninety percent of college women who are victims of rape or attempted rape know their assailant. The attacker is usually a classmate, friend, boyfriend, ex-boyfriend, or other acquaintance (in that order)." Victims of sexual assault can be women or men, and sexual assault can occur between individuals of the same sex or gender. While more than 90% of victims are women, men are also sexually assaulted and raped, usually by other men; 98% of men who rape other men identify themselves as heterosexual in consensual sexual relationships. Acquaintance rape is a common term used to describe sexual assaults by someone the victim is acquainted with or knows. However, many organizations are challenging this term recognizing that it may soften the reality of the criminal act. Rape is rape, whether committed by a stranger or an acquaintance. There are many philosophies about the nature of sexual assaults, but most advocates agree that sexual assault is not about sex, per se. According to Susan Brownmiller in her book *Against Our Will: Men, Women, and Rape*, rape is a crime of violence, not of passion. Sexual Assault is never the fault of the victim. Offenders are always responsible for the choice to assault someone else. The only person that can prevent this crime from occurring is the perpetrator.

11.5. Procedures for Reporting a Sexual Assault

If sexual assault occurs, safety and medical assistance are the first considerations.

1. Go to a safe place as soon as possible.
2. Call 9-1-1 to report a crime or call CWI Security at 208-562-3525 to receive information and resources in a confidential manner.
3. It is important to preserve physical evidence of any assault, especially if the victim seeks to prosecute the offender. Evidence collection is best done within 72 hours of the assault and best collected immediately following an assault. Technological advancements are making it more likely to collect evidence even after 72 hours. However, it is important to remember that the more time that passes between the sexual assault and reporting to the police; the less likely it will be to collect physical evidence which may be very important to the prosecution of a criminal case. Victims of sexual assault should not shower or bathe, wash hands, use the toilet, change clothing, or wash clothing or bedding. If the victim has changed clothes and is at a location other than the crime scene, carefully place all clothing worn at the time (or bedding) into a paper bag for the police.
4. Seek medical attention. You can also go to an emergency room at Mercy Medical Center or St. Alphonsus or St. Luke's hospitals, all have response teams specially trained to assist victims of sexual assault.
5. When an incident is reported, a police detective will come to the emergency room to talk with you and will be accompanied by a Victim-Witness Coordinator (a female staff member of the prosecuting attorney's office who works with the prosecuting attorney's office or Ada or Canyon County Sheriff's Department or Boise City or Nampa Police Department to support you through the judicial process).
6. At the hospital a "rape kit" (also known as a forensic examination) can be administered to gather evidence in the event of prosecution. This procedure includes a physical exam where a doctor collects the evidence of the assault.
7. Seek counseling or other support. There are many services available on campus and in the community to support students in crisis. In Boise there is also a 24-hour crisis line operated through the Boise Women's and Children's Alliance (WCA) and is available to respond to anyone's concerns and provide referral information (343-7025). Remember, it is important that victims of sexual assault seek medical treatment immediately and get counseling as soon as possible, regardless of whether or not a report of the incident is made to the police.



11.6. Information Sharing and Reporting

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, codified at 20 USC 1092 (f) as a part of the **Higher Education Act of 1965**, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and security policies. All public and private institutions of postsecondary education participating in federal student aid programs are subject to it. Violators can be fined up to \$27,500 by the U.S. Department of Education, the agency charged with enforcement of the act and where complaints of alleged violations should be made, or face other enforcement action. The Clery Act, originally enacted by the Congress and signed into law by President George Bush in 1990 as the ***Crime Awareness and Campus Security Act of 1990***, was championed by Howard & Connie Clery after their daughter Jeanne was murdered at Lehigh University in 1986. They also founded the non-profit Security On Campus, Inc. in 1987. Amendments to the Act in 1998 renamed it in memory of Jeanne Clery. CWI acknowledges the importance of officially reporting all crimes and will provide assistance with reporting. CWI also knows that reporting a crime is different from pressing charges. **AS PROVIDED UNDER FEDERAL LAW, CWI REQUIRES ALL CWI ADMINISTRATORS, OFFICIALS, EMPLOYEES, AND FACULTY TO REPORT ANY AND ALL CRIMES THAT STUDENTS MAY REPORT TO THEM.** When the student reports a crime in confidence it may be reported anonymously to CWI security. Professional and religious counselors are exempt from these reporting requirements. However, CWI encourages anonymous reporting when at the discretion of the counselor; she or he feels it is appropriate. CWI stresses the importance of supporting victims in whatever decision they make with regard to pressing charges. Services are available to help victims whether or not they choose to press charges

11.7. Idaho Statutes

You can access the current Idaho statutes on criminal codes at <http://www3.state.id.us/idstat/TOC/idstTOC.html>. Title 18 is the code that covers crimes and punishment. Title 18, Chapter 61 covers rape.

11.8. Community Services and Support

Family Advocacy Center & Education Services (FACES)

<http://www.site.facesofadacounty.org>—208-577-4400 FACES is located at 417 S. 6th Street in downtown Boise (at 6th and Myrtle St., next to Dunkley's Music)

FACES helps victims of adult sexual assault, child abuse, and domestic violence from Boise, Garden City, Meridian, Kuna, Eagle, and surrounding Ada County. Under one roof, more than a dozen agencies have joined to provide legal, social, and health services to victims and their families. Victims can come to one location to talk to an advocate, a police officer, a prosecutor, or receive medical assistance. If you need help or just want to talk about your



options, please call 208-577-4400 or just drop in to visit. The staff and volunteers can offer help, answer questions, or provide information about resources available to you at FACES.

Nampa Family Justice Center

<http://www.nampafamilyjusticecenter.org/> 208-475-5700, 1305 3rd St South, Nampa

The Nampa Family Justice Center addresses the needs of victims of domestic violence and child abuse. Clients now have the opportunity to reach needed resources in one centralized location. Advocates, counselors, clergy, legal aid, medical providers, law enforcement, and prosecutors are some of the many service providers located at the Nampa Family Justice Center.

The Women's and Children's Alliance (WCA), Boise City

<http://www.wcaboise.org/> Rape Crisis Advocacy Program—208-345-7273, 24 hours a day. Since 1980, the nonprofit WCA has been in the forefront of protecting women and their children escaping violent circumstances. The WCA also helps these vulnerable individuals build safer, better lives. The WCA Crisis Center's secure residential shelter is devoted exclusively to abused women and their children from Ada, Boise, Elmore, and Valley counties. The agency also provides uniquely comprehensive local support services to those affected by domestic and sexual violence. The staff provides counseling and advocacy (both in the hospital and at court). Presentations and awareness seminars are available upon request

Where practical, all discussions are private and confidential and do not commit students to further action. However, if it is determined that an imminent threat to community safety exists (for example, a serial rapist), action may be taken to protect community members from further harm; this would be done in consultation with the victim with great sensitivity and discretion. At the request of the student (female or male) staff will contact police, health and counseling services, local women's shelter, and any other appropriate agency, while acting as an advocate in the process. The Women's Center does not investigate or adjudicate complaints of sexual assault or rape; rather the staff works to support a student who has been victimized, at her or his request, through the system as the investigation occurs. If students choose not to formally report the crime, the only information that will be shared with CWI Security is that a sexual assault was reported—no names and specific information will be given. CWI must comply with the federal Student-Right-to-Know Act, which requires reporting these statistics.

11.9. Prevention and Risk Reduction

Typically the term "primary prevention" is used to describe educational efforts directed at trying to prevent crime from occurring. Since men commit 99% of all sexual assaults, these types of prevention activities are typically focused on ways men can reduce and prevent gender violence against women and other men.



Some attackers intentionally "feed" victims drinks to get them drunk in order to rape them. Knowing this, one may try to "reduce the risk" of assault by not accepting multiple drinks to avoid getting drunk and being sober, therefore, more likely to resist an attack. It has been noted in a Department of Justice Community Policing report that in over 75 percent of rapes on college campuses, the offender, the victim, or both had been drinking. However, alcohol is not the cause of sexual assault, and the offender who is under the influence is always responsible for behavior that harms another person.

As required by federal law, the Campus Sex Crimes Prevention Act, beginning in 2002, require states to ask every sex offender registered under Megan's Law if they are enrolled at, employed by, or are a long-term volunteer at a college or university. State governments are required to provide this information to the schools police department. To view the State of Idaho Sex Offender Registry List, access the Idaho State Police web site at http://www.isp.state.id.us/sor_id/. Both Ada and County Canyon Sheriff's Department have Sex Offender Registration Web sites.

12. Firearms/Weapons Possession Policy

A safe and secure environment is a fundamental requirement for fulfilling the CWI mission of teaching, research, and public service. CWI is committed to maintaining an environment that is free of violence. This obligation includes eliminating recognized hazards from the campus community that contribute to violence or serious harm. The possession, wearing, carrying, transporting, or use of a firearm or other dangerous weapon, incendiary device or explosive, is strictly forbidden on or in CWI-owned or CWI-controlled premises, or vehicles therein. This prohibition also extends to any person who may have acquired a government issued permit or license. Violation of this regulation will result in disciplinary action and sanctions up to and including expulsion, in the case of students, or dismissal from employment, in the case of faculty or staff, or charges of trespass in the case of the public. Questions should be addressed to the CWI Security Supervisor.

- A firearm in the possession of a full-time sworn peace officer shall be exempted from this policy.
- Members of the ROTC Training Program, when so directed by a provision of the ROTC Training Program, Department of Army regulation 145-1 and United States Army Cadet Command regulation 145-3 and authorized by College of Western Idaho, shall be exempted from this policy.

13. Emergency Response Plan

CWI is in the process of drafting an Emergency Response Plan designed to effectively coordinate the use of CWI and community resources to protect life and property immediately following a major natural or man-made disaster; and provide a response system for CWI faculty, staff, and students for major disasters occurring on CWI property. The plan will be



activated whenever an emergency affecting the campus cannot be controlled through normal channels. The first official CWI responder at a disaster scene is responsible for evaluating the situation and initiating necessary communications (CWI Security, 9-1-1 Dispatch, etc.). First actions at the scene will be to care for the injured and isolate the area to protect others from being exposed to known or suspected hazards.

Assistance from local emergency response agencies may also be requested. The Facilities Manager will provide emergency information to the CWI Communications and Marketing Department (CMD). CMD will provide emergency information to media and the public. Emergency notifications to CWI students, staff, and faculty will be through the CWI Emergency Notification System.

14. Personal Safety/Crime Prevention Tips

The term Campus Crime tends to bring to mind a few obvious crimes. Some examples might be thefts such as bicycle thefts or textbook thefts. Certainly these thefts can and do prove very costly to the victims. But a realization that any crime that occurs in society can and does occur on a campus puts you one step closer to avoiding being a victim. Most crimes can be deterred, if not entirely prevented, by developing simple tasks and habits. While following the tips below cannot guarantee that you will not be a victim of a crime, your chances of being victimized can be reduced.

1. Lock your car doors anytime you leave the car. It takes only seconds to lock and unlock your car door, and these seconds can save you dollars.
2. Don't leave obvious valuables in plain view in your car. Sometimes temptation and availability is all that is needed to cause a would-be thief to attempt and complete a theft.
3. Check the back seat of your car before you get in. You may have an uninvited passenger.
4. Lock your room, apartment, or house door. Probably the best simple deterrent available to protect your property and you. A criminal will often take the path of least resistance.
5. Don't display large sums of cash or expensive jewelry. Again, these actions may provide temptation to a thief. Cash and jewelry are often impossible to trace and easy for a thief to dispose of quickly.
6. Know who is at the door before you open it. Don't readily open the door to your room, apartment, or house without really knowing who is knocking or just what they really want. Know what they want, and if it just doesn't seem right, communicate through the door.
7. Walk with a friend after dark, and walk on designated pathways and in well-lit areas. There is truly safety in numbers.
8. Secure bicycles through the wheel and frame with a high quality cable and lock or other approved device. The majority of stolen bicycles were not locked at the time of the theft.
9. Always pick a designated driver prior to attending festivities.



10. Don't impair your judgment with alcohol or illegal drugs. Avoid accepting a ride from someone whose judgment is impaired by alcohol or drugs. Avoid taking a private walk with someone whose judgment is impaired by alcohol or drugs.
11. Work with another student when working late at night in campus buildings.
12. Do not leave doors propped open.
13. Engrave valuable possessions with serial numbers or owner recognized numbers.
14. Always know the location of the nearest telephone and how to report emergencies.
15. Keep emergency numbers near your phone.
16. Report any criminal or suspicious activities or other emergencies that occur on campus to the CWI Security Department. It's easy to do. Report crime and testify against criminals. Every time a crime is reported, there is a chance to catch the criminal. When a crime goes unreported, the criminal wins hands down.
17. In most sexual assaults, the victim and suspect knew each other prior to the assault. Knowing someone does not guarantee a sexual assault will not occur.
18. Limit your use of alcohol and be wary of accepting drinks from others, even people you know.
19. Make sure that you have verbal and sober consent from anyone before engaging in sexual activity.



Exhibit 25

College of Western Idaho

Map of Service Area in Southwest Idaho

Ada County
Adams County
Boise County
Canyon County
Elmore County*
Gem County
Owyhee County*
Payette County
Valley County
Washington County

* Portions of Elmore County and Owyhee County are included in Region 4 and served by the College of Southern Idaho

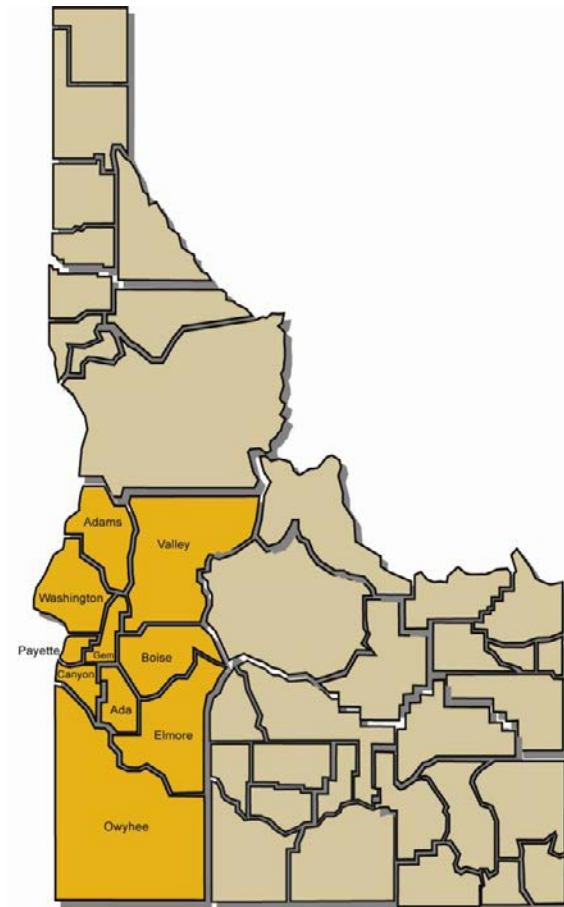




Exhibit 26

College of Western Idaho

**Teach-Out Agreement Between
Boise State University and the College of Western Idaho**


*BSU-Selland College of Applied Technology
College of Western Idaho
Teach- Out Agreement*

1. Students enrolled in Boise State-Selland College of Applied Technology who complete the required coursework and are awarded their Boise State University (BSU) technical certificate prior to May 2009 will be accepted to College of Western Idaho-College of Southern Idaho (CWI-CSI) as continuing students with the understanding that they will have completed BSU's approved general education core for that PT program which is defined by a series of Applied Academics courses required by the technical certificate program. In this instance only, students will be able to continue their studies through the ATC award at CWI-CSI without additional academic general education (GE) core course requirements. Students moving into AAS, AS or AA degree programs will be required to take appropriate GE core courses as defined in the CWI-CSI catalog.
2. Students enrolled in Boise State-Selland College of Applied Technology who do **not** complete at least 50% of their technical certificate requirements at BSU prior to May 2009 and all those who wish to transfer to CWI will be accepted to CWI-CSI as continuing students. These students must complete CWI-CSI's approved general education core for certificates and degrees which include general education courses English 101, Communication 101, Math 123 or higher, and human relations courses as defined in CWI-CSI catalog and program requirements.
3. Students who are eligible to enroll in classes at BSU-Selland College of Applied Technology who have completed at least 50% of their certificate requirements at Boise State by May 2009, and who do not want to change their program curriculum can complete their program through Boise State University. In such cases, these students will fall under the conditions of the teach-out agreement and will be awarded appropriate certificates according to Northwest Commission on Colleges and Universities (NWCCU) standards (refer to Policy A-12 and Policy A-13). The terms of this agreement are as follows:
 - a. Students with outstanding Applied Academics courses may fulfill these requirements by completing the required Applied Academic courses taught by CWI faculty at the CWI facility. These courses will remain in the BSU catalog under which the student entered.
 - b. Students with outstanding technical program courses may fulfill these requirements by completing the equivalent CWI-CSI PT program courses.
 - c. Upon completion of all requirements, the student will send an official CWI-CSI transcript to Boise State University, and BSU will award the certificate by waiving the residency requirement.
4. Applied Academics classes will be listed in the CWI course *schedule* with wording indicating the following points:

- a. Applied Academics classes are **only** for students who are actively participating in the BSU teach-out agreement. Such students must have been enrolled in a technical program at Boise State-Selland College of Applied Technology no later than Spring 2009.
 - b. These Applied Academics classes apply only to completion of a BSU TC, PTC and ATC for the transition cohort of students. These courses will not satisfy any general education core requirements for any certificate requirements at CWI-CSI.
 - c. Students completing Applied Academics courses and required PT program classes under the teach-out agreement must notify BSU per point 3.c. to be awarded a certificate.
5. Students enrolling under the teach-out agreement must complete a Boise State Teach-Out Contract and work with a designated Boise State teach-out advisor to ensure they understand the process and requirements outlined in said teach-out agreement.
 6. This teach out agreement will expire May 2011. Students awarded their BSU certificate or degree in the teach-out plan will be then treated as students defined in point #1 above.




Provost, Boise State University




Date




Executive Vice-President,
College of Western Idaho



Date



Executive Vice-President and
Chief Academic Officer,
College of Southern Idaho




Date

Addendum to BSU Selland / CWI Teach-Out Agreement


7. Students eligible to enroll in classes at BSU-Selland College who, by May 2009, will have completed at least 50% of their A.A.S. degree requirements in Drafting Technology, Electronics Technology, Industrial Electronics Technology, or Manufacturing Systems Technology, may elect to complete their program through Boise State University. These students will fall under the conditions of the “teach-out agreement addendum” and will be awarded appropriate degrees according to Northwest Commission on Colleges and Universities (NWCCU) standards (refer to Policy A-12 and Policy A-13). The terms of this agreement addendum are as follows:
 - a. Students with outstanding technical program courses may fulfill these requirements by completing the equivalent CWI-CSI PT program courses.
 - b. Students with outstanding general education core courses may fulfill these requirements by completing those courses at Boise State or the equivalent CWI-CSI general education core courses.
 - c. Students who have not completed BSU-Selland course ELCTEC 231 Electronics Calculus by May 2009 may fulfill this requirement by completing an equivalent course taught by CWI faculty at the CWI facility. Both the BSU-Selland version and the CWI version of Electronics Calculus will count as an Area III core course in mathematics under the BSU-Selland A.A.S. degree plan.
 - d. Students who have not completed BSU-Selland course MFGTEC 231 Technical Physics by May 2009 may fulfill this requirement by completing an equivalent course taught by CWI faculty at the CWI facility. Both the BSU-Selland version and the CWI version of Technical Physics will count as an Area III core course under the BSU-Selland A.A.S. degree plan.
 - e. MFGTEC 231 and ELCTEC 231 will remain in the BSU catalog under which the student entered.
 - f. Upon completion of all A.A.S. degree requirements, the student will send an official CWI/CSI transcript for any CWI courses taken to Boise State University, and BSU will award the degree by waiving the residency requirement.
8. Special sections of the Electronics Calculus and Technical Physics classes will be listed in the CWI course *schedule* with wording indicating the following points:
 - a. These sections are only for students who are actively participating in the BSU teach-out agreement addendum. Such students must have been enrolled in a

technical program at Boise State-Selland College of Applied Technology no later than Spring 2009.


- b. The special sections of these courses apply only to completion of a BSU A.A.S. degree for the transition cohort of students. They will not satisfy any general education core requirements for any degree requirements at CWI-CSI.
 - c. Students completing special sections of these classes, PT program classes, and general education core classes under the teach-out agreement addendum must notify BSU per point 7.f. to be awarded a degree.
9. Students enrolling under the teach-out agreement addendum must complete a Boise State Teach-Out Contract and work with a designated Boise State teach-out advisor to ensure they understand the process and requirements outlined in said addendum.
10. This teach-out agreement addendum will expire May 2011.



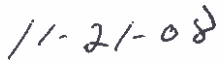
Sona Karentz Andrews
Provost and Vice President for Academic Affairs
Boise State University



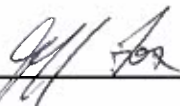
Date



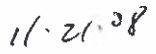
Victor B. Watson
Executive Vice President
College of Western Idaho



Date



Jeff Fox
Executive Vice President and Chief Academic Officer
College of Southern Idaho



Date



Exhibit 27

College of Western Idaho

**Information Literacy Competency Standards for Higher
Education**



Information Literacy Competency Standards for Higher Education



*Approved by the Board of Directors of the
Association of College and Research Libraries on January 18, 2000*

*Endorsed by the American Association for Higher Education (October 1999)
and the Council of Independent Colleges (February 2004)*

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The *Information Literacy Competency Standards for Higher Education* are available for downloading at: <http://www.ala.org/acrl/ilcomstan.html>.

Five print copies of this publication are available per library without charge. Additional copies may be purchased from the Association of College and Research Libraries for \$25.00 for a package of 25. Orders (along with check or money order made payable to Association of College and Research Libraries) should be sent to:

Association of College and Research Libraries
Attn: Info Lit Standards Fulfillment
50 East Huron Street
Chicago, IL 60611

*Information Literacy
Competency Standards for
Higher Education*

The Association of College and Research Libraries
A division of the American Library Association

Chicago, Illinois

Information Literacy Competency Standards for Higher Education

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Information Literacy Defined

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”¹ Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- ◆ Determine the extent of information needed
- ◆ Access the needed information effectively and efficiently

- ◆ Evaluate information and its sources critically
- ◆ Incorporate selected information into one’s knowledge base
- ◆ Use information effectively to accomplish a specific purpose
- ◆ Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information Literacy and Information Technology

Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills.

Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with, and support, information literacy. A 1999 report from the National Research Council promotes the concept of “fluency” with information technology and delineates several distinctions useful in understanding relationships among information literacy, computer literacy, and broader technological competence. The report notes that “computer literacy” is concerned with rote learning of specific hardware and software applications, while “fluency with technology” focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology. The report also discusses differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy’s focus on content, communication, analysis, information searching, and evaluation; whereas information technology “fluency” focuses on a deep understanding of technology and graduated, increasingly skilled use of it.²

“Fluency” with information technology may require more intellectual abilities than the rote learning of software and hardware associated with “computer literacy”, but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information—activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them.

Information Literacy and Higher Education

Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life. Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students.³

For students not on traditional campuses, information resources are often available through networks and other channels, and distributed learning technologies permit teaching and learning to occur when the teacher and the student are not in the same place at the same time. The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are offered on traditional campuses. Information literacy competencies for distance learning students should be comparable to those for "on campus" students.

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students' progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

Information Literacy and Pedagogy

The Boyer Commission Report, *Reinventing Undergraduate Education*, recommends strategies that require the student to engage actively in "framing of a significant question or set of questions, the research or creative exploration to find answers, and the communications skills to convey

the results...⁷⁴ Courses structured in such a way create student-centered learning environments where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process. Such learning environments require information literacy competencies.

Gaining skills in information literacy multiplies the opportunities for students' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for still further self-directed learning. Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum's content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning. Guided by faculty and others in problem-based approaches, students reason about course content at a deeper level than is possible through the exclusive use of lectures and textbooks. To take fullest advantage of problem-based learning, students must often use thinking skills requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning.

To obtain the information they seek for their investigations, individuals have many options. One is to utilize an information retrieval system, such as may be found in a library or in databases accessible by computer from any location. Another option is to select an appropriate investigative method for observing phenomena directly. For example, physicians, archaeologists, and astronomers frequently depend upon physical examination to detect the presence of particular phenomena. In addition, mathematicians, chemists, and physicists often utilize technologies such as statistical software or simulators to create artificial conditions in which to observe and analyze the interaction of phenomena. As students progress through their undergraduate years and graduate programs, they need to have repeated opportunities for seeking, evaluating, and managing information gathered from multiple sources and discipline-specific research methods.

Use of the Standards

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual. It also extends the work of the American Association of School Librarians Task Force on Information Literacy Standards, thereby providing higher education an opportunity to articulate its information literacy competencies with those of K-12 so that a continuum of expectations develops for students at all levels. The competencies presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate.

Students also will find the competencies useful, because they provide students with a framework for gaining control over how they interact with information in their environment. It will help to sensitize them to the need to develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information. All students are expected to demonstrate all of the competencies described in this document, but not everyone will demonstrate them to the same level of proficiency or at the same speed.

Furthermore, some disciplines may place greater emphasis on the mastery of competencies at certain points in the process, and therefore certain competencies would receive greater weight than others in any rubric for measurement. Many of the competencies are likely to be performed recursively, in that the reflective and evaluative aspects included within each standard will require the student to return to an earlier point in the process, revise the information-seeking approach, and repeat the same steps.

To implement the standards fully, an institution should first review its mission and educational goals to determine how information literacy would improve learning and enhance the institution's effectiveness. To facilitate acceptance of the concept, faculty and staff development is also crucial.

Information Literacy and Assessment

In the following competencies, there are five standards and twenty-two performance indicators. The standards focus upon the needs of students in higher education at all levels. The standards also list a range of outcomes for assessing student progress toward information literacy. These outcomes serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution's unique mission. In addition to assessing all students' basic information literacy skills, faculty and librarians should also work together to develop assessment instruments and strategies in the context of particular disciplines, as information literacy manifests itself in the specific understanding of the knowledge creation, scholarly activity, and publication processes found in those disciplines.

In implementing these standards, institutions need to recognize that different levels of thinking skills are associated with various learning outcomes—and therefore different instruments or methods are essential to assess those outcomes. For example, both “higher order” and “lower order” thinking skills, based on Bloom's Taxonomy of Educational Objectives, are evident throughout the outcomes detailed in this document. It is strongly suggested that assessment methods appropriate to the thinking skills associated with each outcome be identified as an integral part of the institution's implementation plan.

For example, the following outcomes illustrate “higher order” and “lower order” thinking skills:

“Lower Order” thinking skill:

Outcome 2.2.a. Identifies keywords, synonyms, and related terms for the information needed.

“Higher Order” thinking skill:

Outcome 3.3.b. Extends initial synthesis, when possible, to a higher level of abstraction to construct new hypotheses that may require additional information.

Faculty, librarians, and others will find that discussing assessment methods collaboratively is a very productive exercise in planning a systematic, comprehensive information literacy program. This assessment program should reach all students, pinpoint areas for further program development, and consolidate learning goals already achieved. It also should make explicit to the institution’s constituencies how information literacy contributes to producing educated students and citizens.

Notes

1. American Library Association. *Presidential Committee on Information Literacy. Final Report.* (Chicago: American Library Association, 1989.) <http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>

2. National Research Council. Commission on Physical Sciences, Mathematics, and Applications. Committee on Information Technology Literacy, Computer Science and Telecommunications Board. *Being Fluent with Information Technology.* Publication. (Washington, D.C.: National Academy Press, 1999) <http://www.nap.edu/books/030906399X/html/>

3. Several key accrediting agencies concerned with information literacy are: The Middle States Commission on Higher Education (MSCHE), the Western Association of Schools and College (WASC), and the Southern Association of Colleges and Schools (SACS).

4. Boyer Commission on Educating Undergraduates in the Research University. *Reinventing Undergraduate Education: A Blueprint for America’s Research Universities.* <http://naples.cc.sunysb.edu/Pres/boyer.nsf/>

Standards, Performance Indicators, and Outcomes

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes Include:

- a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
 - b. Develops a thesis statement and formulates questions based on the information need
 - c. Explores general information sources to increase familiarity with the topic
 - d. Defines or modifies the information need to achieve a manageable focus
 - e. Identifies key concepts and terms that describe the information need
 - f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes Include:

- a. Knows how information is formally and informally produced, organized, and disseminated
 - b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
 - c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
 - d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
 - e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
 - f. Realizes that information may need to be constructed with raw data from primary sources
3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes Include:

- a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
 - b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
 - c. Defines a realistic overall plan and timeline to acquire the needed information
4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

- a. Reviews the initial information need to clarify, revise, or refine the question
- b. Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

- a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
 - b. Investigates benefits and applicability of various investigative methods
 - c. Investigates the scope, content, and organization of information retrieval systems
 - d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes Include:

- a. Develops a research plan appropriate to the investigative method
- b. Identifies keywords, synonyms and related terms for the information needed
- c. Selects controlled vocabulary specific to the discipline or information retrieval source

- d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
 - f. Implements the search using investigative protocols appropriate to the discipline
3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

- a. Uses various search systems to retrieve information in a variety of formats
 - b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
 - c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
 - d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
4. The information literate student refines the search strategy if necessary.

Outcomes Include:

- a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
 - b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
 - c. Repeats the search using the revised strategy as necessary
5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

- a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- b. Creates a system for organizing the information
- c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

- d. Records all pertinent citation information for future reference
- e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

- a. Reads the text and selects main ideas
 - b. Restates textual concepts in his/her own words and selects data accurately
 - c. Identifies verbatim material that can be then appropriately quoted
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

- a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
 - b. Analyzes the structure and logic of supporting arguments or methods
 - c. Recognizes prejudice, deception, or manipulation
 - d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes Include:

- a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

- a. Determines whether information satisfies the research or other information need
 - b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
 - c. Draws conclusions based upon information gathered
 - d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
 - e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
 - f. Integrates new information with previous information or knowledge
 - g. Selects information that provides evidence for the topic
5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes Include:

- a. Investigates differing viewpoints encountered in the literature
 - b. Determines whether to incorporate or reject viewpoints encountered
6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes Include:

- a. Participates in classroom and other discussions
 - b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms)
 - c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, e-mail, listservs)
7. The information literate student determines whether the initial query should be revised.

Outcomes Include:

- a. Determines if original information need has been satisfied or if additional information is needed
- b. Reviews search strategy and incorporates additional concepts as necessary

- c. Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include:

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
 - b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
 - c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
 - d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. The information literate student revises the development process for the product or performance.

Outcomes Include:

- a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
 - b. Reflects on past successes, failures, and alternative strategies
3. The information literate student communicates the product or performance effectively to others.

Outcomes Include:

- a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- b. Uses a range of information technology applications in creating the product or performance
- c. Incorporates principles of design and communication
- d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:

- a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
 - b. Identifies and discusses issues related to free vs. fee-based access to information
 - c. Identifies and discusses issues related to censorship and freedom of speech
 - d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:

- a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
 - b. Uses approved passwords and other forms of ID for access to information resources
 - c. Complies with institutional policies on access to information resources
 - d. Preserves the integrity of information resources, equipment, systems and facilities
 - e. Legally obtains, stores, and disseminates text, data, images, or sounds
 - f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
 - g. Demonstrates an understanding of institutional policies related to human subjects research
3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

- a. Selects an appropriate documentation style and uses it consistently to cite sources
- b. Posts permission granted notices, as needed, for copyrighted material

Appendix I: Selected Information Literacy Initiatives

- ◆ In 1989 the American Library Association (ALA) Presidential Committee on Information Literacy issued a *Final Report* which defined four components of information literacy: the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information. <http://www.ala.org/ala/acrl/acrl-pubs/whitepapers/presidential.htm>.
- ◆ In 1990, the National Forum on Information Literacy (NFIL) was founded as a response to the recommendations of the ALA Presidential Committee *Final Report*. NFIL is a “coalition of over 75 education, business, and governmental organizations working to promote international and national awareness of the need for information literacy and encouraging activities leading to its acquisition.” Forum members promote information literacy nationally, internationally, and within their own programs. <http://www.infolit.org/index.html>
- ◆ In March 1998 NFIL issued, *A Progress Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report*. <http://www.infolit.org/documents/progress.html>
- ◆ In 1998 the American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT) published *Information Literacy Standards for Student Learning*. The AASL/AECT standards detail competencies for students in K-12.
- ◆ Since 1989, in the absence of national standards, many states, school districts, state university systems, and local institutions have developed information literacy competency standards. <http://www.fiu.edu/~library/ili/iliweb.html>

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Citing the standards

American Psychological Association (APA Style)

Information literacy competency standards for higher education. (2000). [Brochure]. Chicago: Association of College & Research Libraries.

Online citation

Information literacy competency standards for higher education. (2000). Retrieved [insert month-day-year accessed] from <http://www.acrl.org/ala/mgrps/divs/acrl/standards/standards.pdf>

Chicago Manual of Style

Information literacy competency standards for higher education. 2000
Chicago: Association of College & Research Libraries.

Online citation

Information Literacy Competency Standards for Higher Education.
Association of College & Research Libraries, 2000; <http://www.acrl.org/ala/mgrps/divs/acrl/standards/standards.pdf>.

Modern Language Association (MLA Style)

Information Literacy Competency Standards for Higher Education. Chicago:
Association of College & Research Libraries, 2000

Online citation

“Information Literacy Competency Standards for Higher Education.” 2000.
Association of College & Research Libraries. [Day-month-year accessed]
<<http://www.acrl.org/ala/mgrps/divs/acrl/standards/standards.pdf>>



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Exhibit 28

College of Western Idaho

Library Donations Policy

CWI Library Donations Policies
Work in Progress, January 2011

General Donations Guidelines

The College of Western Idaho Library accepts gifts provided that there are no restrictions attached as to their disposition. Because all items added to the collection generate processing and storage costs, materials received as gifts will be evaluated by the same criteria as materials purchased. Materials not added to the collection will be disposed of in ways most advantageous to the library.

CWI Library reserves the right to refuse any materials the Libraries deem inappropriate or unneeded for the collection. Types of materials generally considered inappropriate for donation include:

- Outdated books or media (e.g., VHS, cassette tapes, LPs, microforms)
- Materials in poor condition, including those that exhibit signs of mold or mildew or contain highlighting, underlining, or notes
- Materials that might cause the Libraries to be liable for copyright infringement (e.g., illegally copied audio or video recordings)
- Items that duplicate existing holdings
- Outdated or superseded textbooks
- Individual issues of magazines or journals

Textbook Donations

Since most library budgets rule out their purchase, loaned or donated copies of current textbooks are often placed on reserve for student use in academic libraries. CWI library accepts donations of current edition student textbooks. No instructor editions or workbooks, please.

Current editions of student texts, loaned by faculty members or the Instruction Department, will be placed on reserve. Textbooks loaned or donated by the Instruction Department will be placed on reserve for in-library use only, for a 2-hour loan period. Textbooks loaned by faculty members will be placed on reserve for a loan period determined by the loaner and within the parameters of the library's circulation software.

There is a coin-operated photocopier in the library. Copyright law prohibits excessive photocopying, even for personal use.



Exhibit 29

College of Western Idaho

**Budgeting Process Guidelines
2011**



Budget Officer Training

Yearly Budget Process & Submitting
Budget Requests

What is a Budget?

- A very important administrative tool, which serves as:
 - A plan of action for reaching your objectives
 - A standard of measuring performance
 - A device for coping with foreseeable situations
- An estimate of revenues & expenditures over a defined period of time (with assumptions included).

Budget Officers Responsibilities

- Throughout the Fiscal Year:
 - Responsible for monitoring Budget-to-Actuals or Revenue-to-Expenses *monthly at a minimum*
 - Ensure budget/revenue is in place before authorizing expenditures/encumbrances
 - Work within your annual budget (July 1 thru June 30)
 - Responsible for submitting Budget Transfer Requests as needed

Budget Transfer Request

- Budget Transfer Request must be approved by Budget Director
 - Cannot move money out of Personnel budget
 - OE may be moved to Capital
 - Capital may NOT move to OE(PTE has its own budget guidelines)

 Business Office → Budget Office →
Budget Transfer Request

Budget Officers Responsibilities

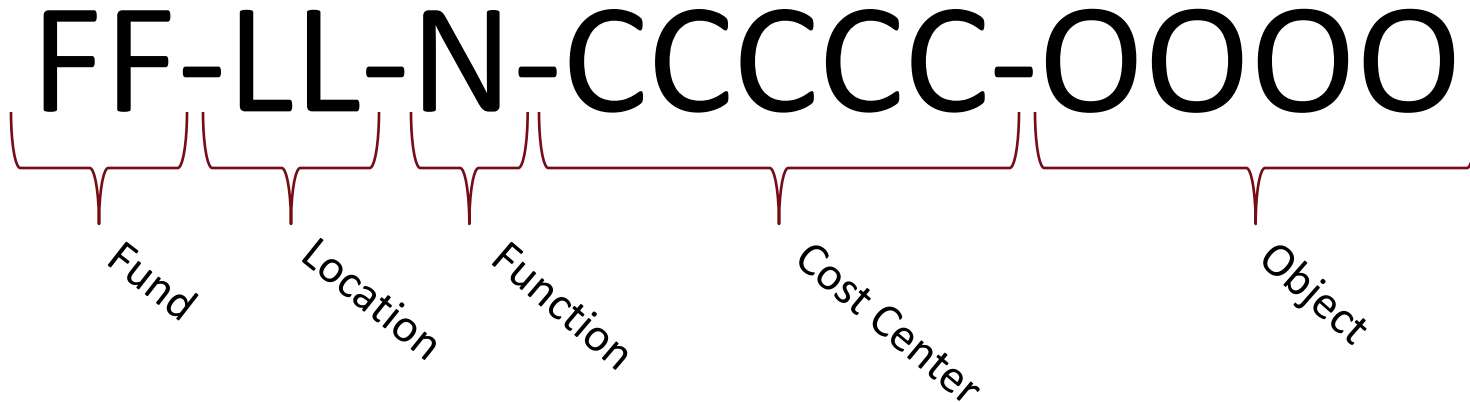
- During the Budgeting Process
 - Responsible for submitting Budget Request numbers for OE, Travel and Capital
 - Remember we use Zero-Based budgeting, aligning with the State of Idaho's approach, which means submitting budget requests as though the budget were being prepared for the first time.
 - Every assumption and proposed expenditure receives a critical review
 - Responsible for submitting Additional Position/FTE requests

Position Request Form

- Used to create already approved positions
- Once additional positions have been approved by the Trustees/President's Cabinet/President, Budget Officers *must complete and submit* so Position is added into the HR system
- Position Requests must be approved by Budget Director, is used to request:
 - Any approved FTE'd positions for FY12
 - Any approved position upgrade for FY12
- Not used for additional approved 0 FTE positions, such as, Adjuncts, Student Employees, Work Study Employees

 Business Office → Human Resources →
Position Request

Chart of Accounts



Example 10-00-2-15031-7150

Project ID 11GSxxxxx

Example 11GS44002



Business Office → **General Ledger Account**

Budget & GL Structure

- Umbrella Accounts
 - Roll-ups
 - Where budget is posted
- Poolee Accounts
 - where expense/revenue actuals are posted
- During Budget Process Enter Three Budget Numbers Per Cost Center:
 - 7000, Operating Expense Budget
 - 7200, Travel Budget
 - 8100, Capital Expense Budget (if applicable)





THE BUDGET PROCESS

Budget Process

- President's Cabinet (PC) & College Council (CC) reviews Strategic Plan
- Budget Office presents Revenue Assumptions to PC
- PC gives the Budget Office their identified areas for increases or decreases, Budget Office transmits to CC
- CC recommends high level initiatives & priorities to PC
- PC identifies initiatives to Budget Officers for detailed budget development, Budget Officers submit budget requests using Datatel Colleague
- Budget Office compiles and summarizes initial requests, submits to PC for first decisions.

Budget Process (con't)

- Budget Office Summarizes PC decisions, transmits back to CC
 - PTE budget request due to State Office April 29th
- CC presents their recommendations to PC who reviews, first budget draft is presented to Finance Committee
- Budget Office communicates final PC budget decisions to Budget Officers
- Transmit draft budget to Trustees for informal review
- Present final budget to Finance Committee; to Trustees (1st reading, 2nd reading)
- Budget line items are loaded into the General Ledger

Align with Strategic Plan

- **Board Priority #1: Structure Student Success**
 - The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.
- **Board Priority #2: Develop Systems to Support Faculty and Staff**
 - The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.

Align with Strategic Plan

- **Board Priority #3: Implement Practices for Fiscal Stability**
 - The College of Western Idaho will operate within its available resources by institutionalizing a number of practices to improve operating efficiencies and will implement strategies to increase revenue.
- **Board Priority #4: Connect the College to the Community**
 - The College of Western Idaho will implement a variety of programs to bring the
 - College into the community in meaningful ways.



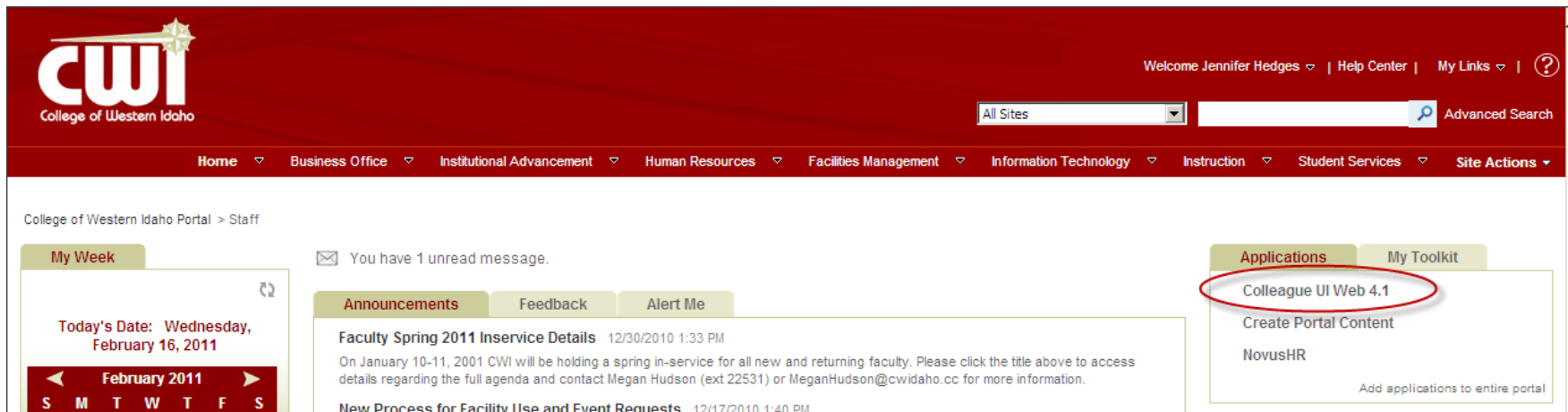
<http://www.cwidaho.cc/about-cwi/planning.php>



ENTERING BUDGET REQUESTS

Accessing Colleague

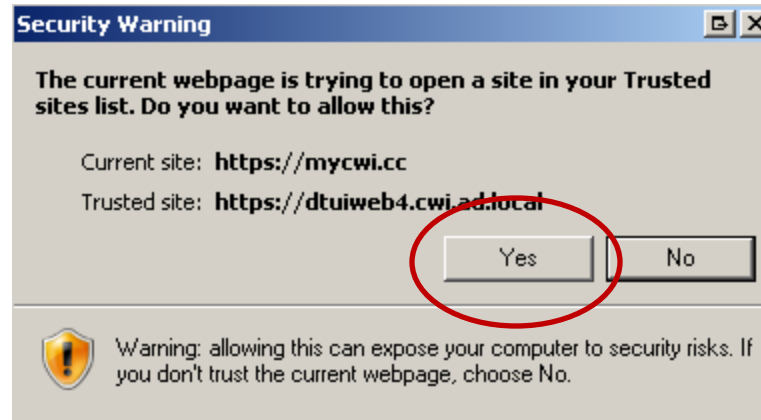
- Navigate to the Portal
- Click on the Colleague UI Web 4.1 Application



The screenshot shows the CWI Portal Staff page. The top navigation bar includes the CWI logo, user information (Welcome Jennifer Hedges), and various utility links (Help Center, My Links, Advanced Search). A secondary navigation bar lists departments: Home, Business Office, Institutional Advancement, Human Resources, Facilities Management, Information Technology, Instruction, Student Services, and Site Actions. The main content area is titled "College of Western Idaho Portal > Staff" and features several widgets: "My Week" (showing today's date as Wednesday, February 16, 2011), a message notification ("You have 1 unread message."), "Announcements" (with sub-sections for Feedback and Alert Me), and a "My Toolkit" section. The "My Toolkit" section contains a list of applications, with "Colleague UI Web 4.1" circled in red. Other applications listed include "Create Portal Content" and "NovusHR".

Accessing Colleague

- You may get a security warning, click YES



Accessing Colleague

- Enter your username and password

DATATEL
Colleague

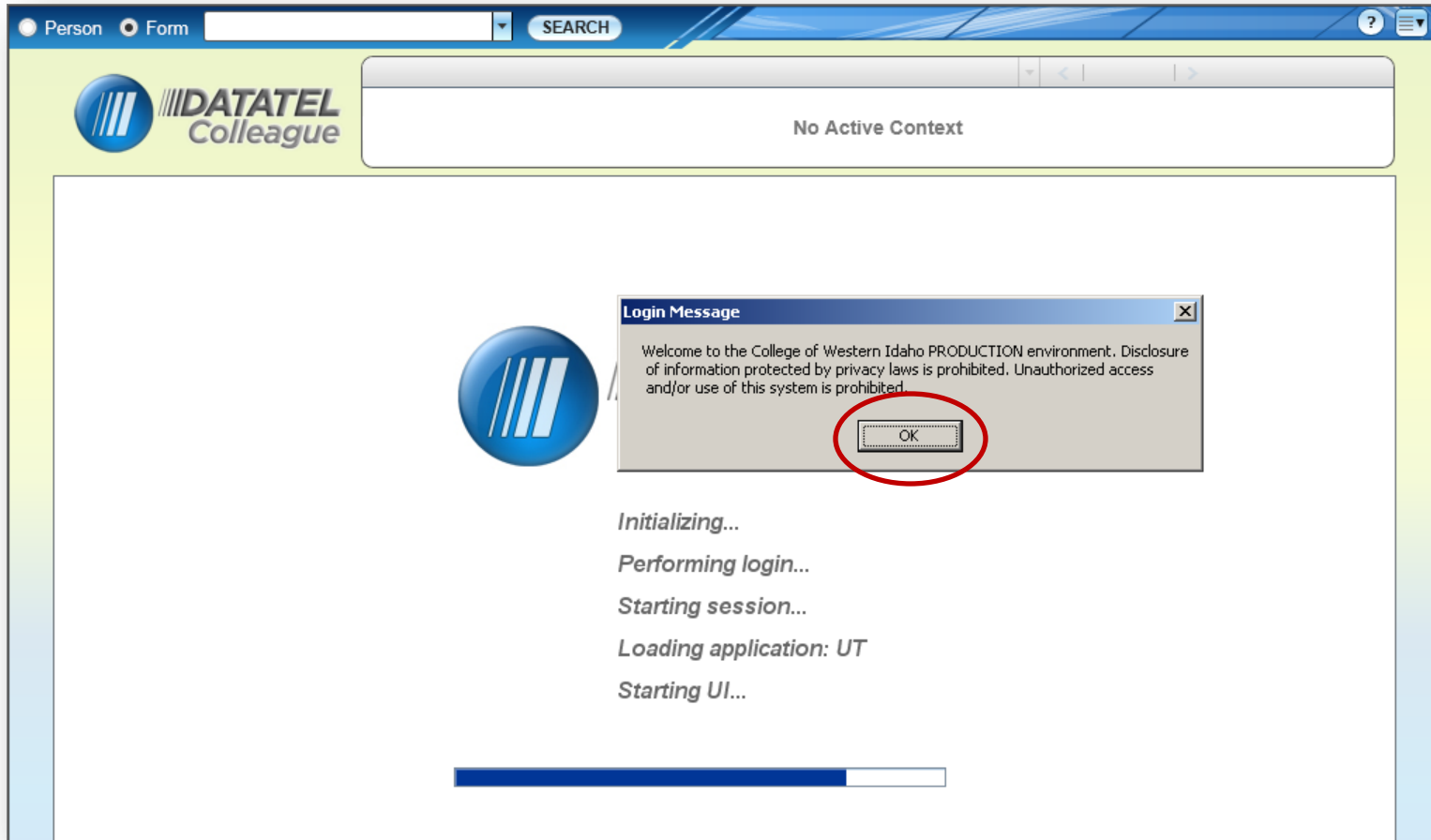
UserID:

Password:

[LOGIN](#)

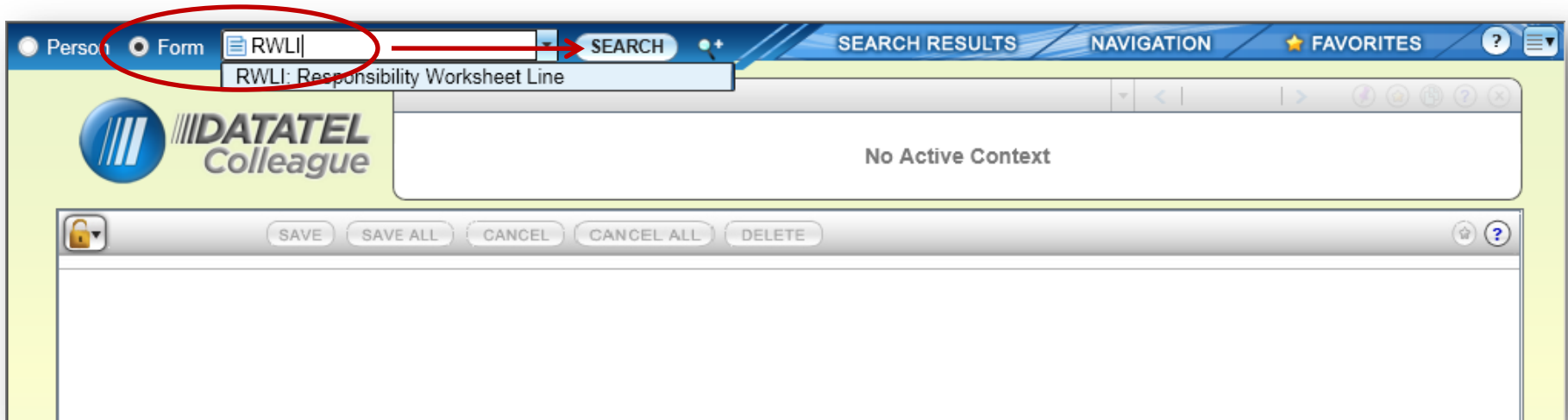
v4.1

- Click OK



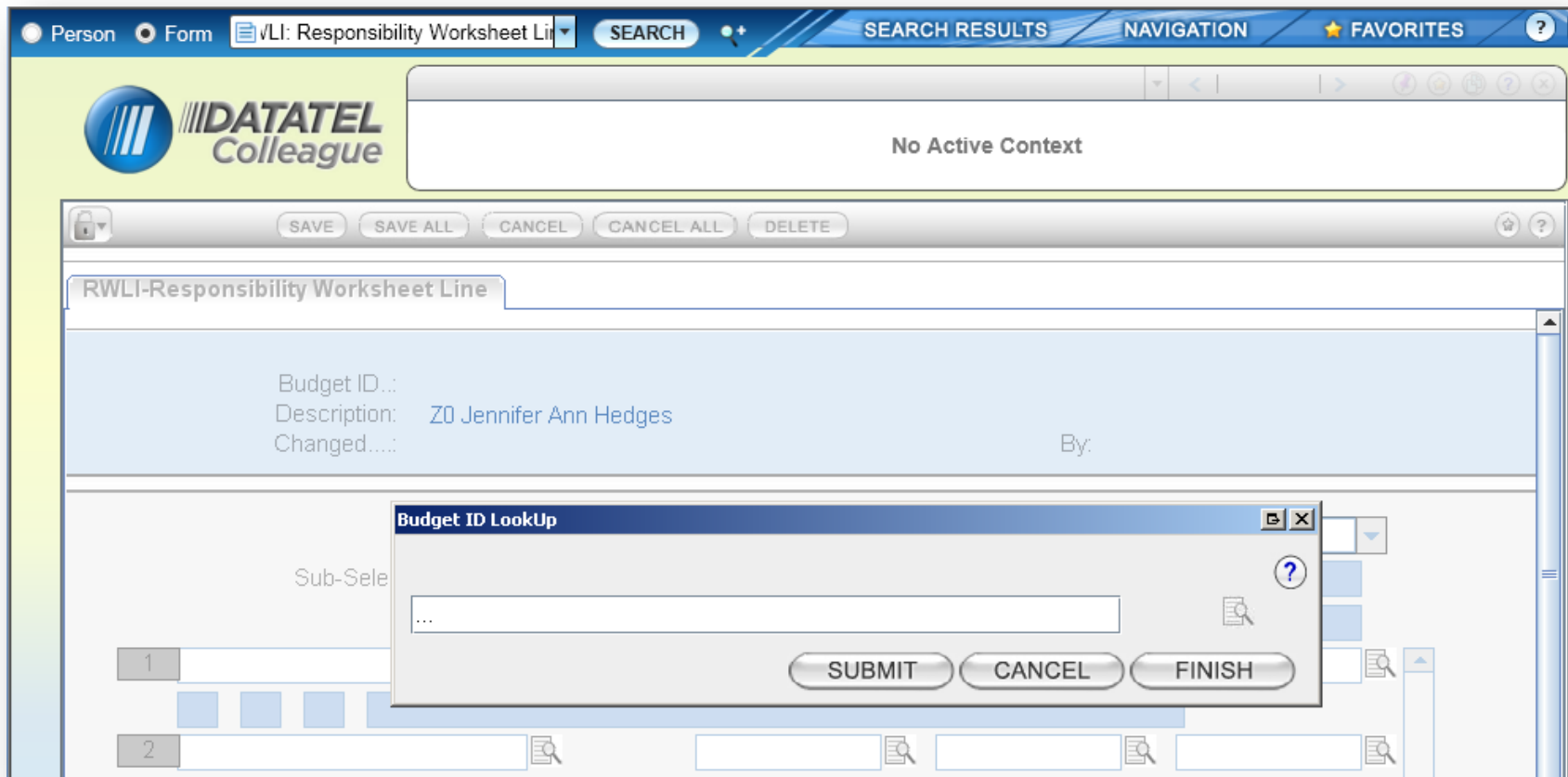
Entering Budget Requests

- Click on the FORM radio button
- Type RWLI into the quick-access
- Click SEARCH



Selecting the Budget


- Enter the name of your budget, Click **SUBMIT****

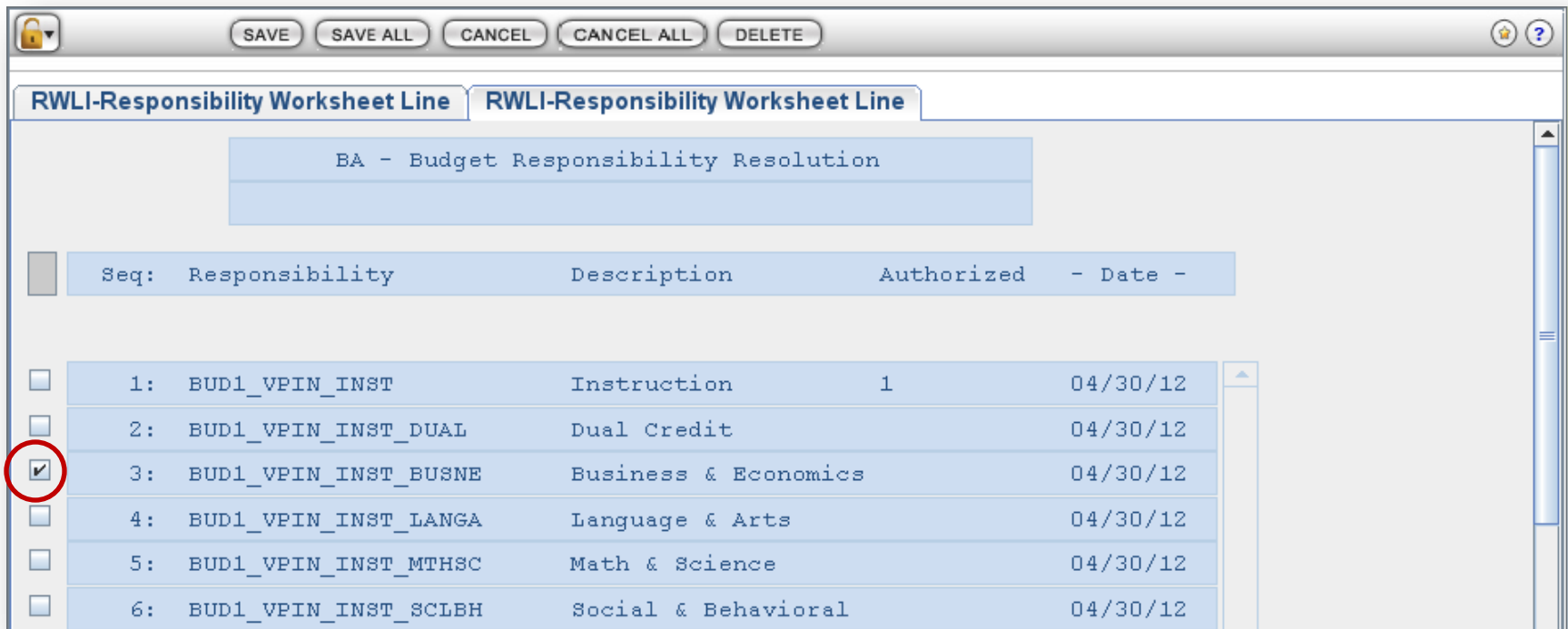


The screenshot shows the DATATEL Colleague software interface. At the top, there is a navigation bar with 'Person', 'Form', and 'vLI: Responsibility Worksheet Line' tabs, along with 'SEARCH', 'SEARCH RESULTS', 'NAVIGATION', and 'FAVORITES' buttons. The main window displays the 'RWLI-Responsibility Worksheet Line' form. The form includes fields for 'Budget ID...', 'Description: Z0 Jennifer Ann Hedges', and 'Changed...'. A 'Sub-Sele' dropdown menu is visible. A 'Budget ID LookUp' dialog box is open, featuring a search input field with '...' and buttons for 'SUBMIT', 'CANCEL', and 'FINISH'. The background form also has 'SAVE', 'SAVE ALL', 'CANCEL', 'CANCEL ALL', and 'DELETE' buttons.

**You can also do a “...” lookup here (ignore quotes)

Selecting the Budget

- If you have multiple areas of responsibility select one box and click  at the bottom of the screen



The screenshot shows a software window titled "RWLI-Responsibility Worksheet Line". At the top, there are buttons for "SAVE", "SAVE ALL", "CANCEL", "CANCEL ALL", and "DELETE". Below the title bar, there are two tabs, both labeled "RWLI-Responsibility Worksheet Line". The main content area displays "BA - Budget Responsibility Resolution". Below this, there is a table with columns: "Seq:", "Responsibility", "Description", "Authorized", and "Date". The table contains six rows of data. The third row, corresponding to "BUD1_VPIN_INST_BUSNE" (Business & Economics), has its checkbox selected and is circled in red. The other rows have their checkboxes unselected.

Seq:	Responsibility	Description	Authorized	Date
<input type="checkbox"/>	1: BUD1_VPIN_INST	Instruction	1	04/30/12
<input type="checkbox"/>	2: BUD1_VPIN_INST_DUAL	Dual Credit		04/30/12
<input checked="" type="checkbox"/>	3: BUD1_VPIN_INST_BUSNE	Business & Economics		04/30/12
<input type="checkbox"/>	4: BUD1_VPIN_INST_LANGA	Language & Arts		04/30/12
<input type="checkbox"/>	5: BUD1_VPIN_INST_MTHSC	Math & Science		04/30/12
<input type="checkbox"/>	6: BUD1_VPIN_INST_SCLBH	Social & Behavioral		04/30/12

- Use a spreadsheet to develop your budget requests
 - The Budget Office has 2 templates available. Use these or feel free to use any spreadsheet you find the most useful.
 - These spreadsheets are for your internal use, but keep it for future reference. You may be asked to verify assumptions, calculations, etc., as the process goes forward.

What You Are Entering

- You will be entering requests for the following three Object Codes only for each Cost Center, *if applicable*:
 - 7000 – Operating Expense Budget
 - 7200 – Travel Expense Budget
 - 8100 – Capital Expense Budget
- You will see your Adjusted Budget and Actuals for FY2011 for your reference
- Enter your budget request numbers into the “Basic Amount” column.
- You will see totals at the bottom – be sure these match your spreadsheet(s).

Entering Budget Requests

RWLI-Responsibility Worksheet Line

Budget ID.: BUD1 Controller
 Description: Z142 Marilyn J Griggs
 Changed....: 02/11/11

By: SARAMATSON

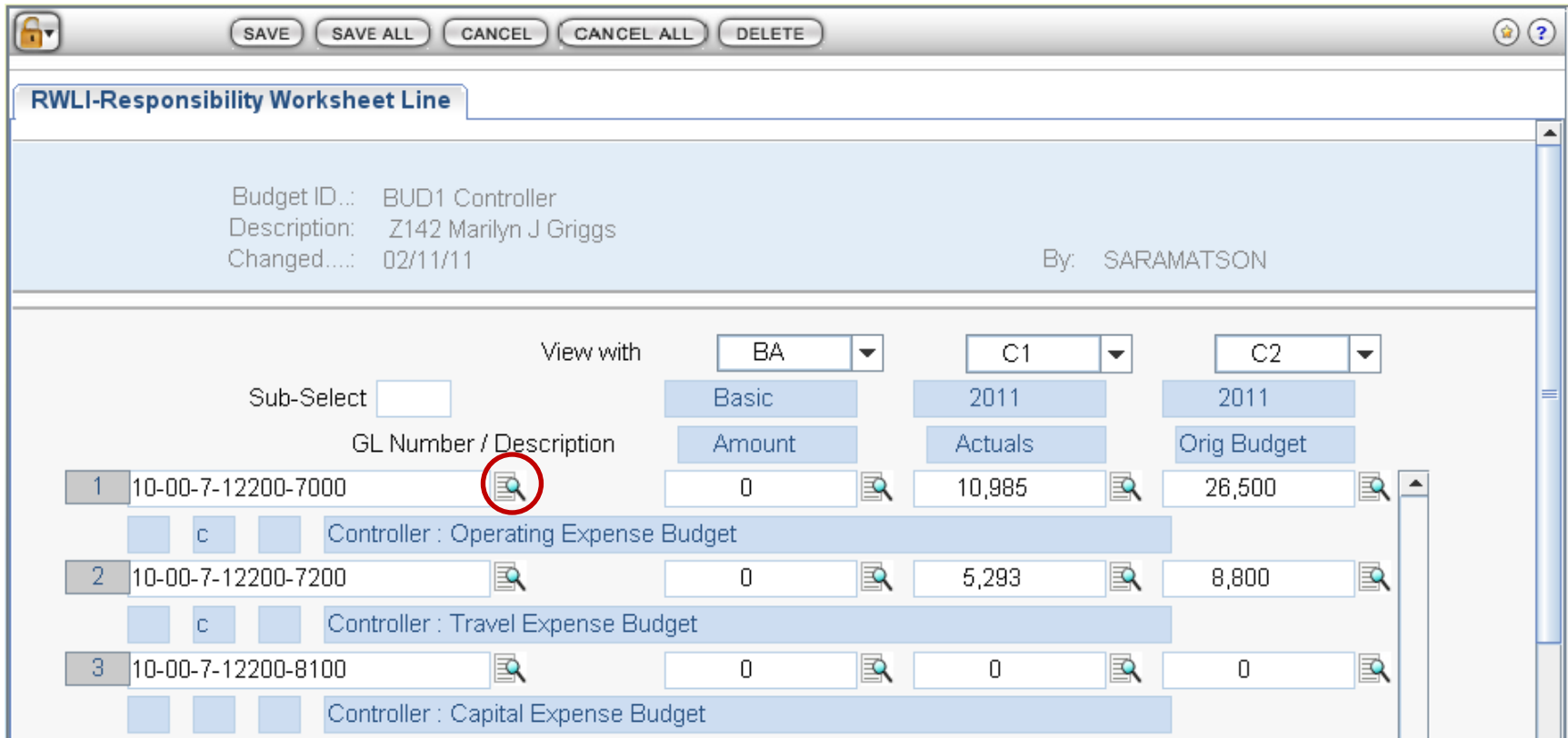
View with:

Sub-Select:

	GL Number / Description	Amount	2011 Actuals	2011 Orig Budget
1	10-00-7-12200-7000 Controller : Operating Expense Budget	0	10,985	26,500
2	10-00-7-12200-7200 Controller : Travel Expense Budget	0	5,293	8,800
3	10-00-7-12200-8100 Controller : Capital Expense Budget	0	0	0

Justification Notes

- To communicate justification notes, detail in by clicking the Detail button



RWLI-Responsibility Worksheet Line

Budget ID.: BUD1 Controller
 Description: Z142 Marilyn J Griggs
 Changed....: 02/11/11 By: SARAMATSON

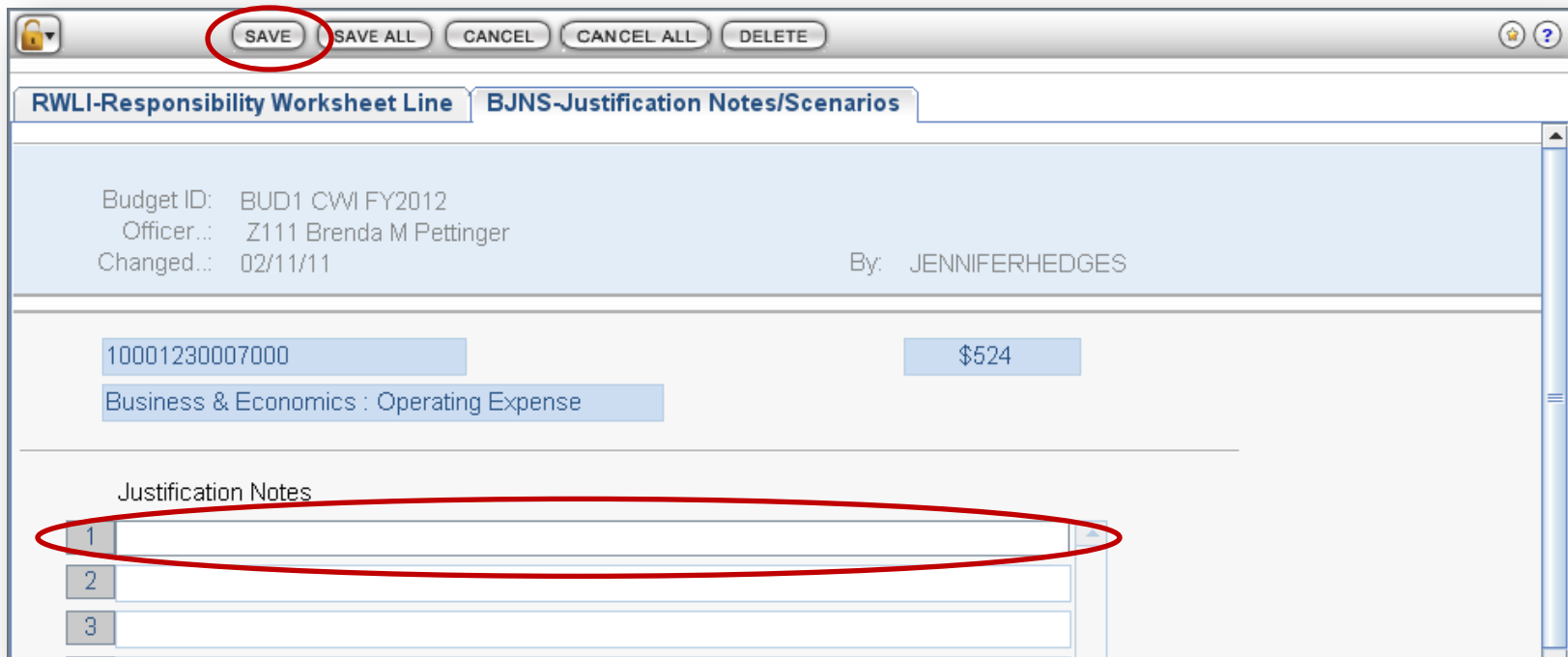
View with: BA C1 C2
 Sub-Select:
 Basic 2011 2011
 Amount Actuals Orig Budget

Line	GL Number / Description	Amount	Actuals	Orig Budget
1	10-00-7-12200-7000 Controller : Operating Expense Budget	0	10,985	26,500
2	10-00-7-12200-7200 Controller : Travel Expense Budget	0	5,293	8,800
3	10-00-7-12200-8100 Controller : Capital Expense Budget	0	0	0

The screenshot shows a web-based interface for managing budget lines. At the top, there are buttons for 'SAVE', 'SAVE ALL', 'CANCEL', 'CANCEL ALL', and 'DELETE'. Below the title bar, there is a header section with metadata. The main area contains a table with columns for 'GL Number / Description', 'Amount', 'Actuals', and 'Orig Budget'. The first row is highlighted, and a red circle is drawn around the 'Detail' button (represented by a magnifying glass icon) next to the 'GL Number / Description' cell.

Justification Notes

- Type your notes of justification
- When you are satisfied with your notes, click SAVE (not save all) and UPDATE to return to the RWLI screen.

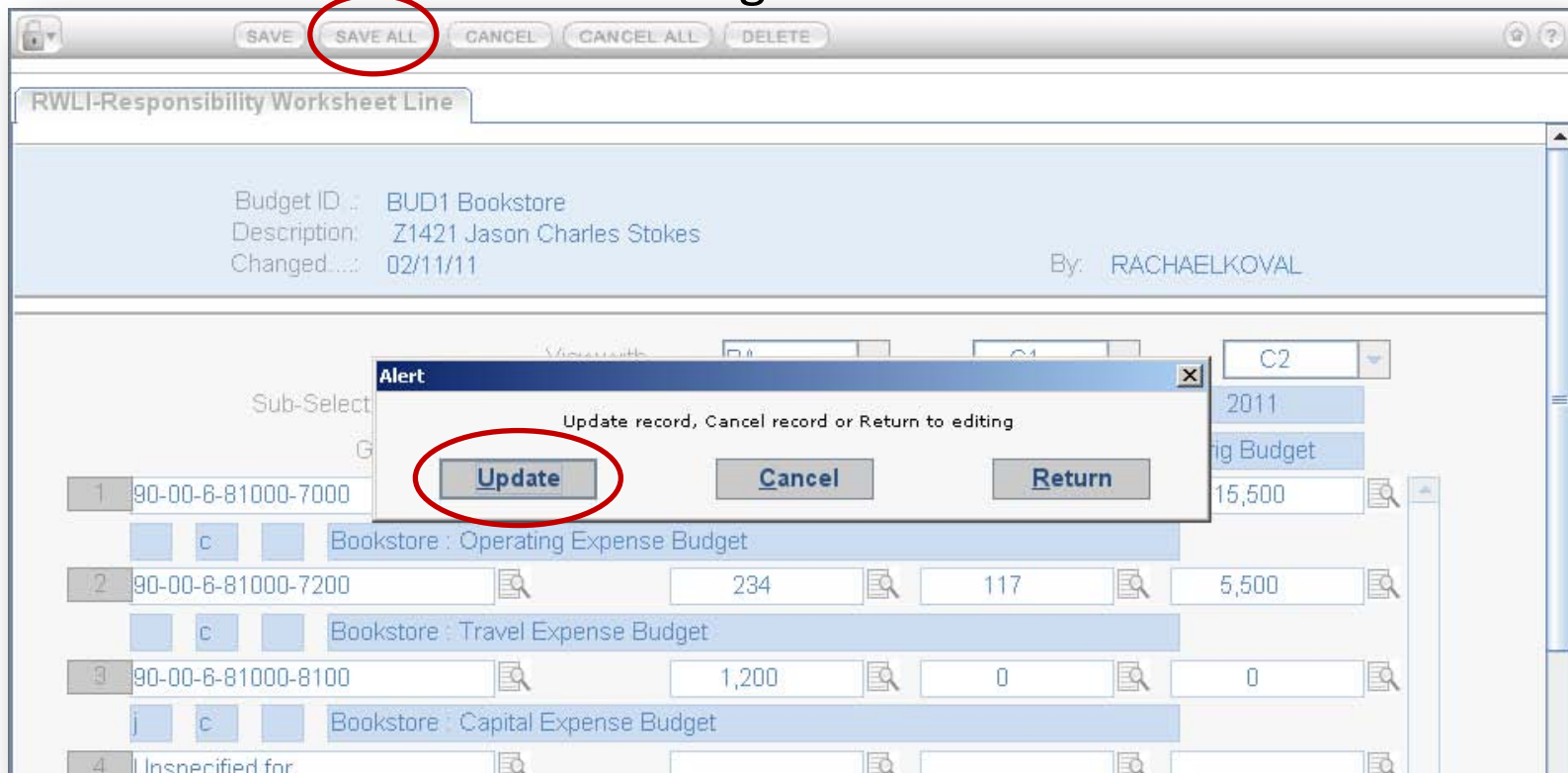


The screenshot shows a web application interface for 'RWLI-Responsibility Worksheet Line' with a sub-tab 'BJNS-Justification Notes/Scenarios'. The interface includes a header with a lock icon and buttons for 'SAVE', 'SAVE ALL', 'CANCEL', 'CANCEL ALL', and 'DELETE'. The 'SAVE' button is circled in red. Below the header, there is a light blue section with the following text: 'Budget ID: BUD1 CWI FY2012', 'Officer.: Z111 Brenda M Pettinger', 'Changed.: 02/11/11', and 'By: JENNIFERHEDGES'. Below this, there are two blue boxes: '10001230007000' and '\$524'. A third blue box contains the text 'Business & Economics : Operating Expense'. The main area is titled 'Justification Notes' and contains a table with three rows. The first row is circled in red and contains the number '1'. The second and third rows contain the numbers '2' and '3' respectively.

Justification Notes	
1	
2	
3	

Saving Budget Requests

- When you are satisfied with your numbers and justification notes in that responsibility area, click **SAVE ALL** and **UPDATE**
- Then click **FINISH** on next dialog box

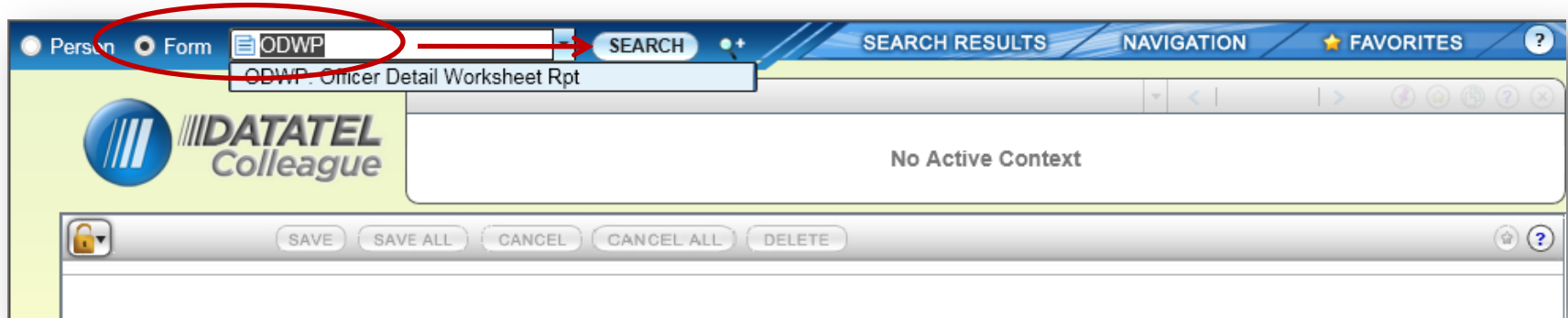


The screenshot shows the 'RWLI-Responsibility Worksheet Line' interface. At the top, there are buttons for 'SAVE', 'SAVE ALL', 'CANCEL', 'CANCEL ALL', and 'DELETE'. The 'SAVE ALL' button is circled in red. Below this, the interface displays metadata for a budget line: Budget ID: BUD1 Bookstore, Description: Z1421 Jason Charles Stokes, Changed: 02/11/11, and By: RACHAELKOVAL. A table of budget lines is visible, with the first row selected. An 'Alert' dialog box is open over the table, with the 'Update' button circled in red. The dialog box contains the text 'Update record, Cancel record or Return to editing' and three buttons: 'Update', 'Cancel', and 'Return'. The table below the dialog box has the following data:

Line	Account	Amount	Amount	Amount
1	90-00-6-81000-7000			
2	90-00-6-81000-7200	234	117	5,500
3	90-00-6-81000-8100	1,200	0	0
4	Unspecified for			

Running Reports

- After you have entered all budget request line items for all responsibility areas, run a report to see your overall budget.
- In the Quick Access toolbar, type ODWP and click SEARCH
- Type the Budget ID and click SUBMIT**



**You can also do a "... " lookup here (ignore quotes)

Running Reports

- Enter Yes, No, Yes, No as below
- Click SAVE ALL and UPDATE

SAVE SAVE ALL CANCEL CANCEL ALL DELETE

ODWP-Officer Detail Worksheet Rpt

Report for Officer Z122 Jodi Davis Gempler

Indicate Changes Yes

Print Only Changes No

Print Justification Notes Yes

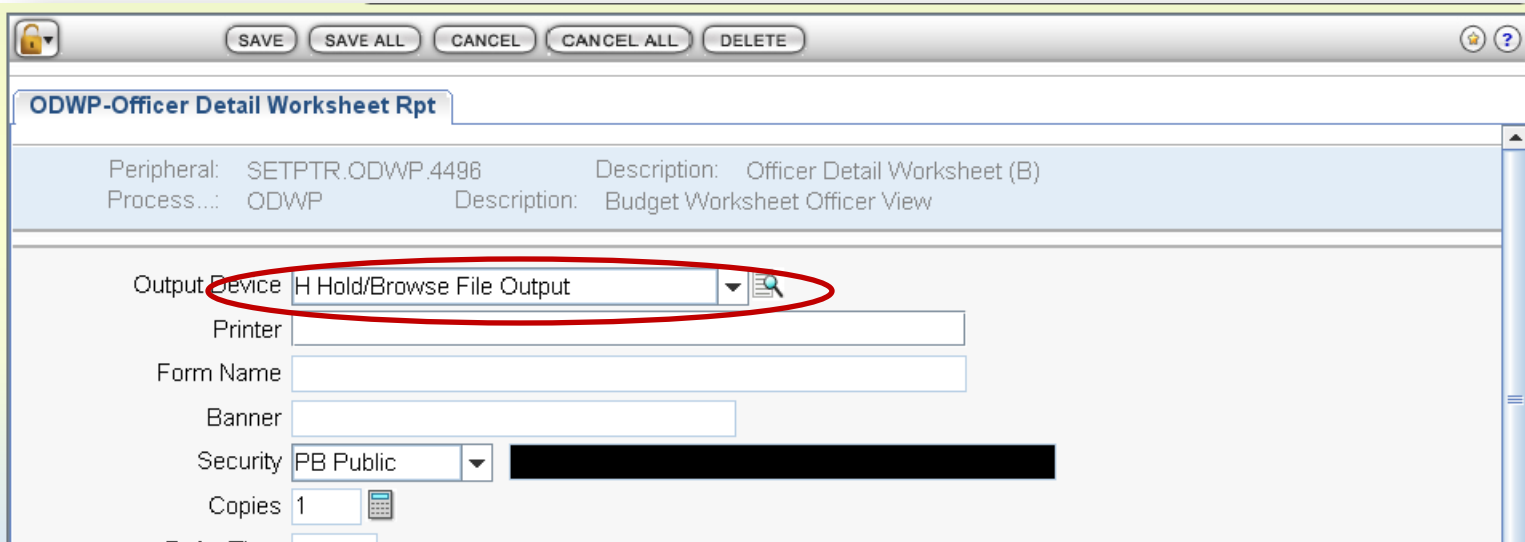
Print Active Scenario(s) No

Sort/Break Order Not defined Not Required

BY FUND BY LOCATION BY FUNCTION BY COST.CENTER BY OBJECT

Running Reports

- You will see this screen. Make sure the Output Device field says H for Hold



The screenshot shows a software window titled "ODWP-Officer Detail Worksheet Rpt". At the top, there are buttons for "SAVE", "SAVE ALL", "CANCEL", "CANCEL ALL", and "DELETE". Below the title bar, there is a header section with the following information:

Peripheral: SETPTR.ODWP.4498	Description: Officer Detail Worksheet (B)
Process...: ODWP	Description: Budget Worksheet Officer View

Below the header, there are several input fields:

- Output Device:** A dropdown menu showing "H Hold/Browse File Output", which is circled in red.
- Printer:** An empty text field.
- Form Name:** An empty text field.
- Banner:** An empty text field.
- Security:** A dropdown menu showing "PB Public" and a blacked-out area.
- Copies:** A text field containing "1" and a calculator icon.

- Click SAVE and UPDATE
- At the next screen click SAVE and UPDATE and a report will be generated.

Sample Report

02/11/11
11:31AM

College of Western Idaho
Officer Budget Detail Worksheet for BUD1
Version: 2; Officer: 2122 Jodi Davis Gempfer

Page: 1

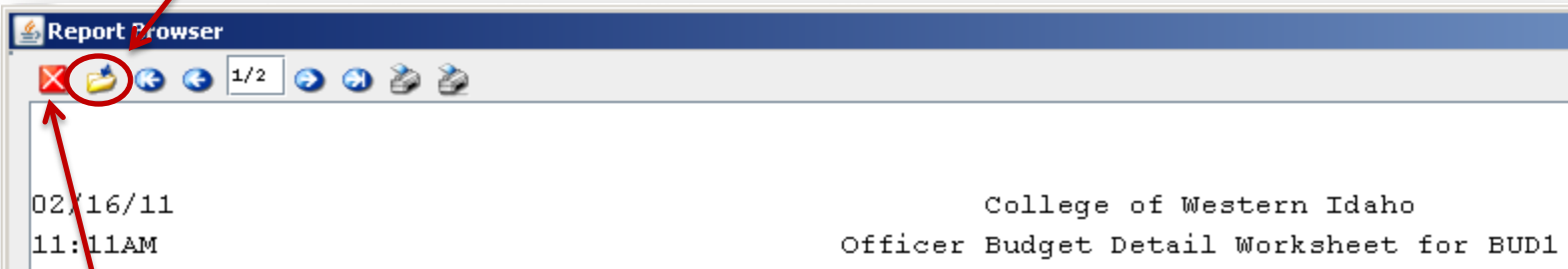
GL Account	Description	2010-2011 Actuals	2010-2011 Orig Budget	2010-2011 Adj Budget	BG 02/11/11 Prior Versn	2011-2012 Curr Version
10-00-7-18000-7000	Advancement : Operating Expense Bu Justification Notes: This is a test note to justify the increase over last year. Notes are not required though.	88,266	207,922	202,422	88,266	88,266
10-00-7-18000-7200	Advancement : Travel Expense Budget	801	500	500	801	801
10-00-7-18000-8100	Advancement : Capital Expense Budget	0	0	0	0	0
10-00-7-18700-7000	Resource Development : Operating Expense	49,276	101,286	101,286	49,276	49,276
10-00-7-18700-7200	Resource Development : Travel Expense	3,850	11,695	11,695	3,850	3,850
10-00-7-18700-7750	Resource Development : Insurance Expense Justification Notes: This is a test note to show the 'j'	5,918	0	0	5,918	5,918
Total for FUND 10		148,111	321,403	315,903	148,111	148,111

****Notice the mistake in this report?**

Object Code 7750 should not appear. You should only see GL accounts ending in 7000, 7200 or 8100. If you see any other, please call the Budget Office to have that fixed.

Saving Reports

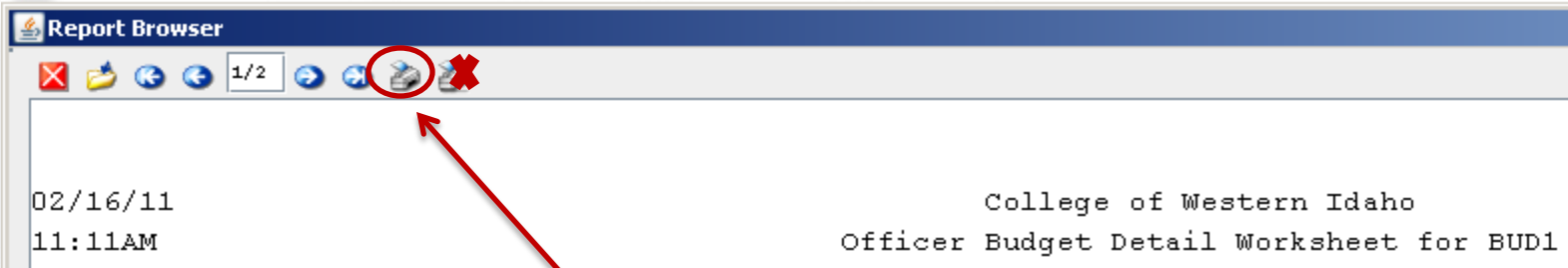
- Save the report to a text file by clicking on the file folder and selecting the location you want to save the report.



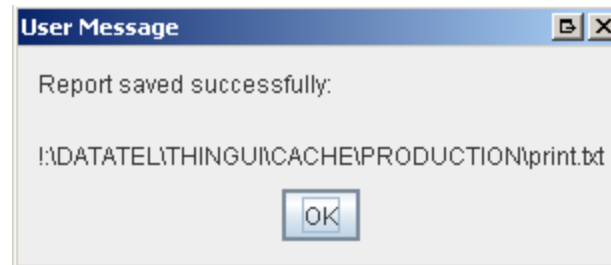
- Close the report by clicking on the 

Printing Reports

- Print the report by clicking on the *left* print icon

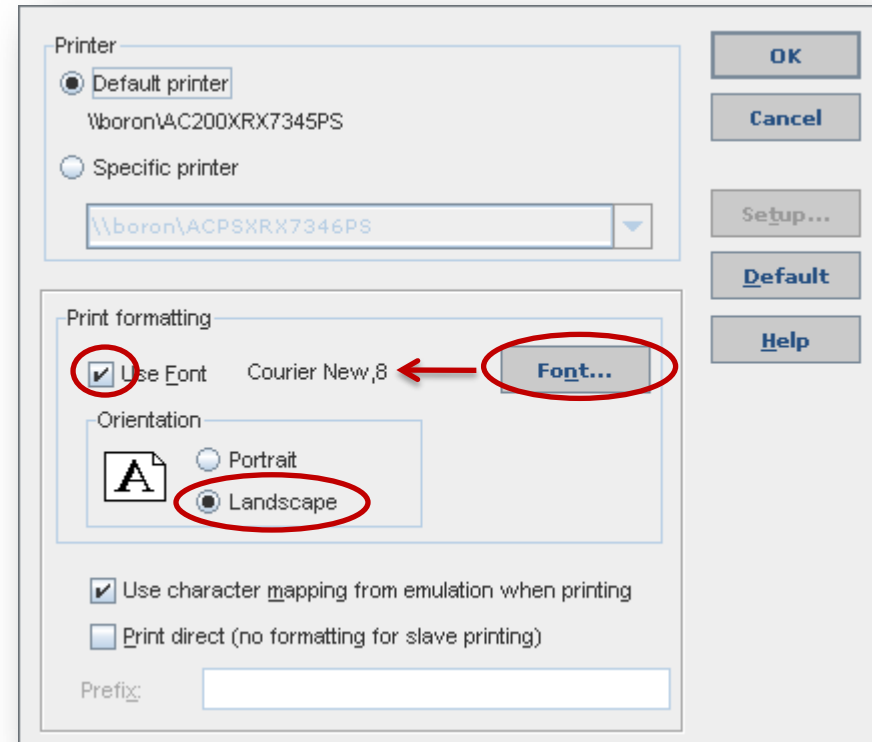


PRINT



Printing Reports

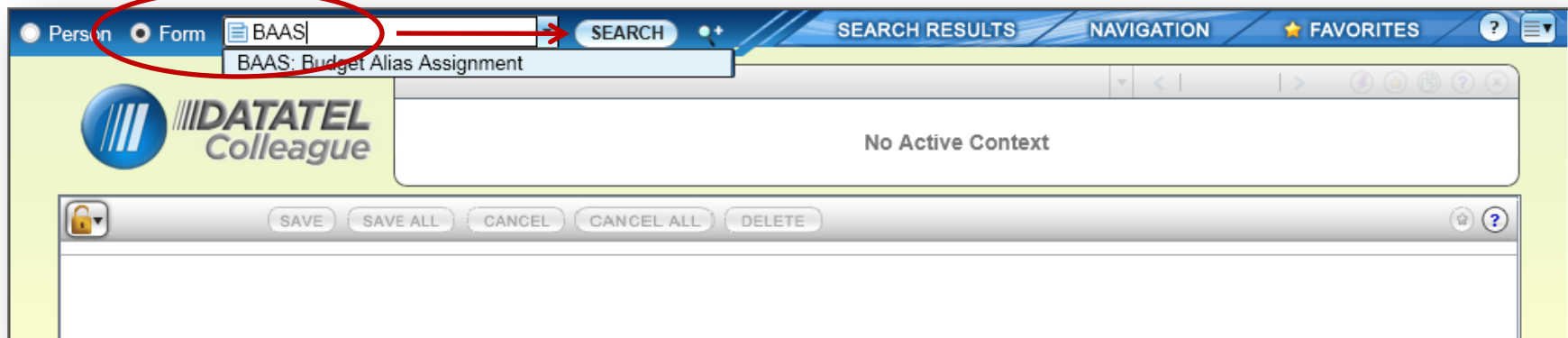
- Be sure to select “Use Font”
- Click the FONT button and select Courier New 8 pt.
- Click Landscape
- Click OK
- The report will print
- Close the Report window



Entering Budget as an Alias

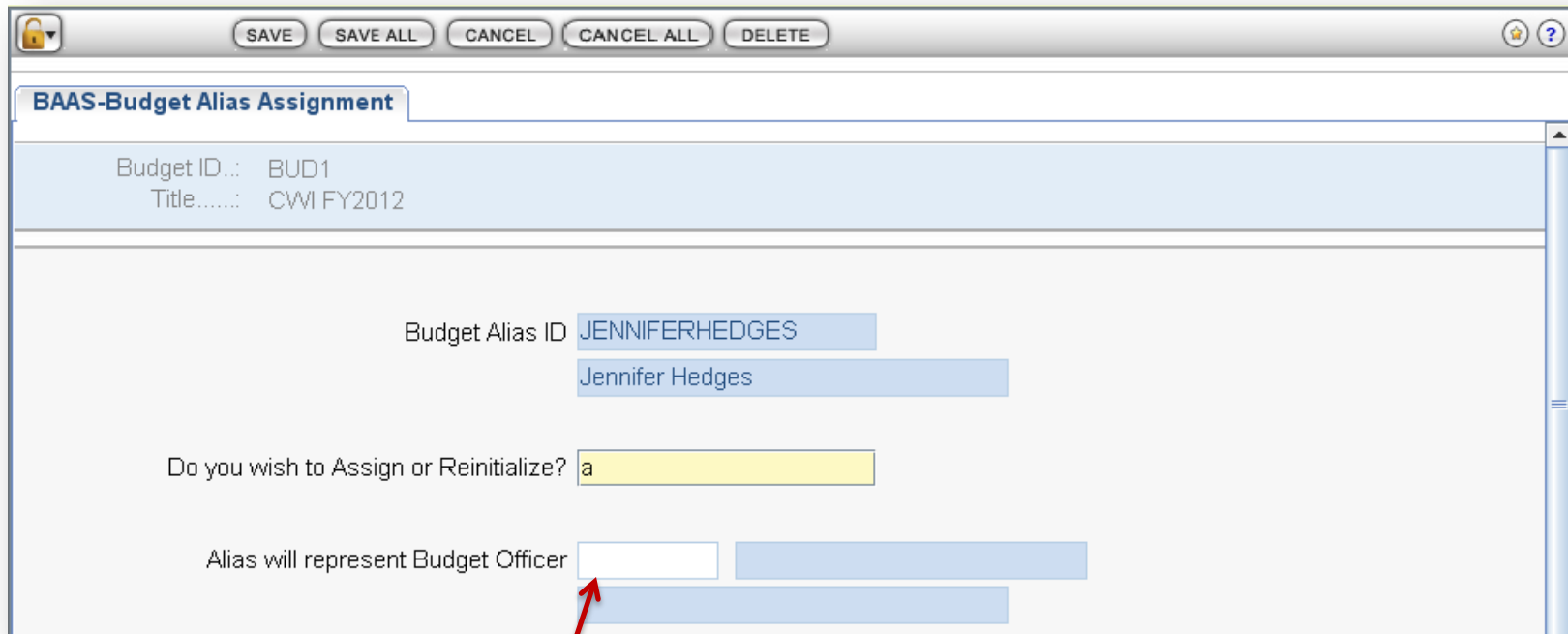
Follow these steps only if you are entering budget for someone else

- 1: The Budget Officer calls Jennifer Hedges (2-3505) with the name of the person who will be entering the numbers.
- 2: Jennifer Hedges lets the Budget Officer and the “Alias” know the system has been set up with that assignment.
- 3: Log into Colleague
- 4: Click on the Form radio button, type BAAS (Budget Alias Assignment) into the Quick Access Toolbar



Entering Budget as an Alias

- 5: Select the budget ID from the “...” lookup.
- 6: Enter A for Assign, do a lookup for the Budget Officer ID you will be entering budget requests for and select the budget officer you are aliasing. Click UPDATE.



The screenshot shows a web application window titled "BAAS-Budget Alias Assignment". At the top, there are buttons for "SAVE", "SAVE ALL", "CANCEL", "CANCEL ALL", and "DELETE". Below the title bar, the form displays the following information:

- Budget ID.: BUD1
- Title.....: CWI FY2012

The main form area contains the following fields and options:

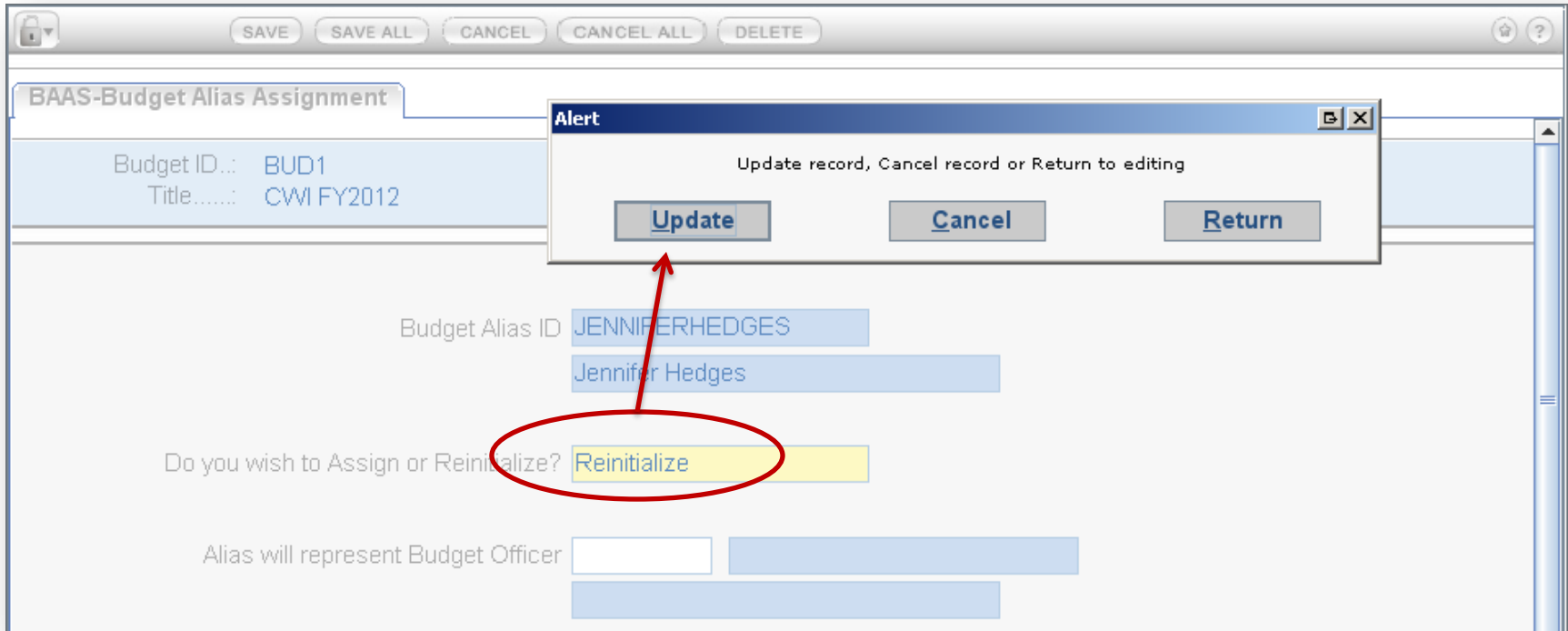
- Budget Alias ID: JENNIFERHEDGES (with a dropdown menu showing "Jennifer Hedges")
- Do you wish to Assign or Reinitialize?: a (with a dropdown menu)
- Alias will represent Budget Officer: (with a dropdown menu)

A red arrow points to the "Alias will represent Budget Officer" dropdown menu.

**You can do a “...” lookup here (ignore quotes) *Opportunities For All*

Removing Alias

7: When data entry is complete, access the BAAS screen and Type 'r', ENTER and click UPDATE to return to yourself.




The screenshot shows a web application window titled "BAAS-Budget Alias Assignment". At the top, there are buttons for "SAVE", "SAVE ALL", "CANCEL", "CANCEL ALL", and "DELETE". Below these, the "Budget ID" is "BUD1" and the "Title" is "CWI FY2012". An "Alert" dialog box is open in the center, with the text "Update record, Cancel record or Return to editing" and three buttons: "Update", "Cancel", and "Return". A red arrow points from the "Update" button in the alert box to the "Reinitialize" button in the main form. The "Reinitialize" button is circled in red. Below the "Reinitialize" button, there is a field for "Budget Alias ID" containing "JENNIFERHEDGES" and "Jennifer Hedges". Below that, there is a question "Do you wish to Assign or Reinitialize?" with a dropdown menu set to "Reinitialize". At the bottom, there is a field for "Alias will represent Budget Officer" with a dropdown menu.

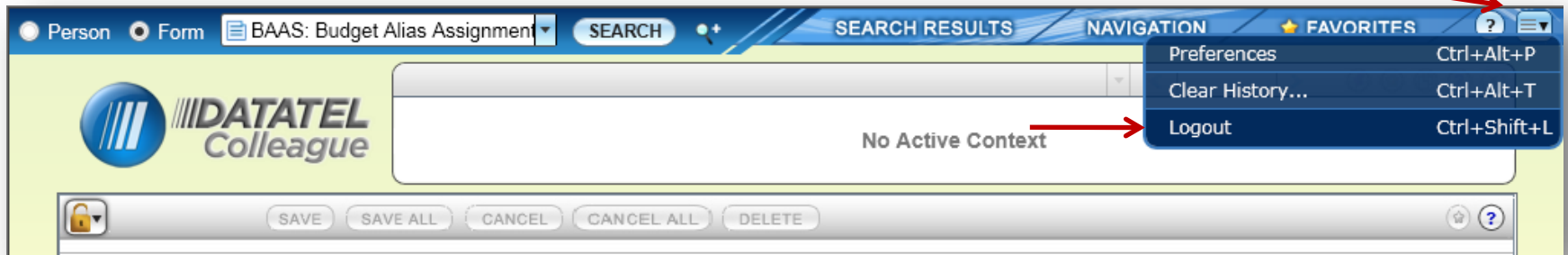
Note: Setting yourself up as an ALIAS is only good during your current Colleague session. Once you log out you are automatically "reinitialized"

Aliasing

- Now you can enter budget requests and create reports as if you are the budget officer using the RWLI and ODWP screens.
- **Alias is only in effect for that Colleague session (current login).

Logging Out of Colleague

- To prevent problems in the Database, please log off properly
- Do not close browser window...
- Click on Window Options button , then click Logout
- OR press CTRL+SHIFT+L



- You will be asked if you want to close the tab. Say YES

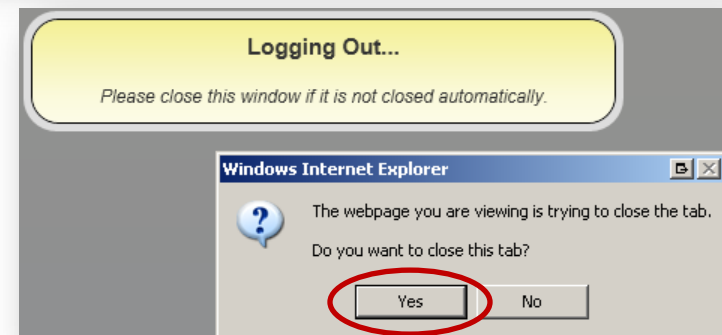
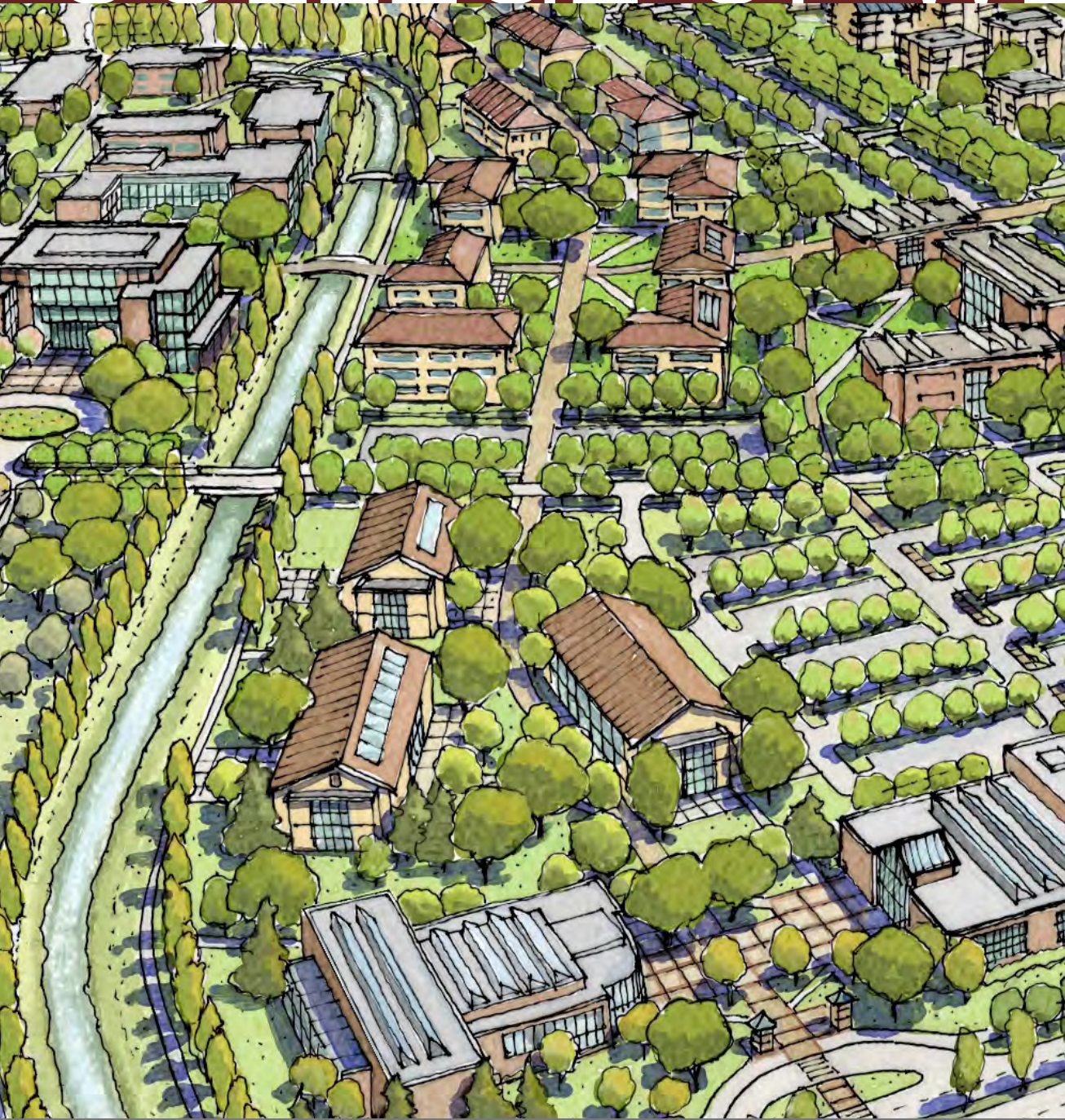




Exhibit 30

College of Western Idaho Development Concept Plan

COLLEGE OF WESTERN IDAHO



cwi
development concept plan





College of Western Idaho
development concept plan

Acknowledgements

BOARD OF TRUSTEES

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Jeff Key, P.E.

President's Message



The Development Concept Plan embodies the College of Western Idaho's commitment to provide for the lifelong learning of the community. An exciting rate of growth in student enrollment has resulted in a need to refocus on the future of the Nampa Campus. As Idaho's newest community college, the College of Western Idaho carries forward momentous optimism, with a wealth of potential awaiting future students.

The Development Concept Plan calls for creating an environment that can effectively prepare its students to excel in a range of subjects and skills, while at the same time serving as a center of community life. The plan is also environmentally responsible, calling for a campus that promotes environmental stewardship, seeking to work in balance with the natural environment as well as campus neighbors.

The plan is based on a thorough understanding of site specific opportunities and challenges, as well as future needs. While the campus includes substantial undeveloped land today, the plan calls for the efficient and effective use of land moving forward, conserving space through strategic location of land uses and thoughtful placement of buildings. Guiding principles reflect campus values and convey the critical planning and design parameters that will steer future campus development.

The plan also orchestrates the organization and layout of the circulation system, campus open space and utilities. As the campus' front door, the plan calls for the transformation of Idaho Center Boulevard into an inviting and attractive gateway, with a mixture of community-oriented uses. New buildings will be clustered around open plazas, linked to other areas of campus by a system of walkable pathways. Utilities will be extended to meet the needs of campus growth, while new development will accentuate the historic canal as a defining characteristic of the campus' landscape.

Ultimately, it is my hope that the College of Western Idaho's Development Concept Plan will be the medium through which the envisioned campus will become a reality.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bert Glandon', written in a cursive style.

Dr. Bert Glandon
President, College of Western Idaho

CWI Mission:
The College of Western Idaho provides affordable, quality teaching and learning for all regardless of time and distance.

CWI Vision:
Opportunities for all to excel at learning for life.



Introduction

The College of Western Idaho (CWI) Development Concept Plan sets a course for the envisioned future of the Nampa campus. The plan is a graphically-oriented guide that directs the location of campus uses and balances the relationship of new buildings with open space, circulation and parking. Based on current and prospective needs, the plan addresses the physical development of CWI over the next 20 years.

The plan addresses site challenges and opportunities beginning with a description of the Nampa campus and its context within the community and region. The plan identifies the amount of land needed to fully develop the campus, and establishes guiding principles for future development and long-term growth. Located throughout the plan, photo precedents help depict preferred elements of the completed campus form.

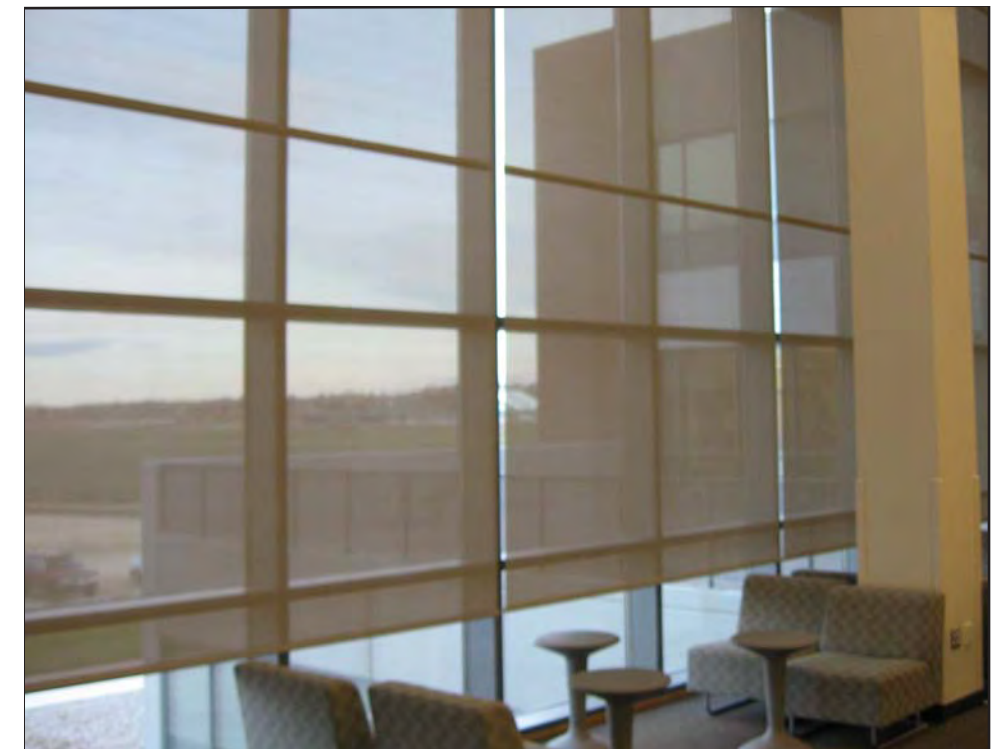
Based on the guiding principles, the plan presents a series of five framework maps that outline site analysis, campus uses, circulation and parking, natural landscape and open space, and utilities. In addition to the maps, accompanying design guidelines establish further direction for the development of the campus, its buildings and open space. Lastly, a phasing plan outlines important steps to gradually achieve the campus development concept.

SITE HISTORY

The Nampa campus was originally purchased by Boise State University (BSU) for use as a satellite campus. In 1997, BSU developed the Framework Master Plan; the site's first master plan. The plan envisioned a campus with clustered buildings and large open spaces, dense tree canopy and a dramatic entrance. Based on the recommendations of the 1997 Plan, the initial phase of development was completed in 2007.

Since opening under ownership of CWI in May 2007, the college has continually experienced higher than expected student enrollment numbers. Population growth in Ada and Canyon Counties, coupled with interest in community and technical education, has led to overwhelming support for the educational opportunities that CWI Nampa will offer. Due to this, CWI has determined that the time has come to take a renewed look at the future of the Nampa site.

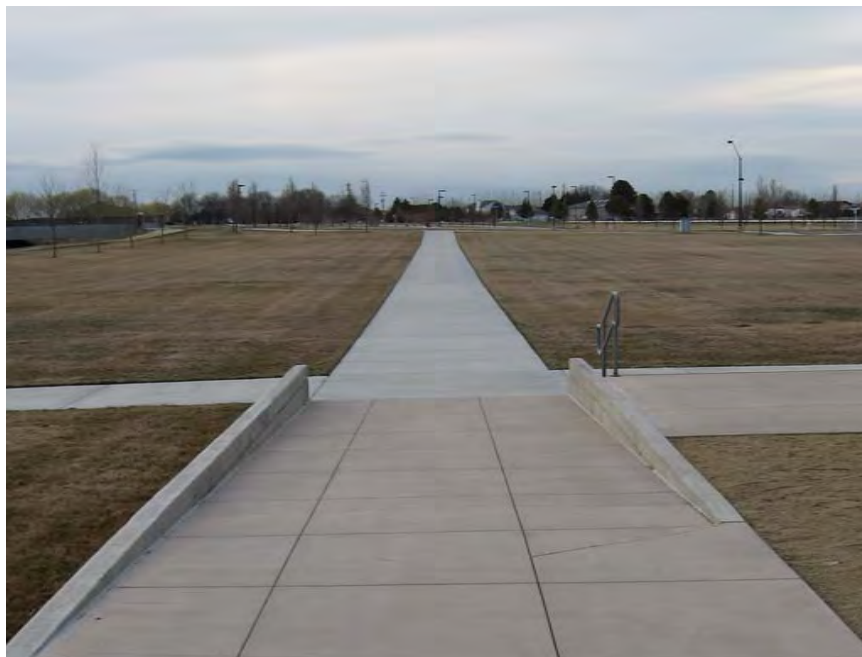
To prepare for the forthcoming plan, CWI prepared the College of Western Idaho Education Master Plan, 2009 Factbook and Educational Specifications to help inform the types of programming offered by CWI presently and in the future. In Winter 2010, CWI initiated the Development Concept Plan process for the campus, culminating in a campus design charrette in Spring 2010. The development concept that resulted from the charrette builds upon past planning efforts and an analysis of current needs and future demand.



Above: View from the CWI Library.

Opposite page: Aerial of the CWI campus looking east.

CWI in the region



The CWI Nampa campus.

The CWI Nampa campus is located in the northeastern corner of the City of Nampa in southwestern Idaho. Nampa and six other cities comprise the region located in Idaho's Treasure Valley within the Snake River plain. Nampa sits between the cities of Caldwell to the west and Meridian and Boise to the east in Canyon County. Interstate 84 is the primary route that links Nampa with the City of Boise—Idaho's state capitol and largest city. While the campus is north of the interstate, a majority of Nampa is located on the south side of I-84.

ABOUT CWI

The College of Western Idaho (CWI) was formed by a vote of patrons in Ada and Canyon Counties in Spring 2007, and a five-member Board of Trustees was appointed by the Idaho State Board of Education in July 2007. The CWI is the organization responsible for administering community education in Western Idaho. In January 2008, CWI opened its doors to students, offering certificate classes and non-credit programs. Today, CWI offers several programs, organized into four core themes: Professional Technical Education; Lower Division Transfer Education; Basic Skills Education; and Community Outreach.

The Nampa campus is the largest of six properties owned and administered by the College of Western Idaho. (see Regional Map, opposite page) Since the establishment of the CWI as a system, the Nampa campus has served as the center of operations and administration. Formerly known as the Canyon County Center under the ownership of Boise State University, the Nampa campus—referred to as the CWI campus in this plan—will be the preeminent campus of the CWI system, offering an extensive range of courses, educational facilities and community amenities. Many programs currently offered at other CWI campuses will ultimately be relocated to the Nampa campus.

To increase efficiency and reduce costs, two sites—another CWI-owned campus in Nampa and a site leased from Boise State University—will be sold or vacated. The focus of the remaining four sites will be reorganized on the following areas:

- **Nampa Campus:** the primary CWI campus offering a range of programs and facilities;
- **Meridian Campus:** potential health sciences programs;
- **Horticulture:** agricultural and horticultural programs; and
- **East Boise:** information technology programs, green energy and electronics.

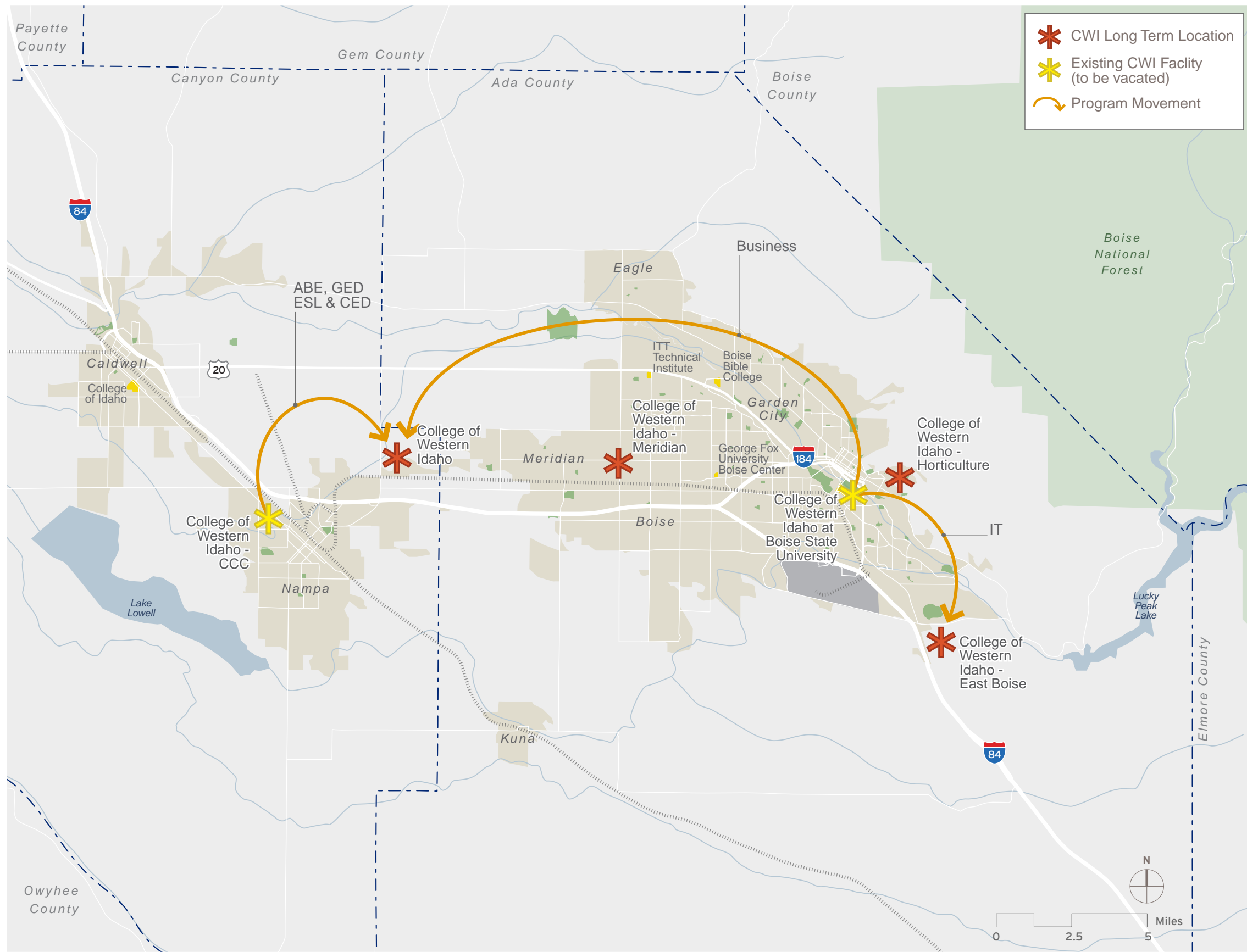


Figure 1: Regional Map

Site Analysis



Site characteristics play a major role in determining the layout and design of campus uses and buildings. Surrounding land uses, circulation networks and natural systems can create both challenges and opportunities for the development concept. The Development Concept Plan also builds on the natural beauty of the region and reflects some of the natural and man-made features that are part of Treasure Valley's agricultural heritage. The Site Analysis Map depicts existing site features and outside factors that influence the design of the campus.



EXISTING CONDITIONS

The development of Treasure Valley's desert into lucrative farm land was preceded by the arrival of the transcontinental railroad in the late 1800's. In an effort to enhance and develop its associated land grants the railroads built irrigation canals and heavily promoted settlement in the transformed landscape. One such canal, the Phyllis Irrigation Canal, flows through the center of campus. Under the jurisdiction of the Pioneer Irrigation District, the canal is part of a larger water delivery system for Treasure Valley. The historic Phyllis Canal carries water for approximately seven months out of each calendar year, typically beginning in early April, and delivering water until mid to late October.



The existing orientation of the campus buildings and circulation system closely resemble the first phase of the development scenario presented in the 1997 Plan. The main campus entry road, primary open space, first building and parking areas were built at the northwest end of the site. The entry road from North Idaho Center Drive is positioned parallel to the north edge of the historic Phyllis Canal. The first building is set perpendicular to the canal at

the head of a large campus green with parking in two lots located between the edge of the building's north wing and the northern property line and to the east of the building near the canal.

LAND USE

The City's Comprehensive Plan (2004) designates the campus as a special planning district, enabling CWI to develop its own specific area plan for long range planning. Surrounding the campus, existing land uses include commercial to the south and west, and agricultural and rural residential to the north and east. Adjacent to campus are single family homes and a large vacant parcel on the east side of Idaho Center Boulevard

A residential subdivision shares the campus' northeastern property line. Along the southern boundary of campus is the Union Pacific rail line that connects Nampa to Boise. To the south side of the railway, on the east side of Idaho Center Boulevard, is the Idaho Convention Center. Commercial-oriented uses, such as auto dealerships, exist on the west side of the Idaho Center Boulevard, with a partially developed retail and office park located directly across from campus.

Based on the City's Comprehensive Plan (2004), the surrounding landscape will change considerably. Land currently used for agriculture will be developed as commercial or residential. Future land use around the site will consist of commercial land uses to the west and south, and rural and low density residential uses to the north and east. The City also identifies a trail in front of campus, along Idaho Center Boulevard, and a shared-use pathway along the railway to the south.

Top: The canal and homes east of campus.

Middle: Railroad crossing and Idaho Center Boulevard southeast of campus.

Bottom: The wide-open and level characteristics of the CWI campus.

COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

SITE CONSIDERATIONS

The site analysis points to several challenges and opportunities that can be addressed by the envisioned development concept, including:

Challenges

- Strong northwest winds in winter and southeast winds in summer;
- Proposed power lines along Idaho Center Boulevard;
- Parking areas lacking pedestrian thoroughfare;
- Homes to the east and future commercial to the west and north; and
- Canal design and development limitations.

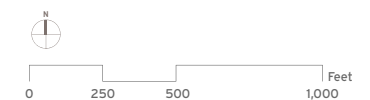
Opportunities

- A large site, mostly undeveloped and level;
- Unobstructed views of the Boise Mountains to the northeast;
- Green buffer to the east;
- Presence of the historic canal;
- Adjacent campus reserve land;
- Potential shared parking with the Idaho Center;
- Connection to the City's park and trail system;
- Future high capacity transit to the south; and
- Good access to I-84 and downtown Nampa.



Site Analysis

- Railroad
 - Canal
 - ▭ Parcel
 - ▭ Existing Campus Building
 - ▭ Existing Parking
 - ▭ Future CWI Facility
 - Pathway
 - Unpaved Road
 - Trees
 - Greenspace Buffer
 - Median
 - Lighting
 - Wind Direction
 - View
 - Planned Above Ground Power Line
 - ★ Ceremonial Entry
- #### Existing Land Use
- ▭ Residential
 - ▭ Industrial
 - ▭ Event
 - ▭ Commercial
 - ▭ Institutional
 - ▭ Agricultural



Revised 04.29.10
Data Source: BSU and City of Nampa GIS



Campus Space Needs



CWI building courtyard and pathway.

The College of Western Idaho campus will contain a range of different campus uses. Each campus use is distinctive, requiring different space needs and careful consideration of access and adjacent uses. An analysis of student enrollment and associated space needs determines the type and size of campus uses and buildings. This assessment also helps to determine the amount of land area needed for open space and circulation.

Information in the analysis is based on programming numbers identified during the design charrette, as well as additional information provided in the Education Master Plan and by CWI.

PROGRAMMING

Campus programming is an analysis of expected student enrollment and the amount of space each full time equivalent student (FTES) will need. Based on CWI estimates, the building square footage need for the foreseeable future is approximately 685,000 assignable square feet, with approximately 2,000 parking spaces dispersed throughout campus.

AVAILABLE LAND AND DEVELOPMENT POTENTIAL

In total, the CWI campus contains approximately 137 acres of land, with 78 acres of land designated for academic and related uses. Total acreage includes an additional 41 acres for non-academic uses and 18 acres of land for use as academic reserve. There is

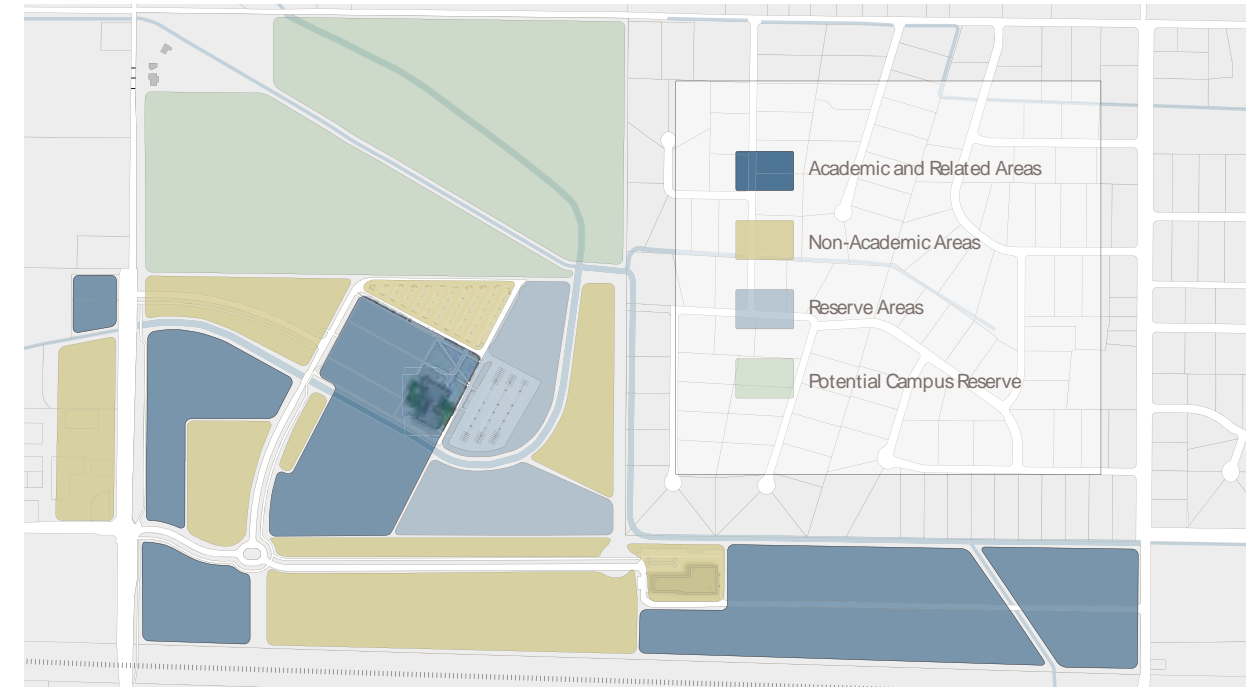


Figure 2: CWI Land Areas.

also extensive opportunity for campus growth on undeveloped land adjacent to campus totaling 67 acres (see Figure 2).

Table 1 shows how average site coverage ratio helps determine the amount of land available for building coverage. With an average site coverage ratio of 25%, the total available area for building coverage is approximately 1.5 million square feet.

Multi-story buildings can offer a greater amount of building square footage while requiring less land area than single-story development. The majority of campus buildings can be built with multiple stories, although some uses such as trucking will likely require single story construction. A low to medium development intensity of two to three stories would allow for a range between 3.0 and 4.5 million square feet of gross building square footage.

Table 1: CWI Campus Development Potential		
Total Developable Land (SQFT)*		5,989,000
Average Site Coverage		25%
Estimated Site Coverage (SQFT)		1,497,250
Low Intensity	Average Floors	2
	Total Gross Square Footage	2,994,500
Medium Intensity	Average Floors	3
	Total Gross Square Footage	4,491,750

*Includes all CWI-owned land.

DEVELOPMENT CAPACITY

A comparison of available land, development potential and programming needs allows for an assessment of development capacity and a better understanding of campus build-out. For most campus uses, the assessment assumes an average site coverage ratio of 25% for circulation and parking, 50% for open space and 25% for buildings.

Based on estimated programming, the total area needed for the footprints of academic and related use facilities is nearly 350,000 square feet. When open space, circulation and parking are included, the total need is approximately 1.4 million square feet. An estimate of non-academic uses resulted in building footprints covering nearly 647,000 square feet and a total need of nearly 1.8 million square feet. The analysis suggests CWI has a long-term need for about 3.2 million square feet (see Table 2).

Table 2: CWI Campus Land Assessment		
	Building Footprints (SQFT)	Total Land Needs (SQFT)*
Academic and Related Uses	349,467	1,397,900 (32 acres)
Non-Academic Uses	646,625	1,784,200 (41 acres)
Total	996,092	3,182,100 (73 acres)

*Includes land for circulation and parking, open space and buildings.

The size of the CWI campus is a significant asset for future campus growth needs. There is more than enough space for the campus to grow, based on low to medium development intensity. Reserve areas add to the amount of land that is available for development. Undeveloped, non-campus-owned land adjacent to campus presents even greater opportunity for future growth.

Although there is more than sufficient land area to accommodate campus build-out, it is critical that land resources are used conservatively and efficiently. The campus should be built at a level of development intensity resulting in a scale that is walkable and convenient, while leaving adequate land area for future needs. Unique needs with greater land needs will likely arise in the future including athletic facilities and recreation fields. In addition, opportunities to acquire adjacent parcels as they become available should be pursued to both create additional reserve areas, and to control the type and extent of growth adjacent to campus.

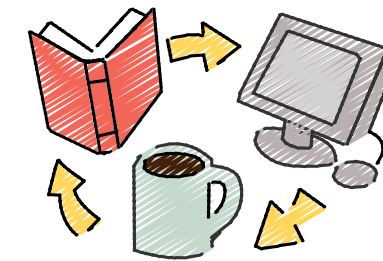
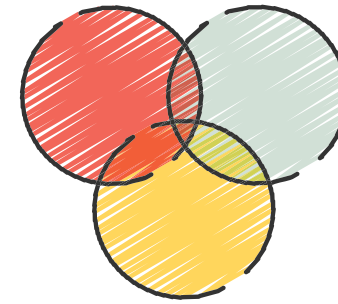
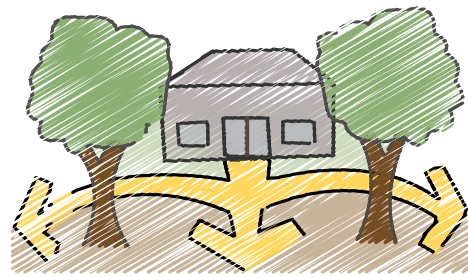
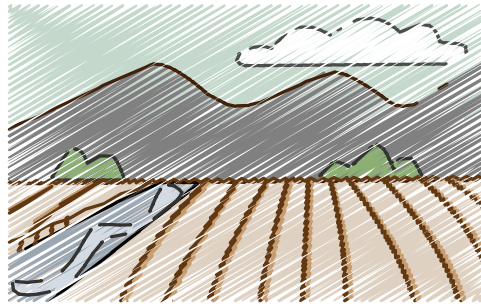


At three stories, the existing CWI building represents the average development intensity proposed on campus.

Guiding Principles

Guiding principles describe the desired future condition of the CWI campus. The principles respond to campus assets, challenges and opportunities, and reflect concepts and ideas identified by CWI administration. They also resonate with the goals and objectives of the 1997 Framework Master Plan, and emulate ideas found on other campuses and communities, as identified in various examples

shown throughout this Plan. To achieve the physical vision for the CWI campus, future projects and policies will need to meet the following eight principles. The principles work together and should be used in concert with the framework maps, design guidelines and campus phasing.



1. Create a distinctive and timeless campus identity that reflects the unique natural and cultural heritage of the region.

The natural and cultural characteristics of Treasure Valley help establish a “sense of place” (the unique character, culture and history of the campus). Design elements, such as use of native landscaping, local artwork and proximity to the canal should all be used to strengthen campus identity. Common design elements should also be used to create a shared campus branding across all CWI properties.

2. Develop an extensive and connected system of open spaces, pathways and campus reserves.

Open spaces and pathways contribute to the campus’ sense of place and promote social interaction, outdoor learning, recreation, sustainability and the overall campus ambiance. Interstitial spaces, connecting trails that link buildings and open spaces should be identified and protected. Acquisition of reserve areas and surrounding properties should also be considered to limit undesirable or conflicting uses adjacent to campus.

3. Establish flexible learning environments and maximize synergy among different uses.

The design of campus spaces and buildings should be oriented to the user, where function drives form. Classrooms should be designed for a range of uses and sizes to reflect the dynamic and evolving needs of students and instruction. Uses and buildings that require shared facilities, or have common functions or needs, should be located with respect to conserving time, energy and cost.

4. Provide formal and informal spaces that promote interactivity between students, staff and the community.

The CWI campus will be an interactive community hub with a diverse group of students and staff. Campus spaces should foster learning and inspiration with places to meet friends and faculty, study, relax or observe campus life. Spaces on campus should be provided for campus and community events and to showcase student work.



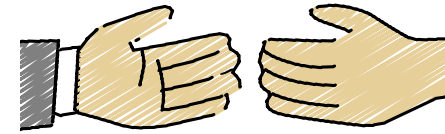
5. Design campus uses and buildings that are safe and accessible, and in proximity to transit and parking.

A safe, easily accessible campus contributes to a welcoming and supportive environment. To create a campus that is equally accessible to all, safe and convenient access should be provided for all types of transportation modes. To orient users on and off campus, extensive and consistent signage should also be developed. Uses and buildings should be accessible and close to transit stops, with parking located towards the edges of campus. A future high capacity transit system should be pursued and encouraged to ensure a highly mobile and connected campus.



6. Integrate environmentally sensitive technology into campus planning, design and operation.

Through planning, design and operational best practices, the CWI campus should set an example as a model of environmental stewardship. The design of new projects should consider impacts to the environment and community. The campus should be designed to incorporate native landscaping, promote water conservation, heating and cooling efficiency, recycling, and use of renewable materials.



7. Welcome the community, promote the campus as a local resource and encourage partnership opportunities.

As a community college, the CWI campus will offer courses and facilities that can be used by the community, quality non-credit courses for personal enrichment and professional development. Design of the campus should accommodate a variety of creative learning opportunities and an array of cultural and educational experiences. The campus should be integrated in the community and respect adjacent neighborhoods. Partnerships should be explored and fostered to expand potential resources and opportunities.



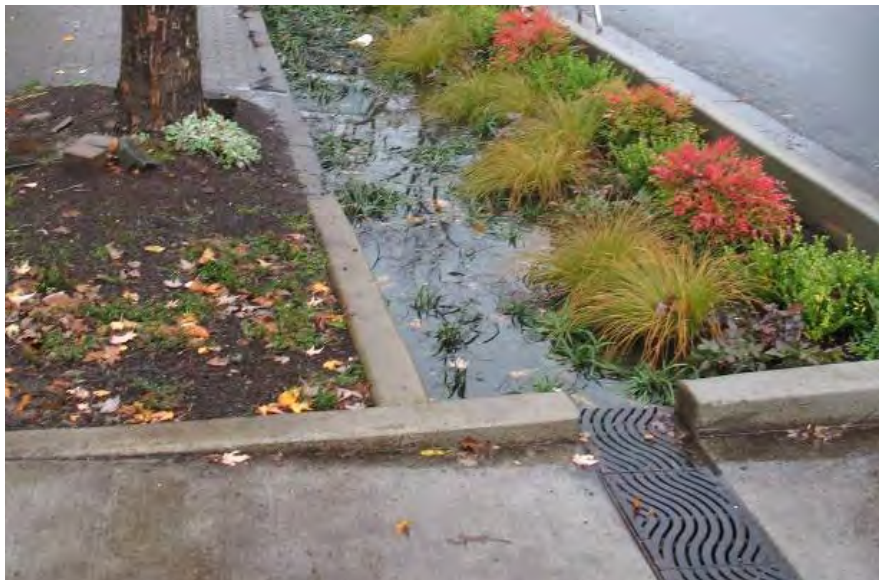
8. Ensure long-term economic sustainability in campus planning and decision making.

The ultimate success of the CWI campus depends on an accurate, representative and sustainable budget structure and funding system. New projects should consider lifecycle and long-term maintenance and repair costs. Major capital outlays, as well as day-to-day expenditures, should meet available funding supply, resources and long term goals. Decision making should include consideration of cost saving techniques and revenue-generating projects that can increase the financial health and prosperity of campus.

Development Concept



*Lonestar College, CyFair Campus, Cypress, Texas.
(source: cyfairchamber.com)*



Storm water swale, Portland, Oregon.

The Development Concept Plan for the CWI Nampa campus provides a physical framework for site development and the creation of a campus that will be functional, flexible and timeless. The development concept builds upon existing assets, respects adjacent land uses and existing plans, responds to the natural environment, and positions CWI for future opportunities and success.

The Development Concept Plan for the campus organizes planning and design recommendations that will meet the future academic, social, cultural, and physical needs. The concept creates a fusion of social and physical components; culture, technology, academics, and professional life are melded together with the natural and built environments. Future development on the CWI campus will be organized around several elements of an armature. The key elements of the concept development plan include campus uses, circulation, open space and utilities.

An underlying principle within each of the concept elements is sustainability. Future campus development will build upon past successes and ensure a long and prosperous future through a range of sustainable approaches. Creating a “green” CWI campus began with a commitment from the Board of Trustees and will continue with every step in developing the campus.

Buildings will be sited and oriented to take advantage of passive heating and cooling, natural drainage patterns, and existing vegetation. New construction will utilize recycled and sustainable materials, alternative energy sources, and high efficiency systems. Standards will be instituted to ensure that the footprints of impervious surfaces (buildings and parking lots) are minimized. Roadway improvements will include “green street” design with pervious paving materials, swales, and native planting. The transportation and parking system will be improved to encourage

use of and access by alternative modes of transportation. Systems will be instituted for operations and management to maximize sustainable practices and minimize energy use, consumption, and waste.

The Development Concept Plan on the opposite page illustrates many of these overarching principles. Pathways and new facilities on the campus respond to the historic canal while creating building orientations that help provide protection from winds and optimize passive lighting opportunities with access to sunlight. The campus is framed by a simple system of roadways and organized around a network of multi-use pathways. Key intersections within the pathway network are punctuated by open spaces. These campus open spaces will be made up of plazas, greens and natural meadows that provide a focal point for groupings of campus buildings. The entire site is designed to capitalize on existing utilities and ensure efficient expansion of the various systems.

Major elements of the concept plan are summarized in the following sections and include:

- Campus Uses;
- Circulation;
- Idaho Center Boulevard;
- Open Space;
- Utilities;
- Design Guidelines; and
- Development Concept Phasing.



DEVELOPMENT CONCEPT ILLUSTRATIVE SITE PLAN

Campus Uses



Boise Outdoor Theater, Boise, Idaho
(source: pnwer.org)



University of Nevada, Reno, Mathewson-IGT Knowledge Center, Reno, Nevada
(source: architectmagazie.com)

The CWI campus will be organized to accommodate a range of uses at strategic locations. Each of the campus uses contain clusters of buildings and open space, or development precincts, depicted on the Proposed Campus Uses Map (opposite page).

Academic and Related Uses

- **Campus Core.** The existing CWI building and future student union will form the campus core. Located at the center of campus, with access to the primary entrance, the campus core will be the focus of student life and services.
- **Campus Core Extension.** Student service and general education buildings will be located south of the campus core. Along with science and technology buildings, the campus core extension will be strategically located near future medical and health science uses to the east.
- **Community Oriented Uses.** The recreation center, performing arts center and other community-focused buildings will be located along Idaho Center Boulevard To the east, the humanities precinct will benefit from its location between the campus core and the performing arts center.
- **PTE.** The area to the southeast of campus will be used for professional technical education and uses that require larger amounts of land.
- **Facilities.** Located to the northwest of campus, the maintenance and operations facilities will allow convenient service vehicle access to Idaho Center Boulevard as well as the campus.
- **Trucking.** At the far east end of campus, the trucking school will have primary access onto Star Road, reducing conflict with central campus.
- **University Center.** As a use not directly related to CWI, the University Center will be located at the southwest corner

of campus and accessible to Idaho Center Boulevard and future high capacity transit.

Non-Academic Uses

- **Campus Entry.** The campus entry will be the primary entrance to campus, serving as a model of environmental sustainability through use of native vegetation and landscaping.
- **Incubator Space.** Adjacent to professional technical education (PTE) uses, an incubator space can be used to attract student-oriented businesses, capitalizing on proximity to student housing.
- **Parking Areas.** There are five primary parking areas on the CWI campus. Along with the existing parking area north of the existing CWI building, all parking areas will be located near the periphery of campus.
- **Transit Center and Housing.** In coordination with future high capacity transit, a campus transit center will be integrated with student housing to the south, allowing convenient access to campus and public transit.

Reserve Areas

Just east of the campus core, reserve areas will provide opportunities for future campus growth. As the campus grows and expands course offerings, communications and medical and health science precincts can be accommodated in the campus reserve area. The physical education and sports science precinct will also benefit from its location adjacent to the potential recreation fields to the north.

























Potential Reserve

To the north of campus, future athletic fields will offer recreation space for the campus as well as the community. Across from the canal, a large future reserve area could provide additional space for long term campus growth needs.

COLLEGE OF WESTERN IDAHO

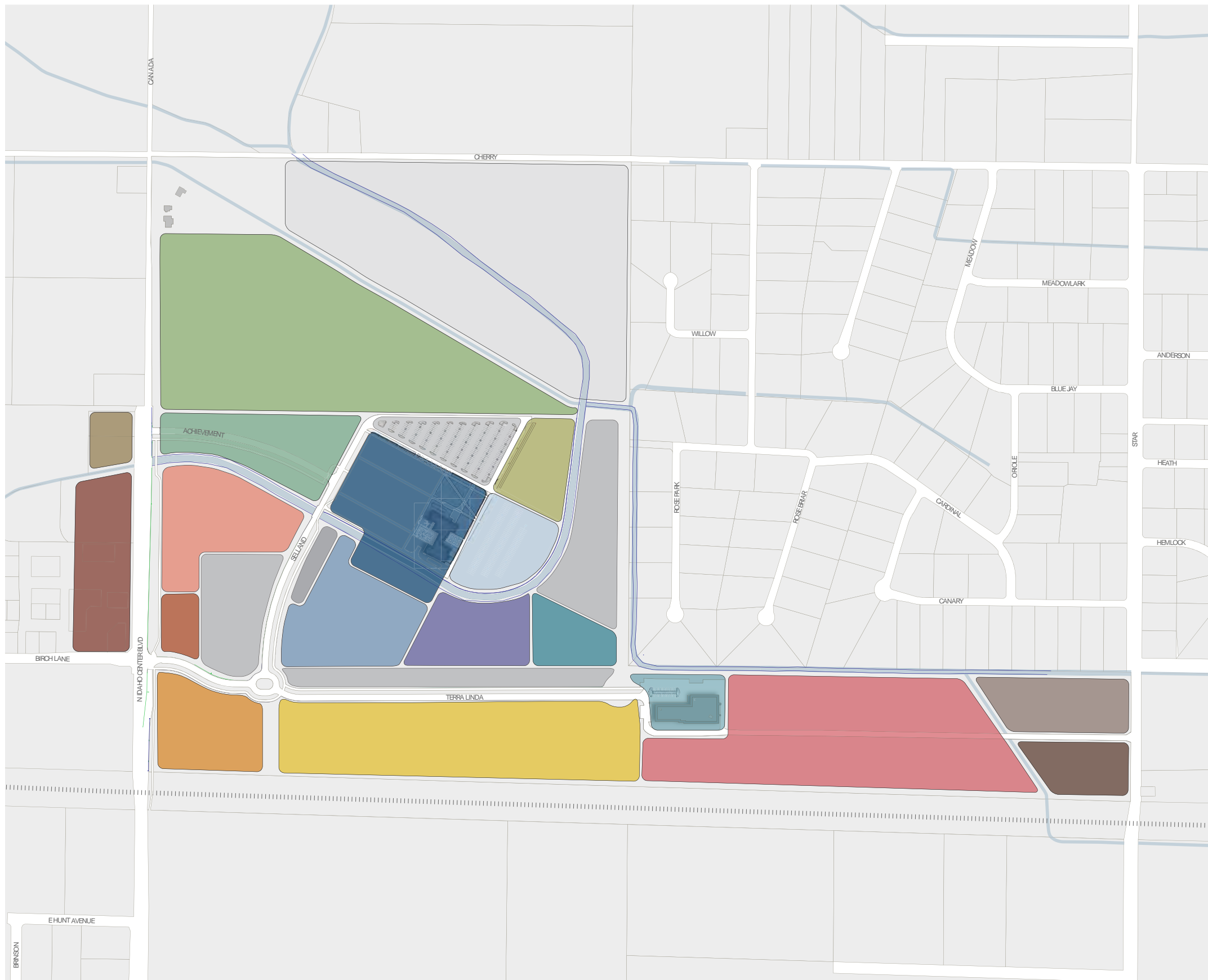
DEVELOPMENT CONCEPT PLAN

Proposed Campus Uses

-  Railroad
 -  Canal
 -  Parcel
 -  Existing Campus Building
- ### Academic and Related Uses
-  Academic Core/Student Services/Administration
 -  Science/Technology
 -  Professional Technical Education
 -  Trucking
 -  Trucking Expansion/Fire Training
 -  Humanities and Arts
 -  Recreation Center
 -  University Center
 -  Facilities (Shipping/Receiving, Maintenance, etc.)
- ### Non-Academic Uses
-  Business Incubator
 -  Campus Entry
 -  Parking
 -  Transit Center and Housing
 -  Mixed Use
- ### Reserve Areas
-  Communications/Core Expansion
 -  Health Sciences
 -  Workforce Development
 -  Sports Science
- ### Potential Reserves
-  Athletics/Recreation Fields
 -  Future Reserve



Revised 04.29.10
Data Source: BSU and City of Nampa GIS



Circulation



Portland Community College, Cascade Campus, Portland, Oregon.



Indianapolis River Walk, Indianapolis, Indiana.
(source: citydata.com)

The campus circulation system encompasses all aspects of transportation including a range of facilities to accommodate the full spectrum of mode choices. The development concept will build on the existing roads and pathways, creating a circulation system that will meet the needs of future campus uses.

STREETS AND ACCESS

There will be three vehicular accesses to campus: two existing entrances from Idaho Center Boulevard and one future entrance from Star Road. (see Proposed Circulation Map) Idaho Center Boulevard will continue to be a primary route to campus, providing a direct connection to I-84 and downtown Nampa. Achievement Drive will end at a circular entrance in front of the campus core. At the northeast corner of campus, Selland Drive will be extended and form a loop with Terra Linda Road at a new traffic circle. A new road will connect to Star Road with access for the trucking school.

PARKING

Five parking areas will accommodate the majority of campus parking. These lots will be located at the periphery of campus to retain the walkable nature of development precincts while still accommodating campus users arriving by motor vehicle. Large parking areas will be available at the current location, at the northern edge of the site; east of the canal; to the west of Selland Drive; and along Terra Linda Road.

Parking areas will be designed with pedestrian pathways and landscaping to reduce scale and safety barriers. The existing dirt parking lot will be used to accommodate academic reserve uses. In the interim, this lot can be resurfaced with asphalt until future development occurs.

PATHWAYS

New pathways will connect with the existing system and increase pedestrian connectivity throughout campus. Pathways will connect between new uses and open spaces, and follow along both sides of the canal. To incorporate the canal into the campus design, the pathway system will include several new pedestrian bridges. Where possible, pathways will be 20 feet wide to accommodate emergency and service vehicle access. The future transit center will be connected to campus by pathways and provide connections to the regional trail system.

TRANSIT

Bus routes will continue to serve the CWI campus. Multiple routes link the campus to surrounding destinations, including routes that connect to Caldwell and Nampa, and frequent service to BSU. Transit service also provides inter-county routes to Meridian and Boise, and routes to BSU.











The transit park-and-ride lot for bus routes is located on campus. Potential shared parking with the Idaho Center will reduce the demand for parking spaces on campus, and can serve as a park-and-ride lot for bus and future high capacity transit. The exact location of future bus stops will depend on the future park-and-ride lot location.

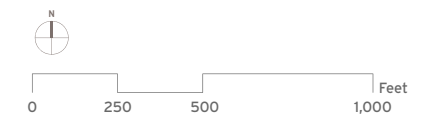
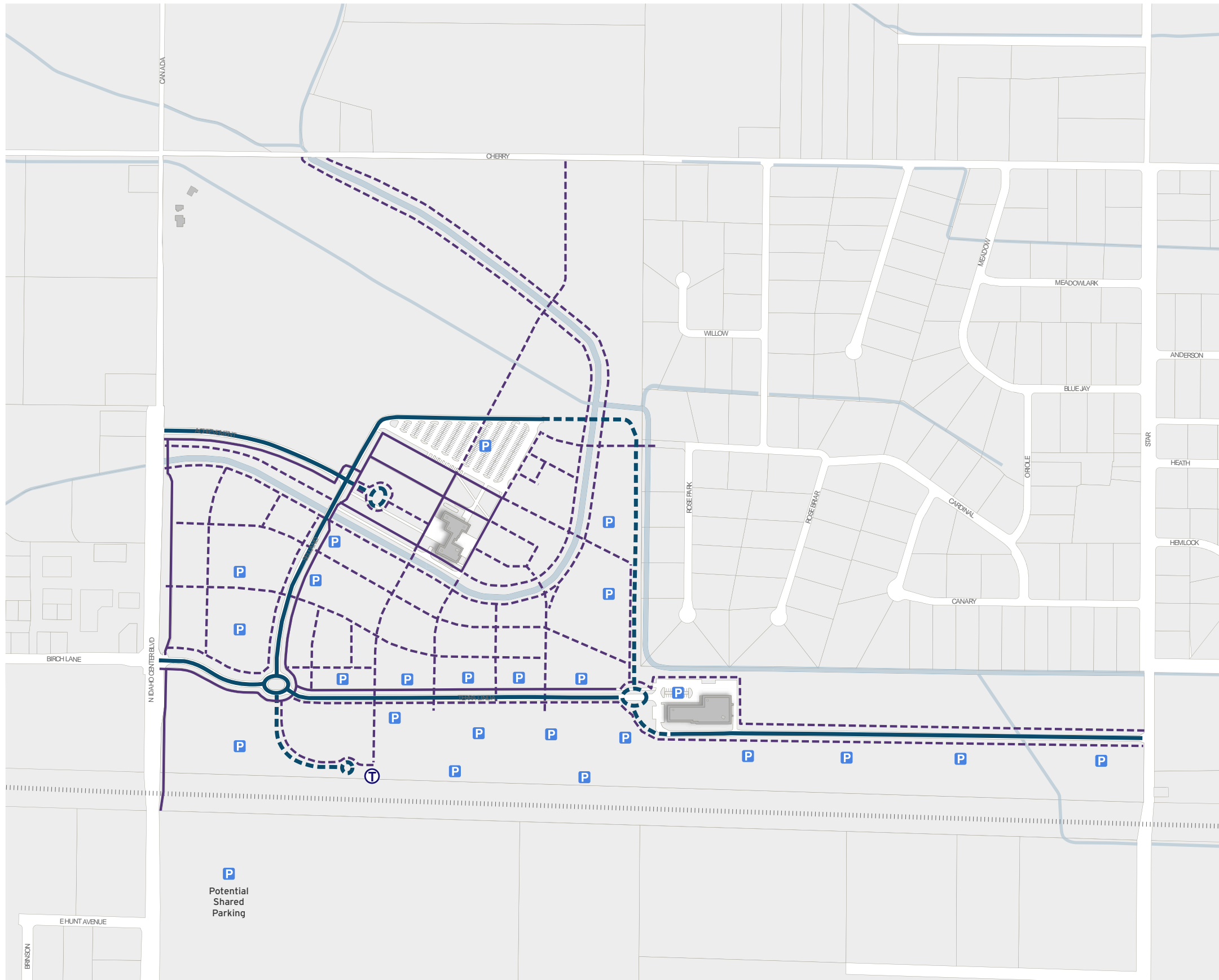
High capacity transit will provide convenient access to Boise with a transit station at the south end of campus. The site plan emphasizes high capacity transit by providing a direct link from the central campus to the area near the rail line and future station at the southern edge of the campus.

COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Proposed Circulation

-  Railroad
-  Canal
-  Parcel
-  Existing Campus Building
-  Existing Road
-  Proposed Road
-  Existing Pathway
-  Proposed Pathway
-  Proposed Transit Station
-  Existing/Proposed Parking



Revised 04.29.10
Data Source: BSU and City of Nampa GIS



Idaho Center Boulevard



Commercial uses adjacent to PCC, Cascade Campus, Portland, Oregon.



Boise State University, Boise, Idaho.

With both of the primary entrances to campus, uses along Idaho Center Boulevard will provide a mixture of convenient services for campus users as well as the community. Campus uses and circulation improvements along the boulevard will be designed as an active interface between the campus and the community with transit and drop-off areas and high visibility and view corridors into the heart of the campus.

A key element of the preferred concept plan for the CWI is the transformation of Idaho Center Boulevard into a campus “main street.” The ability of CWI and potential partners to capitalize on co-location, efficiencies, and synergy requires physical adjacency. This convergence point will become an active and exciting front door to the CWI Nampa Campus.

While a traditional main street is typically a local commercial corridor along the main thoroughfare *through* town, the campus main street envisioned along Idaho Center Boulevard will represent the main community thoroughfare leading *to* CWI. The physical and symbolic convergence of CWI and the community along Idaho Center Boulevard will create an attractive and inviting campus entry.

Mixed use development is envisioned along the west edge of the corridor. The ground floor will be characterized by academic offices and commercial uses. The upper floors can contain a mix of classrooms, housing, and offices. The east edge of the corridor will be marked by community-oriented campus uses and potential partnership developments. For instance, a performing arts facility

is envisioned along this frontage with classroom space, offices and practice facilities. The facility can be developed and shared by campus users and the larger community.

It will be important to design new development along Idaho Center Boulevard with an active ground floor and a variety of fenestration, setbacks and textures.

The key to creating an active and inviting main street environment will be human-scale architecture and design. Traditional institutional buildings should be located away from Idaho Center Boulevard on the interior of the campus. Key elements of designing human-scale buildings include:

- Siting buildings close to the street with appropriate setbacks;
- Creating active ground floor uses;
- Creating building transparency through frequent inclusion of doors and large windows; and
- Providing sun and rain protection through canopies, alcoves, etc.

Surface parking lots and ground floor structured parking should not be located along Idaho Center Boulevard. On-street parking could potentially provide short-term parking opportunities along Idaho Center Boulevard and provide a buffer from motor vehicles for pedestrians. Creating safe and comfortable crossing conditions will be essential to a successful connection of campus and community-oriented uses.



IDAHO CENTER BOULEVARD

Open Space



Lonestar College, CyFair Campus, Cypress, Texas.
(source: flickr.com)

Open space is a defining and versatile element of the CWI campus. Open spaces provide areas for social interaction and recreation; for quiet reflection and meditation; and to learn and study. These areas visually enhance campus buildings, distinguish gateways and paths, and create a unique sense of place. Open spaces also offer natural system benefits related to wildlife habitat, and stormwater detention, filtration and reclamation.

As the formal entrance to campus, the Idaho Center Boulevard entrance onto Achievement Drive will be landscaped with native plants and grasses. This open space will exemplify the sustainable principles of the CWI campus. North of the entrance, the large undeveloped property can accommodate multiple athletic fields for campus intramural sports and community-wide use.

Many of the proposed campus uses will be built around a centralized open space, or academic quad. While the Proposed



Trees, pathways and pedestrian bridges will emphasize the importance of the Phyllis Canal while improving its appearance and pedestrian useability.

Open Space Map shows the general location of campus open spaces, the exact location will be based on the individual design of each building and related site coverage ratio. At the heart of the campus there will be two large signature spaces surrounded by new buildings that will enclose an active quad area with pedestrian walks, turf and shady landmark trees. Smaller open spaces, and urban plazas will form a larger system by connecting with a system of campus pathways. The pathway system will be integrated into the open space system, providing connections between buildings, open spaces and parking. To the south, campus housing will center around residential greens.

Trees will be a primary element of campus open space design, with large shade and landmark trees marking important locations and providing hospitable outdoor ambience. Each open space will be planted with tree clusters to reflect the homesites found throughout Treasure Valley. To the eastern boundary of campus,

additional trees will be planted within the meadow to add to the buffer between campus and neighboring homes. Trees will also be planted in windrows to the southeast to provide wind protection, shade and definition along the narrowest portion of campus.













THE CANAL

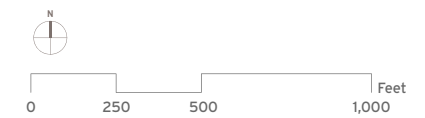
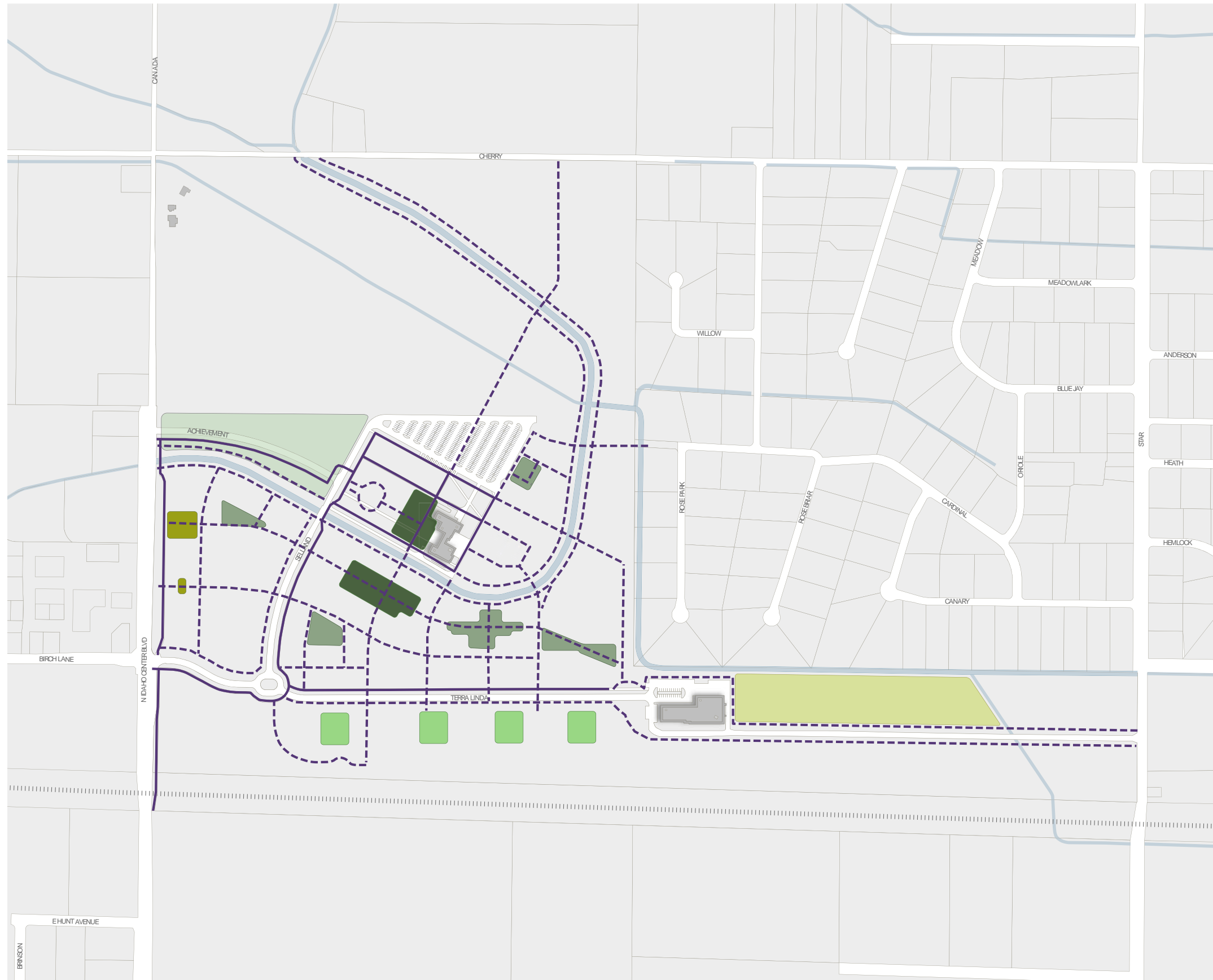
Coursing through the center of campus, the historic canal system is a defining element of the campus open space system. The canal is a central focus of the development concept, with plantings of windrows, grassy top-of-bank plantings and walking paths that follow both sides of the canal. While there are specific limitations that prevent direct access and landscaping near the canal, certain improvements can be made to solidify the relationship between this important feature and the campus. Design recommendations are provided in the design guidelines section of the plan.

COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Proposed Open Space

-  Railroad
-  Canal
-  Parcel
-  Existing Campus Building
-  Signature Spaces
-  Academic Quads/Plazas
-  Urban Plazas
-  Campus Entry
-  Residential Greens
-  Meadow
-  Existing Pathway
-  Proposed Pathway



Revised 04.29.10
Data Source: BSU and City of Nampa GIS



Utilities



Campus utility access.



Storm water swale.

The full build-out of campus will require the extension of utilities to serve new development. To meet the needs of future growth, utility distribution corridors will be provided based on the location of campus uses and development precincts. Utilities serving the campus consist of both wet and dry utilities. Wet utilities primarily consist of sub-surface infrastructure such as sanitary sewer and potable water. Dry utilities consist of telephone, fiber optic, electric and gas lines. (see Proposed Utility Map)

WET UTILITIES

Wet utilities have been located in a manner to serve each potential building location. For potable water, it is envisioned that water mainline loops would be placed around building clusters to allow adequate water pressure to each building in the event of water main breakage along a loop, and also to satisfy fire flow requirements. Service lines would feed each building within the respective water mainline loop system.

Sanitary sewer mains and laterals would be located to take advantage of the topographic relief that exists on site to ensure gravity flow down gradient to the City's sanitary sewer system on Idaho Center Boulevard. The increase in impervious surfaces will require sufficient storm water retention and infiltration that can be located within campus open space.

DRY UTILITIES

Dry utilities are often placed in concrete utility vaults, which connect to designated utility corridors. Dry utility infrastructure would be located at the time of individual building construction, and would be subject to load calculations and other requirements to ensure compliance with local and state building codes and be based on the technical requirements of the individual buildings. The Proposed Utility Map shows approximate locations of general dry utility corridors and does not attempt to locate individual dry utility service lines to the individual buildings.

UTILITY CORRIDORS

Future development can be planned to bundle multiple utilities and form a utility corridor. Although there are minimum separation requirements for sewers and potable water lines, there are some options for stacking if needed. As buildings are constructed, the planned corridors can be re-routed as required; however, the basic idea of providing designated corridors through which to distribute utilities is important to aid in future development and minimize costs.

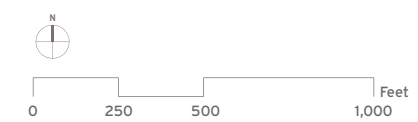
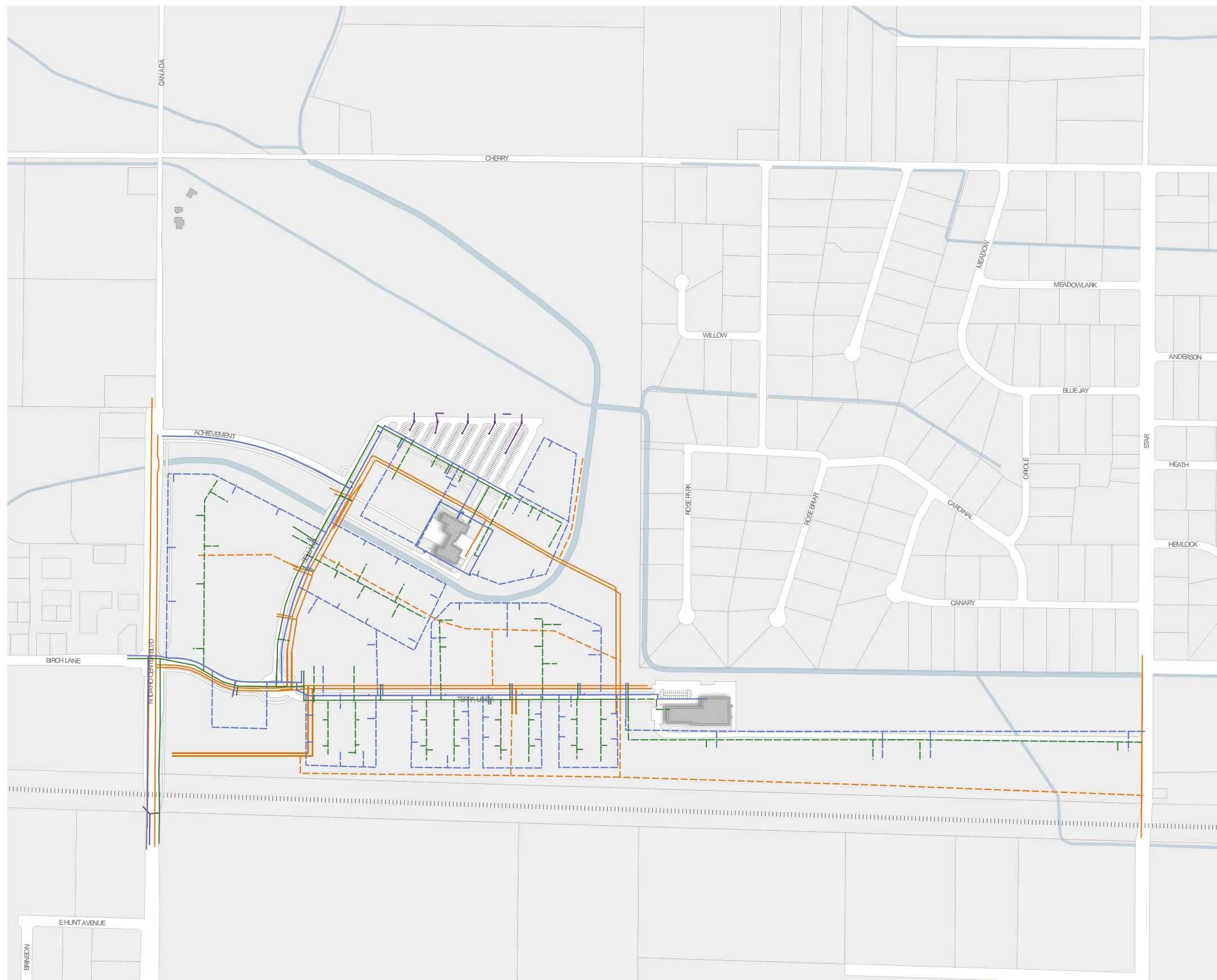
The availability of utilities should be evaluated during each new development phase and the necessary steps to address the identified deficiencies can be built into budgets and timelines necessary to accommodate future growth.

COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Proposed Utilities

- Railroad
- Canal
- ▭ Parcel
- ▭ Existing Campus Building
- Existing Water Line
- Existing Dry Utilities Corridor
- Existing Sanitary Sewer
- Existing Storm Sewer
- - - Proposed Water Line
- - - Proposed Dry Utilities Corridor
- - - Proposed Sanitary Sewer



Revised 04.29.10
Data Source: BSU and City of Nampa GIS



Design Guidelines



Portland Community College, Cascade Campus, Portland, Oregon.

The extent of future campus growth will require development parameters to uphold the guiding principles of the development concept. Design guidelines serve as a medium for communicating the envisioned form of campus between CWI administration and project designers and developers.

The guidelines present concepts that are general in nature, allowing flexibility and interpretation in new campus projects. The ultimate goal of this effort is to create a well-defined, functional, sustainable, beautiful and coherent campus environment that promotes intellectual and social exchange. New development should follow the intent of the guidelines, while complying with all other applicable design and development requirements.

The design guidelines are presented in three overarching categories: site planning, building design and open space and landscaping.



Auraria Higher Education Center, Denver, Colorado.

Site Planning

Site planning addresses the spatial location of campus uses in relation to buildings, open space and circulation. Each of these elements should be considered in relation to one another, and in relation to the entire campus to create unity in design.

- Site layout and building design should respond to natural elements, views and climate, and create a strong connection that incorporates open space, circulation improvements and adjacent campus buildings and uses. Buildings and open spaces should be oriented east-west or slightly northwest to maximize natural sunlight and passive heating, and buffer wind.
- The site coverage of individual project sites should be designed with an appropriate balance of buildings, open space and circulation improvements. Building footprints should comprise no greater than approximately 25% of the site, with the majority (50%) of the site reserved for open space and another 25% used for circulation improvements.



Boise State University, Boise, Idaho.

- Site planning should consider future development on or adjacent to the project, and use shared parking and circulation facilities to maximize use of space, and preservation of open space and future buildable land. The siting of new buildings should relate to at least one building and an open space.
- Site planning should consider safety and easy access by orienting building entrances and active uses towards existing and proposed open space and pathways.
- Parking should be located towards the periphery of campus to preserve the concentrated nature of development precincts. Smaller parking lots near buildings should be avoided to promote a “park once” strategy and create a walkable campus.
- Open space should include a variety of types and sizes that provide places for social interaction, study and reflection and natural system uses. These spaces should be designed as an integral component of buildings and development precincts and protect users from wind, while reflecting the identity of the campus and surrounding features.

Design Guidelines



University of Oregon, Eugene, Oregon. (source: uoregon.edu)

Building Design

Campus buildings can positively impact the experience of campus users through the use of building articulation, scale and materials. Buildings should be designed to create and maintain a dynamic and attractive built environment that responds to natural climatic conditions, and that create a strong interface between other nearby buildings and open space.

- Building facades should be articulated to create visual interest and indicate functional space such as a building entrance.
- Building design and materials should incorporate the natural environment and make use of sustainable building technology to reduce energy use. Rooftop, utilities and service areas should be appropriately screened from view.
- The mass of buildings should be varied through architectural elements, with an appropriate scale that creates a desirable relationship with the surrounding context.
- Building setbacks and stepbacks should be used to reduce bulk, and reduce shadows cast onto adjoining open space or pathways.



CSU Fort Collins Campus, Fort Collins, Colorado. (source: citydata.com)

Landscaping

The landscaping design guidelines reflect the campus' location within the western Idaho high desert ecosystem and the region's role in the transformation and settlement of Treasure Valley.

- Plantings should be arranged to provide visual variety, access to sunlight and physical protection from the elements, and as a unified landscape that contributes to the overall character of the CWI campus.
- The planting pallet should emphasize western Idaho native species, as well as drought and climate tolerance.
- Wind rows of deciduous trees should be planted at a 45 degree angle to the north-south axis to provide protection from the summer and winter winds.
- Storm water runoff should be managed on-site to the extent possible through native landscaping, rain gardens, bioswales and using graywater for non-potable uses.
- Large trees should be planted as landmark trees at building



University of Wyoming, Laramie, Wyoming.

and campus junctions to mark important features and provide orientation and be visible in the flat campus topography.

- A row of columnar deciduous trees should be planted along both sides of the irrigation canal easements. Large, round-headed trees should be planted within parking areas to provide shade and pedestrian refuge.
- Trees should be planted to facilitate way-finding by emphasizing vehicle and pedestrian routes with street and path-side plantings. The planting palette should be varied with appropriate scale for different circulation types.
- Trees and other plantings should contribute to the articulation of open space edges and help to articulate large spaces. They should identify and announce building entries and frame vistas.
- Trees and shrub plantings should be used to screen service and parking areas and neighboring properties.

Development Concept Phasing



The extent of developable land on the CWI campus requires a development phasing strategy that is functional yet maintains a physical appearance that is appealing over the course of campus development. The complete build-out of campus will be developed through four phases. Each phase of development is based on the current and estimated needs of CWI and range from development that can occur immediately, to a long-term period greater than 20 years.

The approach for campus phasing begins with the formation of single buildings at strategic locations, along with portions of adjacent open space and circulation improvements. Later phases will serve to fulfill each development precinct to create a more holistic and continuous campus.

The CWI Development Concept Plan will be implemented over several years as funding allows. The Plan should be continuously monitored and reviewed in the future to ensure that the policies and strategies remain relevant and effective. This is especially necessary to account for any significant changes in programmatic needs or direction. Therefore, the timeframe of expected completion should be considered as a rough estimation, requiring further refinement based on future conditions, priorities and funding.

The future student union building will be the center of student life and welcome visitors at the primary campus entrance.



BIRD'S-EYE RENDERING OF FULL CAMPUS BUILD-OUT

Development Concept Phasing



Figure 3: Phase 1

PHASE 1

The first phase of development will meet the immediate need of campus expansion while creating a stronger campus core adjacent to the existing CWI building. The orientation of campus to the south will begin to emerge in order to direct the focus of the campus towards the future high capacity transit corridor. Directly across from the existing CWI building to the west, the new student union building will be the center of campus life as an iconic and welcoming element of architecture. An enlarged plaza will form the northern half of the central quad, with a wide pedestrian bridge leading across the canal to the southern half of the central quad. Completion of the first phase can occur within five years of plan adoption.



Figure 4: Phase 2

PHASE 2

The second phase of development will focus on developing community oriented uses along Idaho Center Boulevard. The arts and humanities development precinct will be developed along the canal, with new development that emphasizes the primary entrance to campus. New buildings and related improvements will bring campus closer towards Idaho Center Boulevard to begin reducing the perceived distance between the street and the campus core. Development of the second phase can occur within a six to ten year time period after adoption of the plan.



Figure 5: Phase 3

PHASE 3

Phase three development will complete the campus' frontage along Idaho Center Boulevard and unify the campus core with development along the site's western boundary. A new community oriented recreation center will be developed between the Performing Arts Center and University Center resulting in a continuous series of iconic buildings that greet visitors as they approach the primary entrance to campus. South of the campus core, the health sciences precinct will continue to orient campus towards the high capacity transit corridor and associated development. Development of the third phase can occur within an 11 to 20 year time period.



Figure 6: Phase 4

PHASE 4

The final phase of campus development will be sequenced with completion of the high capacity transit corridor south of campus. Student housing and a campus transit center will be developed at the south end of campus. At the same time, growth will be phased to begin development of community oriented uses along Idaho Center Boulevard, use of campus reserve areas, and completion of the PTE precinct. Development of the final phase will be based on completion of previous phases, and will likely occur 20 or more years after the adoption of the Plan.



development concept plan



Exhibit 31

College of Western Idaho

**CSI / CWI Bookstore Agreement
2008**



CSI-CWI Bookstore Agreement

Date: Friday, September 19th

It is the intent of the College of Western Idaho to eventually run and operate an independent bookstore for students enrolled at the College of Western Idaho (CWI). The Current location is run exclusively by Boise State University (BSU) and will close its operations on or before December 18th 2008. CWI would like to have a book store operation in place for students to purchase books for the spring term of 2009. It is the intent of CWI to begin registering students October 20th 2008, and would like to offer books store access by December 1st 2008 to allow purchases of books and supplies. CSI will account for all activity of the CWI location in a separate department within the CSI Book Store Fund and will retain any excess profits during the time of operations.

This MOU shall be in effect for a term of two years, unless CWI is self-sufficient before then. If CWI is not self-sufficient at the end of two years, the MOU will continue on a semester-by-semester basis until CWI is self-sufficient.

The College of Southern Idaho will provide:

- CSI will provide Three (3) New IBM cash registers, Scanners, receipt printers, barcode printers that will integrate into CSI's current and future versions of PRISM. CSI will purchase and license all registers and pay for any costs associated with running a multiple location in Nampa. Estimate Cost \$22,000.
- CSI will provide management services and training to employees at CWI to facilitate sales from the Nampa location.
- CSI will accept and process faculty requests for Text Books that are adopted by Faculty for classes taught by CWI instructors. We will process book request for faculty that teach classes for CWI outside the classes run through the CSI CWI agreement. These could include continuing Education and or Workforce Development Classes.
- CSI will purchase from our vendors all new and used textbooks and carry the inventory on our books (Estimated Value of books \$150,000 to \$200,000) to be delivered to CWI. CSI will pay for all shipping and returns of all purchases.
- CSI will pay for up to two temporary employees to help CWI's staff for four weeks in the Fall and Spring terms (two weeks prior to the start of School and the first two weeks of the semester). We generally contract through a Temp agency and can work with you to select individuals that are compatible with CWI's current staff and to meet CWI's hour of operations. Estimated Cost \$6,400 per year.
- CSI will provide education and training and mentoring for CWI staff. We can provide this ongoing training in Twin Falls but will provide limited trips to Nampa.

- CSI will provide a selection of office supplies that can be purchased by students or charged to faculty or staff based on CWI's authorization.
- CSI will provide a limited amount of CWI logoed merchandise for sale to help establish the college's Identity.

The College of Western Idaho will provide:

- CWI will provide Staffing of full time employees at CWI location to gain knowledge and eventually accept responsibility of full management and ordering of text books of Bookstore. CWI will fund any training fees, travel costs, or employment costs of CWI Bookstore employees.
- CWI will provide a Physical Location in CWI campus (Assumed current Bookstore Location).
- CWI will provide all furniture and fixtures necessary to operate bookstore. BSU has indicated they are willing to sell CWI the majority of its current fixtures. Additional Book Shelving may be necessary as BSU has indicated they will be using the units for their addition. Fixtures that BSU will take were manufactured by Idaho Correctional Industries.
- CWI will provide all utilities for the CWI bookstore including adequate internet connectivity to run the registers and credit card machines in real time.
- CWI will provide adequate internal controls over shrinkage of inventory. CSI cannot be at risk of excessive theft.
- CWI will transmit daily sales report and Z-outs to CSI and make timely deposits into CSI's US Bank account in accordance with CSI's cash handling and deposit policies

We anticipate that CWI could be self sufficient and able to run the operation within two years. This assumption is based on CWI bringing on a potential manager to train in the areas of textbook management and learning all aspects of Win-PRISM. At that point in time CWI would purchase all inventory at cost and would be able to purchase the registers at a depreciated cost if the equipment is deemed usable based on the POS system that CWI eventually installs for its operations.

Agreement:

Jeffrey M. Harmon 

Dean of Finance College of Southern Idaho

Date 9/19/2008

Marilyn Griggs 

Controller, College of Western Idaho

Date 10/6/08

Cheryl Wright 

Vice President Finance and Administration

College of Western Idaho

Date 10/6/08



Exhibit 32

College of Western Idaho

**External Financial Audit Reports
2008, 2009, 2010**



Harris & Co., P.A.
Certified Public Accountants

COLLEGE OF WESTERN IDAHO

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

Year Ended June 30, 2008

*Helping our clients make sense of
a changing and complex world*

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Harris & Co., P.A.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

We have audited the accompanying financial statements of the College of Western Idaho (the College), as of and for the year ended June 30, 2008, as listed in the table of contents. These financial statements are the responsibility of College of Western Idaho's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College of Western Idaho as of June 30, 2008, and the changes in its financial position and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated February 10, 2009 on our consideration of the College of Western Idaho's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Helping our clients make sense of a changing and complex world

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The Management's Discussion and Analysis on pages 7 through 13 is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and we express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the College of Western Idaho's basic financial statements taken as a whole. The accompanying supplemental information on page 25 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Harris & Co., P.A.

Meridian, Idaho
February 10, 2009

Harris & Co., P.A.

MISSION, VISION AND CORE VALUES



MISSION

The College of Western Idaho provides affordable, quality teaching and learning for all regardless of time and distance

VISION

Opportunities for all to excel at learning for life!

INSTITUTIONAL CORE VALUES

At CWI, we commit to:

- Acting with integrity
- Serving all in an atmosphere of caring
- Sustaining our quality of life for future generations
 - Respecting the dignity of opinions
 - Innovating for the 21st Century
 - Leaving a legacy of learning

Harris & Co., P.A.

MANAGEMENT'S DISCUSSION AND ANALYSIS

College of Western Idaho
MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2008

This section of the College of Western Idaho's annual financial report presents a discussion and analysis of the financial performance of the College for the fiscal year ended June 30, 2008. This discussion has been prepared by management along with the financial statements and related footnote disclosures, and should be read in conjunction with, and is qualified in its entirety by, the financial statements and footnotes. The discussion and analysis is designed to focus on current activities, resulting changes, and current known facts.

Highlights

On May 22, 2007, a supermajority of Ada and Canyon County voters passed a referendum to establish a community college district, enabling the creation of the College of Western Idaho (CWI, or the "College"). The Idaho State Board of Education appointed the five-member Board of Trustees on July 17th and the Trustees appointed President Dennis Griffin on August 7th. Dr Griffin chose his core leadership staff by mid-September. The rest of fiscal year 2008 and the first half of fiscal year 2009 were used to establish the foundation of the newly formed community college with a plan to start the initial academic classes January 2009 and to transfer professional technical education, workforce development and adult basic education from Boise State University to CWI. The State Board of Education in conjunction with Boise State University plan to transfer the following properties to CWI: 1) January 2009 one hundred acres plus a 66,000 square foot academic building on Idaho Center Boulevard in Nampa; 2) July 2009 five acres and a 77,000 square foot building on Nampa Caldwell Boulevard in Nampa.

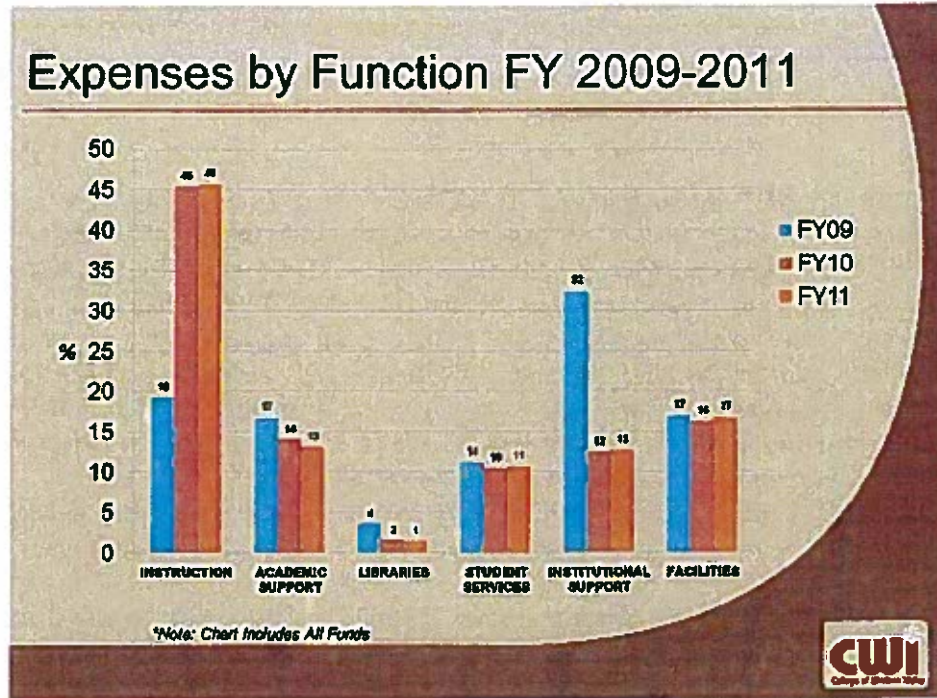
In fiscal year 2008, Boise State University allowed the CWI executive offices to be housed in the suite of offices on the third floor of the academic building on Idaho Center Boulevard. This allowed the new community college to focus on infrastructure needed to open the door to students as soon as possible. One major purchase in the first year of operation was the Enterprise Resource Planning (ERP) system from DATATEL, Inc. CWI purchased extensive training and consulting along with the system in order to get the related modules implemented within one year instead of the normal two year set up for mature institutions. The cost of the software and related equipment was \$1.256 million net of depreciation. Several consultants were brought in to provide expertise in areas of strategic and operational planning. The total expenditures for consultants including attorney fees were \$237,999.

Another major decision was to partner with the College of Southern Idaho (CSI) for the accreditation process. This had no financial implications in fiscal year 2008, but it is one of the most important decisions made and will have long lasting positive effects for the College and its students. The partnership allows CWI to offer transferrable credit classes and to offer students financial aid starting January 2009.

The expenditures for the first five months of operation were primarily for Institutional Support. Leadership for Student Services, Human Resource Services and the Business Office were brought on board shortly after January 2008. The Associate Vice President for Instruction was hired at the end of June 2008. The total spent on personnel costs for fiscal year 2008 was \$787,855.

As expected in the start up of a new community college expenditures during the first ten and a half months are classified only as the functions of Institutional Support, Student Services and Operations and Maintenance.

The bar chart below demonstrates the projected percent of expenses by function in relation to the whole for the next three fiscal years. The projections show the progression of increased expense related to Instruction, Academic Support, and Facilities and a decrease in expenses for Institutional Support.



Overview of the Financial Statements and Financial Analysis

The Financial statements for fiscal year ended June 30, 2008 are prepared in accordance with Governmental Accounting Standards Board (“GASB”) principles. There are three financial statements presented: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows. These statements present financial information in a form similar to that used by most private-sector companies. These financial statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole.

Statement of Net Assets

The Statement of Net Assets presents the assets, liabilities and net assets of the College as of the fiscal year end. It is a “snapshot” financial statement that presents end-of-year data. It is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided, and expenses and liabilities are recognized when others provide the service. Net Assets is the difference between total assets and total liabilities.

From the data presented, readers of the Statement of Net Assets are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors and lending institutions. Finally, the Statement of Net Assets provides a picture of the net assets (assets minus liabilities) and their availability for expenditure by the College. Over time, increases or decreases in net assets are indications of either improvement or erosion of the College's financial well-being when considered along with non-financial factors such as enrollment levels, the College's property tax base, and the condition of the facilities.

SUMMARY STATEMENTS OF NET ASSETS

Fiscal Years Ended June 30

	<u>2008</u>	<u>2007</u>
Current Assets	\$2,491,062	\$ 0
Noncurrent Assets	1,264,321	0
Total Assets	<u>3,755,383</u>	<u>0</u>
		0
Current Liabilities	293,204	0
Total Liabilities	<u>293,204</u>	<u>0</u>
Net Assets:		0
Invested in Capital Assets, Net of Related Debt	1,256,421	0
Restricted	0	0
Unrestricted	2,205,758	0
Total Net Assets	<u>3,462,179</u>	<u>0</u>
		0
Total Liabilities and Net Assets	<u>\$3,755,383</u>	<u>\$ 0</u>

Statement of Revenues, Expenses, and Changes in Net Assets

Changes in total net assets as presented on the Statement of Net Assets are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Assets. All changes in net assets are reported under the accrual basis of accounting, or as soon as the underlying event giving rise to the change occurs, regardless of the timing when cash is received or disbursed. Therefore, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal years. The purpose is to present the revenues earned and the expenses incurred during the year. Activities are reported as either operating or non-operating. The College will always reflect a net operating loss in this format since state appropriations and gifts, the revenue streams the College depends upon most significantly, are classified as Non-Operating Revenues. The utilization of long-lived assets, referred to as Capital Assets, is reflected in the financial statements as Depreciation which amortizes the cost of an asset over the expected useful life.

Generally, operating revenues are generated by providing services to various customers, students, and constituencies of the College, including but not limited to student tuition, fees, auxiliary enterprises, federal and state grants. Operating expenses are those expenses paid to acquire or produce the services provided in return for operating revenues, and to carry out the functions of the College. Non-operating revenues are revenues received for which services are not provided. Examples of non-operating revenues include but are not limited to: state appropriations, property tax revenue, investment income and other miscellaneous revenues.

SUMMARY STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

Fiscal Years Ended June 30

	<u>2008</u>	<u>2007</u>
Operating Revenues	\$ 0	\$ 0
Operating Expenses	1,599,720	0
Operating Loss	(1,599,720)	0
Non-Operating Revenues and (Expenses)		
State Appropriation	5,000,000	0
Interest Income	61,899	0
Increase in Net Assets	5,061,899	0
Net Assets – Beginning of Year	0	0
Net Assets – End of Year	<u>\$3,462,179</u>	<u>\$ 0</u>

Statement of Cash Flows

The final statement presented is the Statement of Cash Flows. An important factor to consider when assessing financial viability is the College's ability to meet financial obligations as they mature. The Statement of Cash Flows presents the information related to cash inflows and outflows summarized by Operating activities, Noncapital financial activities, Capital and related financial activities, and Investment activities. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the College during a period.

The College has no long term debt at this point in time.

SUMMARY STATEMENT OF CASH FLOWS

Fiscal Years Ended June 30

	<u>2008</u>	<u>2007</u>
Cash provided (used) by:		
Operating activities	\$(1,395,872)	\$ 0
Noncapital financing activities	5,000,000	0
Capital and related financing activities	(1,501,280)	0
Investing activities	61,899	0
Net change in cash	2,164,747	0
Cash – Beginning of Year	0	0
Cash – End of Year	<u>\$ 2,164,747</u>	<u>\$ 0</u>

Capital Assets

The College's investment in capital assets as of June 30, 2008, equates to \$1,256,421, net of accumulated depreciation. Investment in capital assets normally includes land, buildings, improvements, machinery and equipment, library holdings, and infrastructure. The College of Western Idaho owned no property as of June 30, 2008. The investment in capital assets included computer equipment and an ERP system and related hardware.

Debt Administration

The College of Western Idaho had no lease obligations and no outstanding debt at fiscal year ended June 30, 2008.

Economic Outlook

The College of Western Idaho was started in fiscal year 2008 with \$5 million appropriated from the State of Idaho. In fiscal year 2009, CWI will receive the original state appropriation less 4% returned to the state as holdback, local property tax revenues, student tuition and fees and state liquor tax revenue. As of July 1, 2009, CWI should also receive funding from the State Division of Professional Technical Education.

The current economic downturn may affect the College's ability to grow at the rate necessary to totally meet the demand for affordable post secondary education in the Treasure Valley. CWI will meet the fiscal year 2009 state mandated budget cuts by postponing hiring permanent administrative staff, delaying professional training, related travel and cutting some capital outlay purchases. Any reduced funding to the base budget would be difficult during the start up phase of the College and may result in reduced services to the students, a slower pace of adding new classes or programs, and the potential inability to keep the obligation to move all of the professional technical programs off the Boise State University campus by July 2012.

The J.A. and Kathryn Albertson Foundation granted \$2.5 million to the College in January 2009, to cover some of the one-time startup costs, fund need based student scholarships, and fund consultants to assist with further planning to ensure a stable foundation for the College.

One hundred acres plus a 66,000 square foot building will be transferred to CWI from the State Board of Education (SBOE) and Boise State University (BSU) on January 1, 2009. An additional five acres with a 77,000 square foot building will also be transferred from SBOE and BSU on July 1, 2009. These two properties are essential to the quick start up of the College and the ability to transfer the community college functions from BSU. The known costs associated with the property transfers will be approximately \$1,482,000. Due to the budget cuts and the possibility of reduced enrollments for Spring 2009, the College may have to pay some of these costs over time. BSU and CWI are drafting a memorandum of understanding to reimburse BSU for the repayment of a bond for a paved parking lot.

Contacting the College's Financial Management

This financial report is designed to provide our citizens, taxpayers, customers, investors and potential creditors with a general overview of the College's finances and to demonstrate the College's accountability for the money it receives. Questions about this report or the need for additional financial information should be directed to Cheryl Wright, Vice President for Finance and Administration, College of Western Idaho, 6056 Birch Lane, Nampa, Idaho 83687.

Harris & Co., P.A.

FINANCIAL STATEMENTS

COLLEGE OF WESTERN IDAHO

STATEMENT OF NET ASSETS

June 30, 2008

ASSETS

CURRENT ASSETS

Cash and investments	\$ 2,164,747
Accounts receivable	61,273
Prepaid expenses	<u>265,042</u>

Total Current Assets 2,491,062

NONCURRENT ASSETS

Deposits	7,900
Capital assets, net	<u>1,256,421</u>

Total Assets \$ 3,755,383

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable	\$ 293,204
------------------	------------

NET ASSETS

Invested in capital assets, net of related debt	1,256,421
Unrestricted	<u>2,205,758</u>

Total Net Assets 3,462,179

Total Liabilities and Net Assets \$ 3,755,383

See notes to financial statements.

Harris & Co., P.A.

COLLEGE OF WESTERN IDAHO

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS

For the Year Ended June 30, 2008

OPERATING REVENUES	\$ <u>0</u>
EXPENSES	
Operating Expenses	
Institutional support	768,735
Student services	223,680
Operations and maintenance	<u>607,305</u>
Total Operating Expenses	<u>1,599,720</u>
Operating Loss	<u>(1,599,720)</u>
NONOPERATING REVENUES	
State appropriations	5,000,000
Investment income	<u>61,899</u>
Total Nonoperating Revenues	<u>5,061,899</u>
Increase in Net Assets	3,462,179
NET ASSETS, Beginning of year	<u>0</u>
NET ASSETS, End of year	<u>\$ 3,462,179</u>

See notes to financial statements.

COLLEGE OF WESTERN IDAHO
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2008

CASH FLOW FROM OPERATING ACTIVITIES	
Payments to suppliers	\$ (540,936)
Payments to contractual personnel	<u>(854,936)</u>
 Net Cash Used in Operating Activities	 (1,395,872)
 CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State appropriations	5,000,000
 CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Acquisition of capital assets	(1,501,280)
 CASH FLOWS FROM INVESTING ACTIVITIES	
Interest Income	<u>61,899</u>
 Net Increase in Cash and Investments	 2,164,747
 CASH AND INVESTMENTS, Beginning of year	 <u>0</u>
 CASH AND INVESTMENTS, End of year	 <u><u>\$ 2,164,747</u></u>
 RECONCILIATION OF OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES	
Operating loss	\$ (1,599,720)
Adjustments to reconcile operating loss to net cash used in operating activities	
Depreciation	244,859
Change in assets and liabilities:	
Accounts receivable	(61,273)
Prepaid expense	(265,042)
Deposits	(7,900)
Accounts payable	<u>293,204</u>
 Net Cash Used in Operating Activities	 <u><u>\$ (1,395,872)</u></u>

See notes to financial statements.

COLLEGE OF WESTERN IDAHO
NOTES TO FINANCIAL STATEMENTS

June 30, 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES

General Statement

The College of Western Idaho (the "College") was established after a supermajority of Ada and Canyon County voters passed a referendum in 2007 to establish a community college district. The College is governed by a separately elected Board of Trustees. The Mission of the College of Western Idaho is to develop 21st Century Learning Platforms for students to transition to baccalaureate programs, achieve adult basic literacy, and acquire necessary skill sets for a dynamic local and global economy. The College serves its students and communities through the use of a variety of innovative delivery systems and offers a dynamic array of programs, courses and services.

Reporting Entity

The financial statements included in this report are for the College of Western Idaho only. There are no component units for which the College is financially accountable, nor do any special financial relationships exist between the College and any other entity.

Basis of Accounting and Presentation

The financial statements of the College have been prepared on the accrual basis of accounting. Revenues, expenses, gains, losses, assets, and liabilities from exchange and exchange-like transactions are recognized when the exchange transaction takes place, while those from government-mandated non-exchange transactions (principally federal and state grants and state appropriations) are recognized when all applicable eligibility requirements are met. Government-mandated non-exchange transactions that are not program specific, such as state appropriations and investment income are included in non-operating revenues and expenses.

The College is presenting its financial statements in accordance with GASB Statements No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*, and GASB Statement 35, *Basic Financial Statements – and Management’s Discussion and Analysis – for Public Colleges and Universities, an amendment of GASB Statement No. 34*.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Accounting and Presentation (Continued)

The College has elected not to apply Financial Accounting Standards Board (FASB) statements and interpretations issued after November 30, 1989, for business type activities. The business type activities apply all applicable GASB pronouncements as well as statements and interpretations of the FASB, the Accounting Principles Board Opinions, and Accounting Research Bulletins of the Committee on Accounting Procedure issued on or after November 30, 1989, unless those pronouncements conflict with or contradict GASB pronouncements.

Cash and Investments

The College considers all highly liquid investments with an original maturity of three months or less at the date of acquisition to be cash equivalents.

Investments are deposited in the Idaho State Treasurer's Local Government Investment Pool (LGIP). State Statute authorizes the College to invest in obligations of the U.S. Treasury, the State of Idaho, or county, city or other taxing district of the State of Idaho, commercial paper, corporate bonds and repurchase agreements. Investments are stated at fair value which approximates market value. The degree of risk depends upon the underlying portfolio.

Accounts Receivable

The receivables, as stated in the Statement of Net Assets are considered collectible and, accordingly, an allowance for uncollectible accounts is deemed not necessary.

Prepaid Expenses

Prepaid items include payments made in the current fiscal year for expenditures attributable to the following year.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets

All purchased capital assets are valued at cost. Donated capital assets are valued at their estimated fair market value on the date donated. The College has established a capitalization threshold of \$5,000. The College does not possess any infrastructure. School buildings (and the related debt) are owned and capitalized by the State of Idaho and are not recorded in these financial statements.

All reported capital assets are depreciated. Depreciation is computed on the straight line method over the estimated useful life of the assets, generally 3 to 10 years for equipment. Maintenance and repairs of a routine nature that do not add to the value of the asset are charged as expenses as incurred and are not capitalized.

Net Assets

Net assets are displayed in three components:

Invested in capital assets, net of related debt – Consists of capital assets restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets

Restricted net assets – Consists of net assets with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments; or (2) law through constitutional provisions or enabling legislation. The College did not have any restricted assets as of June 30, 2008.

Unrestricted net assets – All other net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

Income Taxes

As a public institution of higher education, the income of the College is generally exempt from federal and state income taxes under Section 115 (a) of the Internal Revenue Code and a similar provision of state law. However, the College is subject to federal income tax on any unrelated business taxable income.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

NOTE B - CASH AND INVESTMENTS

At June 30, 2008, the College's cash and investments consisted of the following:

	<u>Bank Balance</u>	<u>Carrying Amount</u>
Cash		
Bank Deposit	\$ 1,046,577	\$ 432,315
	<u>Rating</u>	<u>Fair Value</u>
Investments		
State Treasurer's Local Government Pool	AAAf	\$ 1,732,432

Custodial Credit Risk - Deposits

Custodial credit risk is the risk that in the event of a bank failure, the College's deposits may not be returned to it. The College does not have a deposit policy for custodial credit risk. At June 30, 2008, \$946,577 of the College's deposits was uninsured and uncollateralized.

Credit Risk - Investments

Credit risk is the risk that the counterparty to an investment will not fulfill its obligation. It is commonly expressed in terms of the credit quality rating issued by a nationally recognized statistical rating organization such as Moody's, Standard & Poor's and Fitch's.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008

NOTE B - CASH AND INVESTMENTS (Continued)

Credit Risk - Investments (Continued)

The Idaho State Treasurer's Local Government Investment Pool (LGIP) has been assigned an AA+ fund credit quality rating and an S1+ volatility rating by Standard & Poor's Ratings Services. The AA+ rating of the LGIP signifies that according to analysis conducted by Standard & Poor's, the portfolio holdings provide extremely strong protection against losses from credit defaults. The S1+ volatility rating assigned to the LGIP indicates the Fund possesses extremely low sensitivity to changing market conditions, and a level of risk that is less than or equal to that of a portfolio comprised of the highest-quality fixed income instruments with an average maturity of one year or less.

Interest Rate Risk

Interest rate risk is the risk of loss in fair value should market interest rates change in the future. Investments with long-term, fixed interest rates are the most volatile. The investments within the Idaho State Treasurer's Local Government Investment Pool have an average maturity of one year or less, thereby minimizing interest rate risk.

NOTE C - CAPITAL ASSETS

Capital assets at June 30, 2008 consisted of the following:

	<u>Balance July 1, 2007</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance June 30, 2008</u>
Equipment	\$ 0	\$ 1,501,280	\$ 0	\$ 1,501,280
Less accumulated depreciation	<u>0</u>	<u>244,859</u>	<u>0</u>	<u>244,859</u>
Capital assets, net	<u>\$ 0</u>	<u>\$ 1,256,421</u>	<u>\$ 0</u>	<u>\$ 1,256,421</u>

NOTE D - PERSONNEL COSTS

Through a memorandum of understanding signed on October 10, 2007, Boise State University (the "University") agreed to provide payroll and benefits services to the College. The University had no managerial, supervisory, or other control over the College's employees during the year ended June 30, 2008.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008

NOTE E - RISK MANAGEMENT

The College faces a considerable number of risks of loss, including: (a) damage to and loss to property and contents, (b) employee torts, (c) professional liability; i.e., errors and omissions, (d) environmental damage, and (e) worker's compensation; i.e., employee injuries. Commercial insurance coverage is purchased for claims arising from such matters.

NOTE F - CONTINGENCIES

The College receives a substantial portion of its revenue from state sources. Significant changes in these revenue sources could have a material effect (positive or negative) on the operations of the College.

The College, from time to time, may be a participant in legal proceedings related to the conduct of business. In the normal course of business, it also has various commitments and contingent liabilities, which are not reflected in the accompanying financial statements. In the opinion of management, any current legal proceedings, commitments or contingent liabilities will not materially affect the financial position of the College.

Harris & Co., P.A.

SUPPLEMENTARY INFORMATION

COLLEGE OF WESTERN IDAHO
SCHEDULE OF OPERATING EXPENSES
For the Year Ended June 30, 2008

	<u>Institutional Support</u>	<u>Student Services</u>	<u>Operations and Maintenance</u>	<u>Total</u>
OPERATING EXPENSES				
Personnel costs	\$ 476,223	\$ 194,121	\$ 117,511	\$ 787,855
Services	225,585	9,331	71,714	306,630
Supplies	29,646	7,814	124,440	161,900
Insurance, Rent, Utilities	6,256	428	20,924	27,608
Miscellaneous	31,025	11,986	27,857	70,868
Depreciation	<u>0</u>	<u>0</u>	<u>244,859</u>	<u>244,859</u>
 Total Operating Expenses	 <u>\$ 768,735</u>	 <u>\$ 223,680</u>	 <u>\$ 607,305</u>	 <u>\$ 1,599,720</u>

Harris & Co., P.A.

FEDERAL REPORTS



Harris & Co., P.A.
Certified Public Accountants

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

We have audited the financial statements of the College of Western Idaho (the "College") as of and for the year ended June 30, 2008, and have issued our report thereon dated February 10, 2009. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the College of Western Idaho's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College of Western Idaho's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the College's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the College's financial statements that is more than inconsequential will not be prevented or detected by the College's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the College's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Helping our clients make sense of a changing and complex world

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College of Western Idaho's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Harris & Co., P.A.

Meridian, Idaho
February 10, 2009

COLLEGE OF WESTERN IDAHO

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

Years Ended June 30, 2009 and 2008

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

We have audited the accompanying financial statements of the College of Western Idaho (the College), as of and for the years ended June 30, 2009 and 2008, as listed in the table of contents. These financial statements are the responsibility of College of Western Idaho's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College of Western Idaho as of June 30, 2009 and 2008, and the changes in its financial position and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 11, 2010 on our consideration of the College of Western Idaho's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Harris & Co., PLLC

The Management's Discussion and Analysis on pages 8 through 15 is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and we express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the College of Western Idaho's basic financial statements taken as a whole. The accompanying supplemental information on pages 36 through 39 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Harris & Co., PLLC

Meridian, Idaho
March 11, 2010

Harris & Co., PLLC

MISSION, VISION AND CORE VALUES



MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

VISION

Opportunities for all to excel at learning for life!

Institutional Core Values

- **Acting with integrity**
- **Serving all in an atmosphere of caring**
- **Sustaining our quality of life for future generations**
 - **Respecting the dignity of opinions**
 - **Innovating for the 21st Century**
 - **Leaving a legacy of learning**

Harris & Co., PLLC

MANAGEMENT'S DISCUSSION AND ANALYSIS

COLLEGE OF WESTERN IDAHO
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

This section of College of Western Idaho's annual financial report presents a discussion and analysis of the financial performance of College of Western Idaho ("the College") for the fiscal year 2009 ended June 30, 2009. This discussion has been prepared by management along with the financial statements and related footnote disclosures, and should be read in conjunction with, and is qualified in its entirety by, the financial statements and footnotes. The discussion and analysis is designed to focus on current activities, resulting changes, and current known facts. The financial statements, footnotes and this discussion are the responsibility of management.

Accreditation Agreement

On July 1, 2008, the College of Western Idaho and the College of Southern Idaho (CSI) entered into an Accreditation Agreement in which the College of Southern Idaho agreed to serve as the partner institution to the College of Western Idaho through the Northwest Commission on Colleges and Universities' accreditation process. This agreement provides the College of Western Idaho's students the ability to earn transferrable credits and to receive financial aid.

FINANCIAL HIGHLIGHTS

There was an overall increase of over \$18.6 million to the current fund surplus. This increase was primarily due to a transfer from Boise State University of one hundred acres of land valued at \$13.0 million, and a \$2.5 million donation from the J.A. and Kathryn Albertson Foundation.

As compared to last year:

- Appropriations from the State decreased from \$5 million to \$4.7 million.
- Student Tuition and Fee Revenue increased from zero to \$1.5 million.
- Property Tax revenue increased from zero to \$4.8 million.
- Operating Expenses increased from \$1.6 million to \$8.3 million.

It is challenging to compare fiscal year 2008 to fiscal year 2009 due to two different focuses. During fiscal year 2008, all activity was devoted to start-up, which included securing personnel and purchasing the ERP system for the College. During fiscal year 2009, the College opened its doors to 1202 students on January 20, 2009 and activity was split between completing start-up projects and accommodating a fast growing student population.

Overview of the Financial Statements and Financial Analysis

The financial statements for fiscal years ended June 30, 2009 and June 30, 2008 are prepared in accordance with Governmental Accounting Standards Board ("GASB") principles. There are three financial statements presented: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows. These statements present financial information in a form similar to that used by most private-sector companies. These financial statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole.

Statement of Net Assets

The Statement of Net Assets presents the assets, liabilities and net assets of the College as of the current fiscal year-end in comparative format with the prior fiscal year-end. The purpose of the Statement of Net Assets is to present to the reader a point-in-time fiscal snapshot of the College. The Statement of Net Assets presents end-of-year data concerning assets (current and non-current), liabilities (current and non-current), and net assets (assets minus liabilities).

Current assets consist of available cash and other assets that could be converted to cash within a year. Non-current assets are those assets and property which cannot easily be converted into cash. Current liabilities are business obligations that are due to be cleared within one year. Non-current liabilities are obligations that are not required to be satisfied within twelve months.

The Statement of Net Assets is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided, and expenses and liabilities are recognized when others provide the service.

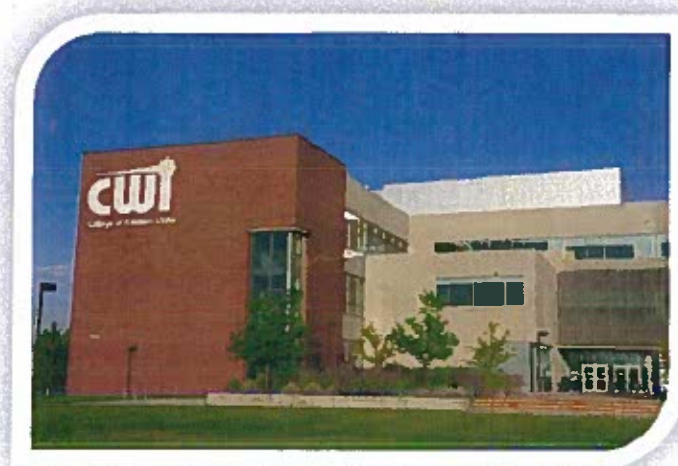
From the data presented, readers of the Statement of Net Assets are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors and lending institutions. Finally, the Statement of Net Assets provides a picture of the net assets and their availability for expenditure by the College. Over time, increases or decreases in net assets are indications of either improvement or erosion of the College's financial well-being when considered along with non-financial factors such as enrollment levels, the College's property tax base, and the condition of the facilities.

Net assets are divided into three major categories. The first category is Invested in Capital Assets, Net of Related Debt; this provides the College's equity in capital assets. The second category, Restricted Net Assets, must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. The third category is Unrestricted Net Assets, which are net assets available to the College for any lawful purpose of the institution.

**Summary Statements of Net Assets
Fiscal Years Ended June 30**

	<u>2009</u>	<u>2008</u>
Current Assets	\$ 9,322,982	\$ 2,491,062
Noncurrent Assets	14,393,618	1,264,321
Total Assets	23,716,600	3,755,383
Current Liabilities	1,276,335	293,204
Noncurrent Liabilities	285,194	0
Total Liabilities	1,561,529	293,204
Net Assets:		
Invested in Capital Assets, Net of Related Debt	14,378,718	1,256,421
Restricted	478,483	0
Unrestricted	7,297,870	2,205,758
Total Net Assets	22,155,071	3,462,179
Total Liabilities and Net Assets	\$ 23,716,600	\$ 3,755,383

The College's total assets increased during fiscal year 2009 by \$19,961,217, from \$3,755,383 in 2008 to \$23,716,600 in 2009. These changes reflect the College's acquisition of donated land, emphasizing the importance of facilities infrastructure. Also contributing to the increase was the recognition of receivables due from College of Southern Idaho for student tuition and fee revenues. The College's total liabilities also increased during fiscal year 2009 by \$1,268,325 from \$293,204 in 2008 to \$1,561,529 in 2009. The increase in the liabilities was largely due to deferred revenue for Summer tuition and fees and the first year payroll related costs.

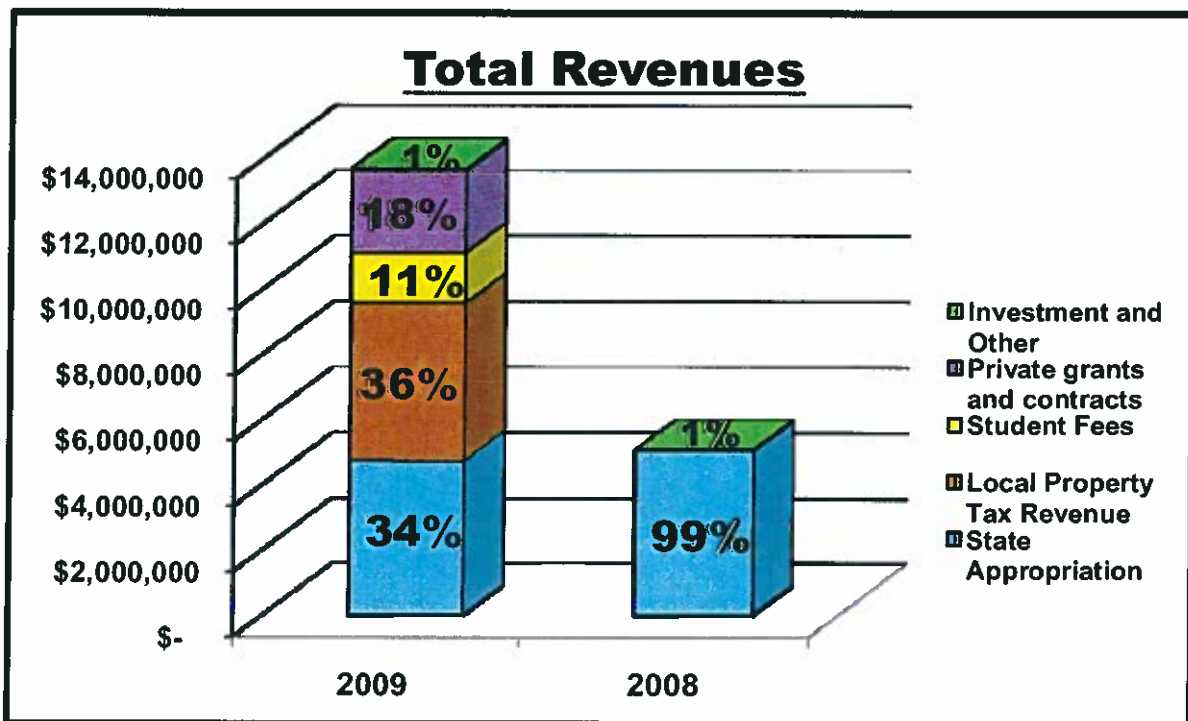


Statement of Revenues, Expenses, and Changes in Net Assets

Changes in total net assets as presented in the Statement of Net Assets are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Assets. All changes in net assets are reported under the accrual basis of accounting, or as soon as the underlying event giving rise to the change occurs, regardless of the timing when cash is received or disbursed. Therefore, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal years. The purpose of the statement is to present the revenues earned and the expenses incurred during the year.

Activities are reported as either operating or non-operating. The College will always reflect a net operating loss in this format since state appropriations and gifts, the revenue streams that the College depends upon most significantly, are classified as Non-Operating Revenues. The utilization of long-lived assets, referred to as Capital Assets, is reflected in the financial statements as Depreciation which amortizes the cost of an asset over the expected useful life.

Generally, operating revenues are generated by providing services to various customers, students, and constituencies of the College, including but not limited to student tuition, fees, auxiliary enterprises, and federal and state grants. Operating expenses are those expenses paid to acquire or produce the services provided in return for operating revenues, and to carry out the functions of the College. Non-operating revenues are revenues received for which services are not provided. Examples of non-operating revenues include but are not limited to: state appropriations, property tax revenue, investment income and other miscellaneous revenues.

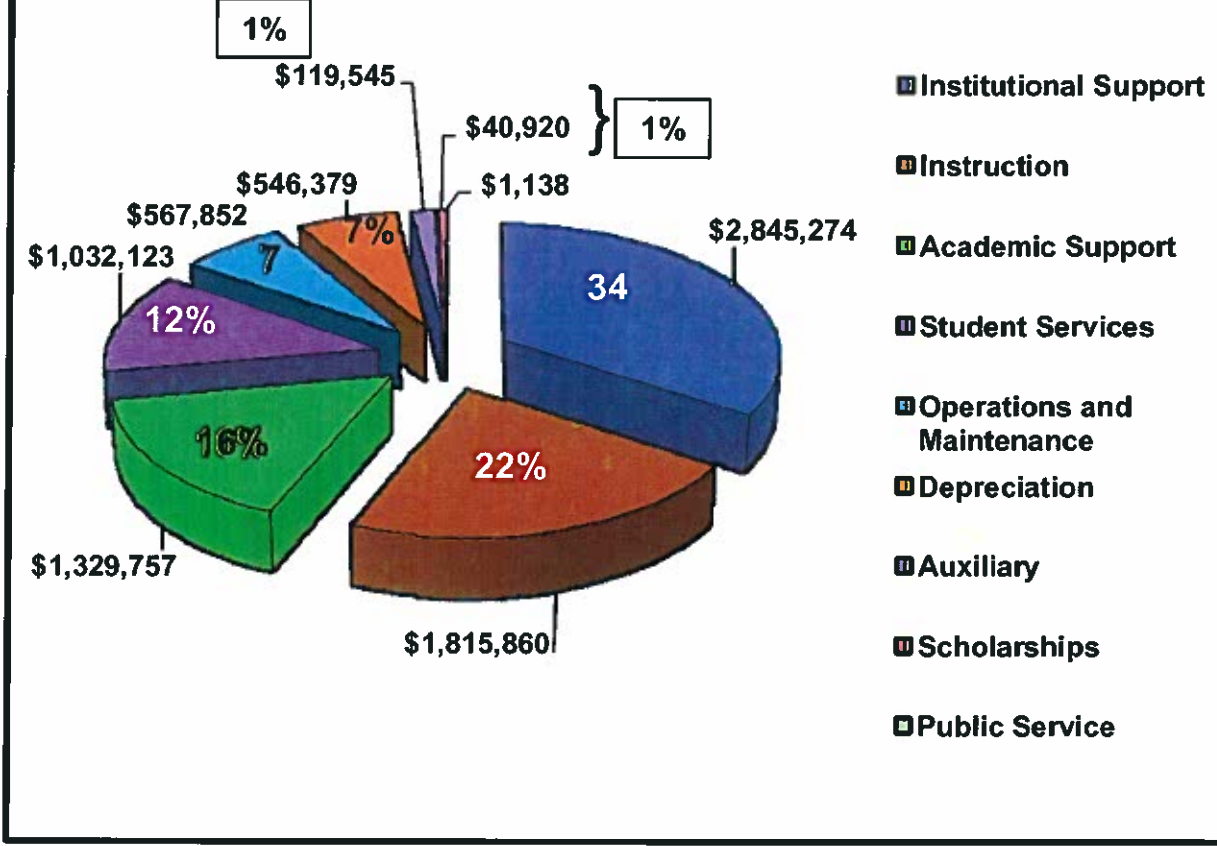


**Summary Statements of Revenues, Expenses, and Changes in Net Assets
Fiscal Years Ended June 30**

	<u>2009</u>	<u>2008</u>
Operating Revenues	\$1,659,502	\$0
Operating Expenses	<u>8,298,848</u>	<u>1,599,720</u>
Operating Loss	(6,639,346)	(1,599,720)
 Non-Operating Revenues and (Expenses)		
State Appropriation	4,700,000	5,000,000
Property Taxes	4,838,853	0
Private Gifts	2,506,900	0
Investment Income	86,485	61,899
Other Non-Operating Revenue	<u>200,000</u>	<u>0</u>
Non-Operating Revenues	12,332,238	5,061,899
Capital Gifts	<u>13,000,000</u>	<u>0</u>
Increase in Net Assets	18,692,892	3,462,179
Net Assets - Beginning of Year	<u>3,462,179</u>	<u>0</u>
Net Assets - End of Year	<u>\$ 22,155,071</u>	<u>\$ 3,462,179</u>

The Statement of Revenues, Expenses, and Changes in Net Assets reflects an overall increase in net assets during fiscal year 2009. Operating revenues increased from zero to \$1,659,502 in 2009. This increase was due to the College collecting student fees in 2009. Operating expenses increased by \$6,699,128 from \$1,599,720 in 2008 to \$8,298,848 in 2009. Approximately \$3.9 million of this increase relates to personnel costs, as the College continued to add faculty and staff. An additional \$800,000 was expended to acquire the contents of the building on the Nampa campus.

2009 Operating Expenses



Statement of Cash Flows

The final statement presented by the College is the Statement of Cash Flows. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the College during a period. An important factor to consider when assessing financial viability is the College's ability to meet financial obligations as they mature. The Statement of Cash Flows presents information about the cash activity of the College during the year. The statement is divided into five parts: The first section deals with operating cash flows and shows the net cash used by the operating activities of the College. The second section reflects cash flows from non-capital financing activities. This section represents the cash received and spent for non-operating, non-investing and non-capital financing purposes. The third section deals with cash flows from capital and related financing activities. This section shows the cash used for the acquisition and construction of capital and related items. The fourth section reflects the cash flows from investing activities and shows the purchases, proceeds and interest received from investing activities. The fifth section reconciles the net cash used in operating activities to operating income or loss reflected on the Statement of Revenues, Expenses, and Changes in Net Assets.

Summary Statements of Cash Flows
Fiscal Years Ended June 30

	<u>2009</u>	<u>2008</u>
Cash provided (used) by:		
Operating activities	\$ (5,757,763)	\$ (1,395,872)
Noncapital financing activities	10,220,245	5,000,000
Capital and related financing activities	(668,676)	(1,501,280)
Investing activities	86,485	61,899
	3,880,291	2,164,747
Net change in cash	3,880,291	2,164,747
Cash - Beginning of Year	2,164,747	0
Cash - End of Year	\$ 6,045,038	\$ 2,164,747

Overall, cash increased by \$3,880,291 during fiscal year 2009 compared to a cash increase of \$2,164,747 during fiscal year 2008. Cash used in operating activities totaled \$5,757,763 in fiscal year 2009 compared to \$1,395,872 in fiscal year 2008. The largest area of change was payments to suppliers and contractual personnel. Cash provided by non-capital financing activities increased to \$10,220,245 in fiscal year 2009 compared to \$5,000,000 in fiscal year 2008. This was mostly the result of local property tax receipts and a gift from the J.A. and Kathryn Albertson Foundation in 2009. Cash used in capital and related financing activities decreased to \$668,676 in fiscal year 2009 compared to \$1,501,280 in fiscal year 2008. Fewer capital assets were purchased in fiscal year 2009. The primary expense in fiscal year 2008 was the purchase of the ERP system. Cash provided by investing activity increased slightly to \$86,485 in fiscal year 2009 compared to \$61,899 in fiscal year 2008. This represents interest earned in banking activities.

Capital Assets

The College's investment in capital assets as of June 30, 2009 equates to \$14,378,718, net of accumulated depreciation. Investment in capital assets normally includes land, buildings, improvements, machinery and equipment, library holdings, and infrastructure. The College of Western Idaho acquired one hundred acres of land in the form of a donation on June 30, 2009.

Debt Administration

The College of Western Idaho had one lease obligation for administrative office space at fiscal year ended June 30, 2009. The College had no outstanding debt at fiscal year ended June 30, 2009. Beginning July 1, 2009, the College entered into additional operating lease obligations for more administrative and instructional facilities.

Economic Outlook

The economic outlook for the College is obviously impacted by the downturn in the economy. In particular, the decline in the tax revenue for the State of Idaho continues to negatively impact the state support of the College. As previously mentioned, the state appropriation to the College of Western Idaho was reduced from \$5 million to \$4.7 million in 2009. The College has been advised that for fiscal year 2010, the state appropriation will be reduced an additional 7.1% and the state allocation for Professional Technical Education will be reduced 6.9%. Total State support for the College, in fiscal year 2010, will be reduced by more than \$800,000.

The enrollment at the College has continued to increase exponentially, which has caused a dramatic increase in student tuition and fee revenue. Increased revenue, the ability to hire adjunct faculty to teach the additional classes, the transfer of facilities from Boise State University to accommodate the growth, along with implementation of tight fiscal controls, has allowed the College to continue to provide open access to the students of the Treasure Valley.

Another factor that has allowed the College to grow so rapidly despite a declining economy has been the support of the J.A. and Kathryn Albertson Foundation in assisting with the initial start up costs of the College. The Albertson Foundation has gifted the College of Western Idaho with a total of \$10 million starting in fiscal year 2010.

The College leadership is developing in-depth plans for the next five years which includes development of a five-year financial plan to ensure financial stability for the College.

Contacting the College's Financial Management

This financial report is designed to provide the College's citizens, taxpayers, customers, investors, and potential creditors with a general overview of the College's finances and to demonstrate the College's accountability for the money it receives. Questions about this report or the need for additional financial information should be directed to Cheryl Wright, Vice President of Finance and Administration, College of Western Idaho, 6056 Birch Lane, Suite 200, Nampa, Idaho 83687.



Harris & Co., PLLC

FINANCIAL STATEMENTS

COLLEGE OF WESTERN IDAHO

STATEMENTS OF NET ASSETS

June 30

ASSETS

	<u>2009</u>	<u>2008</u>
CURRENT ASSETS		
Cash and investments	\$ 6,045,038	\$ 2,164,747
Accounts receivable, net	2,931,052	61,273
Prepaid expenses	<u>346,892</u>	<u>265,042</u>
Total Current Assets	9,322,982	2,491,062
NONCURRENT ASSETS		
Deposits	14,900	7,900
Capital assets, net	<u>14,378,718</u>	<u>1,256,421</u>
Total Assets	<u>\$ 23,716,600</u>	<u>\$ 3,755,383</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 500,524	\$ 293,204
Accrued payroll and related costs	367,840	0
Deferred revenue	<u>407,971</u>	<u>0</u>
Total Current Liabilities	1,276,335	293,204
NONCURRENT LIABILITIES		
Compensated absences	276,553	0
Deposits	<u>8,641</u>	<u>0</u>
Total Liabilities	1,561,529	293,204
NET ASSETS		
Invested in capital assets, net of related debt	14,378,718	1,256,421
Unrestricted	7,297,870	2,205,758
Restricted – expendable	<u>478,483</u>	<u>0</u>
Total Net Assets	<u>22,155,071</u>	<u>3,462,179</u>
Total Liabilities and Net Assets	<u>\$ 23,716,600</u>	<u>\$ 3,755,383</u>

See notes to financial statements.

COLLEGE OF WESTERN IDAHO

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS

For the Years Ended June 30

	<u>2009</u>	<u>2008</u>
OPERATING REVENUES		
Tuition and fees	\$ 1,514,209	\$ 0
Other	<u>145,293</u>	<u>0</u>
Total Operating Revenues	1,659,502	0
EXPENSES		
Operating Expenses		
Instruction	1,815,860	0
Academic support	1,329,757	0
Student services	1,032,123	223,680
Public service	1,138	0
Scholarships	40,920	0
Auxiliary expenses	119,545	0
Institutional support	2,845,274	768,735
Operations and maintenance	567,852	607,305
Depreciation	<u>546,379</u>	<u>0</u>
Total Operating Expenses	<u>8,298,848</u>	<u>1,599,720</u>
Operating Loss	<u>(6,639,346)</u>	<u>(1,599,720)</u>
NONOPERATING REVENUES		
State appropriations	4,700,000	5,000,000
Local property tax	4,838,853	0
State liquor fund	200,000	0
Private grants and contracts	2,506,900	0
Investment income	<u>86,485</u>	<u>61,899</u>
Total Nonoperating Revenues	<u>12,332,238</u>	<u>5,061,899</u>
Income Before Other Revenues and Expenses	5,692,892	3,462,179
Capital gifts	<u>13,000,000</u>	<u>0</u>
Increase in Net Assets	18,692,892	3,462,179
NET ASSETS, Beginning of Year	<u>3,462,179</u>	<u>0</u>
NET ASSETS, End of Year	<u>\$ 22,155,071</u>	<u>\$ 3,462,179</u>

See notes to financial statements.

COLLEGE OF WESTERN IDAHO

STATEMENTS OF CASH FLOWS

For the Years Ended June 30

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees	\$ 1,033,767	\$ 0
Payments to suppliers	(3,505,347)	(540,936)
Payments to contractual personnel and employees	(3,475,618)	(854,936)
Other receipts	<u>189,435</u>	<u>0</u>
Net Cash Used in Operating Activities	(5,757,763)	(1,395,872)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State appropriations	4,700,000	5,000,000
Private grants and contracts	2,506,900	0
Local property and state liquor taxes	<u>3,013,345</u>	<u>0</u>
Net Cash Provided by Noncapital Financing Activities	10,220,245	5,000,000
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Acquisition of capital assets	(668,676)	(1,501,280)
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest income	<u>86,485</u>	<u>61,899</u>
Net Increase in Cash and Investments	3,880,291	2,164,747
CASH AND INVESTMENTS, Beginning of Year	<u>2,164,747</u>	<u>0</u>
CASH AND INVESTMENTS, End of Year	<u>\$ 6,045,038</u>	<u>\$ 2,164,747</u>

See notes to financial statements.

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	<u>2009</u>	<u>2008</u>
RECONCILIATION OF OPERATING LOSS TO NET		
CASH USED IN OPERATING ACTIVITIES		
Operating loss	\$ (6,639,346)	\$ (1,599,720)
Adjustments to reconcile operating loss to net cash used in operating activities		
Depreciation	546,379	244,859
Change in assets and liabilities:		
Accounts receivable	(844,271)	(61,273)
Prepaid expense	(81,850)	(265,042)
Deposits	(7,000)	(7,900)
Accounts payable and accrued expenses	207,320	293,204
Accrued payroll and payroll costs	367,840	0
Deferred revenue	407,971	0
Deposits	8,641	0
Accrued vacation	<u>276,553</u>	<u>0</u>
Net Cash Used in Operating Activities	<u>\$ (5,757,763)</u>	<u>\$ (1,395,872)</u>
SUPPLEMENTAL DISCLOSURE OF NON-CASH ACTIVITY:		
Donation of land from Boise State University	<u>\$ 13,000,000</u>	<u>\$ 0</u>

COLLEGE OF WESTERN IDAHO
NOTES TO FINANCIAL STATEMENTS

June 30, 2009 and 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES

General Statement

The College of Western Idaho (the "College") was established after a supermajority of Ada and Canyon County voters passed a referendum in 2007 to establish a community college district. The College is governed by a separately elected Board of Trustees. The Mission of the College of Western Idaho is to develop 21st Century Learning Platforms for students to transition to baccalaureate programs, achieve adult basic literacy, and acquire necessary skill sets for a dynamic local and global economy. The College serves its students and communities through the use of a variety of innovative delivery systems and offers a dynamic array of programs, courses and services.

Reporting Entity

The financial statements included in this report are for the College of Western Idaho only. There are no component units for which the College is financially accountable, nor do any special financial relationships exist between the College and any other entity.

Basis of Accounting and Presentation

The financial statements of the College have been prepared on the accrual basis of accounting. Revenues, expenses, gains, losses, assets, and liabilities from exchange and exchange-like transactions are recognized when the exchange transaction takes place, while those from government-mandated non-exchange transactions (principally federal and state grants and state appropriations) are recognized when all applicable eligibility requirements are met. Government-mandated non-exchange transactions that are not program specific, such as state appropriations and investment income are included in non-operating revenues and expenses.

The College is presenting its financial statements in accordance with GASB Statements No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*, and GASB Statement 35, *Basic Financial Statements – and Management’s Discussion and Analysis – for Public Colleges and Universities, an amendment of GASB Statement No. 34*.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Accounting and Presentation (Continued)

The College has elected not to apply Financial Accounting Standards Board (FASB) statements and interpretations issued after November 30, 1989, for business type activities. The business type activities apply all applicable GASB pronouncements as well as statements and interpretations of the FASB, the Accounting Principles Board Opinions, and Accounting Research Bulletins of the Committee on Accounting Procedure issued on or after November 30, 1989, unless those pronouncements conflict with or contradict GASB pronouncements.

Cash and Investments

The College considers all highly liquid investments with an original maturity of three months or less at the date of acquisition to be cash equivalents.

Investments are deposited in the Idaho State Treasurer's Local Government Investment Pool (LGIP). State Statute authorizes the College to invest in obligations of the U.S. Treasury, the State of Idaho, or county, city or other taxing district of the State of Idaho, commercial paper, corporate bonds and repurchase agreements. Investments are stated at fair value which approximates market value. The degree of risk depends upon the underlying portfolio.

Accounts Receivable

Accounts receivable consists of tuition and fees charged to students. Accounts receivable also includes amounts due from state and local governments. Accounts receivable are stated at their net realizable value. The College has an allowance for doubtful accounts for uncollectible accounts receivable based on an estimate of collections and an evaluation of the collectability of outstanding accounts receivable. The allowance is increased by a provision for estimated credit losses, which is charged to expense, and reduced by account write offs, net of recoveries.

Prepaid Expenses

Prepaid items include payments made in the current fiscal year for expenditures attributable to the following year.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets

Capital Assets are stated at cost when purchased, or if acquired by gift, at the estimated fair market value at the date of the gift. For equipment, the College's capitalization policy includes all items with a unit cost of \$5,000 or more and an estimated useful life of greater than one year. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 10 years for library books, and 3 to 10 years for equipment.

Deferred Revenue

Deferred revenues include amounts received for student fees prior to the end of the fiscal year that will be earned in the subsequent year. Student fees represent the portion of Summer School revenues related to the number of days instruction in the subsequent fiscal year and prepaid fall semester fees.

Net Assets

Net assets are displayed in three components:

Invested in capital assets, net of related debt – Consists of capital assets restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets

Restricted net assets – Consists of net assets with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments; or (2) law through constitutional provisions or enabling legislation.

Unrestricted net assets – All other net assets that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accumulated Unpaid Vacation and Other Employee Benefit Amounts

Employees of the College are entitled to paid vacation days depending on job classification, length of service and other factors. The accumulation of vacation days are forfeited once 30 days are accrued. Sick days accumulate under a separate plan adopted by the College. Upon retirement, all sick days are forfeited, and the College holds no liability to pay out to the employee. Accumulated vacation pay and employee benefits amounts have been accrued when incurred. Accumulated unpaid vacation is accrued and accounted for as a long term liability.

Classification of Revenues

The College has classified its revenues as either operating or non-operating according to the following criteria:

Operating Revenues include activities that have the characteristics of exchange transactions, such as student tuition and fees, and most federal, state, and local grants, and contracts and federal appropriations.

Non-Operating Revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenue sources that are defined as non-operating revenues by GASB Statement No. 34, such as state appropriations, property taxes and investment income.

Significant revenues of the College that are susceptible to accrual are recognized as revenue as follows:

The allocation of State liquor taxes are disbursed to the College quarterly, and are accrued into the appropriate fiscal year for which the revenue was collected.

Student tuition and fees are recognized as revenue in the appropriate fiscal year which the student attends.

Interest is accrued as income when earned and not when received.

Grant revenues are recognized when expenditure is incurred, or when received, depending on grant.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE A - SIGNIFICANT ACCOUNTING POLICIES (Continued)*Income Taxes*

As a public institution of higher education, the income of the College is generally exempt from federal and state income taxes under Section 115 (a) of the Internal Revenue Code and a similar provision of state law. However, the College is subject to federal income tax on any unrelated business taxable income. The College did not incur unrelated business income tax expense in the fiscal years ended June 30, 2009 or 2008.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

NOTE B - CASH AND INVESTMENTS

At June 30, 2009, the College's cash and investments consisted of the following:

	<u>Bank Balance</u>	<u>Carrying Amount</u>
Cash		
Bank Deposit	\$ 1,149,745	\$ 22,703
Change Funds	\$ 0	\$ 1,850
	<u>Rating</u>	<u>Fair Value</u>
Investments		
State Treasurer's Local Government Pool	AAAf	\$ 6,020,485

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE B - CASH AND INVESTMENTS (Continued)

At June 30, 2008, the College's cash and investments consisted of the following:

	<u>Bank Balance</u>	<u>Carrying Amount</u>
Cash		
Bank Deposit	\$ 1,046,577	\$ 432,315
	<u>Rating</u>	<u>Fair Value</u>
Investments		
State Treasurer's Local Government Pool	AAAf	\$ 1,732,432

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the College's deposits may not be returned to it. The College does not have a deposit policy for custodial credit risk. At June 30, 2009 and 2008, \$899,750 and \$946,577, respectively, of the College's deposits was uninsured and uncollateralized.

Credit Risk – Investments

Credit risk is the risk that the counterparty to an investment will not fulfill its obligation. It is commonly expressed in terms of the credit quality rating issued by a nationally recognized statistical rating organization such as Moody's, Standard & Poor's and Fitch's.

The Idaho State Treasurer's Local Government Investment Pool (LGIP) has been assigned an AAf fund credit quality rating and an S1+ volatility rating by Standard & Poor's Ratings Services. The AAf rating of the LGIP signifies that according to analysis conducted by Standard & Poor's, the portfolio holdings provide extremely strong protection against losses from credit defaults. The S1+ volatility rating assigned to the LGIP indicates the Fund possesses extremely low sensitivity to changing market conditions, and a level of risk that is less than or equal to that of a portfolio comprised of the highest-quality fixed income instruments with an average maturity of one year or less.

Interest Rate Risk

Interest rate risk is the risk of loss in fair value should market interest rates change in the future. Investments with long-term, fixed interest rates are the most volatile. The investments within the Idaho State Treasurer's Local Government Investment Pool have an average maturity of one year or less, thereby minimizing interest rate risk.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE D - CAPITAL ASSETS (Continued)

Less accumulated depreciation				
Equipment	50,097	131,936		182,033
Books		213		213
Intangibles	<u>194,762</u>	<u>414,230</u>		<u>608,992</u>
Total accumulated depreciation	<u>244,859</u>	<u>546,379</u>	<u>0</u>	<u>791,238</u>
Capital assets, net	<u>\$ 1,256,421</u>	<u>\$ 13,122,297</u>	<u>\$ 0</u>	<u>\$ 14,378,718</u>

Capital assets at June 30, 2008 consisted of the following:

	<u>Balance July 1, 2007</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance June 30, 2008</u>
Equipment	\$	\$ 332,708	\$	\$ 332,708
Intangibles		<u>1,168,572</u>		<u>1,168,572</u>
Total capital assets	0	1,501,280	0	1,501,280
Less accumulated depreciation				
Equipment		50,097		50,097
Intangibles		<u>194,762</u>		<u>194,762</u>
Total accumulated depreciation	<u>0</u>	<u>244,859</u>	<u>0</u>	<u>244,859</u>
Capital assets, net	<u>\$ 0</u>	<u>\$ 1,256,421</u>	<u>\$ 0</u>	<u>\$ 1,256,421</u>

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE E - PROPERTY TAXES

Idaho counties are responsible for collecting property taxes, assessing penalties and if necessary, sale of the property. In addition, the counties maintain all the records and are responsible for remitting property tax amounts to the various taxing entities within their boundaries.

All real property is assigned a parcel number in accordance with State law, with each parcel being subject to physical reappraisal every five years. A factoring system is used to adjust the appraised value during the years between physical appraisals.

The assessed valuation of the property and its improvements is being assessed at one percent of "taxable value" as defined by statute. The amount of tax levied is developed by multiplying the assessed value by the tax rate applicable to the area in which the property is located.

Taxes on real property are a lien on the property and attach on January 1, of the year for which the taxes are levied.

Taxes on property are due on the 20th of December; however, they may be paid in two installments with the second installment due June 20. Penalties and interest are assessed if a taxpayer fails to pay an installment within ten days of the installment due date. After a three year waiting period, a tax deed is issued conveying the property to the County with a lien for back taxes and accumulated penalties, interest and costs before sale.

Taxes on personal property are collected currently. Personal property declarations are mailed out annually and the tax is computed using percentages of taxable values established by the Department of Taxation. Canyon and Ada counties collect property taxes for the College.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE F - RETIREMENT

Public Employee Retirement System of Idaho – The Public Employee Retirement System of Idaho (PERSI), a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The plan provides benefits based on members' years of service, age, and compensation. In addition, the benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for political subdivisions to participate by contractual agreement with PERSI. Financial reports for the plan are available from PERSI upon request.

After five years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service allowance is 2.0% (2.3% police/firefighter) of the average monthly salary for the highest consecutive 42 months.

The contribution requirements of the College of Western Idaho and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2009 the required contribution rates as determined by PERSI were 10.39% and 6.23% of covered payroll for the College and employees, respectively. The College of Western Idaho contributions required and paid were \$67,995 for the year ended June 30, 2009.

Optional Retirement Plan – Effective July 1, 1997, the Idaho State Legislature authorized the Idaho State Board of Education to establish an Optional Retirement Plan (ORP), a defined contribution plan, for faculty and exempt employees. The employees contribution requirement for the ORP is based on a percentage of total payroll. Employer contributions are determined by the State of Idaho.

New faculty and exempt employees hired July 1, 1997 or thereafter automatically enroll in the ORP and select their vendor option. Faculty and exempt employees hired before July 1, 1997 had a one-time opportunity to enroll in the ORP. Enrollees in the ORP no longer belong to PERSI. Vendor options include Teachers Insurance and Annuity Associations – College Retirement Equities Fund (TIAA-CREF) and Variable Annuity Live Insurance Company (VALIC).

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE F - RETIREMENT (Continued)

Participants are immediately fully vested in the ORP. Retirement benefits are available either as a lump sum or any portion thereof upon attaining 62 years of age. These contributions represented approximately 7.81% of and 6.97% of covered payroll for the College and employees, respectively. The College's contributions required and paid were \$119,806 for the year ended June 30, 2009.

Although enrollees in the ORP no longer belong to PERSI, the College is required to contribute to PERSI 3.83% of the annual covered payroll. These annual supplemental payments are required through July 1, 2011. The College of Western Idaho contributions required and paid were \$58,513 for the year ended June 30, 2009. This amount is not included in the regular College PERSI contribution discussed previously.

Postretirement Benefits Other Than Pensions – Employees who qualify for retirement under PERSI or ORP are eligible to use 50% of the cash value (maximum 600 hours) of their unused sick leave to continue their medical insurance coverage through the College. The College funds these obligations by depositing .65% of the employees' gross payroll to PERSI who administers the plan as a cost sharing, multiple-employer plan.

NOTE G - RELATED PARTY TRANSACTIONS

As a brand new college, the College has not yet met the requirements for independent accreditation. Thus, the College currently delivers college credit instruction, certificates and degrees through its memorandum of understanding with the College of Southern Idaho (CSI). CSI is accredited through The Northwest Commission on Colleges and Universities. The Northwest Commission on Colleges and Universities is a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Credits, certificates and degrees earned at the College appear on CSI transcripts and are transferable to four year institutions, subject to the specific policies of those institutions.

During the year ended June 30, 2009, the College received \$1,042,655 in tuition and fees revenue from CSI. At June 30, 2009, tuition receivable of \$215,314 and deferred revenue of \$407,971 have been reflected in the College's financial statements. The College also recognized \$70,577 in consulting expenses for other services provided by CSI.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE G - RELATED PARTY TRANSACTIONS (Continued)

Through a memorandum of understanding signed on October 10, 2007, Boise State University (BSU) agreed to process payroll and benefits for the College. BSU had no managerial, supervisory, or other control over the College's employees during the year ended June 30, 2008 and for the first two months of the current fiscal year. Starting August 24, 2009, the College began preparing payroll and the associated services internally. As of June 30, 2009 and 2008, the College owed BSU \$109,115 and \$67,080, respectively for payroll provided during the fiscal year.

During 2009, BSU donated land valued at \$13,000,000, to the College to use for the Nampa campus. The building situated on the land is financed and owned by the State of Idaho and will not be carried on the College's financial statements until the debt is satisfied. The College also purchased \$800,000 of equipment and materials from BSU that were located in the building. Following the capitalization policy of the College, all items purchased were expensed in the current fiscal year.

As of June 30, 2009, the College also had a \$172,646 prepaid expense related to an operating lease agreement entered into with BSU.

NOTE H - RISK MANAGEMENT

The College faces a considerable number of risks of loss, including: (a) damage to and loss to property and contents, (b) employee torts, (c) professional liability; i.e., errors and omissions, (d) environmental damage, and (e) worker's compensation; i.e., employee injuries. Commercial insurance coverage is purchased for claims arising from such matters.

NOTE I - CONTINGENCIES

The College receives a substantial portion of its revenue from state sources. Significant changes in these revenue sources could have a material effect (positive or negative) on the operations of the College.

The College, from time to time, may be a participant in legal proceedings related to the conduct of business. In the normal course of business, it also has various commitments and contingent liabilities, which are not reflected in the accompanying financial statements. In the opinion of management, any current legal proceedings, commitments or contingent liabilities will not materially affect the financial position of the College.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE J - OPERATING LEASES

The College is committed under various noncancelable operating leases, primarily for office buildings and maintenance agreements. As of June 30, 2009, future minimum operating lease commitments are as follows:

2010	\$ 359,400
2011	231,375
2012	207,865
2013	178,055
2014	<u>29,676</u>
Total	<u>\$ 1,006,371</u>

Rent expenditure for the year ended June 30, 2009 was \$33,504 and there were no rent expenditures for the year ended June 30, 2008.

NOTE K - SUBSEQUENT EVENTS

Effective July 1, 2009, all programs, personnel, and furnishings of The Sella College of Applied Technology were transferred from Boise State University to the College. The programs are organized into Professional Technical, Workforce Development, and Grant, based upon funding source. Professional Technical programs receive funding from the State Division of Professional Technical Education, and are anticipating \$7 million in State funding for approximately 30 programs. Workforce Development programs are self supporting, and have budgeted \$2.9 million to operate approximately 34 programs. Grants are anticipated to provide \$1.6 million to fund Adult Basic Education, Perkins programs, and several other programs.

The number of personnel who transferred from BSU to the College on July 1, 2009 exceeded 100.

Plant and equipment that transferred from BSU to the College on July 1, 2009 includes five acres of land and a 77,000 square foot building on the Nampa Caldwell Boulevard in Nampa. The value of this transfer will be appraised, and recorded at fair market value during fiscal year 2010, which ends June 30, 2010.

COLLEGE OF WESTERN IDAHO

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE K - SUBSEQUENT EVENTS (Continued)

Some programs and equipment continue to operate on the BSU campus. The College entered into an operating lease agreement with BSU for those facilities being used on the BSU campus. The annual rent expense is \$690,584 through the term of the lease effective July 1, 2009 to June 30, 2012. Beginning July 1, 2012, the College has the option of renewing the lease at incremental cost increases.

The College has entered into other operating leases subsequent to year end for facilities for both administration and instructional support. Under the terms of all leases, total annual lease payments for fiscal year ended June 30, 2010 will be approximately \$1,893,659.

In December 2009, the College established the College of Western Idaho Foundation. The organization is a legally separate private non-profit organization.

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SUPPLEMENTARY INFORMATION

COLLEGE OF WESTERN IDAHO
SCHEDULE OF OPERATING EXPENSES

For the Year Ended June 30, 2009

	<u>Instruction</u>	<u>Academic Support</u>	<u>Student Services</u>	<u>Public Service</u>
OPERATING EXPENSES				
Personnel costs	\$ 850,962	\$ 671,565	\$ 872,109	\$ 1,138
Services	6,441	71,318	70,605	
Supplies	877,002	430,896	45,661	
Insurance, Rent, Utilities		64,666	235	
Miscellaneous	81,455	91,312	43,513	
Scholarship & Fellowship				
Depreciation				
	<hr/>	<hr/>	<hr/>	<hr/>
Total Operating Expenses	<u>\$ 1,815,860</u>	<u>\$ 1,329,757</u>	<u>\$ 1,032,123</u>	<u>\$ 1,138</u>

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<u>Scholarships</u>	<u>Auxiliary Expenses</u>	<u>Institutional Support</u>	<u>Operations and Maintenance</u>	<u>Depreciation</u>	<u>Total</u>
\$	\$ 71,106	\$ 1,571,609	\$ 148,602	\$	\$ 4,187,091
		908,436	67,297		1,124,097
	44,510	95,048	205,763		1,698,880
	359	58,193	145,790		269,243
	3,570	197,688	400		417,938
40,920		14,300			55,220
				546,379	546,379
<u>\$ 40,920</u>	<u>\$ 119,545</u>	<u>\$ 2,845,274</u>	<u>\$ 567,852</u>	<u>\$ 546,379</u>	<u>\$ 8,298,848</u>

COLLEGE OF WESTERN IDAHO
SCHEDULE OF OPERATING EXPENSES

For the Year Ended June 30, 2008

	<u>Instruction</u>	<u>Academic Support</u>	<u>Student Services</u>	<u>Public Service</u>
OPERATING EXPENSES				
Personnel costs	\$	\$	\$ 194,121	\$
Services			9,331	
Supplies			7,814	
Insurance, Rent, Utilities			428	
Miscellaneous			11,986	
Scholarship & Fellowship				
Depreciation				
	_____	_____	_____	_____
Total Operating Expenses	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 223,680</u>	<u>\$ 0</u>

Harris & Co., PLLC

<u>Scholarships</u>	<u>Auxiliary Expenses</u>	<u>Institutional Support</u>	<u>Operations and Maintenance</u>	<u>Depreciation</u>	<u>Total</u>
\$	\$	\$ 476,223	\$ 117,511	\$	\$ 787,855
		225,585	71,714		306,630
		29,646	124,440		161,900
		6,256	20,924		27,608
		31,025	27,857		70,868
					0
			244,859		244,859
<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 768,735</u>	<u>\$ 607,305</u>	<u>\$ 0</u>	<u>\$ 1,599,720</u>

Harris & Co., PLLC

FEDERAL REPORTS



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

We have audited the financial statements of the College of Western Idaho (the "College") as of and for the years ended June 30, 2009 and 2008, and have issued our report thereon dated March 11, 2010. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the College of Western Idaho's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College of Western Idaho's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the College's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the College's financial statements that is more than inconsequential will not be prevented or detected by the College's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the College's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College of Western Idaho's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Harris & Co., PLLC

Meridian, Idaho
March 11, 2010



Financial Statements
June 30, 2010 and 2009

College of Western Idaho

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Independent Auditor's Report

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

We have audited the accompanying financial statements of the College of Western Idaho (the College), as of and for the year ended June 30, 2010, as listed in the table of contents. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements as of June 30, 2009 were audited by other auditors whose report dated March 11, 2010 expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College of Western Idaho, as of June 30, 2010, and the respective changes in financial position and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 16, 2010, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The other supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

A handwritten signature in cursive script that reads "Eide Bailly LLP". The signature is written in black ink and is positioned above the typed address and date.

Boise, Idaho
November 16, 2010



MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

This section of College of Western Idaho's annual financial report presents a discussion and analysis of the financial performance of College of Western Idaho (the College) for the fiscal year 2010 ended June 30, 2010. This discussion has been prepared by management along with the financial statements and related footnote disclosures, and should be read in conjunction with, and is qualified in its entirety by, the financial statements and footnotes. The discussion and analysis is designed to focus on current activities, resulting changes, and current known facts. The financial statements, footnotes and this discussion are the responsibility of management.

Accreditation Agreement

On July 1, 2008, the College of Western Idaho and the College of Southern Idaho (CSI) entered into an Accreditation Agreement in which the College of Southern Idaho agreed to serve as the partner institution to the College of Western Idaho through the Northwest Commission on Colleges and Universities' accreditation process. This agreement provides the College of Western Idaho's students the ability to earn transferrable credits and to receive financial aid.

Financial Highlights

There was an overall increase of over \$21 million to the current fund surplus. This increase was primarily due to a transfer from Boise State University of all Seland College of Applied Technology equipment valued at over \$18 million, and a \$7.5 million donation from the J.A. and Kathryn Albertson Foundation.

As compared to last year:

- Appropriations from the State of Idaho (the State) for general education decreased from \$4.7 million to \$4.3 million.
- Allocations from the State for Professional Technical Education were \$6.5 million.
- Student Tuition and Fee Revenue increased from \$1.6 million to \$13.6 million.
- Federal, State and Local Grant revenue increased from zero to \$2.1 million.
- Operating Expenses increased from \$8.2 million to \$36.8 million.
- Private gifts increased from \$2.5 million to \$7.5 million.
- The J.A. and Kathryn Albertson Foundation donated \$1.0 million for scholarships.

Overview of the Financial Statements and Financial Analysis

The financial statements for fiscal years ended June 30, 2010 and June 30, 2009 are prepared in accordance with Governmental Accounting Standards Board (GASB) principles. There are three financial statements presented: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows. These statements present financial information in a form similar to that used by most private-sector companies. These financial statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole.

Statement of Net Assets

The Statement of Net Assets presents the assets, liabilities and net assets of the College as of the current fiscal year-end in comparative format with the prior fiscal year-end. The purpose of the Statement of Net Assets is to present to the reader a point-in-time fiscal snapshot of the College. The Statement of Net Assets presents end-of-year data concerning assets (current and noncurrent), liabilities (current and noncurrent), and net assets (assets minus liabilities).

Current assets consist of available cash and other assets that could be converted to cash within a year. Non-current assets are those assets and property which cannot easily be converted into cash. Current liabilities are business obligations that are due to be cleared within one year. Noncurrent liabilities are obligations that are not required to be satisfied within twelve months.

The Statement of Net Assets is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided, and expenses and liabilities are recognized when others provide the service.

From the data presented, readers of the Statement of Net Assets are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors and lending institutions. Finally, the Statement of Net Assets provides a picture of the net assets and their availability for expenditure by the College. Over time, increases or decreases in net assets are indications of either improvement or erosion of the College's financial well-being when considered along with non-financial factors such as enrollment levels, the College's property tax base, and the condition of the facilities.

Net assets are divided into three major categories. The first category is Invested in Capital Assets, Net of Related Debt, which provides the College's equity in capital assets. The second category is Unrestricted Net Assets, which are net assets available to the College for any lawful purpose of the institution. The third category, Restricted Net Assets, must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets.

Summary Statements of Net Assets
Fiscal Years Ended June 30

	2010	2009
Current assets	\$ 20,138,565	\$ 9,322,982
Noncurrent assets	28,681,668	14,393,618
Total assets	\$ 48,820,233	\$ 23,716,600
Current liabilities	\$ 4,872,138	\$ 1,312,631
Noncurrent liabilities	357,075	248,898
Total liabilities	5,229,213	1,561,529
Net assets		
Invested in capital assets, net of related debt	26,592,168	14,378,718
Unrestricted	15,147,814	7,290,302
Restricted - expendable	1,851,038	486,051
Total net assets	43,591,020	22,155,071
Total liabilities and net assets	\$ 48,820,233	\$ 23,716,600

The College's total assets increased during fiscal year 2010 by \$25,103,633, from \$23,716,600 in 2009 to \$48,820,233 in 2010. These changes reflect the College's acquisition of donated land and equipment, emphasizing the importance of facilities infrastructure. Also contributing to the increase was the recognition of receivables due from College of Southern Idaho for student tuition and fee revenues, and receivables due from the State Division of Professional Technical Education for claim revenues. Additionally, investments increased due to an \$8.5 million donation from the J.A. and Kathryn Albertson Foundation. The College's total liabilities also increased during fiscal year 2010 by \$3,667,684 from \$1,561,529 in 2009 to \$5,229,213 in 2010. The increase in the liabilities was largely due to deferred revenue for summer tuition and fees, and increased costs related to payroll.

Statement of Revenues, Expenses, and Changes in Net Assets

Changes in total net assets as presented in the Statement of Net Assets are based on the activity presented in the Statement of Revenues, Expenses, and Changes in Net Assets. All changes in net assets are reported under the accrual basis of accounting, or as soon as the underlying event giving rise to the change occurs, regardless of the timing when cash is received or disbursed. Therefore, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal years. The purpose of the statement is to present the revenues earned and the expenses incurred during the year.

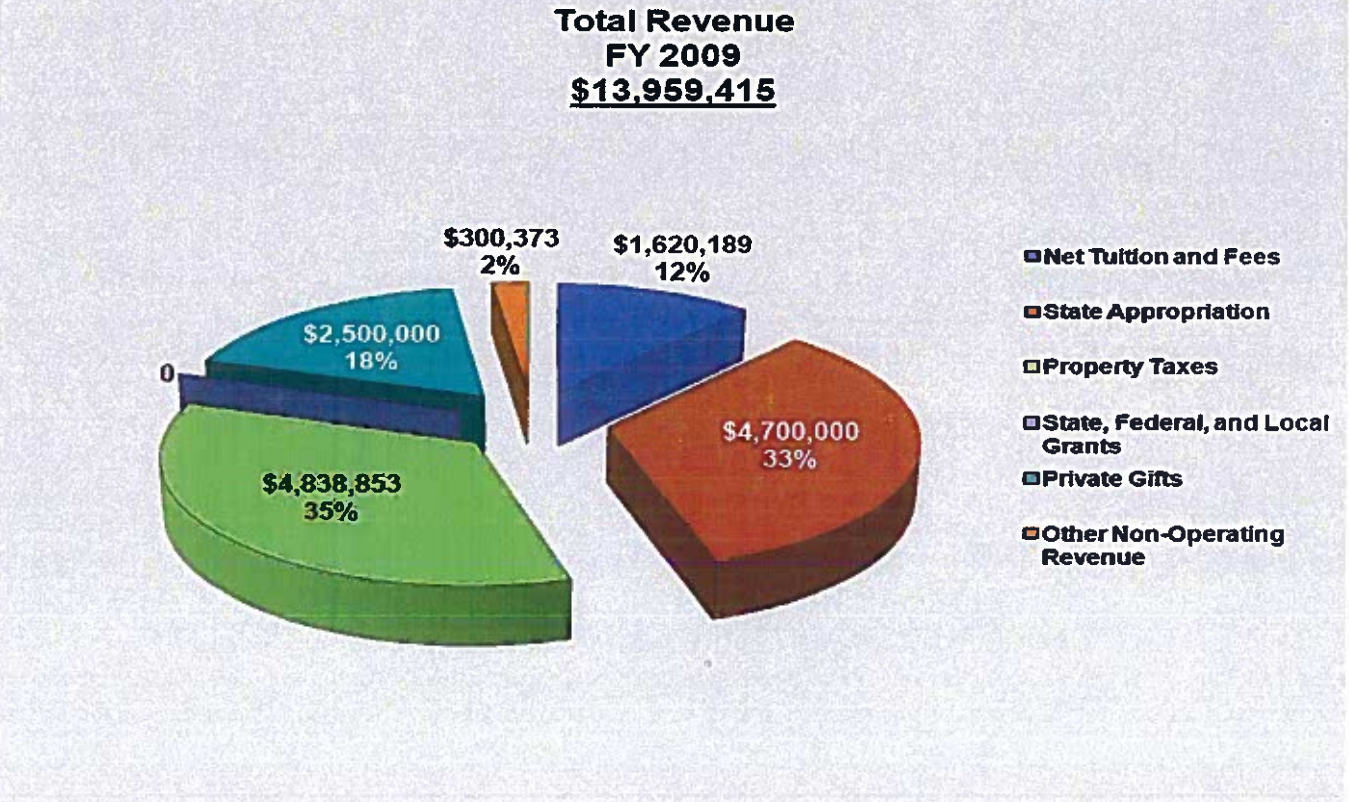
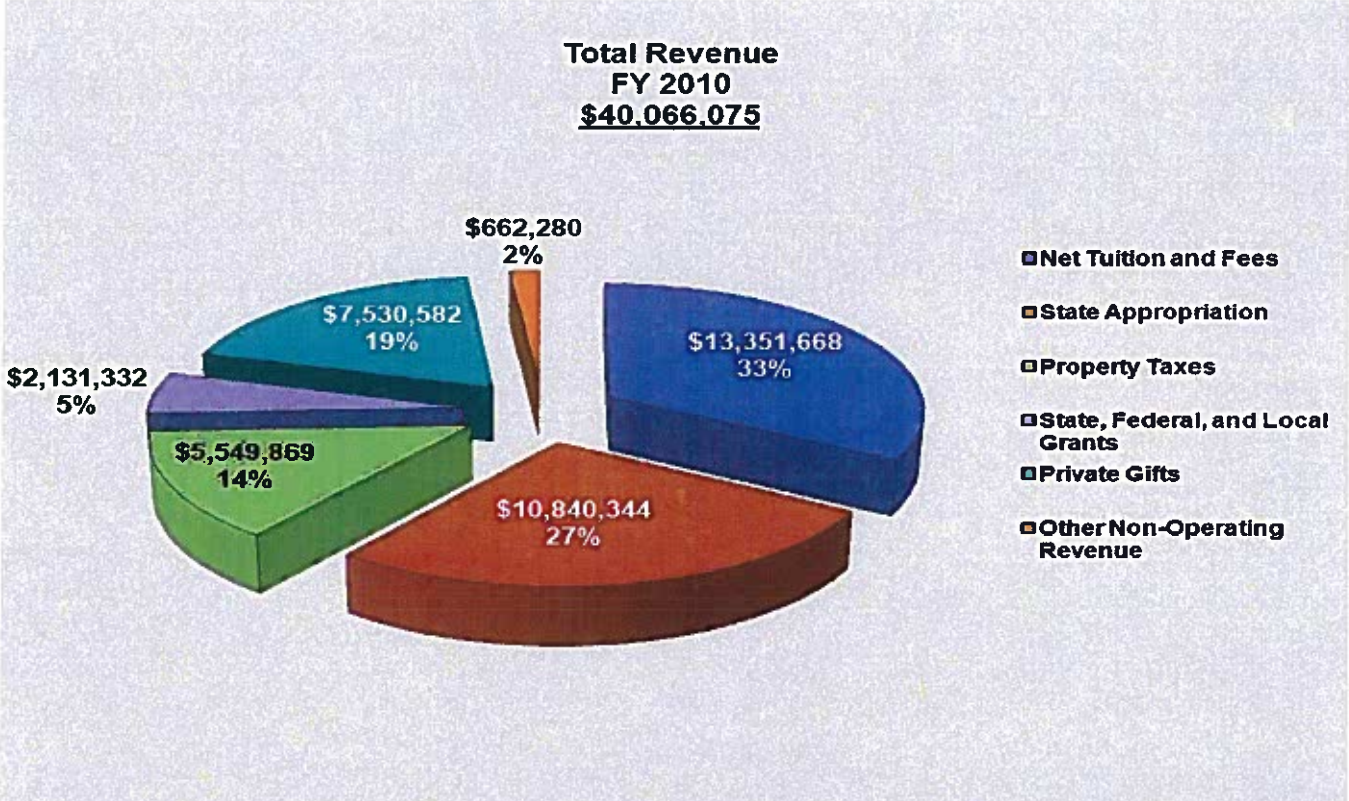
Activities are reported as either operating or nonoperating. *The College will always reflect a net operating loss in this format since state appropriations, property tax and gifts, the revenue streams that the College depends upon most significantly, are classified as Nonoperating Revenues.* The utilization of long-lived assets, referred to as Capital Assets, is reflected in the financial statements as depreciation which amortizes the cost of an asset over the expected useful life.

Generally, operating revenues are generated by providing services to various customers, students, and constituencies of the College, including but not limited to student tuition, fees, auxiliary enterprises, and federal and state grants. Operating expenses are those expenses paid to acquire or produce the services provided in return for operating revenues, and to carry out the functions of the College. Nonoperating revenues are revenues received for which services are not provided. Examples of nonoperating revenues include but are not limited to: state appropriations, property tax revenue, investment income and other miscellaneous revenues.

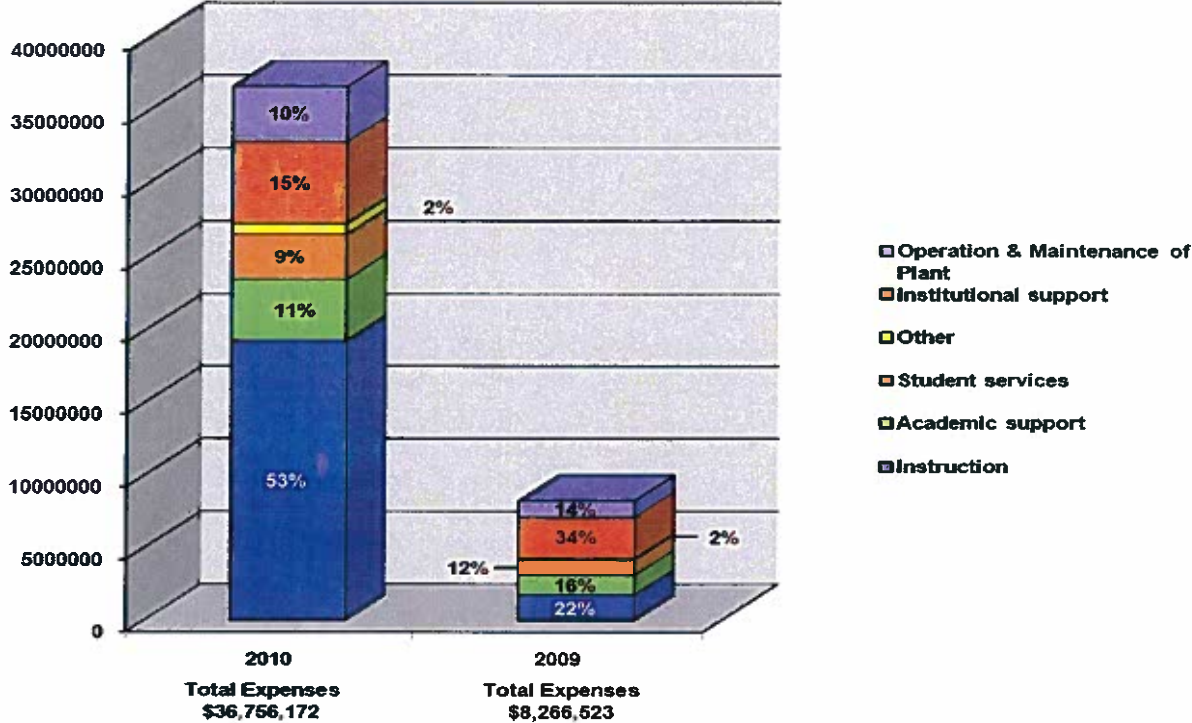
Summary Statements of Revenues, Expenses, and Changes in Net Assets
Fiscal Years Ended June 30

	2010	2009
Operating revenues	\$ 15,662,020	\$ 1,627,177
Operating expenses	36,756,172	8,266,523
Operating loss	(21,094,152)	(6,639,346)
Nonoperating revenues		
State appropriation	10,840,344	4,700,000
Private gifts	7,530,582	2,500,000
Local taxes	5,549,869	4,838,853
Other nonoperating revenue	483,260	293,385
Nonoperating revenues	24,404,055	12,332,238
Capital gifts	18,126,046	13,000,000
Increase in net assets	21,435,949	18,692,892
Net assets - beginning of year	22,155,071	3,462,179
Net assets - end of year	\$ 43,591,020	\$ 22,155,071

The Statement of Revenues, Expenses, and Changes in Net Assets reflects an overall increase in net assets during fiscal year 2010. Operating revenues increased from \$1,627,177 in 2009 to \$15,662,020 in 2010. This increase resulted from increased enrollment. Also, the College received Federal, State and Local grants for the first time. Operating expenses increased by \$28,489,649 from \$8,266,523 in 2009 to \$36,756,172 in 2010. Approximately \$19.9 million of this increase relates to personnel costs, as the College continued to add faculty and staff. An additional \$4.6 million was expended for supplies, and \$2.5 million was expended for facility rent, insurance and utilities.



Expenses



Statement of Cash Flows

The final statement presented by the College is the Statement of Cash Flows. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the College during a period.

An important factor to consider when assessing financial viability is the College's ability to meet financial obligations as they mature. The Statement of Cash Flows presents information about the cash activity of the College during the year. The statement is divided into five parts: The first section deals with operating cash flows and shows the net cash used by the operating activities of the College. The second section reflects cash flows from noncapital financing activities. This section represents the cash received and spent for nonoperating, noninvesting and noncapital financing purposes. The third section deals with cash flows from capital and related financing activities. This section shows the cash used for the acquisition and construction of capital and related items. The fourth section reflects the cash flows from investing activities and shows the purchases, proceeds and interest received from investing activities. The fifth section reconciles the net cash used in operating activities to operating income or loss reflected on the Statement of Revenues, Expenses, and Changes in Net Assets.

Summary Statements of Cash Flows
Fiscal Years Ended June 30

	2010	2009
Cash provided (used) by		
Operating activities	\$ (13,829,233)	\$ (5,757,763)
Noncapital financing activities	25,032,399	10,220,245
Capital and related financing activities	(856,843)	(668,676)
Investing activities	(964,077)	86,485
Net change in cash	9,382,246	3,880,291
Cash - beginning of year	6,045,038	2,164,747
Cash - end of year	\$ 15,427,284	\$ 6,045,038
Supplementary disclosure of non-cash activities		
Donation of assets from Boise State University	\$ 18,126,046	\$ 13,000,000

Overall, cash increased by \$9,382,246 during fiscal year 2010 compared to a cash increase of \$3,880,291 during fiscal year 2009. Cash used in operating activities totaled \$13,829,233 in fiscal year 2010 compared to \$5,757,763 in fiscal year 2009. One of the largest areas of change was an increase in Tuition and Fee revenues, which was offset by a nearly equal increase in payments to suppliers. Payments to employees also showed a large increase. Cash provided by noncapital financing activities increased to \$25,032,399 in fiscal year 2010, compared to \$10,220,245 in fiscal year 2009. This was mostly the result of the Allocation from the State Division of Professional Technical Education, and a gift from the J.A. and Kathryn Albertson Foundation in fiscal year 2010. Cash used in capital and related financing activities increased to \$856,843 in fiscal year 2010 compared to \$668,676 in fiscal year 2009. More capital assets were purchased in fiscal year 2010. Cash used by investing activity was \$964,077 in fiscal year 2010 compared to \$86,485 cash provided in fiscal year 2009. During fiscal year 2010, short-term and long-term certificates of deposits were purchased. During fiscal year 2009, interest earnings provided cash.

Capital Assets

The College's investment in capital assets as of June 30, 2010 equates to \$26,592,168, net of accumulated depreciation. Investment in capital assets normally includes land, buildings, improvements, machinery and equipment, library holdings, and infrastructure. The College of Western Idaho received a donation of five acres of land, as well as buildings, equipment, and supplies on July 1, 2009, and 100 acres on June 30, 2009 from Boise State University. See additional information on capital assets in Notes 1 and 5 to the financial statements.

Debt Administration

The College of Western Idaho had five operating lease obligations for instructional and administrative office space at fiscal year ended June 30, 2010. The College had no outstanding debt at fiscal year ended June 30, 2010.

Economic Outlook

The College continues to be impacted by the economic downturn. Support from the State was decreased midyear as a permanent decrease in the state appropriation and in the State Division of Professional Technical Education Allocation. The original appropriation from the State to the College was \$5 million. The permanent holdbacks for fiscal year 2009 and 2010 decreased that support to \$4,211,200. The Professional Technical Education budget was also reduced \$500,000 mid-year as a permanent budget cut. These reductions, coupled with the increase in enrollment are challenging, especially for a new community college.

For fiscal year 2011, the state budget is balanced on paper, but the overall revenue picture is uncertain. If state revenues decline, the potential for mid-year holdbacks would be high. The College requested a mid-year Supplemental Appropriation for fiscal year 2011 from the State of Idaho to pay for enrollment growth, totaling approximately \$2.7 million.

Because the fiscal year 2011 appropriated state budget was balanced using approximately \$300 million of one-time revenue, fiscal year 2012 could be even more challenging for legislative budget writers. If the State experiences 5% growth in overall revenue, approximately \$90 million would be realized. To maintain current services, the State will need from \$350 to \$400 million in new revenue. The legislature may be faced with options that include: reducing budgets further, raising taxes or fees, using remaining reserves, delaying vendor payments into fiscal year 2013, or a combination of all.

The College completed its Comprehensive Strategic Plan 2010 – 2015 last December. The strategic plan encompasses seven distinct plans including an Educational Master Plan; Facilities Utilization Plan; Organization Plan; Unit /Staffing Plan; Campus Master Plan – Phase One Infrastructure Plan; Decision Making Plan; and a Communication Plan. As part of the planning process the College developed a five year financial projection model that encompasses all seven plans. After the financial model was completed goals relating to class size, staffing plans and reserves were established to ensure financial stability.

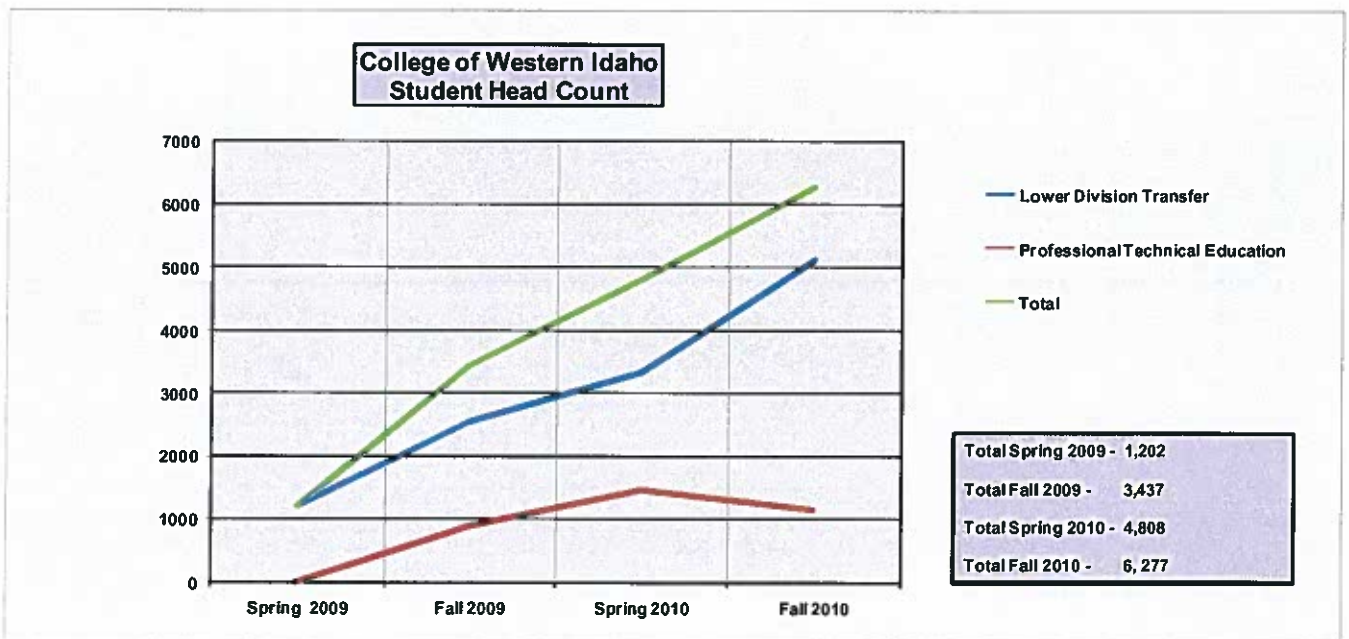
Growth and Expansion

The College has experienced tremendous growth during fiscal year 2010. This is evident by reviewing the financial statements which follow. Beyond the financial results, other areas of growth deserve mention.

Since its first offering of credit courses in January 2009, College of Western Idaho has grown in enrollment by over five times, doubled the program offerings, employed more than 600 faculty and support staff, and participated in countless community support events and initiatives. In less than two years, the College has quickly emerged as a comprehensive resource for the Treasure Valley providing quality education that is easily accessible. The College currently operates on seven campus locations: Nampa Campus, Professional Truck Driving Center, Canyon County Center, Ada County Campus, Oak Park Center, CWI at Boise State University, and Horticulture Center. College of Western Idaho also operates at over seven off-site locations, including various high schools, businesses, and clinics.

Future expansion will focus on the development of four sites: Nampa Campus, a Meridian Campus, an East Boise campus, and Horticulture. This long term plan was based on providing convenient access to all residents of the Treasure Valley while increasing efficiency and reducing costs of operations of the College.

Student Enrollment	Spring 2009	Fall 2009	Spring 2010	Fall 2010
Lower division transfer	1,202	2,546	3,342	5,127
PTE	-	891	1,466	1,150
Total	1,202	3,437	4,808	6,277



College of Western Idaho offers non-credit programs in three areas of education: Adult Basic Education, Center for Workforce Development, and Community Education.

Adult Basic Education includes:

- Basic Skills Improvement
 - Reading
 - Writing
 - Math
- GED Preparation
- English as a Second Language (ESL)

Center for Workforce Development (CWD) provides fast-track career training and customized business solutions. Public, open-enrollment access to classroom and online training is available in healthcare, construction, apprenticeships, manufacturing, business and professional, computers, emergency services, and more.

Community Education classes have grown its offering to more than a hundred options for Treasure Valley residents seeking personal enrichment and fun workshops. Last year the program added several new classes to help with personal finances, teen workshops, and i-Dream, a program for people with developmental disabilities, just to name a few.

Student Enrollment	2010
Center for Workforce Development	9,623
Adult Basic Education	3,134
Community Education	314
Total	13,071

Many new credit classes were started in fiscal year 2010 including:

- Anthropology
- Education, Physical K-12
- Education, Physical, Athletic Training
- Education, Physical, Exercise Science
- Education, Physical, Recreation
- Education, Physical, Sport Management
- Geography
- Medical Administrative Support
- Pre-Law

New Non-credit courses offered by Center for Workforce Development included:

- Pharmacy Technician
- Nurse Assistant written testing
- IEN (Idaho Educational Network) proctor and originator courses
- LP Gas Specialty License
- Department of Homeland Security TSA training
- Plumbing Journeyman Practical Exam
- Insurance class
- Home Performance Specialist (Energy Auditor)
- Disney Institute – Business Excellence
- Law Enforcement Phlebotomy

Continued support and contributions are vital to the success of the College. Thus, the creation of the College of Western Idaho Foundation (the Foundation) was developed to partner with the community to raise funds from individuals, companies, foundations, and organizations to support the mission of the College. The Foundation received its 501(c)(3) nonprofit status during July 2010.

Contacting the College's Financial Management

This financial report is designed to provide the College's citizens, taxpayers, customers, investors, and potential creditors with a general overview of the College's finances and to demonstrate the College's accountability for the money it receives. Questions about this report or the need for additional financial information should be directed to Cheryl Wright, Vice President of Finance and Administration, College of Western Idaho, 6056 Birch Lane, Suite 200, Nampa, Idaho 83687.

College of Western Idaho
Statements of Net Assets
June 30, 2010 and 2009

	2010	2009
Assets		
Current Assets		
Cash and cash equivalents	\$ 13,602,684	\$ 6,045,038
Short-term investments	750,000	-
Student fees receivable (net of allowance - FY10 - \$179,427, FY09 \$97,000)	406,021	118,534
Other accounts receivable	2,729,313	837,010
Property tax receivable	2,356,215	1,975,508
Prepaid expenses	294,332	346,892
Total current assets	20,138,565	9,322,982
Noncurrent Assets		
Long-term investments	250,000	-
Restricted cash	1,824,600	-
Deposits	14,900	14,900
Capital assets, not depreciated	13,756,020	13,051,459
Capital assets, net	12,836,148	1,327,259
Total noncurrent assets	28,681,668	14,393,618
Total assets	\$ 48,820,233	\$ 23,716,600
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 417,391	\$ 116,991
Accrued payroll and related costs	1,579,358	395,495
Deferred revenue	1,117,242	407,971
Other liabilities	1,758,147	392,174
Total current liabilities	4,872,138	1,312,631
Noncurrent Liabilities		
Compensated absences	357,075	248,898
Total noncurrent liabilities	357,075	248,898
Total liabilities	5,229,213	1,561,529
Net Assets		
Invested in capital assets, net of related debt	26,592,168	14,378,718
Unrestricted	15,147,814	7,290,302
Restricted - expendable	1,851,038	486,051
Total net assets	43,591,020	22,155,071
	\$ 48,820,233	\$ 23,716,600

College of Western Idaho
Statements of Revenues, Expenses and Changes in Net Assets
Years Ended June 30, 2010 and 2009

	2010	2009
Operating Revenues		
Tuition and fees	\$ 13,598,712	\$ 1,652,514
Less: Scholarship allowance	(247,044)	(32,325)
Net tuition and fees	13,351,668	1,620,189
Federal grants and contracts	1,234,277	-
State and local grants	897,055	-
Sales and services of educational activities	179,020	6,988
Total operating revenue	15,662,020	1,627,177
Expenses		
Operating Expenses		
Instruction	19,324,734	1,815,860
Academic support	4,181,077	1,329,757
Student services	3,137,657	1,032,123
Public service	409,027	1,138
Scholarships	96,131	8,595
Auxiliary expenses	168,922	119,545
Institutional support	5,670,401	2,845,274
Operations and maintenance	3,768,223	1,114,231
Total operating expenses	36,756,172	8,266,523
Operating loss	(21,094,152)	(6,639,346)
Nonoperating Revenues		
State appropriations	10,840,344	4,700,000
Private gifts	7,530,582	2,500,000
Local taxes	5,549,869	4,838,853
State and federal financial aid	95,378	6,900
Liquor tax revenue	197,500	200,000
Other revenue	190,382	86,485
Total nonoperating revenue	24,404,055	12,332,238
Income before other revenues and expenses	3,309,903	5,692,892
Capital gifts	18,126,046	13,000,000
Increase in Net Assets	21,435,949	18,692,892
Net Assets,		
Beginning of year	22,155,071	3,462,179
End of year	\$ 43,591,020	\$ 22,155,071

College of Western Idaho
Statements of Cash Flows
Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
Cash Flows from Operating Activities		
Tuition and fees	\$ 11,881,149	\$ 1,033,767
Grants and contracts	2,131,332	-
Payments to suppliers	(9,401,965)	(3,505,347)
Payments to employees	(18,618,769)	(3,475,618)
Sales and service education	179,020	189,435
	<u>(13,829,233)</u>	<u>(5,757,763)</u>
Net Cash Used for Operating Activities		
Cash Flows from Noncapital Financing Activities		
State appropriations	10,840,344	4,700,000
Gifts and grants for other than capital purposes	7,530,582	2,506,900
Local property tax	5,366,662	3,013,345
Deposits held for others	1,044,971	-
Other revenue/expense	249,840	-
	<u>25,032,399</u>	<u>10,220,245</u>
Net Cash From Noncapital Financing Activities		
Cash Flows from Financing Activities		
Purchases of capital assets	(856,843)	(668,676)
	<u>(856,843)</u>	<u>(668,676)</u>
Net Cash Used for Financing Activities		
Cash Flows from Investing Activities		
Purchase of investments	(1,000,000)	-
Interest on investments	35,923	86,485
	<u>(964,077)</u>	<u>86,485</u>
Net Cash From (Used for) Investing Activities		
Net Increase in Cash, Restricted Cash, and Cash Equivalents	9,382,246	3,880,291
Cash, Restricted Cash, and Cash Equivalents, Beginning of year	<u>6,045,038</u>	<u>2,164,747</u>
End of year	<u>\$ 15,427,284</u>	<u>\$ 6,045,038</u>

College of Western Idaho
Statements of Cash Flows
Years Ended June 30, 2010 and 2009

	2010	2009
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	\$ (21,094,152)	\$ (6,639,346)
Adjustments to reconcile operating loss to net cash provided (used) in operating activities		
Depreciation	1,735,459	546,379
Donated assets under capitalization threshold	5,033,977	-
Change in assets and liabilities		
Accounts receivable, net	(2,179,790)	(844,271)
Other assets	52,560	8,641
Accounts payable	300,400	207,320
Deferred revenue	709,271	407,971
Other liabilities	321,002	(88,850)
Accrued payroll and payroll costs	1,183,863	395,495
Compensated absences	108,177	248,898
Net Cash Used by Operating Activities	\$ (13,829,233)	\$ (5,757,763)
Supplemental Disclosure of Noncash Activity		
Donation of capital assets from Boise State University	\$ 18,126,046	\$ 13,000,000
Reconciliation of Cash, Restricted Cash, and Cash Equivalents		
Cash and cash equivalents	\$ 13,602,684	\$ 6,045,038
Restricted cash - noncurrent portion	1,824,600	-
Total cash, restricted cash, and cash equivalents	\$ 15,427,284	\$ 6,045,038

Note 1 - Significant Accounting Policies

General Statement

The College of Western Idaho (the College) was established after a supermajority of Ada and Canyon County voters passed a referendum in 2007 to establish a community college district. The College is governed by a separately elected Board of Trustees. College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho. The College serves its students and communities through the use of a variety of innovative delivery systems and offers a dynamic array of programs, courses and services.

Reporting Entity

The financial statements included in this report are for the College of Western Idaho only. There are no component units for which the College is financially accountable, nor do any special financial relationships exist between the College and any other entity. The College's financial statements are prepared in accordance with pronouncements of the Governmental Accounting Standards Board (GASB) and in accordance with Generally Accepted Accounting Principles (GAAP).

Basis of Accounting and Presentation

For financial reporting purposes, the College is considered a special-purpose government engaged only in business-type activities. Accordingly, the financial statements of the College have been presented using the economic resources measurement focus and the accrual basis of accounting in accordance with GAAP. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred.

Non-exchange transactions are those in which the College receives value without directly giving equal value in return. These include property taxes, federal, state and local grants, state appropriations, and other contributions. On an accrual basis, revenue from property taxes is recognized in the period for which the levy is intended to finance. Revenues from grants, state appropriations, and other contributions are recognized in the year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted; matching requirements, in which the College must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the College on a reimbursement basis.

The College has the option to apply all Financial Accounting Standards Board (FASB) pronouncements and interpretations issued after November 30, 1989, for business type activities, unless FASB conflicts with GASB. The College has elected to not apply FASB pronouncements issued after the applicable date.

Cash and Cash Equivalents

The College considers all highly liquid investments with an original maturity of three months or less at the date of acquisition to be cash equivalents. Cash balances that are restricted and not expected to be expended within the subsequent fiscal year are classified as noncurrent assets. The College has some funds on deposit with the Idaho State Local Government Investment Pool (LGIP) and considers all such funds with the LGIP as cash and cash equivalents.

Investments

State statute authorizes the College to invest in obligations of the U.S. Treasury, the State of Idaho, or county, city or other taxing district of the State of Idaho, commercial paper, corporate bonds and repurchase agreements. The degree of risk depends upon the underlying portfolio.

Accounts Receivable

Accounts receivable consists of tuition and fees charged to students. Accounts receivable also includes amounts due from state and local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the College's grants and contracts. Accounts receivable are recorded net of estimated uncollectible amounts.

Property Tax Receivable

Property taxes levied for 2008 and 2009 are recorded as receivables. The District's property tax is levied each November on the assessed value listed as of the prior September for all property located in the District. Assessed values are established by the County Assessors in Ada and Canyon counties. Property tax payments are due in one-half installments in December and June.

Prepaid Expenses

Prepaid items include payments made in the current fiscal year for expenditures attributable to the following year.

Restricted Cash

In accordance with a lease agreement with one of the facility leases, the College is obligated to separately hold cash amounts sufficient to satisfy the tenant improvements paid for by the lessor. These amounts are reduced by monthly payments on the lease.

Capital Assets

Capital assets are stated at cost when purchased, or if acquired by gift, at the estimated fair market value at the date of the gift. The College's capitalization policy includes all items with a unit cost of \$5,000 or more and an estimated useful life of greater than one year. Renovations and improvements to buildings that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 10 years for library books, 3 to 10 years for equipment, 20 to 40 years for buildings.

Deferred Revenue

Deferred revenue includes amounts received from student fees prior to the end of the fiscal year relating to Summer and Fall terms. These revenues are earned in the subsequent year.

Noncurrent Liabilities

Noncurrent liabilities are other liabilities that will not be paid within the next fiscal year.

Net Assets

The College's net assets are classified as follows:

Invested in Capital Assets, Net of Related Debt – This represents the College's total investment in capital assets, net of outstanding debt obligations related to those capital assets.

Unrestricted Net Assets – Unrestricted net assets represent resources derived from student fees, state appropriations, and sales and services of educational departments. These resources are used for transactions related to the educational and general operations of the College, and may be used at the discretion of the governing board to meet current expenses for any lawful purpose.

Restricted Net Assets, Expendable – This includes resources which the College is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

When an expense is incurred that can be paid using either restricted or unrestricted resources, the College's practice is to first apply the expense towards restricted resources, and then towards unrestricted resources.

Classification of Revenues

The College has classified its revenues as either operating or nonoperating according to the following criteria:

Operating revenues include activities that have the characteristics of exchange transactions that generally result from providing services and delivering goods in connection with the College's principal ongoing operations. Operating revenues include student tuition and fees, net of scholarship discounts and allowances, most federal, state, and local grants and contracts, and federal appropriations.

Nonoperating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenue sources that are defined as nonoperating revenues by GASB Statement No. 34, such as state appropriations, property taxes and investment income.

Scholarship Discounts and Allowances

Student tuition and fee revenues and certain other revenues from students are reported net of Scholarship Discounts and Allowances in the Statements of Revenues, Expenses, and Changes in Net Assets. Scholarship Discounts and Allowances are the difference between the stated charge for goods and services provided by the College, and the amount that is paid by students and/or other third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other federal, state, or nongovernmental programs, are recorded as either operating or nonoperating revenues. To the extent that revenues from such programs are used to satisfy student fees and related charges, the College has recorded a Scholarship Discount or Allowance.

Income Taxes

As a public institution of higher education, the income of the College is generally exempt from federal and state income taxes under Section 115 (a) of the Internal Revenue Code and a similar provision of state law. However, the College is subject to federal income tax on any unrelated business taxable income. The College did not incur unrelated business income tax expense in the fiscal years ended June 30, 2010 or 2009.

Use of Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and reported revenues and expenses. Significant estimates used in preparing these financial statements include those assumed in determining the actuarial assumptions made in the other post employment liability and in the appraisals and valuation of donated land and equipment. It is at least reasonably possible that the significant estimates used will change within the next year.

Reclassifications

Certain prior year balances have been reclassified to conform to the current year presentation.

Allocation of Depreciation, Interest, and Operating and Maintenance Expenses

Management has followed the National Association of College and University Business Officers (NACUBO) guidance in Advisory Report (AR) 2010-1 which called for standardized presentation of expenses. The Integrated Postsecondary Education Data System (IPEDS) Finance Survey will require allocation of depreciation, operation and maintenance of plant, and interest expenses to all other functional expense categories for fiscal year 2010 reporting. The guidance offered by NACUBO was solely for the purpose of completing the IPEDS Finance Survey. At this time there is no requirement for footnote disclosure. However, management considered the many users of the external audited financial statements and evaluated the benefit of having the Part C IPEDS survey allocation results be consistent with the external audited financial statements. Therefore, depreciation, interest, and operation and maintenance of plant have been allocated to other functional expenses.

New Accounting Standards

In June 2004, the GASB issued Statement No. 45, "*Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.*" This statement generally requires that the College account for and report the cost and obligations related to postemployment healthcare and other nonpension benefits (OPEB) and include disclosures regarding its OPEB plans. OPEB costs are based on actuarially determined amounts that, if paid on an ongoing basis, generally would provide sufficient resources to pay benefits as they come due. The provisions of GASB Statement No. 45 may be applied prospectively and do not require the College to fund its OPEB plans. The College may establish its OPEB liability at zero as of the beginning of the initial year of implementation; however, the unfunded liability is required to be amortized over future periods. The requirements of this Statement for the College were effective for the fiscal year ended June 30, 2008. The College did not have employees until fiscal year 2009. Management determined that the information was immaterial during fiscal year 2009, therefore no disclosure was made. Full disclosure is now made in fiscal year 2010.

In June 2008, the GASB issued Statement No. 53, “*Accounting and Financial Reporting for Derivative Instruments.*” This Statement addresses the recognition, measurement, and disclosure of information regarding derivative instruments entered into by state and local governments. Derivative instruments can expose governments to significant risks and liabilities. Common types of derivative instruments used by governments include interest rate and commodity swaps, interest rate locks, options (caps, floors, and collars), swaptions, forward contracts, and futures contracts. The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2009. The College has no derivative instruments at this time.

In February 2009, the GASB issued Statement No. 54, “*Fund Balance Reporting and Governmental Fund Type Definitions.*” The objective of this Statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund type definitions. This Statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of the resources reported in governmental funds. New fund balance definitions include *restricted*, *committed*, and *assigned*. The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2010. The College has not completed the process of evaluating the impact that will result from adopting this Statement, and is therefore unable to disclose the impact that adopting the Statement will have on its financial statements.

Note 2 - Cash and Cash Equivalents

Operating cash is deposited locally and is carried at cost. Cash and cash equivalents are also held in the State managed Local Government Investment Pool (LGIP). Cash that is restricted in purpose and is not expected to be utilized within the next fiscal year is reported on the financial statements as restricted cash and as a noncurrent asset. Investments are held in certificates of deposit at various local banks.

At June 30, the College’s cash, cash equivalents, and investments consisted of the following:

	Bank Balance	Carrying Amount
Cash and Cash Equivalents		
Bank Deposit	\$ 2,243,353	\$ 1,449,195
Change Funds	-	3,689
State Treasurer's Local Government Pool (LGIP)	12,149,800	12,149,800
Restricted Cash		
Bank Deposit	\$ 1,830,187	\$ 1,824,600
Investments		Fair Value
Short term Certificate of Deposit		\$ 250,000
Short term Certificate of Deposit		250,000
Short term Certificate of Deposit		250,000
Long term Certificate of Deposit		250,000

At June 30, 2009, the College's cash and cash equivalents consisted of the following:

	Bank Balance	Carrying Amount
Cash		
Bank Deposit	\$ 1,149,745	\$ 22,703
Change Funds	-	1,850
State Treasurer's Local Government Pool (LGIP)	6,020,485	6,020,485

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the College's deposits may not be returned to it. The College does not have a deposit policy for custodial credit risk. At June 30, 2010 and 2009, \$14,146,843 and \$6,922,080, respectively, of the College's deposits were uninsured and uncollateralized. As a result, subsequent to June 30, 2010, actions were taken to reduce the amount of uninsured and uncollateralized cash, reducing the custodial credit risk to the College. A collateralized sweep account was established for the operating account. A collateralized money market account was also established and \$11.5 million was transferred from the State Treasurer's Local Government Pool (LGIP) to the collateralized money market account.

The Joint Powers Investment Pool was established as a cooperative endeavor to enable public entities of the State of Idaho to aggregate funds for investment. This pooling is intended to improve administrative efficiency and increase investment yield. The Local Government Investment Pool is managed by the State of Idaho Treasurer's office. The funds of the pool are invested in certificates of deposit, repurchase agreements, and U.S. government securities. The certificates of deposit are federally insured. The U.S. government securities and the collateral for the repurchase agreements are held in trust by a safekeeping bank.

Credit Risk – Investments

Credit risk is the risk that the counterparty to an investment will not fulfill its obligation. It is commonly expressed in terms of the credit quality rating issued by a nationally recognized statistical rating organization such as Moody's, Standard & Poor's and Fitch's. The College does not have a policy addressing credit risk.

Three short term Certificates of Deposit with maturity of one year or less were established at separate financial institutions. Each certificate is covered by FDIC for \$250,000. One long term Certificate of Deposit with maturity of 5 years or less was established at an additional financial institution and is covered by FDIC for \$250,000.

Interest Rate Risk

Interest rate risk is the risk of loss in fair value should market interest rates change in the future. Investments with long-term, fixed interest rates are the most volatile. The funds within the Idaho State Treasurer's Local Government Investment Pool have an average maturity of one year or less, thereby minimizing interest rate risk. The College does not have a policy addressing interest rate risk.

Note 3 - Accounts Receivable

Accounts receivable refer to the portion due to the College, as of June 30, by various customers and constituencies of the College as a result of providing services to said groups. Accounts receivable at June 30, 2010 and 2009 consisted of the following:

	2010	2009
Revenue receivable from CSI	\$ 1,699,041	\$ 672,880
Federal, state, and private grants	1,030,272	-
Unbilled charges	-	164,130
Accounts receivable and unbilled charges	\$ 2,729,313	\$ 837,010

Note 4 - Property Taxes

Idaho counties are responsible for collecting property taxes, assessing penalties and, if necessary, sale of property. In addition, the counties maintain all the records and are responsible for remitting property tax amounts to the various taxing entities within their boundaries.

All real property is assigned a parcel number in accordance with State law, with each parcel being subject to physical reappraisal every five years. A factoring system is used to adjust the appraised value during the years between physical appraisals.

The assessed valuation of the property and its improvements is being assessed at one percent of “taxable value” as defined by statute. The amount of tax levied is developed by multiplying the assessed value by the tax rate applicable to the area in which the property is located.

Taxes on real property are a lien on the property and attach on January 1 of the year for which the taxes are levied.

Taxes on property are due on the 20th of December; however, they may be paid in two installments with the second installment due June 20. Penalties and interest are assessed if a taxpayer fails to pay an installment within ten days of the installment due date. After a three year waiting period, a tax deed is issued conveying the property to the County with a lien for back taxes and accumulated penalties, interest and costs before sale.

Taxes on personal property are collected currently. Personal property declarations are mailed out annually and the tax is computed using percentages of taxable values established by the Department of Taxation. Canyon and Ada counties collect property taxes for the College.

Note 5 - Capital Assets

The following are the changes in capital assets for the years ended June 30, 2010 and 2009:

	Balance July 1, 2009	Additions	Retirements	Transfers	Balance June 30, 2010
Capital assets not being depreciated					
Land	\$ 13,000,000	\$ 720,000	\$ -	\$ -	\$ 13,720,000
Construction in progress	51,459	36,020	-	(51,459)	36,020
Total capital assets not being depreciated	<u>13,051,459</u>	<u>756,020</u>	<u>-</u>	<u>(51,459)</u>	<u>13,756,020</u>
Other capital assets					
Buildings	-	11,160,662	-	-	11,160,662
Leasehold improvements	-	174,466	-	-	174,466
Equipment	48,045	1,367,735	-	-	1,415,780
Computer equipment	577,261	228,228	-	51,459	856,948
Books	25,615	40,753	-	-	66,368
Vehicles	-	205,700	-	-	205,700
Intangibles	1,467,576	15,345	-	-	1,482,921
Total other capital assets	<u>2,118,497</u>	<u>13,192,889</u>	<u>-</u>	<u>51,459</u>	<u>15,362,845</u>
Total capital assets	<u>15,169,956</u>	<u>13,948,909</u>	<u>-</u>	<u>-</u>	<u>29,118,865</u>
Less accumulated depreciation					
Buildings	-	562,249	-	-	562,249
Leasehold improvements	-	17,662	-	-	17,662
Equipment	1,001	330,815	-	-	331,816
Computer equipment	181,032	271,321	-	-	452,353
Books	213	2,901	-	-	3,114
Vehicles	-	60,467	-	-	60,467
Intangibles	608,992	490,044	-	-	1,099,036
Total accumulated depreciation	<u>791,238</u>	<u>1,735,459</u>	<u>-</u>	<u>-</u>	<u>2,526,697</u>
Capital assets, net	<u>\$ 14,378,718</u>	<u>\$ 12,213,450</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 26,592,168</u>

College of Western Idaho
Notes to Financial Statements
June 30, 2010 and 2009

	Balance July 1, 2008	Additions	Retirements	Balance June 30, 2009
Capital assets not being depreciated				
Land	\$ -	\$ 13,000,000	\$ -	\$ 13,000,000
Construction in progress	-	51,459	-	51,459
Total capital assets not being depreciated	-	13,051,459	-	13,051,459
Other capital assets				
Equipment	332,708	292,598	-	625,306
Books	-	25,615	-	25,615
Intangibles	1,168,572	299,004	-	1,467,576
Total other capital assets	1,501,280	617,217	-	2,118,497
Total capital assets	1,501,280	13,668,676	-	15,169,956
Less accumulated depreciation				
Equipment	50,097	131,936	-	182,033
Books	-	213	-	213
Intangibles	194,762	414,230	-	608,992
Total accumulated depreciation	244,859	546,379	-	791,238
Capital assets, net	\$ 1,256,421	\$ 13,122,297	\$ -	\$ 14,378,718

Note 6 - Deferred Revenue

Deferred revenue includes amounts recorded for student tuition and fees, and other amounts received prior to the end of the fiscal year but relate to the following accounting period. Student fees represent 50% of summer semester revenues and 100% of fall semester revenues to be recognized in the subsequent fiscal year. Deferred revenue consists of the following at June 30:

	2010	2009
Student fees	\$ 1,116,748	\$ 407,871
Other deferred revenue	494	100
	<u>\$ 1,117,242</u>	<u>\$ 407,971</u>

Note 7 - Operating Leases

The College is committed under various operating leases, primarily for office buildings and maintenance agreements. As of June 30, 2010, future minimum operating lease commitments are as follows:

Fiscal Year	Amount
2011	\$ 1,788,504
2012	1,793,244
2013	3,008,590
2014	3,688,774
2015	3,713,512
Totals	\$ 13,992,624

Rent expenditure for the years ended June 30, 2010 and 2009 were \$1,927,246 and \$33,504, respectively.

Note 8 - Retirement

Public Employee Retirement System of Idaho

The Public Employee Retirement System of Idaho (PERSI), a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the members and the employer contribute. The plan provides benefits based on members' years of service, age, and compensation. In addition, the benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for political subdivisions to participate by contractual agreement with PERSI. Financial reports for the plan are available from PERSI upon request.

After five years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service allowance is 2.0% of the average monthly salary for the highest consecutive 42 months.

The contribution requirements of the College of Western Idaho and its employees are established and may be amended by the PERSI Board of Trustees.

Contributions for the two years ended June 30, were as follows:

	2010	2009
PERSI		
College required contribution rate	10.39%	10.39%
Percentage of covered payroll for employees	6.23%	6.23%
College contributions required and paid	\$ 286,214	\$ 67,995

Optional Retirement Plan

Effective July 1, 1997, the Idaho State Legislature authorized the Idaho State Board of Education to establish an Optional Retirement Plan (ORP), a defined contribution plan, for faculty and exempt employees. The employee contribution requirement for the ORP is based on a percentage of total payroll. Employer contributions are determined by the State of Idaho.

New faculty and exempt employees automatically enroll in the ORP and select their vendor option. Vendor options include Teachers Insurance and Annuity Associations – College Retirement Equities Fund (TIAA-CREF) and Variable Annuity Life Insurance Company (VALIC).

Participants are immediately fully vested in the ORP. Retirement benefits are available either as a lump sum or any portion thereof upon attaining 62 years of age.

Contributions for the two years ended June 30, were as follows:

	2010	2009
ORP		
College contribution rate	7.81%	7.81%
Employee contribution rate	6.97%	6.97%
College contribution	\$ 629,766	\$ 119,806

Although enrollees in the ORP no longer belong to PERSI, the College is required to contribute to PERSI 3.83% of the annual covered payroll. These annual supplemental payments are required through July 1, 2011. The College of Western Idaho contributions required and paid were \$304,458 and \$58,513 respectively for the years ended June 30, 2010 and 2009. This amount is not included in the regular College PERSI contribution discussed previously.

Termination Benefits

Employees who qualify for retirement under PERSI or ORP are eligible to use 50% of the cash value (maximum 600 hours) of their unused sick leave to continue their medical insurance coverage through the College. The College partially funds these obligations by depositing .65% of the employees' gross payroll with PERSI who administers the plan as a cost sharing, multiple-employer plan. The total contributions for the years ended June 30, 2010 and 2009 were \$68,933 and \$14,000, respectively.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Public Employee Retirement System of Idaho, P.O. Box 83720, Boise, Idaho 83720-0078.

Note 9 - Postemployment Benefits other than Pensions

Summary of Plans

The College of Western Idaho (CWI) participates in other postemployment benefit plans relating to health and disability administered by the State of Idaho as agent multiple-employer defined benefit plans. Idaho Code, Sections 67-5760 to 67-5767 and 72-1335, establishes the benefits and contribution obligations. Each of these benefits is provided by CWI to eligible retired or disabled employees. The most recent actuarial valuation is as of July 1, 2008. CWI has not set aside any assets to pay future benefits; CWI funds these benefits on a pay-as-you-go basis. Details of the plans can be found in the Comprehensive Annual Report of the State of Idaho, which may be obtained as follows:

Office of the Idaho State Controller
700 W State Street, 4th Floor
Boise, ID 83702
P.O. Box 83720
Boise, ID 83720-0011
www.sco.idaho.gov

Plan Descriptions and Funding Policy

Retiree Healthcare Plan

A retired employee of CWI who is eligible to retire under the Public Employee Retirement System of Idaho may elect to purchase retiree health insurance coverage for themselves and eligible dependents. CWI employees must enroll within 60 days of the date of their retirement. Additionally, the unreduced PERSI monthly benefit at the time of retirement must meet or exceed the monthly cost of single retiree health insurance coverage, or employees must have 10 or more years (20,800 or more hours) of credited state administered service. An officer or employee must be an active employee on or before June 30, 2009, and must retire directly from state administered service. Retirees eligible for medical health insurance pay the majority of the premium cost; however, the retiree plan costs are subsidized by the active employee plan. The maximum benefit is \$1,860 per retiree per year. CWI contributed \$16.44 per active employee per month towards the retiree premium cost.

Beginning January 1, 2010, coverage was not available to Medicare-eligible retirees or their Medicare-eligible dependents.

Long-Term Disability Plan

Disabled employees are defined as being unable to perform each of the substantial and material duties of the job for which they were hired and unable to earn more than 70 percent of their monthly salary for the first 30 months of disability. If after 30 months the employee is unable to perform any job for which they are reasonably qualified by experience, education, or training, and unable to earn more than 60 percent of their monthly salary the employee is considered totally disabled. To qualify for long-term disability benefits, the waiting period of the longer of 26 continuous weeks of total disability or exhaustion of accrued sick leave must be met.

The plan provides long-term disability income benefits to active employees who become disabled, generally up to a maximum age of 70. The gross benefit equals 60 percent of monthly pre-disability salary or \$4,000, whichever is less. The benefit does not increase with inflation and may be offset by other sources of income such as social security, workers' compensation, unemployment benefits, employment rehabilitation earnings, and certain retirement benefits. The State is self-insured for employees who became disabled prior to July 1, 2003; the State pays 100 percent of the cost of this benefit.

Employees disabled on or after July 1, 2003, are insured by Principal Life Insurance Company and the obligation for the payment of benefits has been effectively transferred. CWI pays 100 percent of the cost of the premiums; the contribution rate for the period was 0.324 percent of payroll. This portion of the long-term disability income benefit is not included in the actuarial estimate as this is considered an insured benefit.

This plan provides basic life insurance and dependent life insurance to disabled employees, generally up to a maximum age of 70. The life insurance benefit amount is generally 100 percent of annual salary, but not less than \$20,000. In addition, a \$2,000 life insurance benefit is provided for spouses, and a \$1,000 life insurance benefit is provided for dependent children. These benefits do not increase with inflation. CWI pays 100 percent of the cost of premiums; the contribution is actuarially determined based on actual claims experience.

For up to 30 months following the date of disability, an employee may continue healthcare coverage under the State administered plan. CWI pays 100 percent of CWI's share of medical and dental premiums while the employee remains disabled. The employee is required to pay the normal active employee contribution for the plan and rate category in which the employee is enrolled. CWI's contribution for the period was \$7.61 per active employee per month.

Annual OPEB Cost

The Annual OPEB Cost (AOC) is actuarially determined based on the annual required contribution (ARC) of the employer in accordance with GASB Statement Nos. 43 and 45.

The following table illustrates the annual OPEB cost, the amount of contributions made, the increase (decrease) in the net OPEB obligation (NOO), and the NOO (funding excess) for the current year:

2010 Annual OPEB cost and Net OPEB Obligation

	Retiree Healthcare Plan	Long-term Disability Plan	
		Life Insurance	Healthcare
Annual OPEB Cost			
Annual required contribution	\$ 38,882	\$ 8,838	\$ 20,481
Interest on net OPEB obligation	14,091	(12)	414
Adjustment to annual required contribution	(18,872)	12	(552)
Total Annual OPEB cost	34,101	8,838	20,343
Contributions Made	(19,975)	(9,505)	(11,321)
Increase (decrease) in net OPEB obligation	14,126	(667)	9,022
Net OPEB obligation (funding excess) - beginning of year	(682)	(718)	134
Net OPEB obligation (funding excess) - end of year	<u>\$ 13,444</u>	<u>\$ (1,385)</u>	<u>\$ 9,156</u>
Percentage of AOC contributed	58.58%	107.55%	55.65%

2009 Annual OPEB Cost and Net OPEB Obligation

	Retiree Healthcare Plan	Long-term Disability Plan	
		Life Insurance	Healthcare
Annual OPEB Cost			
Annual required contribution	\$ 7,102	\$ 1,527	\$ 3,415
Interest on net OPEB obligation	2,474	30	66
Adjustment to annual required contribution	(3,387)	(42)	(90)
Total Annual OPEB cost	6,189	1,515	3,391
Contributions Made	(6,871)	(2,233)	(3,257)
Increase (decrease) in net OPEB obligation	(682)	(718)	134
Net OPEB obligation (funding excess) - beginning of year	-	-	-
Net OPEB obligation (funding excess) - end of year	<u>\$ (682)</u>	<u>\$ (718)</u>	<u>\$ 134</u>
Percentage of AOC contributed	111.02%	147.39%	96.05%

Annual OPEB Cost Comparison

The following table compares the annual OPEB cost, the percentage of annual OPEB cost contributed and the Net OPEB Obligation (funding excess) for the current and prior year.

Annual OPEB Cost and Net OPEB Obligation Comparison

		Retiree Healthcare Plan	Long-term Disability Plan	
			Life Insurance	Healthcare
Annual OPEB Cost	2010	\$ 34,101	\$ 8,838	\$ 20,343
	2009	6,189	1,515	3,391
Percentage of AOC contributed	2010	58.58%	107.55%	55.65%
	2009	111.02%	147.39%	96.05%
Net OPEB Obligation (Funding Excess) - end of year	2010	\$ 13,444	\$ (1,385)	\$ 9,156
	2009	(682)	(718)	134

Funded Status and Funding Progress

The following table illustrates the funded status and the funding progress for CWI:

Actuarial Valuation Date	Retiree Healthcare Plan	Long-term Disability Plan	
		Life Insurance	Healthcare
7/1/2008	7/1/2008	7/1/2008	7/1/2008
(1) Actuarial Value of Assets	-	-	-
(2) Accrued Liability (AAL)	\$ 46,892	\$ 18,112	\$ 21,652
(3) Unfunded AAL (UAAL) (2)-(1)	\$ 46,892	\$ 18,112	\$ 21,652
(4) Funded Ratios (1) : (2)	0.00%	0.00%	0.00%
(5) Annual Covered Payroll	\$ 2,188,438	\$ 2,188,438	\$ 2,188,438
(6) UAAL as a Percentage of Covered Payroll (3) : (5)	2.14%	0.83%	0.99%

Actuarial Methods and Assumptions

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Required supplementary information immediately follows the notes to the financial statements; in subsequent years this required supplementary information will contain multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits. Calculations are based on the types of benefits provided under the terms of the plan at the time of each valuation and on the pattern of sharing costs between the employer and plan members. Any variations in future experience from that expected based on these assumptions will result in corresponding changes in the estimated costs of the benefits. The projection of benefits for financial reporting purposes does not incorporate the potential effects of legal funding limitations on the pattern of cost sharing between the employer and plan members in the future. Actuarial calculations reflect a long-term perspective and actuarial methods and assumptions used include techniques that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets.

The following table presents the significant methods and assumptions for all plans:

	Significant Methods and Actuarial Assumptions		
	Retiree Healthcare Plan	Long-term Disability Plan	
	Life Insurance	Healthcare	
Actuarial cost method	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit
Amortization Method	Level Percentage of Payroll	Level Percentage of Payroll	Level Percentage of Payroll
Amortization Period	11 years, Closed	30 years, Open	30 years, Open
Assumptions:			
Inflation rate	3.0%	3.0%	3.0%
Investment return	4.50%	5.25%	4.50%
OPEB increases	N/A	N/A	N/A
Projected salary increases	3.75%	3.75%	3.75%
Healthcare cost initial trend rate	13.60%	N/A	13.60%
Healthcare cost ultimate trend rate	5.00%	N/A	5.00%

Note 10 - Risk Management and Workers' Compensation

The College faces risks of loss from: (a) damage and loss to property and contents, (b) employee torts, (c) professional liability; i.e., errors and omissions, and (d) environmental damage. The College participates in the Idaho Counties Risk Management Program (ICRMP). Payments are made to the risk management fund based on rates determined by factors including student population, payroll, and physical assets such as buildings and vehicles.

Commercial insurance coverage is purchased for claims arising from worker's compensation due to employee injuries. Payments made to the State Insurance Fund are based on a quarterly gross payroll multiplied by the current rate. Premiums are billed quarterly throughout the fiscal year beginning July 1. Premiums are then adjusted as necessary within the first quarter of the subsequent fiscal years. The College billed premiums were \$74,109 and \$12,539 for fiscal years 2010 and 2009, respectively.

Note 11 - Related Party Transactions

The College has not yet met the requirement for independent accreditation. Thus, the College currently delivers college credit instruction, certificates and degrees through its memorandum of understanding with the College of Southern Idaho (CSI). CSI is accredited through The Northwest Commission on Colleges and Universities. The Northwest Commission on Colleges and Universities is a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Credits, certificates and degrees earned at the College appear on CSI transcripts and are transferable to four-year institutions, subject to the specific policies of those institutions. Federal financial aid for CWI students is awarded by the U.S. Department of Education through College of Southern Idaho. As of June 30, 2010 and 2009, CWI had a receivable from CSI of \$1,699,041 and \$672,880, respectively, and a payable to CSI of \$135,513 and \$5,141, respectively.

Through a separate memorandum of understanding, CSI operates the CWI Bookstore. CSI provides all inventories, manages the book ordering and buy-backs, establishes the sales and return policy, as well as the point of sale system. CWI provides the facilities, and funds the Bookstore Manager and Assistant Retail Manager position. Currently, 100% of the Bookstore profits belong to CSI.

CWI acts as the fiscal agent for seven State Division of Professional Technical Education student organizations. The College holds operating funds on their behalf in the amount of \$183,017. All expenses and revenue run through the College, and are reflected on Statement of Net Assets as Current Other Liabilities.

Note 12 - Contingencies and Legal Matters

In the normal course of business, the College has various commitments and contingent liabilities, which are not reflected in the accompanying financial statements. The College is not a defendant in litigation arising from the normal course of operations. Based on present knowledge, the College's management believes that any current commitments, contingent liabilities, or legal proceedings will not materially affect the financial position of the College.

Note 13 - Subsequent Events

In July 2010, the College of Western Idaho Foundation was established and granted tax exempt 501(c)(3) status. The organization is a legally separate private non-profit organization. The Foundation was established for the purpose of soliciting donations and to hold and manage invested donations for the exclusive benefit of the College.

GASB Statement 39, "*Determining Whether Certain Organizations Are Component Units—an amendment of GASB Statement No. 14*" requires that organizations that are legally separate, tax-exempt entities and that meet certain criteria should be discretely presented as component units. The CWI Foundation received 501(c)(3) tax exempt status from the IRS in July 2010, and will be reported as a component unit of the College in fiscal year 2011.

The College held \$1,050,618 that was subsequently transferred to the CWI Foundation in fiscal year 2011. This money included \$975,418 in Albertson Foundation Scholarship funds, as well as \$74,200 in various private donations and scholarships. The College held these funds until the Foundation was awarded its 501(c)(3) status.

Supplementary Information
June 30, 2010 and 2009

College of Western Idaho

College of Western Idaho
 Other Postemployment Benefits – Schedule of Funding Progress
 June 30, 2010

<u>OPEB Plan</u>	(1)	(2)	(3)	(4)	(5)	(6)	
Actuarial Valuation Date	Actuarial Value of Assets	Accrued Liability (AAL)	Unfunded AAL (UAAL) (2) : (1)	Funded Ratios (1) : (2)	Annual Covered Payroll	UAAL as a Percentage of Covered Payroll (3) : (5)	
Retiree Healthcare	7/1/2008	\$ -	\$ 46,892	\$ 46,892	0.0%	\$ 2,188,438	2.1%
Long-Term Disability							
Life Insurance	7/1/2008	\$ -	\$ 18,112	\$ 18,112	0.0%	\$ 2,188,438	0.8%
Healthcare	7/1/2008	\$ -	\$ 21,652	\$ 21,652	0.0%	\$ 2,188,438	1.0%

	<u>Instruction</u>	<u>Academic Support</u>	<u>Student Services</u>	<u>Public Service</u>
Operating Expenses				
Wages and salaries	\$ 8,956,667	\$ 1,864,298	\$ 1,569,360	\$ 183,359
Taxes and benefits	2,525,244	747,636	726,448	87,554
Supplies	2,870,350	616,395	340,989	36,467
Repairs and maintenance	581,571	121,052	101,901	11,906
Travel	55,344	51,688	45,663	9,657
Vehicles	63,901	954	106	-
Services	122,954	227,831	207,061	12,609
Miscellaneous	169,900	206,962	99,793	55,043
Insurance, rent, utilities	38,324	170,297	8,851	12,432
Financial aid	-	-	-	-
Non-capital equipment	3,450,576	11,905	1,487	-
Depreciation	280,680	372,682	35,998	-
Fund transfer	209,223	(210,623)	-	-
Total operating expenses	<u>\$ 19,324,734</u>	<u>\$ 4,181,077</u>	<u>\$ 3,137,657</u>	<u>\$ 409,027</u>

College of Western Idaho
Schedules of Operating Expenses
Year Ended June 30, 2010

<u>Scholarships</u>	<u>Auxiliary Expenses</u>	<u>Institutional Support</u>	<u>Operations and Maintenance</u>	<u>Total</u>
\$ 69,684	\$ 101,005	\$ 1,724,042	\$ 398,274	\$ 14,866,689
425	43,557	688,736	224,522	5,044,122
-	428	177,640	567,439	4,609,708
4,525	6,559	111,945	25,861	965,320
-	1,737	68,373	5,197	237,659
-	-	33	3,366	68,360
-	4,829	1,202,661	160,808	1,938,753
423	613	662,253	54,125	1,249,112
-	-	106,543	2,219,500	2,555,947
21,074	-	-	-	21,074
-	-	-	-	3,463,968
-	10,194	926,775	109,131	1,735,460
-	-	1,400	-	-
<u>\$ 96,131</u>	<u>\$ 168,922</u>	<u>\$ 5,670,401</u>	<u>\$ 3,768,223</u>	<u>\$ 36,756,172</u>

	<u>Instruction</u>	<u>Academic Support</u>	<u>Student Services</u>	<u>Public Service</u>
Operating Expenses				
Wages and salaries	\$ 672,376	\$ 425,739	\$ 591,338	\$ -
Taxes and benefits	178,071	245,827	259,212	1,138
Supplies	880,753	219,580	66,320	-
Repairs and maintenance	158	207,872	176	-
Travel	524	19,714	18,980	-
Vehicles	-	-	-	-
Services	2,938	67,944	49,960	-
Miscellaneous	80,990	74,971	45,178	-
Insurance, rent, utilities	-	68,110	959	-
Financial aid	50	-	-	-
Depreciation	-	-	-	-
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total operating expenses	<u>\$ 1,815,860</u>	<u>\$ 1,329,757</u>	<u>\$ 1,032,123</u>	<u>\$ 1,138</u>

College of Western Idaho
Schedules of Operating Expenses
Year Ended June 30, 2009

<u>Scholarships</u>	<u>Auxiliary Expenses</u>	<u>Institutional Support</u>	<u>Operations and Maintenance</u>	<u>Total</u>
\$ 8,556	\$ 49,608	\$ 1,109,449	\$ 79,705	\$ 2,936,771
39	21,498	462,160	68,898	1,236,843
-	44,510	91,647	189,610	1,492,420
-	359	2,269	57,815	268,649
-	1,722	36,493	374	77,807
-	-	12	697	709
-	1,848	739,065	66,394	928,149
-	-	343,961	929	546,029
-	-	60,218	103,428	232,715
-	-	-	-	50
-	-	-	546,381	546,381
<u>\$ 8,595</u>	<u>\$ 119,545</u>	<u>\$ 2,845,274</u>	<u>\$ 1,114,231</u>	<u>\$ 8,266,523</u>

Federal Reports
June 30, 2010 and 2009

College of Western Idaho

College of Western Idaho
Schedule of Expenditures of Federal Awards
June 30, 2010

Federal Grantor/Pass-through Grantor/Program Title	CFDA Number	Pass-through Number	Expenditures
U.S. DEPARTMENT OF EDUCATION PASS-THROUGH			
STATE OF IDAHO			
Adult Basic Education-Administered Basic Grant Program			
Federal Direct Services	84.002A*	F ABE DO1 10B 660	\$ 357,628
Teacher Training and Program Improvement	84.002A*	F ABE L01 10A 660	30,159
Federal Incarcerated	84.002A*	F ABE D03 10D 660	8,190
EL Civics	84.002A*	F ABE E01 10A 660	83,504
Federal Administration (5%)	84.002A*	F ABE D02 10A 660	14,243
ESL State Trainer	84.002A*	F ABE L01 10B 660	2,082
IMAS Contract	84.002A*	F ABE L05 10C 660	5,000
Academy of Excellence	84.002A*	F ABE L02 10D 660	778
Skills Tutor Contract	84.002A*	F ABE D01 10C 660	12,649
Career Technical Education-Basic Grants to States			
Student Organizations-PTSO Prof Dvlpmt Accounting Svcs	84.048A*	F CPL MPTA AD 10A 660	39,711
Perkins - Academic Skills Development	84.048A*	PFF B01 10A 660	85,881
Perkins - Program Improvement (Equipment)	84.048A*	PFF B06 10C 660	71,093
Perkins - Professional Development	84.048A*	PFF B04 10B 660	24,894
Fundamentals of IS Tech Curr Proj	84.048A*	PFF B16 10G 660	4,100
Perkins - ALP Region III FY 2010	84.048A*	F ALP L010 TP 10A 660	12,367
Perkins - Advanced Learning Partnership Contribution	84.048A*	F ALP L010 TP 10A 660	66,702
Perkins - Adv. Learning Partnership Revenue from Schools FY 2010	84.048A*	F ALP L010 TP 10A 660	79,452
Technical Math Curriculum	84.048A*	F CDP CTMC CP 10A 660	5,622
Perkins - Technical Skills Assessments	84.048A*	PFF B07 10D 660	4,188
Perkins - PACE	84.048A*	PFF B08 10F 660	16,567
Perkins - Secondary to Postsecondary Links	84.048A*	PFF B08 10E 660	29,820
State Fire Training Systems Grants	97.043	F FST NFA ET 10 660	2,147
Education State Fiscal Stabilization – American Recovery and Reinvestment Act (ARRA-stimulus)	84.394A	828863667	<u>277,500</u>
Total Department of Education			<u>1,234,277</u>
TOTAL FEDERAL EXPENDITURES			<u><u>\$ 1,234,277</u></u>

*Denotes a major program cluster

Note 1 - Basis of Presentation

The Schedule of Expenditures of Federal Awards presents the activity of all federal grant activity of College of Western Idaho. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements. The reporting entity is defined in Note 1 to the financial statements.

The Schedule of Expenditures of Federal Awards is presented using the accrual basis of accounting.

Note 2 - Major Programs

The following programs have been identified as major programs for the year ended June 30, 2010.

<u>Program</u>	<u>CFDA Number</u>
Adult Basic Education	84.002A
Career Technical Education	84.048A



Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

We have audited the financial statements of the College of Western Idaho (the College), as of and for the year ended June 30, 2010, and have issued our report thereon dated November 16, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those

provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the College of Western Idaho, in a separate letter dated November 16, 2010.

This report is intended solely for the information and use of the Board of Trustees, management, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Eide Sallee LLP

Boise, Idaho
November 16, 2010



Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133

To the Board of Trustees
College of Western Idaho
Nampa, Idaho

Compliance

We have audited the compliance of the College of Western Idaho (the College), with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2010. The College's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the College's management. Our responsibility is to express an opinion on the College's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the College's compliance with those requirements.

In our opinion, the College of Western Idaho, complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2010.

Internal Control Over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the College's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, management, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Boise, Idaho
November 16, 2010

SECTION I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None Reported
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section 510(a)?	No

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
84.002A	Department of Education – Adult Basic Education
84.048A	Department of Education – Career Technical Education

Dollar threshold used to distinguish between Type A and Type B programs:	\$ 300,000
Auditee qualified as low-risk auditee?	No

SECTION II - Financial Statement Findings None

SECTION III - Federal Award Findings and Questioned Costs None



Exhibit 33

College of Western Idaho

**Foundation Bylaws and
Articles of Incorporation**

**BYLAWS OF THE
COLLEGE OF WESTERN IDAHO FOUNDATION, INC.**

ARTICLE I - NAME

The name of this foundation shall be the College of Western Idaho Foundation, Inc. (hereinafter referred to as the "Foundation").

ARTICLE II - PRINCIPAL OFFICE

The principal office of the Foundation shall be 6056 Birch Lane, Nampa, Idaho, 83687. The Foundation's Board of Directors (hereinafter referred to as the "Board") may change the principal office from one location to another. Any change of location of the principal office shall be noted by the Secretary on these Bylaws opposite this Article or this Article may be amended to state the new location.

The registered office of the Foundation required by the Idaho Nonprofit Corporation Act to be maintained in the State of Idaho may, but need not, be identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the Board.

The Board may at any time establish a branch or subordinate office at any place or places where the Foundation is qualified to conduct its activities.

ARTICLE III - PURPOSE

The purpose of the Foundation is to support the educational mission of the College of Western Idaho (hereinafter referred to as the "College") through the development and creation of resources that will (1) improve and advance the College, its programs and students and (2) create and strengthen positive relations between the College and the community in which the College operates. Activities furthering the educational mission of the College also include raising community awareness of the need for private support of the College, soliciting gifts on behalf of the College and managing the assets of the Foundation.

ARTICLE IV - MEMBERS

The Foundation shall have no members.

ARTICLE V - DIRECTORS

Section 1 - General Corporate Powers. The affairs of the Foundation shall be managed by its Board. The Board shall set all policies and regulations that it deems necessary or proper for governing the Foundation and for the orderly conduct of its affairs consistent with the Foundation's Articles of Incorporation, these Bylaws and all applicable state and federal law.

Section 2 - Class and Voting. Membership on the Board shall all be of one class, the members shall be referred to as Directors and each Director shall hold equal rights with all other Directors. Except as specifically provided otherwise herein, each Director shall be entitled to one vote on each matter submitted to a vote.

Section 3 - Number of Directors and Term. The number of Directors may at any time be increased or decreased by the Board at any regular or special meeting, if notice of such meeting contains a statement of the proposed increase or decrease; provided, however, the number of Directors of the Foundation shall not be less than three (3) nor more than thirty (30). The exact number of Directors shall be fixed, within those limits, by a resolution adopted by the Board. Members of the Board shall be selected as follows:

- (a) A majority of the College's Trustees shall select one (1) of the College's Trustees to serve as a Director for a term continuing until the second (2nd) anniversary of the third (3rd) Tuesday of December immediately following such person's selection, or, if earlier, the date such Director no longer holds the position of Trustee of the College;
- (b) The President of the College, or such President's designee, shall serve as a Director for a term continuing as long as such President occupies the position of President of the College;
- (c) The Vice President of Finance and Administration of the College, or such Vice President's designee, shall serve as a non-voting Director for a term continuing for as long as such Vice President occupies the position of Vice President of Finance and Administration of the College;
- (d) No less than 90% of the remaining vacancies of the Board shall be comprised of individuals who are residents of the College's Taxing District

which consists of Ada and Canyon Counties. The remaining 10% or less of the vacancies may also include individuals residing in the College's Taxing District as well as individuals residing outside of those counties from any of the following counties that comprise the College's service area: Adams County, Boise County, Elmore County, Gem County, Owyhee County, Payette County, Valley County, and Washington County. They are initially appointed by a majority vote of the College's Trustees. One-third (1/3) of the Directors initially appointed by the College's Trustees pursuant to the preceding sentence will serve for a one (1) year term; one-third (1/3) for a two (2) year term and one-third (1/3) for a three (3) year term with the length of the term to be served by each Director specifically designated by the College's Trustees. Following such initial appointment of Directors pursuant to the preceding sentence, subsequent remaining vacancies of the Board (other than vacancies of the Directorships referred to in the immediately preceding paragraphs (a), (b), (c) and (d)) shall be filled by the Board. Each Director appointed by the Board pursuant to the preceding sentence shall serve a three (3) year term.

- (e) Upon successful completion of a Director's first three-year term, the Board Development Committee will consider that Director for nomination to a second term. The number of consecutive terms that a Director can serve initially is two (2). However, after at least a (1) one-year of absence from Board membership, a Director may be nominated to serve one (1) additional term.

Section 3 - Vacancies on Board.

- (a) Events Causing Vacancy. A vacancy or vacancies on the Board shall exist on the occurrence of the following:
 - (i) The death or resignation of any Director;
 - (ii) The declaration by resolution of the Board of a vacancy in the office of a Director who has been declared of unsound mind by an order of court, convicted of a felony, or found by final order

or judgment of any qualified court to have breached their Director's duty;

- (iii) The increase of the authorized number of Directors;
- (iv) Any Director missing three (3) consecutive meetings without notice of cause.

(b) Resignations. Except as provided below, any Director may resign by giving written notice to the President or the Secretary. The resignation shall be effective when notice is given unless it specifies a later effective date. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

(c) Removal for Cause. Any Director may be removed for cause by a court of competent jurisdiction for:

- (i) Fraudulent or dishonest acts;
- (ii) Gross abuse of authority or discretion with reference to the Foundation; or
- (iii) Breach of a Director's duty.

(d) Removal without Cause. At a meeting of the Board called expressly for that purpose, any director may be removed without cause for any reason upon a vote of two-thirds (2/3) of the Directors entitled to vote.

(e) No Vacancy on Reduction of Members of Directors. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires.

ARTICLE VI - DIRECTOR'S MEETINGS

Section 1 - **Place of Meetings**. Meetings of the Board shall be held at any place inside or outside Idaho that has been designated by resolution of the Board or, if not so designated, at the Foundation's principal office.

Section 2 - **Annual Meeting**. The annual meeting of the Board shall be held in the month of September or October at such date, time, and place, as the Board shall set by resolution.

Section 3 - **Regular Meeting.** Other regular meetings of the Board may be held with notice to Board members at such time and place as the Board may fix from time to time. Notice of the meeting will be made, if not otherwise waived, in accordance with these Bylaws and the Idaho Nonprofit Corporation Act.

Section 4 - **Special Meeting.** Special meetings of the Board for any purpose may be called at any time by the President, or any two Directors.

Section 5 - **Notice.** Notice of the time and place of each meeting shall be given to each Director by one of the following methods:

- (a) by delivery of written notice;
- (b) by first-class mail, postage prepaid;
- (c) by telephone, either directly to the Director or to the person at the Director's office who would reasonably be expected to communicate that notice promptly to the director;
- (d) by e-mail with notice of receipt; or
- (e) by fax.

All such notices shall be given or sent to the Director's e-mail address or telephone and facsimile numbers as shown on the records of the Foundation. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of business because notice of the meeting was inadequate.

Section 6 - **Time Requirements.** Unless a longer period is required pursuant to these Bylaws or by applicable law, notice given, unless waived, will be served at least 24 hours before the time set for the meeting.

Section 7 - **Contents of Notice.** The notice to Directors shall state the time of the meeting, the date and a place if the place is other than the principal office of the Foundation. The business to be transacted at a meeting need not be specified in the notice, except as otherwise provided herein.

Section 8 - **Quorum.** A simple majority of the Directors shall constitute a quorum of the Board for the transaction of business. Each action or decision done or made by a majority of Directors present at the meeting duly held at

which a quorum is present shall be regarded as the act of the Board, unless a greater number is required by law. The Directors present at a duly called or held meeting at which a quorum is present may continue to do business until adjournment, notwithstanding the withdrawal of enough Directors to leave less than a quorum. Except as otherwise specifically provided in these Bylaws or by applicable law, every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be the act of the Board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 9 - Adjourn Without Quorum. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 10 - Notice of Adjourned Meeting. Notice of the time and place for reconvening an adjourned meeting need not be given to the Directors unless a meeting is adjourned for more than 24 hours. If a meeting is adjourned for more than 24 hours, notice of any adjournment to another time and place shall be given to the Directors who were not present at the time of the adjournment.

Section 11 - Action by Mailed Written Ballot or Absentee Ballot. In accordance with Section 30-3-75, Idaho Code, any action that may be taken at any annual, regular or special meeting of Directors may be taken without a meeting if the Foundation delivers a written ballot to every Director entitled to vote on the matter. Directors may vote by mail or by absentee ballot on any Foundation action that may be taken at any annual, regular or special meeting of Directors. A written ballot for action taken without a meeting shall:

- (a) Set forth each proposed action; and
- (b) Provide an opportunity to vote for or against each proposed action.

Approval by written ballot alone when a meeting is not held shall be valid only when the number of votes cast is unanimous.

All solicitations for votes by written ballot shall:

- (a) Indicate the number of responses needed to be approved;

- (b) Specify the time by which a ballot must be received by the Foundation in order to be counted.

ARTICLE VII – COMPENSATION, REIMBURSEMENT AND CONFLICTS OF INTEREST

Section 1 – No Compensation. No Directors shall receive, directly or indirectly any compensation for the Director's services as Director.

Section 2 - Reimbursement. Officers, Members of the Board and the Executive Director of the Foundation may receive such reimbursement of expenses as the Board may determine by resolution to be just and reasonable to the Foundation at the time the resolution is adopted.

Section 3 - Conflict of Interest. A conflict of interest transaction is a transaction with the Foundation in which a Director of the Foundation has a direct or indirect interest. The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Foundation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. All Directors will be provided a copy of these Bylaws and be asked to confirm that they understand them. A conflict of interest transaction is not voidable or the basis for imposing liability on the Director if the transaction was fair at the time it was entered into or is approved as follows in accordance with IRS Instructions for Form 1023 :

(a) Definitions

- (i) **Interested Person.** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- (ii) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- 1) An ownership or investment interest in any entity with which the Foundation has a transaction or arrangement,
- 2) A compensation arrangement with the Foundation or with any entity or individual with which the Foundation has a transaction or arrangement, or
- 3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Foundation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under (b) Procedures, (2) Determining Whether a Conflict of Interest Exists below, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

(b) Procedures

- (i) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- (ii) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

- (i) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- (ii) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (iii) After exercising due diligence, the governing board or committee shall determine whether the Foundation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- (iv) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Foundation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy

- (i) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (ii) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing

board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE VIII - COMMITTEES OF THE BOARD

The Board may create one (1) or more committees, each consisting of a minimum of two (2) Directors and those persons other than Directors who were invited to sit, to serve at the pleasure of the Board. Any such committee, to the extent provided in the Board resolution shall have the authority of the Board, except that no committee, regardless of the Board resolution, may:

- (a) Fill vacancies on the Board or any committee that has the authority of the Board;
- (b) Fix compensation of the Directors for serving on the Board or on any committee;
- (c) Amend or repeal Bylaws or adopt new Bylaws
- (d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;
- (e) Create any other committees of the Board or appoint the members of committees of the Board; or
- (f) Approve any contract or transaction to which the Foundation is a party and in which one or more of its Directors has a material financial interest except as special approval is provided for in Section 30-3-81, Idaho Code.

Section 1 - Meetings and Action of Committees. Meetings and actions of committees of the Board shall be governed by, held and taken in accordance with the provisions of these Bylaws concerning meetings and any other Board actions, except that the time for regular meetings of such committees may be determined either by Board resolution or, if there is none, by resolution of the committee of the Board.

Minutes of each meeting of any committee of the Board shall be kept and shall be filed with the Foundation records. The Board may adopt rules for the

governing of any committee, provided they are consistent with these Bylaws, or in the absence of rules adopted by the Board, the committee may adopt such rules.

Section 2 - Executive Committee. The Executive Committee shall be composed of the President, immediate past President, Vice President/President elect, Treasurer, two members-at-large from the sitting Board, and the Executive Director who shall serve as Secretary. The President of the College will serve as a voting ex-officio member of the Executive Committee. They are charged with providing direction to the Board, conducting all Foundation business not prohibited by the Articles of Incorporation or Bylaws, and organizing the annual fund drive. The Executive Committee shall meet at the call of the President or any two officers to conduct the affairs of the Foundation between meetings of the Board.

Section 3 - Standing Committees.

- (a) Fund Raising Committee. The Foundation Board as a whole serves as the Fundraising Committee. It shall be each Board member's responsibility to identify potential donors in the community and to assist in educating those individuals to the strengths and needs of the College's students, various centers, and programs. They will also identify those individuals and companies who can make major gifts, match those individuals and company leaders with the programs and projects in which they have an interest, and assist in creating opportunities for them to be donors.
- (b) Finance Committee. The role of the Finance Committee is to supervise the management of funds to include investments and disbursements. Disbursement will be in accordance with predetermined needs and goals established by College administration and approved by the College's Trustees. The Finance Committee also provides advice and guidance in the management of properties which may from time to time be gifted to the Foundation. They analyze the annual budget as proposed by the Executive Director and approved by the Executive Committee, and propose a budget for approval of the Board.

- (c) Board Development Committee. The President shall annually appoint a committee consisting of three or more Directors to select a slate of Directors for election at the meeting immediately preceding the annual meeting, to take office at the annual meeting. They will also serve as an ongoing Board Development Committee to receive nominations for Directors throughout the year from the entire Board, evaluate the need for the person to be on the Board in terms of geographic representation, skill or knowledge, or sphere of influence. Once the full Board has voted their approval of the nominations, committee representatives with College and Foundation leadership – the Foundation President, College President, or Executive Director -- will invite the elected nominee to join.
- (d) Scholarship and Grants Committee. After the Finance Committee determines how much is available for distribution for scholarships and various projects throughout the College, this committee will determine allocation of funds. The projects for the committee to consider will be those which have been identified by the College's administration and either discussed during the Foundation's annual planning retreat, or presented to the committee in the form of a grant request following that event. Either the College President or his/her designee shall sit on the Scholarship and Grants Committee.
- (e) Marketing and Special Events Committee. The Marketing and Public Relations Committee will raise public awareness of the need and case for support from the public and develop materials and events to accomplish their goals using reasonable resources. The special events used to meet these ends will include no more than two events directly organized and executed by this Board committee. The Foundation will, however, seek other events to co-sponsor or to be the beneficiary of efforts that are managed by other entities in the effort to gain increased community visibility and financial support.
- (f) Legacy Council. This committee will be made up of professionals knowledgeable in charitable aspects of estate planning and in asset

management. They will approve the planned giving policies, and serve as advisors when a planned gift is under consideration, either as individuals, or as a body. They will also develop and implement strategies to cultivate potential donors and their advisors.

- (g) CWI Circle Any member of the Board of Directors, retiring from active board service, shall be eligible for consideration and election to the CWI Circle as an emeritus supporter one (1) year after retirement. Nominations for appointment to the Circle are made by the Executive Committee and voted by the full Board of Directors at any regularly scheduled meeting as a means to recognize meritorious service. Circle members will be invited in perpetuity to annual meetings and as guests to events sponsored by the Foundation.

ARTICLE IX - OFFICERS

Section 1 - **Officers of the Foundation.** The officers of the Foundation shall be a President, a Vice President, Immediate Past President, Secretary, and Treasurer, and such other officers as the Board may from time to time appoint.

Section 2 - **Appointment of Officers and Term of Office.** The officers of the Foundation shall be elected annually by the Board immediately preceding the regular annual meeting where they will take office. Each officer shall hold office for one (1) year and until a successor shall have been duly elected and qualified.

Section 3 - **Removal of Officers.** The Board may remove any officer at any time with or without cause.

Section 4 - **Resignation of Officers.** Any officer may resign at any time by giving written notice to the Foundation. The resignation shall take effect as of the date the notice is received or at any later time as specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Foundation under any contract to which the officer is a party.

Section 5 - **Vacancies in Office.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in

the manner prescribed in these Bylaws or regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 6 - Responsibilities of Officers.

- (a) President. Subject to the control of the Board, the President shall have general supervision of the affairs of the Foundation. The President shall preside at all meetings of the Board, and shall have such other duties as may be prescribed by the Board. The President shall serve as an ex-officio member of all committees. The President shall assign the following duties to the Executive Director:
- (i) To supervise and control the day-to-day operations of the Foundation and serve as Secretary to the Board.
 - (ii) To keep a Book of Minutes. The Executive Director shall keep or cause to be kept, at the Foundation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held, whether the meeting was annual, regular or special, and if special, how authorized, the notice given, the names of those present at the Board and committee meetings. The Executive Director shall keep or cause to be kept, at the principal office in Idaho, a copy of the Articles of Incorporation and Bylaws, as amended to date.
- (b) Vice President/President Elect. In the absence of the President, the Vice President shall perform the duties of the President. The Vice President shall have such other powers and duties as may be assigned by the Board.
- (c) Treasurer.
- (i) Books of Account. The Treasurer shall oversee the Foundation-related work of the College's Vice President of Finance and Administration who will keep and maintain or cause to be kept and

maintained, adequate and correct books and accounts for the Foundation's properties and transactions. The Treasurer and the Vice President of Finance and Administration may not be one in the same individuals. The Vice President of Finance and Administration shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws or by the Board. The Books of Account shall be open to inspection by any Director at all reasonable times.

- (ii) **Deposit and Disbursement of Monies and Valuables.** The Vice President of Finance and Administration shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Foundation with such depositories as the Board may designate, shall disburse the Foundation's funds as the Board may order, shall render to the President, and the Board, when requested, an account of all transactions as Vice President of Finance and Administration and of the financial condition of the Foundation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe. The Treasurer through the Vice President of Finance and Administration shall furnish to the Board a financial report quarterly.
- (iii) **Bond.** The Vice President of Finance and Administration shall give the Foundation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Foundation of all its books, papers, vouchers, money and other property of every kind in the possession or under the control of the Vice President of Finance and Administration on his or her death, resignation, retirement or removal from office. The expense of the bond shall be a proper charge against the assets of the Foundation.

ARTICLE X - INDEMNIFICATION

Section 1 - **Right of Indemnity.** To the fullest extent provided by law, the Foundation shall indemnify its Directors, officers, and other persons described in Section 30-3-88 of the Idaho Code including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any “action, suit or proceeding,” as that term is used in that Section, and including an action by or in the right of the Foundation, by the reason of the fact that the person is or was a person described in that Section.

Section 2 - **Advancement of Expenses.** To the fullest extent provided by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under Section 30-3-88, Idaho Code in defending any proceeding covered by that Section may be advanced by the Foundation before final disposition of the action, suit or proceeding, on receipt by the Foundation of an undertaking on behalf of that person that the advance will be repaid unless it is ultimately determined that the person is entitled to be indemnified by the Foundation for those expenses.

ARTICLE XI - INSURANCE

The Foundation shall have the right to purchase and maintain insurance to the fullest extent provided by law on behalf of its officers, Directors, employees, and other agents, against any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising out of the officers’, Directors’, employees’, or agents’ status as such.

ARTICLE XII - RECORDS AND REPORTS

The Foundation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board and committees of the Board.

Section 1 - **Maintenance and Inspection of Articles and Bylaws.**

The Foundation shall keep at its principal office, or if its principal office is not in Idaho, at its principal business office in the state, the original or a copy of the Articles of Incorporation and Bylaws, as amended to date. Every Director shall have the absolute right at any reasonable time to inspect the Foundation's books, record documents of every kind, physical properties, and the records of each of its subsidiaries. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 2 - Annual Report. The Board shall cause an annual report to be sent to Directors within 120 days after the end of the Foundation's fiscal year. That report shall contain the following information, in appropriate detail for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the Foundation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the Foundation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the Foundation for both general and restricted purposes.

The annual report shall be accompanied by any other report by the Foundation's independent accountants or, if there is no such report, by the certificate of an authorized officer of the Foundation that any such statements were prepared without audit from the Foundation's books and records.

This requirement of an annual report shall not apply if the Foundation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who request it in writing.

Section 3 - Annual Statement of Certain Transactions and Indemnification. As part of the annual report, or as a separate document if no annual report is issued, the Foundation shall annually prepare and furnish to each Director, a statement of any transaction or indemnification of the following kind within 120 days after the end of the Foundation's fiscal year:

- (a) Any transaction in which the Foundation, or its subsidiary was a party, in which an interested person had a direct or indirect material financial interest, and which involved more than \$50,000, or was one of a number of transactions with the same interested person involved, in the aggregate, more than \$50,000. For this purpose, an “interested person” is defined in Section 3 Conflict of Interest policy heretofore under (a) Definitions (i).
- (b) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer, or Director of the Foundation under Article X of these Bylaws.

ARTICLE XIII - CONSTRUCTION AND DEFINITION

Unless the context requires otherwise, the general provisions, rules of construction and definitions in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular and the term “person” includes both a legal entity and a natural person.

ARTICLE XIV - AMENDMENTS

The Board may adopt, amend, or repeal Bylaws by an affirmative vote of two-thirds (2/3) vote of the Directors then in office. No action shall be taken to adopt, amend, or repeal Bylaws unless written notice of the proposed adoption, amendment, or repeal shall have been given at least 10 days prior to the meeting. No amendment may extend the term of a Director beyond that for which the Director was elected.

ARTICLE XV - MISCELLANEOUS

Section 1 - Fiscal Year. The fiscal year shall begin July 1 and shall end June 30.

Section 2 – Rules. Robert’s Rules of Order (newly revised) shall be the parliamentary authority for all matters and procedures not specifically covered by

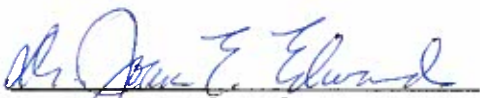
these Bylaws or by other specific rules of procedure adopted by the Directors of the Foundation.

ARTICLE XVI - DISSOLUTION


The Foundation may be dissolved by an affirmative vote of two-thirds (2/3) vote of the Directors then in office. No action shall be taken to dissolve the Foundation unless written notice of the proposed dissolution has been given at least 10 days prior to the meeting. Upon dissolution of the Foundation, all of the Foundation's assets shall be distributed to the College or its successor entity. If the College or a successor entity is not then in existence, or is not then an organization described in Section 501(c)(3) of the Code, the assets of the Foundation shall, upon dissolution, be distributed to such one or more charitable organizations described in Sections 170(c)(2), 2055(a) and 2522(a) of the Code in such manner as the Board of Directors determines.

The foregoing Bylaws were duly adopted at the Foundation's regularly scheduled meeting on the 15th day of December, 2009.

ATTEST


Dr. Joan E. Edwards
Secretary


Guy Hulbutt
Chairman, Board of Trustees


Mark Dunham
Trustee Representative to Board


Dr. Bert Glandon
CWI President

FILED EFFECTIVE

ARTICLES OF INCORPORATION
of
COLLEGE OF WESTERN IDAHO FOUNDATION, INC.

09 DEC 14 PM 1:56

SECRETARY OF STATE
STATE OF IDAHO

Pursuant to Idaho Code Sections 30-3-1, et. seq. (herein referred to as the "Idaho Nonprofit Corporations Act"), the College of Western Idaho Foundation, Inc. (herein referred to as the "Corporation") hereby adopts the following of Articles of Incorporation:

ARTICLE I - NAME

The name of this corporation is: The College of Western Idaho Foundation, Inc.

ARTICLE II - PURPOSE

The Corporation is a nonprofit corporation established under the Idaho Nonprofit Corporation Act. The Corporation is organized and shall be operated exclusively for charitable, scientific, literary or educational purposes within the meaning of and pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time (hereinafter referred to as the "Code"). Specifically, the Corporation shall only engage in activities designed to support and benefit the College of Western Idaho (hereinafter referred to as the "College"), including, but not limited to, the following: (1) receiving contributions from donors desiring to support the educational mission and activities of the College; (2) holding, protecting, managing, and investing such funds (including maintaining and operating permanent endowment funds) for the benefit of the College; and (3) distributing funds from time to time in order to provide support to the College, including distributions for educational scholarships for students attending the College, as well as specific capital, educational or other projects as may be identified by the College.

ARTICLE III - TERM

The term of the Corporation is perpetual.

ARTICLE IV - POWERS

The Corporation shall have all powers provided for nonprofit corporations under the Idaho Nonprofit Corporations Act.

IDAHO SECRETARY OF STATE
12/14/2009 05:00
CK: 4366 CT: 242859 BH: 1199095
1 @ 30.00 = 30.00 INC NONP # 2

C185473

ARTICLE V – REGISTERED AGENT AND ADDRESS

The registered agent, location and address of the registered and principal office of the Corporation is:

Joan E. Edwards, EdD, 6056 Birch Lane, Nampa, Idaho, 83687

ARTICLE VI- NO MEMBERS

The Corporation shall not have any members.

ARTICLE VII – BOARD OF DIRECTORS

The Corporation shall be managed by a Board of Directors. The power to adopt, alter, amend or repeal the Bylaws of the Corporation shall be vested in the Board of Directors. The Corporation's Bylaws shall set forth provisions for the regulation of the internal affairs of the Corporation. The number of directors shall be fixed from time to time by the Bylaws, which number shall be no less than three (3). The name and address of the persons serving as the initial Board of Directors are:

Bert Glandon, 1752 N. Andrew Lane, Kuna, Idaho, 83634
Guy Hurlbutt, 1005 Houston Road, Boise, Idaho 83706
Cheryl Wright, 2200 East El Jay Ct., Nampa, Idaho 83686

ARTICLE VIII - DISSOLUTION

Upon dissolution of the Corporation, all of the Corporation's assets shall be distributed to the College or its successor entity. If the College or a successor entity is not then in existence, or is not then an organization described in Section 501(c)(3) of the Code, the assets of the Corporation shall, upon dissolution, be distributed to such one or more charitable organizations described in Sections 170(c)(2), 2055(a) and 2522(a) of the Code.

ARTICLE IX - LIMITATIONS

The property of the Corporation is irrevocably dedicated to charitable purposes as set forth above and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director or officer thereof or to the benefit of any private person, except that reasonable compensation may be paid for services rendered to the Corporation.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (1) by an organization exempt from federal income tax under Sections 501(a) and 501(c)(3) of the Code or (2) by an organization contributions to which are deductible under Section 170(c)(2) of the Code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence

legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.


If during any period the Corporation is a "private foundation" within the meaning of Section 509 of the Code, the Corporation shall distribute the income of the Corporation for such period at such time and in such manner as not to be subject to tax under Code Section 4942 and the Corporation shall not engage in any act of self-dealing (as defined in Code Section 4941(d)), retain any excess business holdings (as defined in Code Section 4943(c)), make any investments referred to in Code Section 4944, or make any taxable expenditures (as defined in Code Section 4945(d)).

ARTICLE X – AMENDMENTS

Amendments to these Articles shall require the affirmative vote of two-thirds of the Board of Directors of the Corporation then in office.

CERTIFICATION

The undersigned incorporators of the Corporation certify that they have executed these Articles of Incorporation this 15 day of December, 2009.


Bert Glandon


Guy Hurlbutt



Cheryl Wright



Exhibit 34

College of Western Idaho

**Memorandum of Understanding between CWI
and CWI Foundation**

**Memorandum of Understanding
Between College of Western Idaho
And the College of Western Idaho Foundation, Inc.**

This agreement, made official on the designated signature dates is by and between College of Western Idaho Trustees and the College of Western Idaho Foundation, Inc., and its Board of Directors hereafter referred to in this document as “the College” and “the Foundation.”

The Foundation was organized and incorporated in 2009 for the purpose of stimulating voluntary private support from individuals, corporations, foundations, and others for the benefit of the College.

The Foundation exists to raise and manage private resources that support the mission and priorities of the College, provide educational opportunities for students, and enhance institutional excellence in ways that would not be possible with only state and taxing district funds.

The Foundation is dedicated to assisting the College in the building of the endowment and in addressing through financial support, the long-term academic and other priorities of the College.

In consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

I. Foundation Name, Seal and Logotype

Consistent with its mission to advance the plans and objectives of the College, the Foundation is granted the use of the name College of Western Idaho Foundation, Inc. and the use of the College’s logo and other identifying marks in the promotion of its business and activities. The Foundation Board may also select and approve a logo and colors as its own identifying mark.

II. College Governance

The Board of Trustees of the College of Western Idaho is responsible for overseeing the mission, leadership and operations of the College. The Trustees are responsible for setting the priorities and the long-term plans for the College. It is legally responsible for the performance and oversight of all aspects of College operations including the employment, compensation, and evaluation of all employees including the President.

III. The Foundation’s Relationship to the College

- A. The Foundation is a separately incorporated 501(c)(3) organization created to raise, manage, distribute, and steward private resources to support the various missions of the College including its various campuses and centers.
- B. The Foundation Board of Directors is responsible for the control and management of all assets of the Foundation including the prudent management of all gifts consistent with donor intent.
- C. The Foundation is responsible for the performance and oversight of all aspects of its operations based upon a comprehensive set of bylaws that clearly address the Board’s fiduciary responsibilities, including expectations of individual Board members based upon ethical guidelines and policies.

IV. The College's Relationship to the Foundation

- A. The President of the College is responsible for communicating the College's priorities and long-term plans, as approved by the CWI Board of Trustees, to the Foundation Board of Directors.
- B. The College recognizes that the Foundation is a private corporation with the responsibility to protect the confidentiality of its donors to the fullest extent of the law.
- C. The President of the College, a representative chosen by the Board of Trustees from among their members, and the Vice President for Finance and Administration shall serve as ex-officio members of the Foundation Board and shall assume a prominent role in Board and fund-raising activities.
- D. The Vice President for Finance and Administration shall:
 - 1. Provide to the Foundation on a contractual basis accounting and funds management services located in the College's Business Office based upon the staff FTE required to perform Foundation-related duties.
 - 2. Receive and deposit funds in separate Foundation accounts established by National Association of College and University Business Officers (NACUBO) standards, disburse, and account for Foundation funds held (with respect to transactions processed through the institution's financial system, the Foundation shall comply with the institution's financial and administrative policies and procedures).
 - 3. Maintain full and accurate books of account.
 - 4. If required by the Board of Trustees or the College, give bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Trustees determine.
 - 5. Provide accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis.
- E. The College will provide to the Foundation on a contractual basis development staff to assist the Foundation in the coordination and implementation of its fundraising plan. Each contract will use a sliding scale for payment to the College based upon the percentage of time each staff member contributes to the operation of the Foundation. Those services initially will include an Executive Director and a Database Specialist.
- F. The College shall provide in-kind support for the general operation of the Foundation including the services of marketing and communications support, office and meeting space, janitorial and maintenance services, office furniture, technology equipment and support, utilities and telephone service, and other support and services as the College may deem appropriate. Such support is provided by the College in consideration of the significant fiscal support provided by the Foundation to the College and its students. This support will be recognized as an in-kind contribution in the Foundation's annual audit.
- G. The College shall establish and enforce policies and procedures that support the Foundation's ability to protect the confidentiality of donor records. All information about donors, prospective donors, gift data, campaign assignments and notes, donor correspondence, and related information is the confidential property of the Foundation,

whether maintained in paper or electronic form, or maintained on servers and equipment owned by the College, in accordance with the laws of the State of Idaho.

V. Foundation Responsibilities

- A. The Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of the College.
- B. The Foundation, in consultation with the President of the College, is responsible for planning and executing a comprehensive fund-raising and donor-acquisition program in support of the College mission.
- C. The Foundation will establish, adhere to, and periodically assess its gift-management and acceptance policies. It will promptly acknowledge and issue receipts for all gifts on behalf of the Foundation and the College and provide appropriate recognition and stewardship of such gifts.
- D. The Foundation bears major responsibility for fund-raising. College representatives will coordinate fund-raising initiatives including major gifts solicitations with the Foundation.
- E. The President will work in conjunction with the leadership of the Foundation Board and the Executive Director to identify, cultivate, and solicit prospects for private gifts.
- F. The College, not the Foundation, shall accept grants from state or federal agencies unless there are special circumstances which are approved by the College, the Foundation Board, and the governmental agency.
- G. The College, not the Foundation, shall routinely accept gifts-in-kind of equipment and supplies intended for College use. The Foundation will accept gifts-in-kind intended for Foundation use.
- H. The Foundation will maintain a database of donors and potential donors that is accurate and useful, and will, at such time that it is appropriate, maintain alumni records.

VI. Asset Management

- A. The Foundation will establish asset allocation, disbursement, and spending policies that adhere to applicable federal and state laws including the Uniform Prudent Investor Act (UPIA) and the Uniform Management of Institutional Funds Act (UMIFA).
- B. The Foundation will receive, hold, manage, invest, and disburse contributions, including immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred gift instruments.
- C. The Foundation, in accordance with the direction of the College and in compliance with the wishes and priorities of the College, may purchase, accept and manage the use, maintenance, improvement, and sale of real and personal property for the benefit of the College.

- D. The Foundation shall not accept any gift, donation, or grant which creates a future liability for the College without the advance and written approval of the President of the College.
- E. The Foundation will invest Foundation funds through qualified investment firms, according to a well designed and approved investment policy. The Foundation shall comply fully with any restrictions on the use, investments or management of Foundation funds placed on such funds by the individuals who originally donated the funds to the Foundation or the College. The Foundation shall maintain the identity of individually named endowments. The Foundation shall maintain all endowments free and clear of any liens, charges, encumbrances and other restrictions other than those restrictions imposed by the original donors.
- F. The Foundation will engage an independent accounting firm to annually conduct an audit of the Foundation's audited financial statements, including management letters. The final report shall be delivered each year by the date as specified by the College in order to meet its audit requirements.
- G. The Foundation will engage the services of legal counsel for the review of contracts and other legal issues as necessary.
- H. The Foundation will maintain general liability insurance, directors' and officers' insurance and such other insurance coverage as may be necessary or appropriate for liabilities which may arise in connection with its operations. Where allowed and practical, this may be in the form of a rider on a College policy.
- I. When distributing funds to the College, the Foundation will disclose any terms, conditions, or limitations imposed by the donor or legal determination of the gift. The College will abide by such restrictions and provide appropriate documentation when required.
- J. The Foundation is the primary depository of private gifts and will transfer funds to the designated entity within the institution in compliance with donor intent, college policy, and applicable laws.
- K. The Foundation's disbursements on behalf of the College must be reasonable expenses that support the institution and its mission, are consistent with donor intent, and do not conflict with the law.

VII. Foundation Funding and Administration

- A. The Foundation is responsible for establishing a financial plan to underwrite a portion of its operational costs, programs, and activities.
- B. The Foundation has the right to use a reasonable percentage of annual unrestricted funds, interest on endowments (by donor agreement), and earned interest on non-endowed restricted and unrestricted investments to support its operations.
- C. The Foundation will provide access to data and records to the College as needed and in accordance with applicable laws, policies and guidelines.

- D. The Foundation will issue to the College, donors, and the community an annual report of its revenue, expenditures, programs, and activities.

VIII. Terms of the Memorandum of Understanding


- A. Either party may, upon 90 days prior written notice to the other, terminate this agreement. Notwithstanding the foregoing, either party may terminate this MOU in the event the other party defaults in the performance of its obligations and fails to cure the default within a reasonable time after receiving written show cause notice.
- B. In the event that the Foundation ceases to exist, all monies and items of value received by or held by the Foundation for the benefit of the College or any of its constituent parts shall immediately be transferred to the College or a designee consistent with federal and state laws, and such restrictions as may have been imposed by donors.


IX. Transfer of Funds to the Foundation

The College shall transfer to the Foundation title and custody of all endowed and other funds contributed to the College prior to the date of this agreement which is listed on Exhibit A. All contributions received by the College after the date of this agreement may be transferred to the Foundation in accordance with the terms of this agreement if such transfer is approved by the College President or his designee, unless donor restrictions prevent such transfer.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized officers as of the day and date first above written.


CWI Foundation Board of Directors 8-19-10 Date


Dr. Bert Glandon 6-28-2010 Date
President
College of Western Idaho


Dr. Joan E. Edwards 8-19-10 Date
Foundation Executive Director
College of Western Idaho



Guy Hurbutt 6-28-2010 Date
Chair
CWI Board of Trustees



Exhibit 35

College of Western Idaho

**MIG, Inc. Charrett Findings and
Framework Maps**



memo portland

to **Brian Currin, Executive Director, IT Services & Facilities**

from **Jay Renkens and Jon Pheanis, MIG, Inc.**

re **CWI Programming, Space Needs and Framework Element Maps**

date **4/7/10**

The CWI March Development Concept Charrette was a great success; serving to identify existing site considerations, and generate some exciting new ideas. Based on input and feedback provided by the college we have produced preliminary baseline analysis that will be used to refine the CWI Development Concept Plan. Attached with this memo, are the CWI Preliminary Programming and Space Needs Analysis and the CWI Framework Element Maps.

Programming and Space Needs Analysis

Campus programming estimates determine the type and size of campus uses and buildings. These numbers also determine the amount of land area needed for open space and circulation. Information in the analysis is based on information provided by CWI including: the programming numbers identified during the charrette; the Educational Specifications; and the CCBT Space Plan.

The analysis includes the following four sections:

Available Land: provides the total available land area for each of the proposed campus uses, based on the Proposed Campus Uses Map;

Development Potential: shows the total building square footage based on different development intensity, ranging from 1-story to 5-stories;

Programming: provides the estimated building gross square footage needs, parking spaces, and includes a comparison to CWI space planning estimates; and

Land Needs: shows estimated land use needs based on an analysis of the preferred development intensity, as well as site coverage ratios for each of the proposed campus uses.

Framework Element Maps

The framework element maps show existing site conditions, as well as the future development concept of the CWI campus. Each of the diagrams are based on the sketches presented at the charrette.

There are five maps that depict the framework elements:

- *Site Analysis*, depicting existing characteristics, opportunities and challenges;
- *Proposed Open Space*, depicting the open space element of the campus development concept;
- *Proposed Circulation*, depicting pathways, streets and parking areas of the campus development concept;
- *Utilities*, depicting existing campus utilities; and
- *Proposed Campus Uses*, depicting the envisioned campus uses.

Next Steps

It is important that the provided information align with estimates provided by CWI. Please review the Programming and Space Needs Analysis and Framework Element Maps and provide us your consolidated comments by April 12th. Based on your feedback of the preliminary analysis, we will move forward with the next step in the Development Concept Plan: concept rendering and phasing.

CWI Campus Available Land Area

Campus Uses (as indicated on <i>Proposed Campus Uses Map</i>)	Total Available Land Area	
	SQFT	Acres
Academic and Related Land Uses		
Campus Core	511,000	11.7
Campus Core Extension	485,750	11.2
Community Oriented Uses	693,350	15.9
PTE	942,000	21.6
Shipping/Receiving/Maintenance	130,000	3.0
Trucking	367,500	8.4
University Center	276,050	6.3
Sub Total	3,405,650	78.2
Non-Academic Uses		
Campus Entry	371,550	8.5
Incubator Space	160,100	3.7
Parking Areas	478,550	11.0
Transit Center and Housing	774,000	17.8
Sub Total	1,784,200	41.0
Reserve Areas		
Academic Reserve	799,200	18.3
Sub total	799,200	18.3
Total Campus Property*	5,989,050	137.5
Potential Campus Property		
Future Reserve	1,588,900	36.5
Future Recreation Fields	1,323,850	30.4
Sub Total	2,912,750	66.9
Total Campus and Potential Campus Property	8,901,800	204.4

*Assumes acquisition of BSU-owned property east of existing land holdings.

CWI Campus Development Potential

Land Use and Development Intensity	Average Floors*	Total Building Gross Square Footage**
Total Available Building Coverage		
Academic and Related Uses	1	349,467
Non-Academic Uses		427,025
Reserve Areas		199,800
Total		776,492
Low		
Academic and Related Uses	2	504,633
Non-Academic Uses		854,050
Reserve Areas		399,600
Total		1,758,283
Low/Medium		
Academic and Related Uses	3	659,800
Non-Academic Uses		1,281,075
Reserve Areas		599,400
Total		2,540,275
Medium/High		
Academic and Related Uses	4	814,967
Non-Academic Uses		1,708,100
Reserve Areas		799,200
Total		3,322,267
High		
Academic and Related Uses	5	903,467
Non-Academic Uses		2,135,125
Reserve Areas		999,000
Total		4,037,592

* Professional Technical Education, Shipping/Receiving/Maintenance and Trucking land uses assume 1-story development in all scenarios.

** Average Building Coverage Area is 25%.

CWI Programming and Building Area Needs

Building and Use	Estimated Building Gross Square Footage Needs	Estimated Assigned Parking Space Needs	Ed. Spec. Total Needs* (GSF)	CCBT Space Plan*** (GSF)
Student Union Building	90,000	290	---	---
<i>1st Floor:</i>				
Student services			---	---
Testing center			---	---
IT help desk			---	---
Instruction space			---	---
Food services and coffee shop			---	---
Bookstore			---	---
Student club rooms			---	---
Auditorium			---	---
Copy and print services			---	---
Information booth			---	---
Mail room			---	---
<i>2nd Floor:</i>				
Library			---	20,262
Smart classrooms			---	---
Tutoring and break-out rooms			---	---
ABE, GED, ESL programs			---	---
<i>3rd Floor:</i>				
Conference facilities			---	---
<i>4th Floor:</i>				
Faculty/staff offices			---	---
Meeting rooms			---	---
<i>5th Floor:</i>				
Administrative offices (including President's office, executive team offices, meeting and conference rooms)			---	33,199 (offices)
Transportation Technology (in 1 or more buildings)	150,000	95	189,978	---
Automotive Collision Repair Technology			30,400	---
Machine tooling			12,850	---
Heavy Truck and Equipment Technology			35,580	---
Automotive Technology			30,500	---
Power Sports and Small Engine Technology			25,900	---
Truck Driving Technology			4,250	---
Welding Technology			8,940	---

Building and Use	Estimated Building Gross Square Footage Needs	Estimated Assigned Parking Space Needs	Ed. Spec. Total Needs* (GSF)	CCBT Space Plan*** (GSF)
Science Labs and Classrooms	65,000	205	29,952	71,322 (lab)
Academic Buildings (2 @ 60,000 sqft)	120,000	245	24,205	53,492 (lec)
Adult Basic Education (ABE)			4,860	---
Transfer GED, ESL programs from CC Campus (optional)			---	---
Drafting Technology			3100	---
Business technology			10,950	---
YMCA	55,000	185	---	---
PE programs			---	---
Exercise programs			---	---
Child care and early childhood technology			3,650	---
Student recreation center			---	---
Advanced Technology Center	35,000	110	---	---
Technical services			---	---
Electronics Technology			16,415	---
Information technology			16,895	---
Broadcast/recording studio			---	---
Data center			---	---
Performing Arts Center	26,000	80	---	---
Humanities, arts, music classrooms			---	---
Classroom/rehearsal space and gallery			---	---
Theater			---	---
Catering			---	---
Concert hall			---	---
Facilities Operations	14,300	45	---	---
Police substation			---	---
Fleet vehicles			---	---
Central receiving			---	---
Storage			---	---
Maintenance equipment			---	---
Custodial Maintenance			---	---
Recycling			---	---
Offices			---	---
Recreation/Sports Facilities and Fields	---	300	---	---
Multi-purpose field			---	---
Field house/gymnasium			---	---

Building and Use	Estimated Building Gross Square Footage Needs	Estimated Assigned Parking Space Needs	Ed. Spec. Total Needs* (GSF)	CCBT Space Plan*** (GSF)
Workforce Development	60,000	190	---	---
Apprenticeship programs			---	---
HVAC electrical, construction and manufacturing			---	---
Alternative energy lab			---	---
Small business development center			---	---
Fire Services Technology			---	---
Culinary Arts (optional)			14,035	---
Corporate training			---	---
Health Sciences (optional)	30,000	95	33,642	---
Dental Assistant Technology			6,500	---
Surgical Technology			7,975	---
Nursing Technology			19,775	---
University Center	40,000	128	---	---
Approximate Total Additional Need	685,300	1968	398,611**	178,275

* Includes 28% for storage, utilities, hallways and restrooms to attain gross square footage

** Includes uses not shown

*** Includes CTE credit courses only

CWI Campus Land Needs

Land Uses and Buildings	Preferred Development Intensity	Site Coverage			
		Circulation and Parking (25%)	Open Space (50%)	Building (25%)	Total Site Coverage
Academic and Related Uses					
Campus Core					
Student Union Building	5 stories	18,000	36,000	18,000	72,000
Advanced Technology Center	3 stories	11,667	23,333	11,667	46,667
Academic Building I	3 stories	20,000	40,000	20,000	80,000
Sub Total	---	49,667	99,333	49,667	198,667
Campus Core Extension					
Science Labs and Classrooms	3 stories	21,667	43,333	21,667	86,667
Academic Building II	3 stories	20,000	40,000	20,000	80,000
Health Sciences Building (optional)	3 stories	10,000	20,000	10,000	40,000
Sub Total	---	51,667	103,333	51,667	206,667
Community Oriented Uses					
YMCA	2 stories	27,500	55,000	27,500	110,000
Performing Arts Center	2 stories	13,000	26,000	13,000	52,000
Sub Total	---	40,500	81,000	40,500	162,000
Professional Technical Education					
Workforce Development Building	2 stories	30,000	60,000	30,000	120,000
Sub Total	---	30,000	60,000	30,000	120,000
Shipping/Receiving/Maintenance					
Facilities Operations Building	1 story	14,300	28,600	14,300	57,200
Sub Total	---	14,300	28,600	14,300	57,200
Trucking					
Transportation Technology Building	1 story	150,000	300,000	150,000	600,000
Sub Total	---	150,000	300,000	150,000	600,000
University Center					
University Center Building	3 stories	13,333	26,667	13,333	53,333
Sub Total	---	13,333	26,667	13,333	53,333
Total Academic and Related Uses Space Needs	---	349,467	698,933	349,467	1,397,867
Non-Academic Uses					
Campus Entry*	---	92,888	278,663	---	371,550
Incubator Space	---	40,025	80,050	40,025	160,100
Parking Areas**	---	358,913	119,638	---	478,550
Transit Center and Housing***	---	154,800	232,200	387,000	774,000
Total Non-Academic Uses Space Needs	---	646,625	710,550	427,025	1,784,200
Campus Total Space Needs	---	996,092	1,409,483	776,492	3,182,067

Land Uses and Buildings	Preferred Development Intensity	Site Coverage			
		Circulation and Parking (25%)	Open Space (50%)	Building (25%)	Total Site Coverage
Reserve Areas					
Academic Reserve	---	199,800	399,600	199,800	799,200
Total Reserve Areas	---	199,800	399,600	199,800	799,200

* Open Space Site Coverage Ratio is 75%; Circulation Site Coverage Ratio is 25%.

** Circulation and Parking Site Coverage Ratio is 75%; Open Space Site Coverage Ratio is 25%.

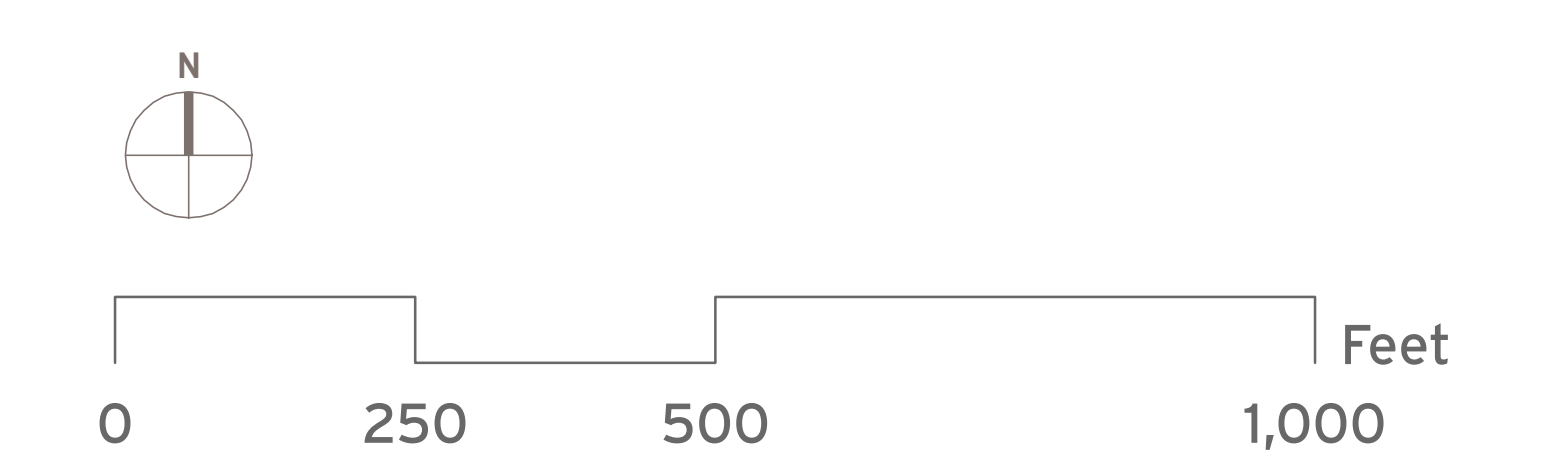
*** Building Site Coverage Ratio is 50%; Open Space Site Coverage Ratio is 30%; Circulation and Parking Site Coverage Ratio is 20%.

COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Site Analysis


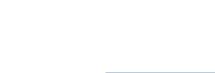












-  Railroad
-  Canal
-  Parcel
-  Existing Campus Building
-  Residential
-  Industrial
-  Event
-  Commercial
-  Institutional
-  Agricultural
-  Site Boundary
-  Existing Parking
-  Energy
-  Pathway
-  Trees
-  Greenspace Buffer
-  Median
-  Lighting
-  Wind Direction
-  View
-  Planned Above Ground Power Line
-  Ceremonial Entry

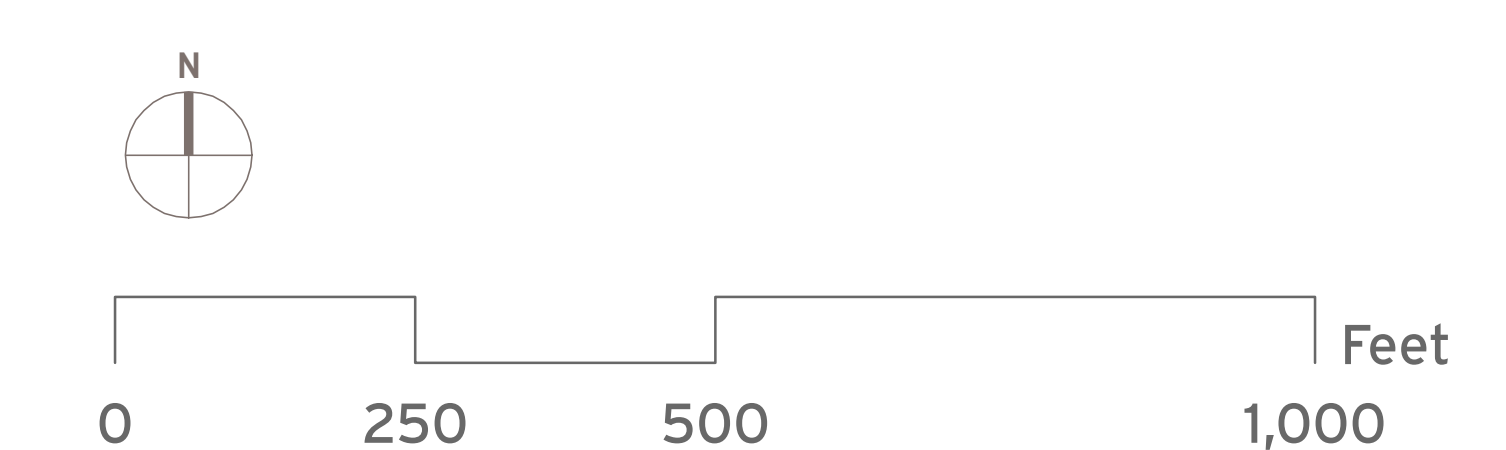


COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Proposed Campus Uses

-  Railroad
-  Canal
-  Parcel
-  Existing Campus Building
-  Academics
-  Professional Technical Education/Incubator Space
-  Trucking
-  Community Oriented Uses
-  Recreation Fields
-  Campus Entry
-  Transit Center and Housing
-  Shipping/Receiving/Maintenance
-  Parking Areas
-  Future Reserve



Revised 04.10.10
Data Source: BSU and City of Nampa GIS

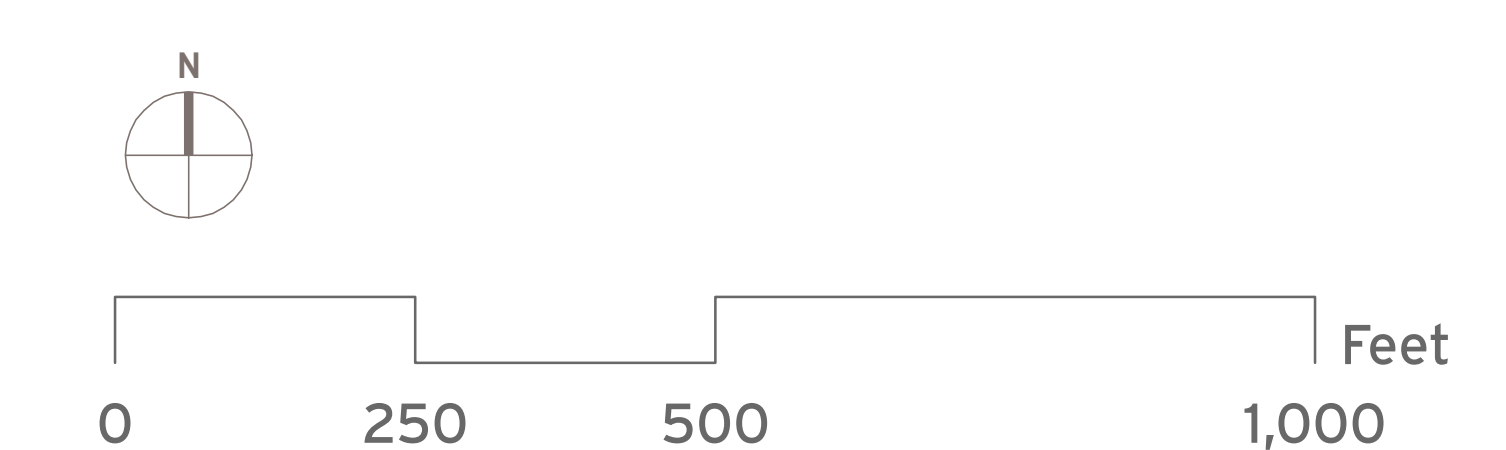
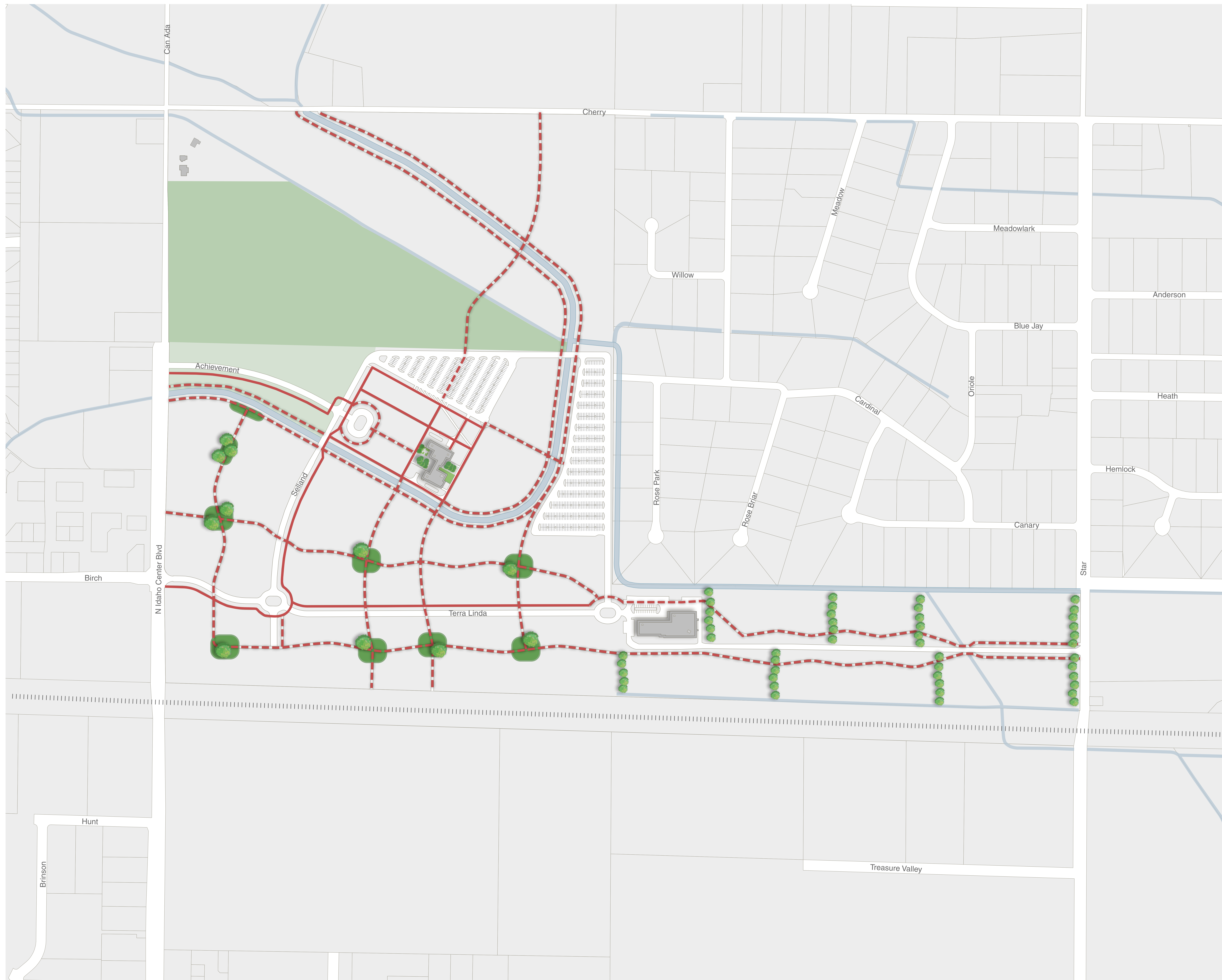


COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Proposed Open Space

- Railroad
- Canal
- Parcel
- Existing Campus Building
- Campus Entry
- Proposed Recreation Field
- Proposed Open Space
- Proposed Tree Plantings
- Existing Pathway
- Proposed Pathway



Revised 04.10.10
Data Source: BSU and City of Nampa GIS

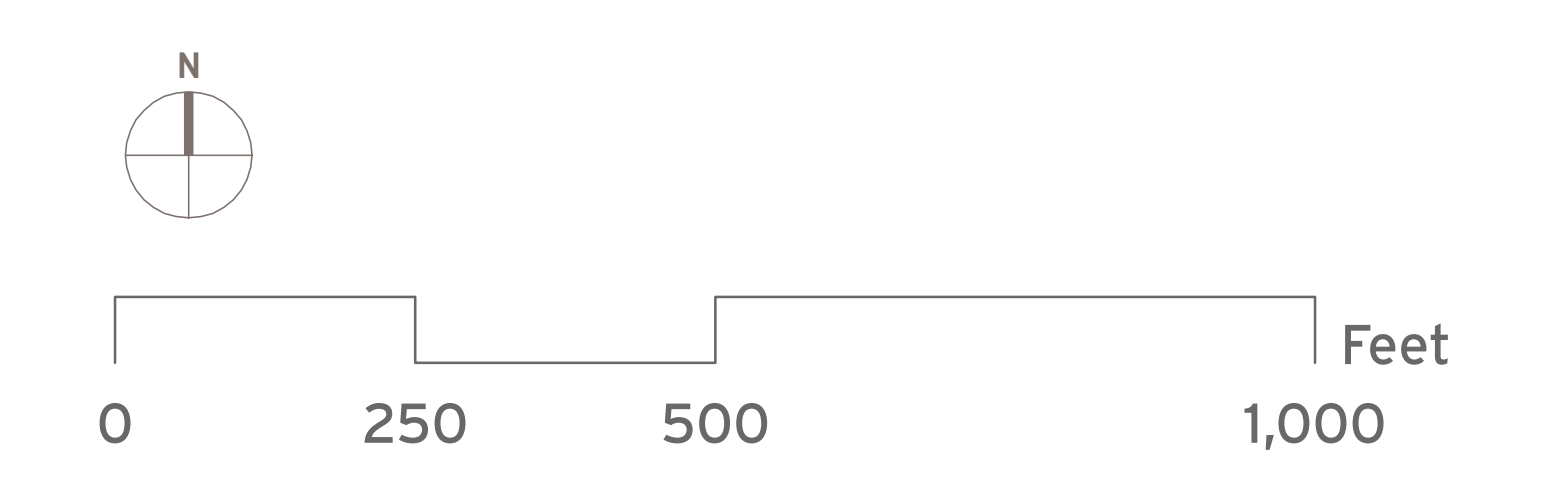
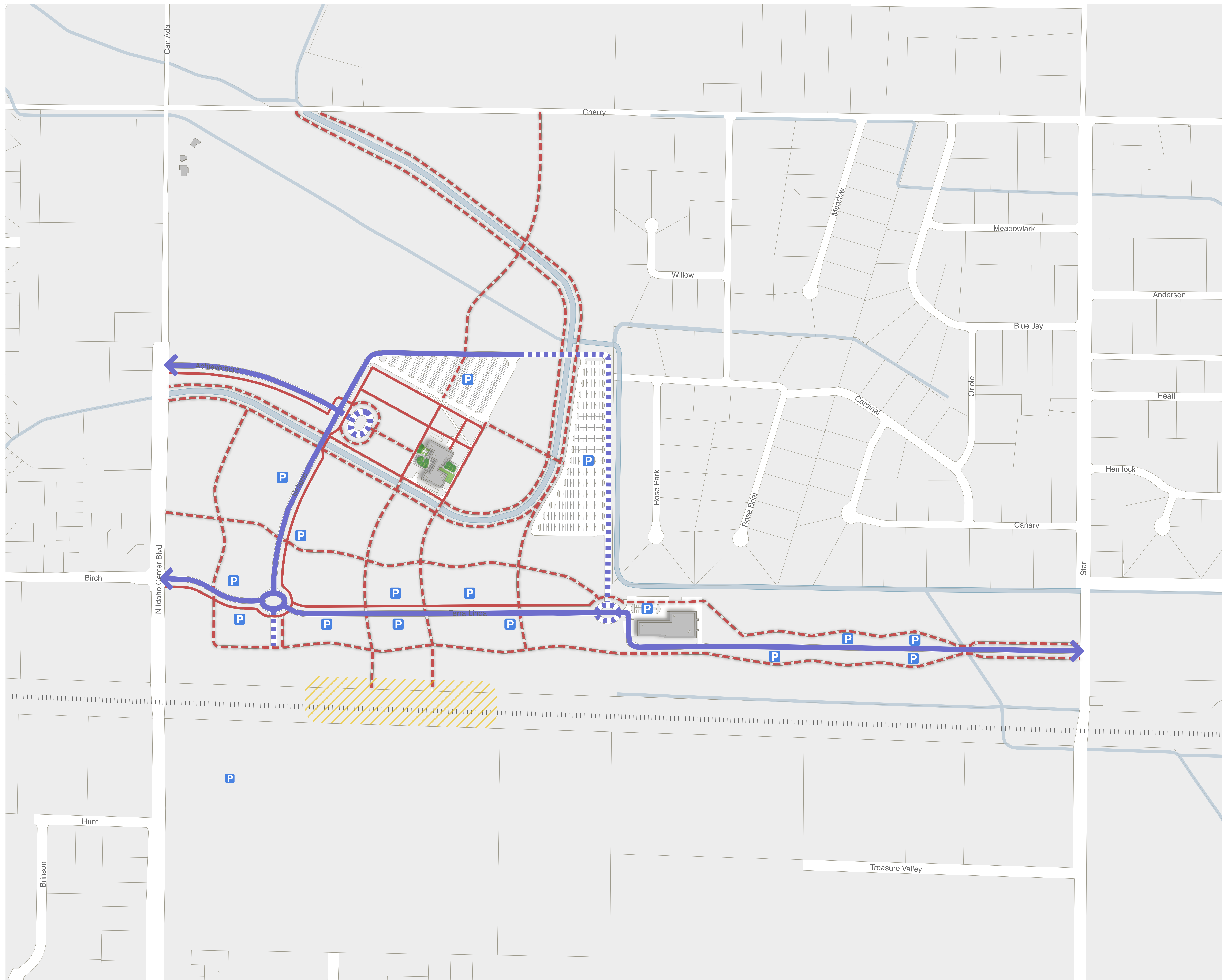


COLLEGE OF WESTERN IDAHO

DEVELOPMENT CONCEPT PLAN

Proposed Circulation

- Railroad
- Canal
- ▭ Parcel
- ▭ Existing Campus Building
- Existing Road
- ▬▬▬ Proposed Road
- Existing Pathway
- - - Proposed Pathway
- ▨▨▨ Proposed Transit Station
- P Existing/Proposed Parking



Revised 04.10.10
Data Source: BSU and City of Nampa GIS





Exhibit 36

College of Western Idaho

Capital Funding Options

EXHIBIT 40

CWI CAPITAL FUNDING OPTIONS

Financing capital improvements for Community Colleges in Idaho is primarily left to the limits imposed by the Idaho Legislature. Despite those limits, the Legislature has also passed several laws that give local boards of trustees some flexibility with the use of other funds for capital improvements. Three levies are available for local boards of trustees to consider for capital projects: the supplemental levy, the plant facility levy, and the bond levy. Each levy has its own advantages and disadvantages.

1.1 Supplemental Levy

Community colleges are authorized to ask patrons to approve "supplementary levies" by majority vote for any amount that exceeds the college's basic maintenance and operations levy. The supplemental levy can be for one or two years. (I.C.33-2111)

The amount raised by a supplemental levy is included as local revenue and may be expended for any purpose allowed in the general fund. Case law from the Rockland School District indicates that supplemental levies may be used for the remodeling of existing school facilities but not for the construction of a new facility.

1.2 Plant Facility Levy

Like public school districts, community colleges are authorized to create a school plant facilities fund either by transferring general fund moneys into it or by asking for a multi-year tax levy for funding (I.C.33-2113). A school plant facility levy can be for a period of one to ten years in length and must identify the types of expenditures for which the funds will be used. The vote on a plant facility levy requires different levels of voter approval depending on the sum of (1) the

levy amount necessary to pay the annual bonded indebtedness and (2) the proposed plant facility levy. Therefore, under these certain conditions, depending upon bonded indebtedness, the two-thirds majority may be lowered as follows:

- a. If the sum of the two is less than two-tenths of one percent (.2%) of the market value for assessment purposes on the preceding December 31st, the required level of voter approval is 55%.
- b. If the sum of the two is two-tenths of one percent (.2%) or more and less than three-tenths of one percent (.3%) of the market value for assessment purposes on the preceding December 31st, the required level of voter approval is 60%.
- c. If the sum of the two is three-tenths of one percent (.3%) or more and less than four-tenths of one percent (.4%) of the market value for assessment purposes on the preceding December 31st, the required level of voter approval is 66 $\frac{2}{3}$ %.

Any bonded indebtedness incurred subsequent to the approval of a plant facility election does not affect the terms of that levy during the time that levy is in effect.

Disbursements from a school plant facility fund may be authorized by the board of trustees for the same types of capital projects allowed for bond issue funds, as well as for lease and lease purchase agreements or facility construction loan repayment.

1.3 Bond Levy

Community colleges are authorized to submit to the voters, bond issues to build and furnish buildings. The total bonded indebtedness of a community college district cannot exceed 1% of the market value for assessment purposes, typically on the preceding December 31st. A two thirds majority is required to pass any bond issue. All bonds issued must be redeemed in full within twenty (20) years of the date of the bonds. All monies raised from the sale of bonds must be paid into the treasury of the college. The treasurer must then deposit such funds according to the provisions of the Public Depository Law, separate from any other funds of the

college. Interest paid on the investment of these funds must accrue to the capital projects fund. When investing capital project fund money, the college should be aware of federal regulations governing arbitrage.

Bond levy funds must be immediately available for the purpose approved by the electors of the community college district. The proceeds of the sale may also be used for architectural and engineering costs incurred in any construction approved by electors; to pay legal and fiscal fees; to pay publishing, printing of the bonds; or to reimburse any other funds of the college used for the above purposes.

Any balance of funds above the amount necessary to meet the requirements approved by the electors must be placed in the bond interest and redemption fund and applied to the redemption of, and payment of interest on, any bond issue of the community college district.

SOURCE OF FUNDS – ADVANTAGES AND DISADVANTAGES

Source of Funds	Advantages	Disadvantages
Supplemental Levy	<ul style="list-style-type: none"> a. use of funds is very flexible. b. only requires a simple majority of the voters c. has no cap or ceiling d. has little or no interest expenses 	<ul style="list-style-type: none"> a. cannot be used for new construction b. is only for one or two years. c. is “pay-as-you-go” and money may not be immediately available
Plant facility levy	<ul style="list-style-type: none"> a. use of funds is very flexible b. use of funds is the same as bond funds c. voter approval level is often less than a bond levy d. has little or no interest expenses 	<ul style="list-style-type: none"> a. is only for one to ten years. b. is “pay-as-you-go” and money may not be immediately available c. may not generate enough funds for larger projects d. voter approval is more than a supplemental levy
Bond levy	<ul style="list-style-type: none"> a. use of funds is very flexible b. money is immediately available upon sale of the bonds c. allows future residents of the district to help pay for college facilities 	<ul style="list-style-type: none"> a. has a very high voter approval level b. has interest expenses added to the cost of construction



Exhibit 37

College of Western Idaho

Technology Update and Replacement Plan



**INFORMATION AND TECHNOLOGY SERVICES
TECHNOLOGY EQUIPMENT LIFE CYCLE PLAN**

December 2010

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APPENDICIES

Appendix A – Technology Equipment Life Cycle Quick Reference Matrix...A-1

College of Western Idaho
Technology Equipment Life Cycle Plan

OVERVIEW

Technology by its nature has a volatile life cycle; the ever changing requirements in the classroom, laboratory and the administrative management of the college require that computing systems and related equipment be adequate to meet these needs. This plan has been developed to provide comprehensive standards and guidelines for establishing the service and life cycle of this equipment.

The Information Technology Director is responsible for the overall management, acquisition, replacement and allocation of computing, communications, multimedia and related equipment at College of Western Idaho. In carrying out these responsibilities the incumbent will follow the guidance provided by CWI Technology Committee and carefully consider the needs and requirements expressed by the faculty and staff of the college.

The standards and life cycle set forth in this plan are intended to maximize the effective use of available funding, provide the best possible equipment to the user and create a technology environment that enhances the ability of the college to perform its diverse mission.

STANDARDS AND GUIDLINE COMPLIANCE

All equipment specification will meet the established standards and guidelines of the College of Western Idaho and appropriate Federal, State and local regulation.

DEFINITIONS

This document contains a number of phrases and acronyms, the glossary of definitions below are intended to add clarity and meaning to the contents of this document:

Audio - Equipment intended to amplify voice or multimedia

Clock Speed - The frequency the CPU operates at

Computer System - The Central Processing unit, Monitor, Keyboard, mouse and required cabling.

Data/Video Projector - A device intended to project Data/Video images for group presentations

Peripheral - Any device attached to a computer system, such as printers, scanners, external drives etc.

RAM - Random Access Memory, the amount of memory available to open and run programs on the desk top

Storage - The storage capacity of the hard drive

1. SECTION ONE – COMPUTER SYSTEMS

1.1 ESTABLISHING LIFE CYCLE

Establishing the life cycle of a computer system can be divided into three major areas: System considerations, Total cost of ownership, and “Does it meet user’s needs?”

1.1.1 SYSTEM CONSIDERATIONS

When establishing the useful life cycle of a computer system, several factors must be considered:

- ⌚ The configuration and computing power of the system
- ⌚ Would upgrades extend the life of the system and is it cost effective?
- ⌚ What software will be operated on the system?
- ⌚ Length and scope of the manufacturer’s warranty
- ⌚ Repair part availability
- ⌚ Could the system be redistributed to an area needing less computing power
- ⌚ Is it becoming a labor intensive to maintain the system?
- ⌚ Is it representative of the type of equipment our students will be required to operate in the work place?
- ⌚ Current and projected trends in the industry for new/ replacement systems

College of Western Idaho
Technology Equipment Life Cycle Plan

1.1.2 TOTAL COST OF OWNERSHIP

This term is intended to insure that not only the initial purchase cost of the computing system is considered, but also that all costs that might be incurred during the life of the system be factored. These additional costs are:

- ⌚ Training of the users, both hardware and software
- ⌚ Training of the support personnel
- ⌚ Maintenance, both parts and labor

1.1.3 DOES IT MEET THE USERS NEEDS?

A computing system must be of sufficient power and speed to perform the tasks required by the user. A system with sub-standard performance defeats the purpose of using technology as a tool to enhance the productivity in the work place. The following areas should be considered when determining the time period a computer system meets the needs of the user:

- ⌚ The clock speed, RAM and Storage required to operate all required software efficiently
- ⌚ The type and complexity of the software to be run on the system
- ⌚ The scalability of the system

1.1.4 STANDARDIZATION AND GROUPING

Minimum Computer system standards have been set by the CWI Technology Committee to insure that any new system purchased within CWI will meet the needs of the average user. Additionally, user groups need to be established to insure that computing systems in service at CWI are rotated/upgraded to achieve the maximum use from each system. When establishing user groups the following should be considered:

- ⌚ In general, the annual rotation/replacement of systems should not exceed 25 percent of the total inventory, so that the most value for the funds expended can be achieved.
- ⌚ Percentage of the inventory that the available technical staff replace/rotate annually
- ⌚ The needs of the different users on campus
- ⌚ The amount of available funding available to replace systems annually
- ⌚ System needs that can be met by recycling an existing system
- ⌚ Scope and length of the manufacturers' warranty

1.3 USER GROUPS AND LIFE CYCLE AT CWI

After careful consideration of all factors, it has been determined that six major user groups will be established at CWI with the corresponding life cycle indicated:

1.3.1 HIGH END GROUP:

The high user group is intended to meet the needs of academic programs and selected faculty and staff that require a very powerful computing system due to the type of software required for the mission. These computer systems may have to be replaced as often as every two years, but not more than 4 years to meet the needs of the user. However, these systems should be redistributed to one of the other groups below whenever possible to achieve the most value possible from their purchase.

1.3.2 STANDARD INSTRUCTIONAL GROUP:

This group will consist of the majority of the computer labs and classroom instructor computers on campus. These systems should be replaced every five years. Selected systems may be considered for redistribution to the SINGLE PURPOSE GROUP.

1.3.3 STANDARD OFFICE GROUP:

This group will consist of the majority of staff and faculty computer systems on campus. These systems should be replaced every five years. Selected systems may be considered for redistribution to the SINGLE PURPOSE GROUP.

1.3.4 SINGLE PURPOSE GROUP:

This group will consist of systems required to perform a single computing need, such as student kiosks and student tracking. These systems should be replaced with the best available equipment first from one of the groups above, but only if it does not negatively impact the mission requirements.

1.3.5 LAPTOP GROUP:

This group will consist of the majority of laptop computers on campus. These systems should be replaced every five years.

1.3.6 SERVER GROUP:

Servers are intended to provide services to very large groups, they are very powerful computing systems with scalability factored into the design. These systems should be replaced every five years.

2. SECTION TWO - PERIPHERAL DEVICES

2.1 ESTABLISHING LIFE CYCLE

Peripheral devices can generally be divided into four groups; Printers, Scanners, External Drives and Audio/Video Accessories. The factors in establishing the life cycle of these devices are very similar to those outlined above for computer systems.

2.1.1 EQUIPMENT CONSIDERATIONS

When establishing the useful life cycle of a peripheral device, several factors must be considered:

- ⌚ The configuration and computing power of the system it is supporting

- ⌚ Special software required to operate the device
- ⌚ Scope and length of the manufacturers' warranty
- ⌚ Is the device designed to be repaired or discarded when it does not operate properly
- ⌚ Can the device be redistributed to an area to extend its usefulness after its intended useful life has been reached?
- ⌚ Will software drivers be readily available to interface the device with new operating systems?
- ⌚ Is it representative of the type of equipment our students will be required to operate in the work place.
- ⌚ Current and projected trends in the industry for new/ replacement devices

2.1.2 TOTAL COST OF OWNERSHIP

This term is intended to insure that not only the initial purchase cost of a peripheral device is considered, but also that all costs that might be incurred during the life of the system be factored. These additional costs are:

- ⌚ Training of the users on use of both hardware and software
- ⌚ Training of the support personnel
- ⌚ Maintenance, parts and labor, unless the device is designed to be discarded when it no longer operates properly
- ⌚ Will the computer system it is intended to support need to be upgraded or enhanced to interface properly with the device?

2.1.2 DOES IT MEET THE USERS NEEDS?

A peripheral device must be of sufficient quality and function to perform the tasks required by the user. A larger or enhanced device should be considered if it can meet the needs of a group of users, rather than just one person. Many times a device that is a bit more costly to purchase initially will result in an overall savings when the cost of purchasing redundant equipment for individual users is factored in. The following areas should be considered when determining the time period a peripheral device meets the needs of the user:

- ⌚ Is the device user friendly or will intensive technical support be required to operate the device?
- ⌚ Does the device produce the quality of product or media needed?
- ⌚ The scalability of the device
- ⌚ Are upgrades to software drivers readily available?

2.1.3 STANDARIZATION AND GROUPING

Minimum standards have been set by the CWI Technology Committee to insure that any new peripheral device purchased within CWI will meet the needs of the average user. Equipment will be grouped according to functionality as follows:

2.1.4.1 ENTERPRISE PRINTER GROUP

Whenever the mission allows, a larger networkable laser printer should be used to provide printing support to small groups of from 3-12 users. This philosophy of providing network printer support will reduce the cost of purchasing individual printers, reduce the amount and type of expendables to be purchased and stocked, and will significantly reduce technical support and maintenance costs. This class of printer will provide a high monthly product output and stand up to heavy use. These printers should be replaced every five years.

2.1.4.2 INDIVIDUAL PRINTER GROUP

When it is determined that the type of work a users is involved in requires documents of a confidential nature be printed, a smaller individual laser printer should be provided. This printer should also be of a quality to support small groups of 3-5 and be networkable. This will allow for maximum flexibility and use, if the mission of the printer changes. These types of printers should be replaced every five years .

2.1.4.3 HIGH END SCANNER GROUP

These scanners are used to provide very high quality graphic images and usually are interfaced with sophisticated software that provides cataloging, indexing and archiving of documents. The cost of this type of scanners is significantly greater than the standard document/photo quality scanner. These scanners should be replaced every five – seven years, depending on their ability to provide adequate mission support.

2.1.4.4 STANDARD SCANNER GROUP

This class of scanner is intended provide standard office or lab support in the uploading of documents and photos. They are inexpensive and meant to be discarded when they no longer operate properly. These scanners should be replaced every two – three years.

2.1.4.5 EXTERNAL DRIVE GROUP

These devices are meant to provide bulk storage; data back up and produce transportable media. They range in functionality from a common floppy disk drive to large capacity external hard drives for bulk data storage. Because of their mechanical components, these components will wear out from prolonged or heavy use. This characteristic requires that these devices be replaced every two – four years.

2.1.4.5 AUDIO/VIDEO ACCESSORIES GROUP

This group of equipment consists of desktop powered speakers, headphones, microphones and video/web cameras. All these devices are very low cost, not repairable and have an average life cycle of three - five years.

3 SECTION THREE – NETWORK EQUIPMENT

3.1 ESTABLISHING LIFE CYCLE

Networking equipment can generally be divided into two groups; Switches, Routers and Firewalls, and Mounting / Routing Hardware. The factors in establishing the life cycle of these devices are as follows:

3.1.1 ROUTERS, SWITCHES AND FIREWALLS

These devices are the backbone of the data network and can be a considerable expense to upgrade and keep current. Therefore is extremely important that in selecting these devices that the following factors be considered:

- ⌚ Are all such devices in the network 100% compatible and can they be remotely managed using a single management protocol
- ⌚ Scalability
- ⌚ Scope and length of the manufacturers' warranty
- ⌚ Availability of comprehensive onsite maintenance contracts
- ⌚ Backward compatibility
- ⌚ Availability of web-based remote management tools, so that they can be accessed from diverse locations

3.1.2 MOUNTING AND ROUTING HARDWARE

Mounting and routing hardware play the very important role of insuring that network devices and cabling meet federal and industry specifications. The following are important considerations when selecting this hardware:

- ⌚ Is the hardware of the highest quality and manufactured by a first tier company?
- ⌚ Does it provide the required protection to the equipment and cabling?
- ⌚ Availability of replacement components
- ⌚ Does the hardware have a utilitarian design?

3.1.3 TOTAL COST OF OWNERSHIP

This term is intended to insure that not only the initial purchase cost of a network equipment is considered, but also that all costs that might be incurred during the life of the system be factored. These additional costs are:

- ⌚ Training of support personnel on the use of both hardware and software
- ⌚ Possible hardware and software upgrades

- ⊕ Maintenance cost that might exceed the factory warranty, such as service subscriptions

3.2 STANDARIZATION AND GROUPING

Minimum standards have been set by the CWI Technology Committee to insure that any new network equipment purchased within CWI will interface with the existing equipment at CWI. Equipment will be grouped according to functionality as follows:

3.2.1 CORE NETWORKING EQUIPMENT

These are Switches, Routers and Firewalls that are the hub of the campus network and control all internal and external campus data communications. This equipment is operational at all times. To insure reliability, it should be replaced every four years.

3.2.2 INDIVIDUAL BUILDING NETWORKING EQUIPMENT

This equipment consist mainly of switches and is employed in each of the campus buildings and controls data/communications internal to the building and interfaces with the Core Networking Equipment for off campus communications. This equipment is operational at all times. To insure reliability, it should be replaced every five - seven years.

3.2.2 MOUNTING AND ROUTING HARDWARE

This is primarily steel rails, brackets and fasteners with a long life span. The exceptions are patch panels and patch cords that are vulnerable to dirt, dust and other environmental factors and should be replaced every five years when the corresponding network equipment that supports a given building or the campus core is replaced.

4 SECTION FOUR - MULTIMEDIA EQUIPMENT

4.1 ESTABLISHING LIFE CYCLE

Multimedia equipment in general is the equipment used in the laboratory, classroom and conference room to enhance instruction or presentations. For the purposes of this plan it is broken down into 4 groups; Projection equipment, Audio systems, Video players and recorders and Screens/Displays. The factors in establishing the life cycle of this equipment are as follows:

4.1.1 PROJECTION EQUIPMENT

- ⌚ Is the brightness of the system adequate for the room it services?
- ⌚ Scope and length of the manufacturer's warranty

- ⌚ Availability of repair parts

- ⌚ Can the system be redistributed to an area needing a less powerful projector?

- ⌚ Is it becoming labor intensive to maintain the system?

- ⌚ Current and projected trends in the industry for new/ replacement systems

- ⌚ Support for Digital Rights Management

4.1.2 AUDIO SYSTEMS

Audio systems refer to room size sound systems or larger and include, Amplifiers, Mixers and speaker arrays:

- ⌚ System components power/output compatibility

- ⌚ Does the quality of the system meet the needs of users?

- ⌚ Availability of repair parts

- ⌚ Can the system be redistributed to an area needing a less powerful system?

- ⌚ Is it becoming labor intensive to maintain the system?

- ⌚ Current and projected trends in the industry for new/ replacement systems

4.1.3 VIDEO PLAYERS AND RECORDERS

For the purpose of this plan, video players and recorder refers to any device that plays back or records a video image; VCRs, DVDs, Camcorders etc. These devices usually are very low cost, not intended to be repaired if they do not operate properly. They are also very vulnerable to environmental issues such as dust, chalk dust and chemical

vapors. Spare equipment needs to be a part of the college inventory so these devices can be replaced as needed in order to minimize instruction disruptions.

4.1.4 SCREENS AND DISPLAYS

Projection Screens both manual and electric. Displays refer to Video Monitors/Televisions and Electronic White boards:

4.1.4.1 MANUAL PROJECTION SCREENS

Manual projection screens are very low cost items and not intended to be repaired if they do not operate properly. They are very vulnerable to environmental issues such as dust, chalk dust, abuse and vandalism. Spare screens need to be a part of the college inventory so they can be replaced as needed in order to minimize instruction disruptions.

4.1.4.2 ELECTRONIC PROJECTION SCREENS

Electronic projection screens are vulnerable to the same environmental issues as manual screens; however they are a substantial financial investment. The following should be considered:

- ⌚ Availability of repair parts
- ⌚ Is it becoming labor-intensive to maintain?
- ⌚ Is the screen still covered by a warranty

4.1.4.3 TELEVISIONS AND MONITORS

Televisions and Monitors are very durable devices and are used in diverse venues. When establishing their life cycle the following should be considered:

- ⌚ Is the screen large enough for the venue?
- ⌚ Availability of repair parts
- ⌚ Support for closed-captioning
- ⌚ Is it still under warranty
- ⌚ Support for Digital Rights Management

4.1.4.4 ELECTRONIC WHITE BOARDS

Their useful life cycle is extremely dependent on its ability to interface with the generation of computer system and peripheral devices being used in conjunction with it.

4.2 TOTAL COST OF OWNERSHIP

This term is intended to insure that not only the initial purchase cost of the equipment is considered, but also that all costs that might be incurred during the life of the equipment be factored. These additional costs are:

- ⌚ User friendly interface
- ⌚ Training costs for users
- ⌚ Training of support personnel

- ⊕ Maintenance cost that might exceed the factory warranty

4.3 STANDARDIZATION AND GROUPING

Minimum standards have been set by the CWI Technology Committee to insure that any new multimedia equipment purchased within CWI will meet the needs of the average user. Equipment will be grouped according to functionality as follows:

4.3.1 PROJECTION EQUIPMENT

Projection equipment is very expensive to repair and institutional data collected reveals that it becomes very maintenance intensive as it reaches five years of service. Projectors should be replaced every five years.

4.3.2 AUDIO SYSTEMS

4.3.2.1 AMPLIFIERS AND MIXERS

These devices are very durable, usually are of a solid-state design and very easy to repair. These devices should be replaced every seven - ten years.

4.3.2.2 SPEAKER ARRAYS

Speaker array voice cones dry out and crack as they reach seven years of service. They should be replaced every seven years.

4.3.3 VIDEO PLAYERS AND RECORDERS

As stated above, these devices are inexpensive and not intended to be repaired. They are very vulnerable to environmental factors. Because of this, spare equipment to replace a defective device immediately must be a part of the college inventory. Spare devices should be replaced as they are put into use.

4.3.4 SCREENS AND DISPLAYS

4.3.4.1 MANUAL PROJECTION SCREENS

These are inexpensive and not intended to be repaired. They are very vulnerable to environmental factors. Because of this, spare equipment to replace a defective device immediately must be a part of the college inventory. Spare screens should be replaced to maintain inventory.

4.3.4.2 ELECTRONIC PROJECTION SCREENS

Electronic projection screens are costly, but can be repaired and are very durable. They should be replaced every ten years.

4.3.5 TELEVISIONS AND MONITORS

Televisions and monitors are extremely durable and in general can be repaired. They should be replaced every seven years.

4.3.6 ELECTRONIC WHITE BOARDS

Electronic White Boards are fairly new devices. Because of this, there is little institutional knowledge as to their durability. They must be compatible with the current generation of computer system with which it is interfaced. Subject to revision as more data is available, they should be replaced every five years.

APPENDIX A – TECHNOLOGY EQUIPMENT LIFE CYCLE QUICK REFERENCE MATRIX

COMPUTER SYSTEMS GROUP

GROUP	REPLACEMENT CYCLE	REMARKS
HIGH END USERS	2 - 4 YEARS	SHOULD BE RECYCLED TO ONE OF THE GROUPS BELOW
STD INSTRUCTIONAL	5 YEARS	MAY BE RECYCLED TO SINGLE PURPOSE GROUP
STD OFFICE	5 YEARS	MAY BE RECYCLED TO SINGLE PURPOSE GROUP
SINGLE PURPOSE	5 YEARS	MAY BE A RECYCLED SYSTEM
LAPTOP	5 YEARS	
SERVER	5 YEARS	VERY POWERFUL AND SPECIALIZED SYSTEM

PERIPHERAL DEVICES GROUP

GROUP	REPLACEMENT CYCLE	REMARKS
ENTERPRISE PRINTER	5 YEARS	NETWORKED PRINTER TO SERVE SMALL USER GROUPS
INDIVIDUAL PRINTER	5 YEARS	FOR CONFIDENTIAL DOCUMENTS - NETWORKED
HIGH END SCANNER	5 - 7 YEARS	HIGH CAPACITY DATA ARCHIVING
STD SCANN	2 - 3 YEARS	GENERAL LAB OR OFFICE SUPPORT, NOT REPAIRABLE
EXTERNAL DRIVE	2 - 4 YEARS	MECHANICAL PARTS WEAR OUT, NOT REPAIRABLE
A/V ACCESSORIES	3 - 5 YEARS	INEXPENSIVE, NOT REPAIRABLE

NETWORK EQUIPMENT GROUP

GROUP	REPLACEMENT CYCLE	REMARKS
CORE SWITCHES, ROUTERS & FIREWALLS	5 YEARS	HUB OF THE COLLEGE NETWORK IN SERVICE 24/7
INDIV BUILD NETWORK EQUIP	5 YEARS	CONTROLS ALL DATA COMM FOR THE BUILD IT SERVES
MOUNTING&ROUTING HARDW	5 YEARS	PATCH PANELS AND PATCH CORDS ONLY

MULTIMEDIA EQUIPMENT GROUP

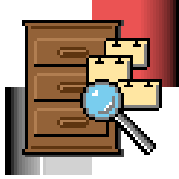
GROUP	REPLACEMENT CYCLE	REMARKS
PROJECTOR	5 YEARS	MAINTENANCE INTENSIVE AFTER 5 YEARS
AUDIO SYSTEMS	7 – 10 Years	
AMPLIFIERS AND MIXERS	7-10 YEARS	DURABLE, SOLID-STATE REPAIRALBE
SPEAKER ARRAYS	7 YEARS	VOICE CONES DRY OUT AND CRACK AFTER 7 YRS
VIDEO PLAYERS & RECORDERS	AS NEEDED	LOW COST, SPARES REPLACED
SCREENS & DISPLAYS		
MANUAL PROJ SCREENS	AS NEEDED	LOW COST, SPARES REPLACED
ELECTRIC PROJ SCREENS	10 YEARS	HIGH COST, REPAIRABLE
TVs AND MONITORS	7 YEARS	DURABLE, REPAIRABLE
ELECTONIC WHITE BOARDS	5 YEARS	NEW TECHNOLOGY, SUBJECT TO CHANGE W/ MORE DATA



Exhibit 38

College of Western Idaho

**State of Idaho Statute 67-1903
Strategic Planning**



Idaho Statutes

TITLE 67 STATE GOVERNMENT AND STATE AFFAIRS CHAPTER 19 STATE PLANNING AND COORDINATION

67-1903.STRATEGIC PLANNING.

- Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be based upon the agency's statutory authority and, at a minimum, shall contain:
 - A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;
 - Goals for the major divisions and core functions of the agency;
 - Objectives and/or tasks that indicate how the goals are to be achieved;
 - Performance measures, developed in accordance with section [67-1904](#), Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
 - Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
 - An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.
- The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.
- The strategic plan shall serve as the foundation for developing the annual performance information required by section [67-1904](#), Idaho Code.
- When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section [67-1904\(7\)](#), Idaho Code.
- Strategic plans are public records and are available to the public as provided in section [9-338](#), Idaho Code.



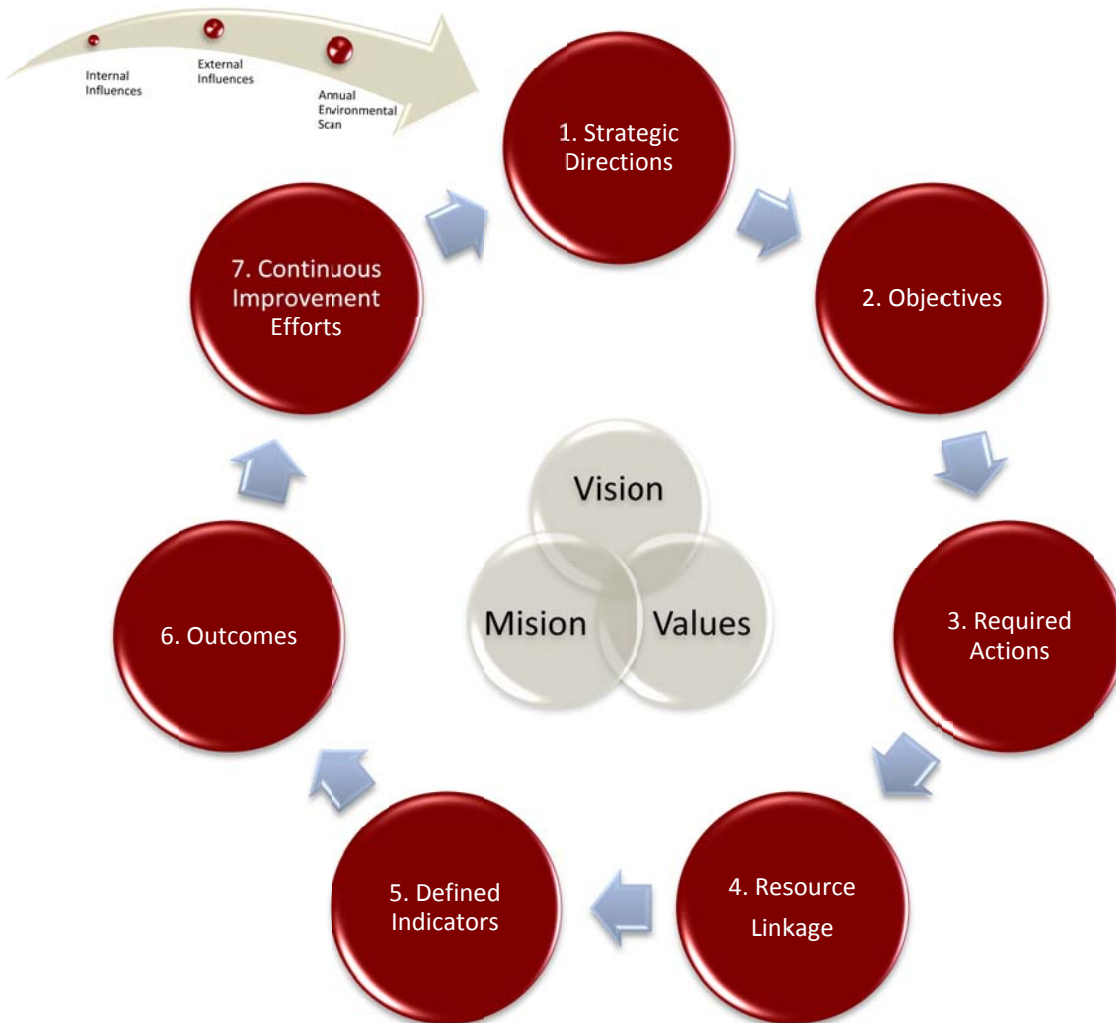
Exhibit 39

College of Western Idaho

**Institutional Strategic Planning Process
and
Progress Report Form**

College of Western Idaho is committed to engaging in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. As such, a strategic planning process has been created to move the college toward a commonly accepted set of goals, objectives, and performance indicators that are the basis for evaluation of effectiveness and accountability to both internal and external constituencies. The strategic planning process provides an opportunity for the faculty and staff to be more thoughtful about desired outcomes of the work they do. This is accomplished by planning goals, prioritizing them, developing baseline measures, setting targets, and establishing benchmarks by which judgments of progress can be made.

Cyclical in nature, the process creates intentional linkages between planning, budgeting, assessment, accreditation and continuous improvement, as shown in the diagram below.



1. Strategic Directions- The centerpiece of our strategic planning efforts is the ongoing development and implementation of our "strategic directions." The strategic directions are broad, significant goals that guide the institution's planning, budgeting, benchmarking, and assessment activities.

Example: Board Priority 1: Structure Student Success

2. Objectives- Objectives are strategic targets that provide pathways and mechanisms to achieve each strategic direction. These objectives are especially powerful when paired together to accomplish the strategic directions.

Example: Develop a transfer admissions guarantee program with universities.

3. Required Actions- Each objective corresponds with specific actions or tasks that are necessary to achieve the objectives. Required actions are associated with a timeframe for completion and a planning coordinator who oversees implementation of each action.

Examples:

1. *Dean of Enrollment and Student Services meets with counterparts at Boise State University to develop an agreement that CWI students who complete the set of courses specified by Boise State University will be admitted to the University.*
2. *CWI offers students a total of five transfer admissions guarantees.*

4. Resource Linkage- Linking resources to each required action helps ensure the sustainability of the planning process and accomplishment of the actions. Creating intentional linkages between resources and planning demonstrates an institutional commitment to the process.

Examples:

FY 12: \$1,000 (allocation for software to track transfer admissions guarantees)

5. Defined Indicators- Indicators define factors the institution needs to benchmark and monitor. Assessment techniques provide the mechanism for measuring and evaluating the defined factors to evaluate progress or impact. Indicators specify what is measured and assessment techniques detail how and when it will be measured.

Example Indicator: # of actual transfer admission guarantee contracts CWI has received.

6. Outcomes- Communicating and analyzing outcomes is an essential component of effective planning. Measuring and understanding outcomes helps to identify areas of accomplishment and areas where continuous improvement is necessary.

Example: CWI has 1 additional contract with University of Idaho acquired during AY 09/10, for a total of 5 contracts.

7. Continuous Improvement Efforts- Implementing continuous improvement efforts completes the planning cycle, and demonstrates an institutional commitment to acting upon data and assessment results in ways that enhance the educational environment.

Example: The Dean of Enrollment and Student Services will continue to look for opportunities to partner with Universities to acquire transfer admission guarantees.

Implementation Timeline

A.	<p>Cabinet Review</p> <ul style="list-style-type: none"> • Progress towards Board Priorities 	July
B.	Cabinet, College Council, and Administrative Council planning process	July
C.	<p>Launch Strategic Planning Process</p> <p>1. Strategic Directions - BOT</p> <p>College-wide Communications on:</p> <ul style="list-style-type: none"> • Strategic Planning Process • Planning/Budget Forms • Annual Environmental Scan / SWOT Analysis 	July/August
D.	Launch Strategic Planning & Assessment Portal	July
E.	<p>Environmental Scan/SWOT Campus-wide Survey</p> <p>An online survey to all faculty and staff to solicit information and trends that the campus community should be aware of for planning. The survey will also examine strengths, weaknesses, opportunities, and potential threats. Results will be posted on the Planning Portal.</p>	July
F.	<p>Cabinet, College Council, and Administrative Council retreat</p> <ul style="list-style-type: none"> • Assimilate Trustee directions, CCBT directions into accreditation language. 	August / September
G.	Survey Results Communicated to Campus via Planning and Assessment Portal	September
H.	<p>Strategic Planning/Budget Forms Due</p> <p>All faculty and staff are encouraged to use the planning forms to propose new strategic directions, objectives and required actions. While we must be realistic in our planning efforts during these challenging economic times, we encourage you to think strategically and boldly about the stature and prominence you desire for the CWI of the future.</p> <p>Instruction/units report on: (Yearly Plan for Collaborative Strategic Development)</p> <ul style="list-style-type: none"> • Top priorities • Metrics to assess progress • Metric targets for next 3 years • Resource Requirements for next 3 years • Outcomes & Continuous Improvement Efforts Reported in Subsequent Years 	October - November
I.	<p>Strategic Planning and Budget Deliberations</p> <ul style="list-style-type: none"> • Refine Strategic directions, goals, and actions • Refine Metrics • Link to Resources 	December- January

J.	Strategic Planning Proposal to President	February
K.	Strategic Planning Progress Presentation to BOT	February
L.	BOT approve Strategic Plan	March
L.	Send Planning and Budget Feedback Reports to constituents	March
M.	Publish Strategic Plan, Subsequent Years Publish Strategic Directions Annual Report on the Planning Website, and Portal	April
N.	Assessments due to Planning Office	July

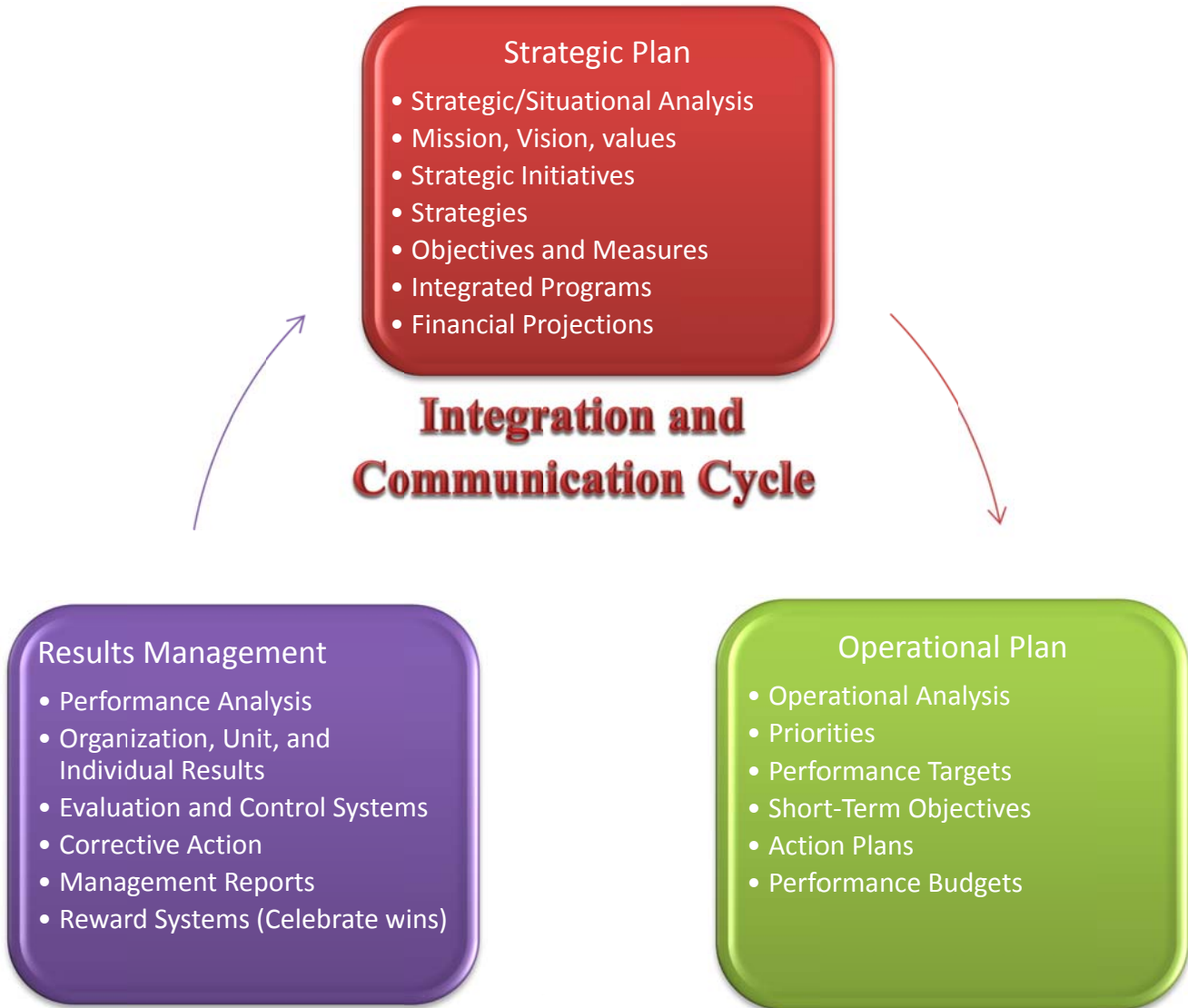


Figure 1 Integration and Communication Cycle



- CWI is committed to developing a culture of evidence
- This integrated process provides an evidence-based framework for improving, revising and introducing comprehensive systems for the collection, dissemination and utilization of information throughout the college.
- Partnering with faculty, staff, and administrators assists in the development and implementation of assessment plans and reports for each academic, administrative and educational support unit so that outcomes are aligned to the College's mission and strategic initiatives.

The very basic concept of strategic planning is the concentration on systems and processes for quality assurance and institutional improvement.

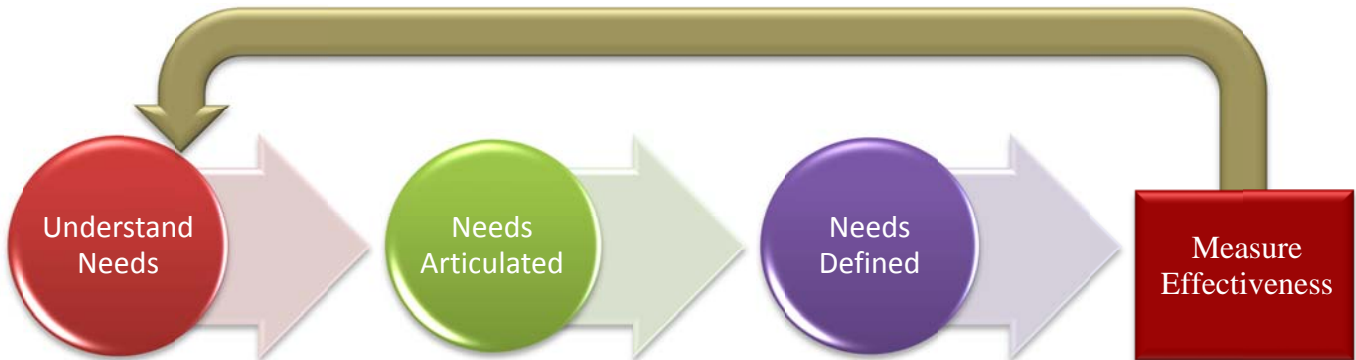


Figure 2 Institutional Improvement Process Model

1. Strategic Directions

The planning process starts with four planning sessions to develop a top-level strategic plan that is kicked off by the Board of Trustees in a half or all day board retreat and is incorporated into a yearly operating plan by the staff.

1. Plan to plan
 - a. Discuss Board of Trustee opinions and explanations for the benefits of a strategic planning process for the College of Western Idaho (CWI), and CWI's commitment to the planning process.
 - i. Overview of the strategic planning process
 - ii. Participants of the process will be identified (anyone in addition that would be instrumental in implementation of the plan)
 - iii. Timeline is discussed and set
2. Conduct a SWOT and TOWS analysis
 - a. SWOT
 - i. An effective framework of identifying strengths and weaknesses, and examining opportunities and threats
 - ii. Analysis helps to point out what needs to be done, in addition to putting perceived problems into perspective
 - b. TOWS
 - i. An effective way of combining internal strengths to capitalize on opportunities and to counter threats, and minimize internal weaknesses by using opportunities to avoid both weaknesses and threats.
 - ii. Analysis helps to think about strategies and options that can be pursued.
3. Revisit Mission, Vision and Values utilizing a GAP analysis
 - a. Does the current **Mission**:
 - i. Specify the fundamental reasons for existence?
 - ii. Establish the scope of the college?
 - iii. Identify unique characteristics?
 - iv. Provide a consistent message to all?





Needs
Articulated

- v. Provide overall policy direction?
 - vi. Direct short term and strategic planning initiatives?
 - vii. Need to be amended?
 - b. Does the current **Vision:**
 - i. Address who the college serves?
 - ii. Address what they should receive?
 - iii. Define the ultimate result the college seeks?
 - c. Importance of core **Values:**
 - i. Influence behavior
 - ii. Communicate what the college really believes
 - iii. Core values are sacred so they do not change very often
 - iv. Provide continuity through change
 - v. Effective core values are integrated into all levels and functions of the college
 - vi. Help people make tough decisions
4. Identify high level issues and goals to which strategies and objects will be developed.



Needs
Defined

financial



REQUIRED ACTIONS PROGRESS REPORT FORM

Planning and Assessment Department - michellelanda@cwidaho.cc - 208.562.3519 - fax 208.562.3555
 MS 1000 P.O. Box 3010 - Nampa, ID 83651 - www.cwidaho.cc

Name: _____ Unit: _____ FY: _____ Page: _____ of _____.

STRATEGIC DIRECTION

Please list the Strategic Direction addressed in this report:

OBJECTIVE

Please list the Objective addressed in this report:

REQUIRED ACTIONS

Please list Required Actions:

PERFORMANCE INDICATORS

What was measured?

ASSESSMENT TECHNIQUES

How and When was it measured?

OUTCOME(S)

Please describe outcome(s) resulting from the Required Actions (including metrics and statistics if applicable):

CONTINUOUS IMPROVEMENT EFFORTS & RECOMMENDATIONS

Please list specific efforts where data was or will be used for improvement purposes:

Please list recommendations concerning the Required Action (modification, extension, etc):

RESOURCES REQUIRED

Resources Utilized	Estimated Resource Requirements	Description
FY-	FY-	
	FY-	



Exhibit 40

College of Western Idaho

**Employee and Student Satisfaction Surveys
2011**

August 2011

Attn: Board of Trustees, President's Cabinet, All Employees

From: Michelle Landa, Director, Planning and Assessment

Re: 2011 Employee Satisfaction Survey

The 2011 Employee Satisfaction Survey yielded an overall satisfaction level of 55%, meaning that 55% of the population responses "strongly agree" or "agree" to the 45 questions related to the Board Priorities set forth in the 2010-2015 strategic plan.

The survey was administered in electronic format utilizing Survey Methods, an online survey tool. All employees, full time and part time were invited to participate during the last two weeks of spring 2011 semester. 281 faculty and staff responded.

As standard practice, an analysis of the top 10 questions most answered as "strongly agree" or "agree" revealed an 81% satisfaction rate consisting predominately of personal feelings about working at CWI. Conversely, the bottom 10 questions most answered as "disagree" or "strongly disagree" disclosed an overall dissatisfaction rate of 34% with 40% of the dissatisfaction stemming from budgetary concerns and 60% relate to communication issues.

This 2011 survey sets the baseline for the employee satisfaction survey that will be administered each spring semester with results posted by the start of the following fall semester. Human Resources will conduct focus groups to engage employees in process improvement based on results from this survey.

Goals for 2012

- 2012 survey will have an increase of employee responses by 25%.
- 2012 survey will have an overall satisfaction rating increase of 25%



2011 All Employee Satisfaction Survey Results

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Top 10 (Best)			
	Question #	Question	Agree
1	44	The work I do is valuable to the institution	250 89%
2	42	The type of work I do on most days is personally rewarding	248 89%
3	43	The work I do is appreciated by my supervisor	248 83%
4	34	I feel my supervisor supports me	249 82%
5	45	I am proud to work at CWI	249 82%
6	1	CWI promotes excellent employee-student relationships	250 81%
7	31	My supervisor pays attention to what I have to say	249 80%
8	2	CWI treats students as its top priority	251 78%
9	5	Most employees are generally supportive of the mission, purpose, and values of CWI	250 78%
10	32	My supervisor helps me improve my job performance	249 74%

Bottom 10 (Worst)			
	Question #	Question	Disagree
	36	My department has the staff needed to do its job well	248 45%
	39	I have adequate opportunities for advancement	250 43%
	35	My department has the budget needed to do its job well	250 40%
	11	CWI makes sufficient budgetary resources available to achieve important objectives	251 36%
	13	There are effective lines of communication between departments	248 34%
	25	CWI has written procedures that clearly define who is responsible for each operation and service	251 31%
	37	The leadership of CWI values my opinion	250 30%
	12	CWI makes sufficient staff resources available to achieve important objectives	250 29%
	6	CWI involves its employees in planning for the future	249 28%
	24	CWI consistently follows clear processes for recognizing employee achievements	250 28%



2011 All Employee Satisfaction Survey Results

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Neutral answers were not counted, Agree = Agree and Strongly Agree, Disagree = Disagree and Strongly Disagree		Number of responses	Entire Population		Administrator		Faculty		Staff	
			Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Respondents		11% did not identify	281		4%		48%		37%	
Length of Service		249	<1=45, 1-2=119, 2-3=58, >3=3		<1=2, 1-2=4, 2-3=1, >3=3		<1=30, 1-2=63, 2-3=31, >3=12		<1=13, 1-2=52, 2-3=26, >3=12	
Question			Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1	CWI promotes excellent employee-student relationships	250	81%	4%	100%	0%	82%	5%	78%	2%
2	CWI treats students as its top priority	251	78%	6%	80%	10%	79%	6%	76%	7%
3	CWI does a good job of meeting the needs of students	250	72%	10%	80%	0%	73%	9%	70%	12%
4	The mission, purpose, and values of CWI are well understood by most	250	65%	12%	80%	20%	65%	10%	63%	13%
5	Most employees are generally supportive of the mission, purpose, and values of CWI	250	78%	3%	80%	10%	79%	1%	75%	4%
6	CWI involves its employees in planning for the future	249	44%	28%	40%	40%	53%	19%	33%	38%
7	CWI plans carefully	251	41%	22%	30%	50%	51%	19%	29%	24%
8	The leadership of CWI has a clear sense of purpose	250	56%	17%	50%	30%	63%	12%	47%	22%
9	CWI does a good job of meeting the needs of its faculty	249	39%	25%	30%	40%	42%	33%	35%	13%
10	CWI does a good job of meeting the needs of staff	251	38%	24%	30%	40%	39%	11%	38%	40%
11	CWI makes sufficient budgetary resources available to achieve important objectives	251	28%	36%	10%	80%	38%	28%	36%	24%
12	CWI makes sufficient staff resources available to achieve important objectives	250	39%	29%	20%	80%	47%	16%	30%	40%
13	There are effective lines of communication between departments	248	28%	34%	33%	56%	36%	20%	18%	50%
14	Administrators share information regularly with faculty and staff	250	51%	24%	40%	40%	61%	17%	38%	32%
15	There is good communication between the faculty and the administration	249	35%	18%	10%	30%	49%	20%	19%	14%
16	There is good communication between staff and the administration	249	34%	18%	20%	50%	33%	5%	36%	33%
17	There is a spirit of teamwork and cooperation at CWI	247	68%	13%	70%	0%	73%	8%	61%	19%
18	The reputation of CWI continues to improve	251	72%	10%	100%	0%	76%	6%	65%	15%
19	CWI is well-respected in the community	250	74%	4%	80%	0%	74%	4%	72%	6%
20	Efforts to improve quality are paying off at CWI	250	62%	8%	50%	10%	68%	8%	54%	8%



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			Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
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Length of Service		249	<1=45, 1-2=119, 2-3=58, >3=3		<1=2, 1-2=4, 2-3=1, >3=3		<1=30, 1-2=63, 2-3=31, >3=12		<1=13, 1-2=52, 2-3=26, >3=12	
Question			Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
21	Employee suggestions are used to improve CWI	251	38%	20%	50%	20%	40%	16%	34%	26%
22	CWI consistently follows clear processes for selecting new employees	250	40%	20%	50%	30%	43%	14%	36%	27%
23	CWI consistently follows clear processes for orienting and training new employees	249	38%	22%	20%	50%	40%	22%	36%	20%
24	CWI consistently follows clear processes for recognizing employee achievements	250	43%	28%	20%	80%	54%	14%	31%	40%
25	CWI has written procedures that clearly define who is responsible for each operation and service	251	33%	31%	30%	60%	40%	20%	25%	44%
26	It is easy for me to get information at CWI	251	55%	20%	50%	20%	60%	19%	49%	22%
27	I am empowered to resolve problems quickly.	250	55%	20%	60%	30%	54%	18%	55%	22%
28	My job description accurately reflect my job duties.	250	63%	22%	40%	50%	75%	11%	49%	34%
29	I have the information I need to do my job well.	248	64%	17%	60%	40%	66%	13%	62%	21%
30	My job responsibilities are communicated clearly to me	249	69%	11%	70%	30%	70%	9%	66%	12%
31	My supervisor pays attention to what I have to say	249	80%	8%	90%	0%	78%	7%	82%	11%
32	My supervisor helps me improve my job performance	249	74%	11%	60%	20%	71%	12%	79%	9%
33	My department or work unit has written, up-to-date objectives	245	60%	17%	40%	50%	64%	10%	56%	22%
34	I feel my supervisor supports me	249	82%	6%	80%	0%	83%	4%	82%	9%
35	My department has the budget needed to do its job well	250	30%	40%	50%	50%	27%	37%	31%	43%
36	My department has the staff needed to do its job well	248	35%	45%	30%	70%	39%	36%	31%	55%
37	The leadership of CWI values my opinion	250	34%	30%	60%	30%	33%	27%	32%	35%
38	The employee benefits available to me are valuable	249	58%	18%	100%	0%	39%	28%	79%	8%
39	I have adequate opportunities for advancement	250	24%	43%	30%	50%	22%	41%	25%	44%



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Question			Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	
40	I have adequate opportunities for training to improve my skills	250	48%	22%	60%	20%	47%	24%	50%	20%	
41	I have adequate opportunities for professional development	249	50%	22%	70%	10%	45%	24%	55%	19%	
42	The type of work I do on most days is personally rewarding	248	89%	2%	100%	0%	94%	0%	81%	5%	
43	The work I do is appreciated by my supervisor	248	83%	6%	80%	0%	81%	5%	86%	7%	
44	The work I do is valuable to the institution	250	89%	2%	90%	0%	90%	0%	87%	5%	
45	I am proud to work at CWI	249	82%	5%	90%	0%	82%	2%	80%	9%	
46	My plan for longevity at CWI is best described as										
	Leaving, looking, or will leave with a better offer		247	46%		30%		43%		52%	
	Love working here, plan on retiring			54%		70%		57%		48%	
47	How important is it to you that CWI pursue the following goals?		250								
	Improve employee morale		Extremely Important	54%							
	Improve the quality of existing academic programs		Very Important	49%							
	Increase the diversity of racial and ethnic groups represented among the		Neutral	39%							
	Increase the enrollment of new students		Not Important	7%							
48	Five goals that you believe should be CWI's top priorities		249								
	Improve employee morale		Extremely Important	45%							
	Improve the quality of existing academic programs		Very Important	31%							
	Improve the quality of existing academic programs		Neutral	22%							
	Develop new academic programs		Not Important	26%							
	Increase the enrollment of new students		Not at all Important	33%							



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Question			Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
49	In your opinion, how strong is the involvement of each of the following in planning and decision-making at CWI?	251								
	Faculty	Strong	35%							
	Staff	Neutral	39%							
	Deans or directors of Administrative units	Strong	38%							
	Deans or chairs of academic units	Strong	46%							
	Senior Administrator (VP, President)	Extremely Strong	60%							
	Students	Neutral	35%							
	Trustees	Extremely Strong	43%							

All Employee Annual Survey

1. CWI promotes excellent employee-student relationships

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

2. CWI treats students as its top priority

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

3. CWI does a good job of meeting the needs of students

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

4. The mission, purpose, and values of CWI are well understood by most employees

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

5. Most employees are generally supportive of the mission, purpose, and values of CWI

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

6. CWI involves its employees in planning for the future

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

7. CWI plans carefully

- Strongly Agree
- Agree

- Neutral
 - Disagree
 - Strongly Disagree
-

8. The leadership of CWI has a clear sense of purpose

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

9. CWI does a good job of meeting the needs of its faculty

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

10. CWI does a good job of meeting the needs of staff

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

11. CWI does a good job of meeting the needs of staff

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

12. CWI makes sufficient budgetary resources available to achieve important objectives

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

13. CWI makes sufficient staff resources available to achieve important objectives

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

14. There are effective lines of communication between departments

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

15. Administrators share information regularly with faculty and staff

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

16. There is good communication between the faculty and the administration

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

17. There is good communication between staff and the administration

- Strongly Agree
- Agree

- Neutral
 - Disagree
 - Strongly Disagree
-

18. There is a spirit of teamwork and cooperation at CWI

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

19. The reputation of CWI continues to improve

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

20. CWI is well-respected in the community

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

21. Efforts to improve quality are paying off at CWI

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

22. Employee suggestions are used to improve CWI

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

23. CWI consistently follows clear processes for selecting new employees

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

24. CWI consistently follows clear processes for orienting and training new employees

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

25. CWI consistently follows clear processes for recognizing employee achievements

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

26. CWI has written procedures that clearly define who is responsible for each operation and service

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

27. How important is it to you that CWI pursue the following goals?

	Extremely Important	Very Important	Neutral	Not Important	Not at All Important
Increase the enrollment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retain more of its current students to graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the academic ability of entering student classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the diversity of racial and ethnic groups represented among the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop new academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the quality of existing academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase space of campus buildings and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve employee morale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. From the list below, choose five goals that you believe should be CWI's top priorities, and rank them in order of importance on a scale of 1 - 5. 1 being most important.

	1	2	3	4	5
Increase the enrollment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retain more of its current students to graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the academic ability of entering student classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the diversity of racial and ethnic groups represented among the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop new academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the quality of existing academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase space of campus buildings and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve employee morale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. What other institutional goals do you think are important

1 _____

2

3

30. In your opinion, how strong is the involvement of each of the following in planning and decision-making at CWI?

	Extremely Strong	Strong	Neutral	Weak	Very Weak
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deans or directors of administrative units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deans or chairs of academic units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators (VP, President)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. It is easy for me to get information at CWI

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

32. I am empowered to resolve problems quickly

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

33. My job description accurately reflect my job duties.

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

34. I have the information I need to do my job well

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

35. My job responsibilities are communicated clearly to me

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

36. My supervisor pays attention to what I have to say

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

37. My supervisor helps me improve my job performance

- Strongly Agree

- Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

38. My department or work unit has written, up-to-date objectives

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

39. I feel my supervisor supports me

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

40. My department has the budget needed to do its job well

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

41. My department has the staff needed to do its job well

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

42. The leadership of CWI values my opinion

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

43. The employee benefits available to me are valuable

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

44. I have adequate opportunities for advancement

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

45. I have adequate opportunities for training to improve my skills

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

46. I have adequate opportunities for professional development

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

47. The type of work I do on most days is personally rewarding

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

48. The work I do is appreciated by my supervisor

- Strongly Agree
- Agree

- Neutral
 - Disagree
 - Strongly Disagree
-

49. The work I do is valuable to the institution

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

50. I am proud to work at CWI

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
-

51. My plan for longevity at CWI is best described as

- get out as soon as I can
 - looking for a job
 - not looking, but will leave if a better offer comes along
 - love working here
 - plan on retiring from CWI - in it for the long haul...
-

52. What are the 3 best things about CWI

- 1 _____
- 2 _____
- 3 _____

53. What are the 3 things that most need improvement at CWI?

- 1 _____
- 2 _____
- 3 _____

54. Please provide any additional feedback about the campus culture and policies at CWI .

55. Please provide any additional feedback about the goals of CWI .

56. Please provide any additional feedback about the work environment at CWI .

57. How long have you worked at CWI?

- <1
 - 1-2
 - 2-3
 - >3
-

58. Is your position:

- Faculty
 - Staff
 - Administrator
-

August 2011

Attn: Board of Trustees, President's Cabinet, All Employees

From: Michelle Landa, Director, Planning and Assessment

Re: 2011 Student Satisfaction Survey

The 2011 Student Satisfaction Survey yielded an overall satisfaction level of 63%, meaning that 63% of the population responses strongly agree or agree to the 29 questions about Encouraging Community Involvement, Enrollment and Student Services, Facilities, Instruction, and Information Technology.

The survey was administered in paper format utilizing scantron answer sheets during the last week of classes spring semester 2011. 2093 students responded to the survey which equates to almost a third of the student population. Below is a breakdown of each area that was surveyed:

- Community Involvement 56% satisfied
- Enrollment and Student Services 53% satisfied
- Facilities (campus security) 81% satisfied
- Instruction 68% satisfied
- IT (computer labs) 74% satisfied

As standard practice, an analysis of the top 10 questions most answered as "strongly agree" or "agree" revealed an 80% satisfaction rate consisting of faculty, courses, campus security, computer labs and the reputation of CWI in the community. Conversely, the bottom 10 questions most answered as "disagree" or "strongly disagree" disclosed an overall dissatisfaction rate of 17% with most of the dissatisfaction stemming from communication from Instruction or Enrollment and Student Services to students.

This 2011 survey sets the baseline for the student satisfaction survey that will be administered each spring semester with results posted by the start of the following fall semester including a plan for improvement.

Goals for 2012

- 2012 survey will have an increase of student responses by 25%.
- 2012 survey will have an overall satisfaction rating increase of 25%

2011 Student Satisfaction Survey - 2093 Responses

Top 10

Q#	Area	BP	Question	Strongly Agree/ Agree	Disagree / Strongly Disagree
10	Instruction	2-1	Faculty are knowledgeable in their fields.	89%	1%
14	Instruction	1-3	Course materials and assignments correlate with learning objectives.	83%	2%
24	Facilities	1	The campus is safe and secure for all students.	81%	2%
25	Community	1-6	This college has a good reputation within the community.	81%	3%
7	Instruction	2-1	the quality of instruction I receive in most of my classes is excellent.	81%	4%
11	Instruction	2-2	Classes deal with practical experiences and applications.	80%	2%
9	Instruction	1-3	Faculty are fair and unbiased in their treatment of individual students.	78%	5%
13	Instruction	1-3	Program requirements are clear and reasonable.	77%	6%
16	IT	1	computer labs are adequate and accessible.	74%	7%
4	Instruction	1-6	The quality of instruction is such that I am well prepared for the job market.	73%	4%

Bottom 10

Q#	Area	BP	Question	Strongly Agree/ Agree	Disagree / Strongly Disagree
17	E&SS	1-8	Student government helps to engage me on campus.	37%	23%
22	Instruction	4-1	I am familiar with community education offered at CWI.	40%	23%
21	Community	4-2	CWI encourages me to participate in non-school activities. (community activities, competitions, etc.)	35%	20%
12	Instruction	1-5c	Students are notified early in the term if they are doing poorly in a class.	42%	19%
23	E&SS	1-5	Channels for expressing student complaints are readily available.	36%	18%
6	Community	4-4	I have the opportunity to listen to guest speakers in class or on campus.	51%	16%
2	E&SS	1-5b	One Stop staff are knowledgeable about my program requirements.	56%	16%
1	E&SS	1-3	One Stop staff are concerned about my success as an individual.	55%	14%
3	E&SS	1-4	One Stop staff are knowledgeable about the transfer requirements of other schools.	48%	12%
5	E&SS	1-3	Classes are scheduled at times that are convenient for me.	71%	12%



2011 Student Satisfaction Survey- 2093 Responses

Q#	Area	BP	Question	Strongly Agree/ Agree	Disagree / Strongly Disagree
6	Community	4-4	I have the opportunity to listen to guest speakers in class or on campus.	51%	16%
21	Community	4-2	CWI encourages me to participate in non-school activities. (community activities, competitions, etc.)	35%	20%
25	Community	1-6	This college has a good reputation within the community.	81%	3%
1	E&SS	1-3	One Stop staff are concerned about my success as an individual.	55%	14%
2	E&SS	1-5b	One Stop staff are knowledgeable about my program requirements.	56%	16%
3	E&SS	1-4	One Stop staff are knowledgeable about the transfer requirements of other schools.	48%	12%
5	E&SS	1-3	Classes are scheduled at times that are convenient for me.	71%	12%
17	E&SS	1-8	Student government helps to engage me on campus.	37%	23%
19	E&SS	1-1	The assessment and course placement procedures are reasonable.	67%	6%
23	E&SS	1-5	Channels for expressing student complaints are readily available.	36%	18%
24	Facilities	1	The campus is safe and secure for all students.	81%	2%
15	Instruction	1	Library resources and services are adequate.	57%	11%
4	Instruction	1-6	The quality of instruction is such that I am well prepared for the job market.	73%	4%
7	Instruction	2-1	the quality of instruction I receive in most of my classes is excellent.	81%	4%
8	Instruction	1-3	Faculty are understanding of students' unique life circumstances.	72%	7%
9	Instruction	1-3	Faculty are fair and unbiased in their treatment of individual students.	78%	5%
10	Instruction	2-1	Faculty are knowledgeable in their fields.	89%	
11	Instruction	2-2	Classes deal with practical experiences and applications.	80%	2%
12	Instruction	1-5c	Students are notified early in the term if they are doing poorly in a class.	42%	19%
13	Instruction	1-3	Program requirements are clear and reasonable.	77%	6%
14	Instruction	1-3	Course materials and assignments correlate with learning objectives.	83%	2%
18	Instruction	1-3	Tutoring services are readily available.	60%	6%
22	Instruction	4-1	I am familiar with community education offered at CWI.	40%	23%
20	Instruction	1-3	Tutoring services adequately meet the needs of students.	48%	6%
16	IT	1	computer labs are adequate and accessible.	74%	7%



2011 Student Satisfaction Survey - Demographic Information

26	Would you recommend CWI to others?	1815	yes 87%	no 9%			
27	Educational goal	1019	AA/AS 49%	Voc/Tech 10%	Trans 35%	Job Train 1%	Self Improve 1%
28	When I entered this institution, it was my (1st, 2nd, 3rd choice):	1259	1st 60%	2nd 29%	3rd 9%		
29	Current enrollment status	1755	day 84%	eve 15%	WE 2%		
30	Current course load:	710	<12 34%	12 or > 60%			
31	How many semesters have you attended at CWI?	525	1 or less 25%	2 33%	3 15%	4 or > 23%	
32	Rate your overall satisfaction with your experience at CWI thus far:	646	ES 31%	S 48%	N 12%	NS 4%	ENS 1%
33	How satisfied are you that this college demonstrates a commitment to meeting the needs of:		ES	S	N	NS	ENS
	Part-time students	653	31%	37%	22%	3%	0%
35	Evening students	694	33%	40%	18%	3%	0%
34	Full-time students	521	25%	33%	30%	4%	1%
36	non-traditional students	511	24%	30%	34%	3%	0%
37	Under-represented populations	448	21%	27%	42%	2%	
38	Students with disabilities	517	25%	28%	38%	2%	0%
39	How important were each of the following factors in your decision to enroll at CWI?		EI	I	N	NI	ENI
	cost	1455	70%	18%	6%	1%	
40	Financial aid	1131	54%	20%	17%	3%	2%
41	Academic Reputation	630	30%	38%	23%	3%	1%
42	Size of Institution	551	26%	30%	30%	6%	2%
43	Recommendations from family/friends	485	23%	28%	37%	6%	2%
44	Geographic setting	827	40%	33%	18%	4%	1%
45	Gender	880	Male 42%	Female 50%			
46	Age	104	18 & under 5%	19-24 40%	25-34 29%	35-44 13%	45 & over 8%
47	Ethnicity/Race	90	AI/AN 4%	A 4%	B 3%	H 11%	W 88%
48	Do you have a physical disability or a diagnosed learning disability?	192	yes 9%	no 83%			
49	Current residence	584	Own 28%	Rent 39%	Parents 28%	Other 0%	
50	Employment	519	FT off 25%	PT off 31%	FT on 2%	PT on 2%	not 34%

errors in data, data considered not valid therefore it was not used.



Exhibit 41

College of Western Idaho

Emergency Handbook



EMERGENCY HANDBOOK

College of Western Idaho

EMERGENCY NUMBERS

In the event of an emergency, call 911 and Campus Security 562-3525.

INTRODUCTION

The Emergency Protocols are intended to help staff, faculty, students, and visitors respond to emergency situations, which may occur on the College of Western Idaho (CWI) campus/campuses. Such emergencies can occur at any time and without warning, but their effects can be minimized if proper emergency procedures are established and followed.

CWI is committed to the safety and security of all members of the campus community. In times of emergency, the College will provide appropriate campus-wide response to assure life safety and minimize losses.

Emergency preparedness is also an individual responsibility. These protocols will serve as a quick reference for efficient action during emergencies and should be kept in an easily accessible location at all times. Everyone should take the time to read and become familiar with the contents of this guide before an emergency occurs.

Prepare in advance for emergencies by familiarizing yourself with all possible exit routes. For example, know exit routes in case of fire and safe zone in case of severe weather/earthquake. Avoid potential accidents and hazards. For example, do not store things in corridors, overload electrical circuits, or put up flammable decorations.

Faculty and office staff should inform students about weather-safe zones and emergency protocols.

All persons with disabilities who may need assistance during an emergency should arrange with volunteers from their classes or offices for assistance. Also, refer to the evacuation of individuals with disabilities section in this document for specific information. A person with a disability may request an appointment to review emergency evacuation procedures from the Office of Disability Services 562-3000.

GENERAL EMERGENCY PROCEDURES

In case of an emergency or incident, please call 911 or Campus Security 562-3525 and follow closely any instructions received. Do not hang up until you are sure no further information is needed.

To report an emergency, state: "This is an emergency."

Then give the dispatcher the following information.

- The nature of the emergency
- Your name
- The phone number from which you are calling
- Your location

Refer all media inquiries to the Executive Director of Communications and Advancement, Mr. Shirl Boyce 562-2113

FIRE PROTOCOL

Before a fire:

1. Know the locations of fire alarm pull stations.
2. Know the locations of exits in your area.
3. Be aware of flammable or corrosive chemicals stored in your building. Locate evacuation assembly areas that are designated for wheelchair users and others with disabilities.

During a fire:

1. If you notice fire, smoke, or any evidence of fire, pull the nearest fire alarm, evacuate the area, and close the door to the room where the fire is located.
2. If you hear a fire alarm, evacuate the premises unless you are told otherwise.
3. From a safe location Dial 911 and Campus Security 562-3525. State the problem in the building and an exact location of the emergency. Do not hang up until you are told to do so.
4. Attempt rescue efforts only if there is NO immediate danger to you.
5. If a person's clothing catches on fire, do not allow him or her to run. Running will fan the fire.
 - a. STOP, DROP, AND ROLL any person whose clothing has caught fire.
 - b. Try to smother the fire by wrapping the person in heavy fabric (e.g., coat, rug, curtain, etc.) and rolling the person on the ground.
6. Utilize a fire extinguisher to help put out the fire.
 - a. PULL safety pin from handle.
 - b. AIM at base of the fire(s).
 - c. SQUEEZE the trigger handle.
 - d. SWEEP from side to side.
7. During the evacuation of the building, the fire alarm may not sound continuously. If the alarm stops, continue to evacuate.
8. Walk; do not run, to the nearest stairwell exit.
9. Do not use elevators. An elevator may become inoperative and a trap.
10. Give assistance (help carry, if necessary) all disabled persons using the stairways.
11. In heavy smoke stay low and evacuate as quickly as possible.
12. Do not reenter the building until the all clear is given by campus safety or fire department officials.

If you are trapped by fire in a classroom, office, restroom or other room:

1. Place clothing material around/under door to prevent smoke from entering.
2. Retreat and close as many doors as possible between you and the fire.
3. Be prepared to signal from windows, but do not break glass unless absolutely necessary - air from outside may accelerate fire and/or outside smoke may be drawn in.

BUILDING EVACUATIONS

If it is necessary to evaluate a building an evacuation chart is located next to door for all rooms and labs.

If the normal evacuation route is not accessible, using the evacuation chart determine an alternative route.

Assist all individuals with disabilities to the nearest evacuation assembly area for evacuation assistance, or if necessary assist the individuals in the evacuation process.

Do not use the elevators.

Once you have evacuated the building, report to the assigned assembly area to ensure that all individuals are accounted for.

EXTERNAL HAZARDOUS MATERIALS

In the event of an external hazard such as toxic gas, smoke, or chemical releases from an industrial accident, or transportation accident:

1. Call 911 to report any external spill or release.
2. When notified of an external environmental hazard, follow the procedures for **Sheltering-In- Place**.
3. Monitor weather alert radios, television, or the Internet for updates of instructions for additional actions to take.
4. Further instructions may be issued by emergency responders for remaining in the shelter, returning to your homes, or a mass evacuation.
5. If a mass evacuation or relocation order is issued, await instructions by emergency responders and follow the instructions exactly as provided.
6. Check for individuals who may be in need of assistance. Report injuries to emergency personnel.
7. Do not leave the building until the ALL CLEAR is received from emergency responders or the emergency broadcast stations.

EARTHQUAKES

1. Take cover; hold your position until the shaking stops.
2. Do not rush outside.
3. Move away from windows and outside walls. Get under sturdy furniture or surfaces and hold on; if it moves, move with it. If nothing is available, seek cover against an interior wall and protect your head with your arms.
4. When the shaking stops, evacuate the building by moving cautiously and observe your surroundings for hazardous situations. Stay away from windows, tall furniture and other objects that could fall.
5. Do not use building elevators.
6. If you detect natural gas or any foreign odors, do not use matches or candles. Leave the building immediately and report the situation to emergency response personnel.
7. If it is not possible to evacuate injured individuals, note the name of the injured person, nature of their injury, and the location of person.
8. Once outside, move a safe distance from the building to an area that is free from overhangs, power lines, trees and tall structures.
9. Do not use telephones except for a genuine emergency call.
10. Expect long delays for emergency assistance after a serious earthquake.
11. Provide first aid to the injured.
12. Re-occupy the facilities only after the ALL CLEAR is given.

TORNADOES

Tornado Watch

Tornado watches are issued by the National Weather Service when weather conditions are developing that could produce a tornado. Be prepared to move to a place of safety if the tornado watch is upgraded to a tornado warning.

Tornado Warnings

Tornado warnings are issued by the National Weather Service and indicate that a tornado has actually been sighted in the area. When a tornado warning is issued, all personnel should seek immediate shelter from the approaching storm.

1. Move away from outside rooms and windows and go to an interior hallway or restrooms on the lowest floor possible. Avoid auditoriums, large shops, and other areas that are wide and have large free spanning roofs.
2. If caught outside, lie flat in the nearest ditch, ravine, or culvert.
3. Remain in the shelter until the ALL CLEAR is given.

WINTER STORMS

The College of Western Idaho will make every attempt to maintain normal operations for the benefit of our students, faculty, and staff, it may occasionally be necessary to close the college when extreme weather conditions occur.

- The decision to close campus and cancel classes is made by the administration based on careful consideration of a variety of factors and conditions.
- If the college decides to close the campus and cancel classes, the information will be posted on the College of Western Idaho web site at www.cwidaho.cc and communicated to the local television and radio stations. The information on the web site will be periodically updated.
- Notification of a decision to close will be communicated as quickly as possible. Every effort will be made to insure the decisions on morning closures are communicated by 6:30 a.m. at the latest; and decisions to close for night classes is communicated by 3:30 p.m.
- The decision to close the campus applies to the main campus as well as to all off-campus centers or sites.
- The College of Western Idaho serves a large area and recognizes that every student has his or her unique circumstances associated with the weather. Students must assume responsibility for their own safety and must use their own judgment on whether they should drive to the College of Western Idaho under varying weather conditions.

BOMB THREATS

1. If you receive a bomb threat, immediately contact Campus Security [562-3525](tel:562-3525) or 911.
2. Ask questions of the caller and try to gather as much information as possible to provide to the law enforcement.

For example:

- When is the bomb going to explode? _____
- Where is the bomb right now? _____
- What does the bomb look like? _____
- What kind of bomb is it? _____
- What will cause the bomb to explode? _____
- Did you place the bomb? Why? _____
- What is your name? _____

Also try to ascertain:

- Gender of caller? _____
 - Approximate age of caller? _____
 - Speech pattern/accents of caller? _____
 - Background noises? _____
 - Number at which call was received? _____
 - Date and time of call? _____
3. If the threat was written (e.g., in a letter or on a note), try not to touch the paper or envelope again after you realize that it is a threat (it may have fingerprints).
 4. Do not touch anything suspicious. It may be dangerous or have evidentiary value.
 5. Do not pull a fire alarm or use electrical or cellular devices to call the Campus Security and 911 – use a landline phone to call for help, if possible.
 6. College administrators will decide whether to evacuate the building and/or conduct a search.
 7. If you are evacuated, stay in the assembly areas, away from the building, until given permission to re-enter the building.

DANGEROUS PERSONS ON CAMPUS

1. A dangerous person is anyone who intends to harm himself, another person, or the facilities. A dangerous person could be someone with a legitimate purpose on campus (student, faculty, administrators, staff, and/or authorized visitor) or an unauthorized person. To reduce the possibility of dangerous persons on campus:
2. Notify Campus Security [562-3525](tel:562-3525) immediately of any suspicious person(s) or suspicious behavior.
3. Report suspected or actual weapons or serious altercations immediately to the police by calling 911 and Campus Security [562-3525](tel:562-3525).
4. Use a cell phone if no other phone is available.
5. Account for all students, employees, and/or visitors in your class or office area and, if appropriate lead them to a safe area or shelter in place.
6. Once you are in a safe area, contact Campus Security [562-3525](tel:562-3525) or emergency personnel giving your location and any information you may have about the incident or suspect.
7. If evacuated, remain in the safe area until you receive further instructions.

HOSTAGE SITUATION

A hostage situation exists when any person(s) takes control of and holds any other person(s) against his/her will, by means of physical force or threat of harm. It is common for the person(s) holding hostages to make demands that certain conditions be met before hostages will be released.

Examples: An armed student takes control of a single person or a classroom of students. A spouse comes to the school and holds a student or classroom hostage. An employee holds other employee(s) hostage.

Comment: A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), facility, employees, and others is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.

If you are a hostage:

1. Remain calm.
2. Speak calmly with the hostage taker.
3. Follow the instructions of the hostage taker.
4. DO NOT force the issue physically or mentally.
5. Calmly inform the hostage taker of any special needs of others.
6. Keep a distance between yourself and the hostage taker if at all possible.
7. DO NOT make any sudden moves. Ask permission before moving around.
8. If applicable, try to keep others calm and under control.
9. Speak to others in a calm but firm voice. Do not shout.
10. Use time as a tool to defuse the situation.
11. Wait for help to arrive. It Is Coming!
12. Make mental notes of everything you see and hear.

If you are a witness to a hostage situation

1. Phone 911 and Campus Security [562-3525](tel:562-3525), follow closely any instructions received.
2. If possible, secure classrooms or safe-area rooms by locking doors and windows and sheltering in place.
3. Stay out of line of sight of the hostage-taker(s) and the hostages.
4. Do not alert the hostage-taker(s) of your presence.
5. Stay out of hallways and other areas until given instructions.
6. Make mental notes of everything you see and hear.

SUSPICIOUS PERSONS, STALKING, KIDNAPPING, or MISSING CHILD

Suspicious Persons: A Suspicious is a person, by virtue of his/her actions, behavior or words arouses another to suspect that something is wrong. You should consider a person suspicious when his/her actions, behavior or words make you sense a threat or danger to you, someone else, or to the facilities. Immediately report suspicious persons to Campus Security 562-3525 or call 911.

Stalking: Stalking involves highly inappropriate intensity, persistence, and possessiveness; it entails great unpredictability and creates great stress and fear for the victim and sometimes for others nearby. Report suspected stalking behavior to Campus Security 562-3525 immediately.

Kidnapping: Kidnapping occurs when a person forcibly removes a person from one location to another, whether on or off campus.

Report kidnapping, or attempted kidnapping, call 911 and Campus Security 562-3525 immediately.

1. Note the person's appearance and any other information about him or her (e.g., voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
2. Remain calm.
3. Do not release a child or other dependent to anyone other than the designated parent or guardian. Do not accept a substitute for the designated parent or guardian without proof of prior approval from the parent/guardian. If you are in doubt, do not release the child or dependent without first contacting Campus Security 562-3525 or 911.

Missing Child: A lost, unidentified, unattended, or missing child can be anyone from a child who has fallen asleep unable to be seen or a child who has wandered off to locations unknown, to a child that has been taken from by an unknown person(s).

1. Immediately search the entire room for the child. Conduct a thorough search of the facilities and grounds (e.g., bathrooms, closets, under desks/tables, trash dumpsters).
2. Ask other children if they know where the child may be.
3. Furnish physical description and clothing information (e.g., age, height, weight, hair color, eye color, colors of clothing.).
4. Provide a recent photograph if available.
5. Furnish information about any problems that are known to you regarding the child.
6. Remain calm.
7. Call Campus Security 562-3525 or 911.

SUICIDE THREAT OR ATTEMPT

The threat of suicide should **never** be taken lightly and should be reported immediately. It is not uncommon for a suicide threat to culminate into real danger to others and those who are trying to assist. Prevent a suicide by calling for assistance immediately and remaining calm when communicating with the person(s) in crisis.

If you are considering suicide, call someone now. Try to be truthful about how bad you feel. Do not minimize or discount your pain to those who are concerned and want to help.

If someone has indicated that, they are considering suicide:

1. Notify the Campus Security immediately 562-3525 (Provide person's name if known.)
2. Request qualified personnel (medical or counseling) to respond immediately to the location.

Employees should make every effort to:

- Protect individual(s) from becoming unintended victims.
- Protect individuals from witnessing a traumatic event.
- Remain with the person(s) who is/are threatening suicide, if it is practical and safe to do so.

Important Resource Information:

CWI Advising and Counseling Center	562-3000
CWI Campus Security	562-3525
Terry Reilly Health Services	467-4431
Intermountain Hospital	377-8400
National Suicide Hotline website	http://suicidehotlines.com
National Suicide Hotline	1-800-784-2433 (1-800-SUICIDE)

SHOOTING, STABBING, OR OTHER PHYSICAL ATTACK ON CAMPUS

If any of these are occurring, contact 911 immediately and Campus Security [562-3525](tel:562-3525).

1. Take cover.
2. Assess the situation; provide for your own safety.
3. Evacuate the area of shelter in place.
4. As soon as possible, call or direct someone to call 911 to summon immediate assistance. Be sure to report your location and identify yourself.
5. If a vehicle is involved, attempt to identify:
 - License number
 - Color of vehicle
 - Year
 - Make
 - Body (two door, four door, etc...)
 - Anything else of importance
6. When appropriate and safe to do so, render assistance to injured people.
7. Do not disturb the crime scene.

ASSAULT (PHYSICAL, SEXUAL, EMOTIONAL ABUSE OR ASSAULT)

If any of these are occurring, contact 911 and Campus Security 562-3525 immediately. If someone has told you or you become aware of an abusive situation, offer to accompany the individual to the Police or one of the following community resources. Additional resources are available in the Advising and Counseling Center.

Physical Assault: Any incident of alleged physical or extreme emotional abuse must be reported immediately to 911 and Campus Security [562-3525](tel:562-3525).

Sexual Assault: Any incident of alleged sexual assault/abuse must be reported immediately to 911 and Campus Security [562-3525](tel:562-3525).

Hotline numbers:

Domestic Violence Hotline:	800-669-3176
Sexual Assault Hotline:	800-656-4673
National Center for Victims of Crime	1-800-394-2255 www.ncvc.org/victims
National Sex Assault Hotline	1-800-656-4673

INJURY OR SERIOUS MEDICAL CONDITION

1. Call 911 and notify Campus Security [562-3525](tel:562-3525) immediately.
2. Remain on the line and be prepared to:
 - Describe the situation
 - Indicate whether the individual is conscious
 - Describe medical injuries or condition
3. Follow any instructions received from the 911 or campus security.
4. Remain calm.
5. Reassure individual(s) that all possible actions are being taken to care for the injured or ill person and to protect others.
6. Look for medical alert bracelet/necklace for information concerning individual's medical health.
7. NEVER presume someone is dead until certified by appropriate medical personnel. Provide all possible medical support until that time.
8. Refrain from discussing the incident until law enforcement authorities have interviewed you.

BODY FLUID PRECAUTIONS

All body fluids (e.g., blood, vomit, urine, feces, and saliva) have the potential to infect people with diseases such as Hepatitis A, B, and/or C as well as HIV – Human Immunodeficiency Virus. Take special precautions when dealing with bodily fluids. **Note: Hepatitis viruses can survive on surfaces for at least one week.**

1. Call Campus Security [562-3525](tel:562-3525).
2. Contact a Building Specialist for assistance with clean up. The College's Building Specialists are familiar with safe cleanup and disposal procedures.
3. Avoid getting another person's fluids in your eyes, mouth, open sores, or wounds.
4. If your eyes, mouth, open sores, or wounds have been exposed,
 - a. rinse the affected area immediately,
 - b. wash with soap and water, and
 - c. promptly report the exposure to your immediate supervisor.
5. If a spill of blood or body fluid contaminates clothing, furniture, or anything else, securely isolate those items to prevent exposure to unknowing persons in the area.

NEARBY EMERGENCIES

When an emergency arises near the College, such as a fire, police intervention, car crash, chemical spill, airplane crash, etc., follow any instructions from the Campus Security or public First Responders.

If you are evacuated from a building, do not leave the designated assembly area or re-enter the building until you have received permission from fire/police officers.

Maintain a safe distance from the event.

PERSON WITH A WEAPON

Weapon means any pistol, revolver or other firearm or any knife where the blade is forcibly opened and locked into place by means of a spring or gravity or if the blade exceeds 3 ½ inches in length.

1. If a person is identified as possessing or is alleged to be in possession of a weapon, call 911 and Campus Security 562-3525 immediately.
2. Provide as much detail as possible about the person and the type of weapon(s) and last known location.
3. Follow all directions from Police.
4. Do not take actions that will endanger you or your students.

CIVIL DISTURBANCES OR DEMONSTRATIONS

A college should be an environment that serves as a forum for the expression of views within the limitations of lawful conduct.

Peaceful, non-disruptive demonstrations

Contact Campus Security 562-3525.

Demonstrations of this kind should not be obstructed or provoked.

Effort should be made to conduct college business as normally as possible.

Nonviolent, disruptive demonstrations

Contact Campus Security 562-3525.

The college administration will be responsible for notifying the demonstrators that disruptive conduct will not be tolerated.

Demonstrators who persist in the disruptive activity shall be notified that their actions may result in disciplinary action, including suspension or expulsion, or possible intervention by civil authorities.

If the disruptive activities continue to persist, the college administration will notify local law-enforcement for assistance.

Violent, disruptive demonstrations

In the event that a violent demonstration where injury to persons or damage to property appears imminent, notify local law enforcement (911) immediately and Campus Security 562-3525.

Provide the following information:

- Location
- Approximate number of leaders
- Size of the group
- Obvious objective or demand of the group
- Actions the group is currently taking

If the demonstrators move into a building, do not provoke them in any way. Attempt to secure yourself in an office or classroom. Do not leave the building until assisted by local law enforcement personnel.

DEATH

In the event of a death at the College of Western Idaho, take the following action:

Call 911 immediately and then call Campus Security 562-3525.

Attempt to secure the scene by removing individuals from the area.

Do not disturb the body or the area.

Attempt to obtain the following information for emergency personnel:

- Person's name
- Address
- Witnesses names
- Cause of death

Stay with the survivors and try to be emotionally stable.

DO NOT release the individual's name or contact the next of kin.

NATURAL GAS OR COMBUSTIBLE GAS LEAK

Call 911 then Campus Security [562-3525](tel:562-3525) if you smell natural or combustible gas and suspect a significant gas leak. Provide the exact location.

Evacuate the area but **Do Not Use the Fire Alarm**. Use room-to-room and verbal communication.

Do not switch on or off lights or any electrical equipment. Do not use elevators.

Evacuate the building through the nearest exit. Assist individuals with disabilities in evacuating the building.

Once outside, report to the assembly area for the building using the building evacuation procedure.

Do not return to an evacuated building unless authorized by campus safety or emergency responders.

SUSPICIOUS/THREATENING MAIL OR PACKAGES

If the suspicious item has not been handled, leave the item where it is. Do not handle, or show the suspicious item to others.

If you discover a suspicious item while handling, set the item down immediately. If possible, place it directly into a container such as a plastic bag or trashcan.

Do not handle, shake, blow in the item, empty the contents or show the item to others.

Do not attempt to clean up any spilled materials.

Evacuate the room. Close and lock the door to prevent others from entering.

Immediately wash your hands and face with soap and water.

Call 911 to report the incident to the local police. Also, notify campus security [562-3525](tel:562-3525) and contact your supervisor.

Make a list of all people who were in the area when the suspicious item was recognized and provided to campus security or the police for follow-up actions.

Wait for further instructions from law enforcement officials.

SAFETY AND EMERGENCY PRECAUTIONS FOR PERSONS WITH DISABILITIES

Safety of all persons involved is the top priority of the Campus Security Department and the individual security officer.

Persons with disabilities have special needs and challenges in the event of an emergency. Preparation is the key. If you have a disability and might require assistance in an emergency, create a plan with volunteers from your respective work areas (e.g., classrooms and/or offices) for assistance to safe evacuation areas in the event of an emergency.

Safe evacuation assembly areas are located on each floor of all CWI buildings for persons with disabilities and those temporarily disabled. However, remember that in an emergency, these areas may not be accessible.

The campus community should help by assuring that persons with disabilities receive emergency warnings and are not forgotten during the response effort.

- Remember that persons with hearing disabilities may not be able to hear alarms at all.
- During evacuations, persons unable to use the stairs must not use elevators, but must be assisted to safe areas.

Non-emergency Evacuation

During a non-emergency evacuation such as a power outage, individuals who cannot maneuver the stairs without assistance should take the following steps with the assistance of a colleague if necessary.

- Consult with Campus Security [562-3525](tel:562-3525). Campus Security will ask what evacuation method the person with the disability would prefer. The Campus Security Officer will determine if the request can be completed safely based on the situation and will comply with the request of the individual to accommodate the person's ability and comfort level.
- If Campus Security needs assistance for the method of evacuation, CWI will request the needed assistance from the Local Fire Department. The person with the disability will then be taken to a safe evacuation area for rescue.

Visually Impaired Persons

1. In the event of an emergency, inform the visually impaired person the nature of the emergency and offer to guide him or her to an area of safety.
2. If the person with the disability has a service animal, let the person with the disability control the service animal. Do not separate the service animal from the person with a disability.
3. As you walk, tell the person where you are and advise the person of obstacles.
4. When you have reached safety, orient him or her to where he or she is and ask if any further assistance is needed.
5. Remain with him/her as long as you are needed.

Hearing Impaired Persons

Persons with impaired hearing may not be aware of emergency alarms and it may be necessary to get the individual's attention by writing a note, or turning the light switch on and off, or indicating through gestures what is happening and what should be done. If you or one of your colleagues is hearing-impaired, create an emergency plan that includes appropriate gestures.



Exhibit 42

College of Western Idaho

**Annual PTE Program Enrollment Report to SDPTE
2009-201**

Division of Professional-Technical Education

11/03/2010
4:14 p.m.

Postsecondary Annual Program Enrollment
School Year 2009/2010
COLLEGE OF WESTERN IDAHO
<<< POSTSECONDARY ENROLLMENT >>>

Program	CIP Code	<-Enrollment-> N-Major			VFTE	Credit Hours	T Prep Count	Cmpltrs	Leavers	Job Out
		Full	Part	Enroll						
Fund Source: STATE APPROPRIATION										
47248	AUTO BODY	47.0603	29	7	16.83	505	2	6	4	
47249	AUTOMOTIVE TECHNOLOGY	47.0604	116	16	55.87	1,676	8	12	17	
44027	BUSINESS TECHNOLOGY	52.0401	132	58	64.20	1,926	4	11	13	
45001	CULINARY ARTS	12.0503	94	42	41.23	1,237	2	5	16	
43003	DENTAL ASSISTING	51.0601	42	6	30.87	926	1	9	4	
47246	DRAFTING TECHNOLOGY	15.1302	53	11	34.77	1,043	4	13	4	
45002	EARLY CHILDHOOD EDUCATION	19.0708	24	68	21.67	650	1	13	16	
47257	ELECTRONIC TECHNOLOGY	15.0303	76	64	59.93	1,798	6	33	11	
46027	FARM BUSINESS MANAGEMENT	01.0104		14	3.00	90				
47306	FIRE SERVICE TECHNOLOGY	43.0203	3	3	3.20	96		1	1	
47247	HEAVY DUTY TRUCK TECHNICIAN	47.0605	41	3	15.60	468	2	12	4	
47322	HEAVY EQUIPMENT TECHNOLOGY	47.0399	22	1	20.53	616		6	2	
41001	HORTICULTURE	01.0601	50	35	36.20	1,086	4	7	16	
47333	INFORMATION TECHNOLOGIES	11.1001	219	52	140.10	4,203	22	40	22	
47254	MACHINE TOOL TECHNOLOGY	48.0501	27	7	19.33	580	1	5	3	
47287	MANUFACTURING SYSTEMS TECHNOLOG	15.0613		3				1		
42001	MARKETING/MANAGEMENT TECHNOLOG	52.1401	47	20	25.50	765	2	6	6	
43058	NURSING	51.1601	5	25	14.53	436			1	
47253	POWERSPORTS/SMALL ENGINE REPR	47.0606	24	5	17.07	512		4	2	
43001	PRACTICAL NURSING	51.1613	80	2	66.70	2,001	1	36	2	
46012	PROFESSIONAL TRUCK DRIVING	49.0205	96	2	53.80	1,614	1	27		57
43002	SURGICAL TECHNOLOGY	51.0909	16	3	17.40	522		16		
47252	WELDING & METAL FABRICATION	48.0508	60	12	34.07	1,022	10	10	8	
Fund Source STATE APPROPRIATION Totals:			1,256	459	792.40	23,772	71	273	152	57
Totals for			1,256	459	792.40	23,772	71	273	152	57
COLLEGE OF WESTERN IDAHO			1,256	459	792.40	23,772	71	273	152	57



Exhibit 43

College of Western Idaho

Basic Skills Strategic Plan, 2011



Departmental Strategic Plan – Basic Skills Objective

Planning and Assessment Department - michellelanda@cwidaho.cc - 208.562.3519 - fax 208.562.3555
 MS 1000 P.O. Box 3010 - Nampa, ID 83651 - www.cwidaho.cc

STRATEGIC DIRECTION		
Please select the Board Priority that most relates to the proposed objective: <input checked="" type="checkbox"/> Structure Student Success <input checked="" type="checkbox"/> Develop Systems to support faculty and staff Implement practices for fiscal stability Connect the college to the community * If objective applies to a newly proposed strategic initiative, attach Strategic Direction Proposal Form and proceed to next section.		
PROPOSED OBJECTIVE 1		
Proposed Objective (What strategic-level Objective will contribute to achieving the Board Priority?): BSE is committed to improving the quality of instruction by providing relevant professional development that focuses on instruction		
Rationale: BSE feels there is not enough training for teachers to improve the quality of instruction. Better training opportunities will benefit BSE and the quality of instruction as well as encourage teachers to improve skills in the interest of the students.		
REQUIRED ACTIONS	TIMEFRAME	
Required Actions (What specific actions must occur to achieve the Objective?): Diversify training opportunities for teachers Utilize study circles in the fall for recommendations for training needs	What year will each Required Action occur? 2011/2012	
INDICATORS OF ACHIEVEMENT		
Desired Outcomes: Offer more training and professional development for teachers that connects to program improvement.		
PERFORMANCE INDICATORS	ASSESSMENT TECHNIQUES	
What will be measured? Diversify training opportunities for teachers Utilize study circles in the fall for recommendations for training needs	How and When will it be measured? Both required actions will be measured with documentation, such as reviewing new training, notes from study circles and employee training files by 6/30/2012	
RESOURCES REQUIRED		
Type of Funds (New, Reallocated, None)	Estimated Resource Requirements	Description
None	FY- FY- FY-	NA
PLANNING COORDINATOR		
Who will coordinate the Required Actions: Each program (Adult Basic Education, English as a Second Language, GED) will coordinate the required actions.		
For Planning Use Only : PC Approval Date: _____ _____ Planning Initials <input type="checkbox"/> Approved Contingent Upon Available Funding <input type="checkbox"/> Resubmit with Noted Changes <input type="checkbox"/> Approved with No Funding <input type="checkbox"/> Not Approved		

STRATEGIC DIRECTION		
Please select the Board Priority that most relates to the proposed objective: <input checked="" type="checkbox"/> Structure Student Success <input checked="" type="checkbox"/> Develop Systems to support faculty and staff <input checked="" type="checkbox"/> Implement practices for fiscal stability Connect the college to the community * If objective applies to a newly proposed strategic initiative, attach Strategic Direction Proposal Form and proceed to next section.		
PROPOSED OBJECTIVE 2		
Proposed Objective (What strategic-level Objective will contribute to achieving the Board Priority?): BSE will ensure program sustainability		
Rationale: BSE understands the importance of sustainability as an entity of CWI and the requirements set forth by the State Board of Education, Idaho. Ensuring sustainability will ensure the continued operation of Adult Basic Education, English as a Second Language, and GED, which are valuable programs to future students of CWI.		
REQUIRED ACTIONS	TIMEFRAME	
Required Actions (What specific actions must occur to achieve the Objective?): Increase level gains utilizing team meetings to review progress of: reverse table 4, funnel down course data. Create a culture of Cohort Community by educating constituents on managed enrollment Improve Retention: decrease number of student non- completers by creating & implementing a strategic retention process Standardize course offerings by creating a task force to standardize curriculum	What year will each Required Action occur? 2011/2012	
INDICATORS OF ACHIEVEMENT		
Desired Outcomes: BSE wants to work toward meeting and exceeding state mandated targets, preserving managed enrollment, improve retention, and ensure all students are receiving the same course objectives.		
PERFORMANCE INDICATORS	ASSESSMENT TECHNIQUES	
What will be measured? Increase level gains Create a culture of Cohort Community Improving Retention Standardize course offerings	How and When will it be measured? Level gains will be increased by 2% by 6/30/2012 and measured by using a baseline for comparison. Creating a culture of Cohorts will be measured by 6/30/12 using documentation. Improving retention will be measured by documentation of the new process by 8/31/11 and decreasing non-completers by 2% will be measured by using a baseline for comparison by 6/30/12. Standardized course offerings will be measured by documentation of task force by 11/30/2011.	
RESOURCES REQUIRED		
Type of Funds (New, Reallocated, None)	Estimated Resource Requirements	Description
None	FY-	NA
PLANNING COORDINATOR		
Who will coordinate the Required Actions: Each program (Adult Basic Education, English as a Second Language, GED) will coordinate the required actions.		
For Planning Use Only : PC Approval Date: _____ Planning Initials _____		
<input type="checkbox"/> Approved Contingent Upon Available Funding <input type="checkbox"/> Approved with No Funding	<input type="checkbox"/> Resubmit with Noted Changes <input type="checkbox"/> Not Approved	

STRATEGIC DIRECTION 3		
Please select the Board Priority that most relates to the proposed objective: <input checked="" type="checkbox"/> Structure Student Success <input checked="" type="checkbox"/> Develop Systems to support faculty and staff Implement practices for fiscal stability <input checked="" type="checkbox"/> Connect the college to the community * If objective applies to a newly proposed strategic initiative, attach Strategic Direction Proposal Form and proceed to next section.		
PROPOSED OBJECTIVE		
Proposed Objective (What strategic-level Objective will contribute to achieving the Board Priority?): BSE will improve coordination and communication both internally and externally		
Rationale: BSE feels communication within the college is lacking, however, BSE understands that only the communication coming from BSE is within their control to change, so BSE has found ways to improve communication regarding Adult Basic Education, English as a Second Language and GED to the college community. Further BSE understands that there is not a smooth transition for students, and will have a process in place to address how to better serve the students by the end of the fiscal year.		
REQUIRED ACTIONS	TIMEFRAME	
Required Actions (What specific actions must occur to achieve the Objective?): BSE will improve communication: 1. Create calendar for website, invite other departments to pertinent team meetings, 2. Identify, contact and inform. BSE will facilitate a smooth student transition: 1. Create a process to transition from ESL and ABE, 2. Create a process to transition from ABE to college or short term training.	What year will each Required Action occur? 2011/2012	
INDICATORS OF ACHIEVEMENT		
Desired Outcomes: Increased effective communication and offer a smoother seamless transition for students.		
PERFORMANCE INDICATORS	ASSESSMENT TECHNIQUES	
What will be measured? BSE will improve communication BSE will facilitate a smooth student transition	How and When will it be measured? Both required actions will be measured with documentation, such as creating the calendar, meeting notes and sign in sheets, and documented new processes.	
RESOURCES REQUIRED		
Type of Funds (New, Reallocated, None)	Estimated Resource Requirements	Description
None	FY- FY- FY-	NA
PLANNING COORDINATOR		
Who will coordinate the Required Actions: Each program (Adult Basic Education, English as a Second Language, GED) will coordinate the required actions.		
For Planning Use Only : PC Approval Date: _____ _____ Planning Initials		
<input type="checkbox"/> Approved Contingent Upon Available Funding		<input type="checkbox"/> Resubmit with Noted Changes
<input type="checkbox"/> Approved with No Funding		<input type="checkbox"/> Not Approved



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Self Evaluation Report

Appendix

August 2011

APPENDIX DOCUMENTS

Self Study 2011 Documents (Data Year, 2009-2010)

Appendix #	Document
1	CWI Catalog 2011-2012 (provided in separate hard copy)
2	CWI Comprehensive Strategic Plan <ul style="list-style-type: none">• Strategic Directions• 2009 CWI Fact Book• Educational Program Gap Analysis 2009• Educational Master Plan 2010-2015• CWI Making Decisions at CWI 2010• Unit Plans 2010-2015• Organizational Plan 2010-2015• CWI Finance Plan 2010-2015
3	Accreditation Agreement between CSI and CWI
4	CWI Faculty Handbook
5	CWI Policy Manual
6	CWI Student Handbook
7	CWI Institutional Progress Matrix, 2009-2010



Appendix 2

College of Western Idaho Comprehensive Strategic Plan Including the following documents:

- Strategic Directions
- 2009 CWI Fact Book
- Educational Program Gap Analysis, 2009
 - Educational Master Plan, 2010-2015
 - CWI Making Decisions at CWI, 2010
 - Unit Plans, 2010-2015
 - Organizational Plan, 2010-2015
 - CWI Finance Plan, 2010-2015

College of Western Idaho
Comprehensive Strategic Plan
2010 - 2015

Presented to the College of Western Idaho Board of Trustees
May 18, 2010

College of Western Idaho

Comprehensive Strategic Plan

Letter

Introduction

Mission

Strategic Directions

College of Western Idaho Fact Book 2009

College of Western Idaho Educational Program Gap Analysis October 2009

Educational Master Plan 2010 - 2015

Making Decisions at College of Western Idaho 2010

Unit Plans 2010 – 2015

Organizational Plan 2010 – 2015

Finance Plan 2010 – 2015

Appendices:

- I. Link Between Plans and Accreditation
- II. Facility Assignable Square Feet Needs



California Collegiate Brain Trust

May 18, 2010

Dear College of Western Idaho Colleagues:

This binder contains the *College of Western Idaho Comprehensive Strategic Plan 2010 - 2015*.

Thanks to the dedication and hard work of many at both state and local levels, the College of Western Idaho opened its doors for credit offerings on January 20, 2009. Prior to this, the Boise area was the largest metropolitan center in the country without a community college. As a comprehensive community college headquartered in Nampa, the College of Western Idaho meets long-standing community needs as a catalyst for educational, economic and personal growth and opportunity.

Understanding that the College's administration, faculty and staff needed to focus on the numerous and immediate demands associated with starting a college, the J.A. and Kathryn Albertson Foundation provided support for the development of a long-term strategic plan. Following a national search, the California Collegiate Brain Trust was selected to work with College administration, faculty and staff to prepare a comprehensive strategic plan designed to put the College on the path to national distinction.

Within this plan are recommendations that range from sweeping strategic directions to specific unit plans and include guidance for almost the full gamut of the College. These recommendations articulate the goals and visions of the on-campus community as well as the community at large. But these are *recommendations*; the next step for the College is to determine if and when the recommendations in this Comprehensive Strategic Plan are to be implemented. Furthermore, it is important to remember that these plans are intended to be *living documents* that need to be continually reviewed and revised.

I extend my sincere thanks to Dr. Berton Glandon and the College trustees, faculty, staff, and administrators who contributed to this plan, and to the Albertson Foundation for their insight about the need for such a strategic plan.

Sincerely,


Darroch "Rocky" Young
Chief Consultant, CCBT

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www.collegebraintrust.com

College of Western Idaho Comprehensive Strategic Plan

INTRODUCTION

In the summer of 2009, the College of Western Idaho contracted with the California Collegiate Brain Trust (CCBT) to develop a comprehensive strategic plan that would guide the College during the coming five years. The development of this plan was to be done during the 2009 - 2010 academic year with a final product to be delivered to the college by the end of May, 2010.

As originally proposed in the Request for Proposals, the College identified the need for nine distinct plans:

- Educational Master Plan;
- Facilities Plan;
- Organization Plan;
- Staffing Plan;
- Unit Plans;
- Mission, Policies and Procedures;
- Infrastructure Plan;
- Decision Making Plan; and
- Communications Plan.

The College contracted with CCBT to prepare all of these plans, with two exceptions: SIG was to develop the Infrastructure Plan and MIG was to develop the Facilities Plan. Although those two plans were developed independent of CCBT, MIG used data from the *Educational Master Plan 2010- 2015* and the Unit Plans in the development of the Facilities Plan.

Four notable changes to the original agreement between the College and CCBT occurred during the strategic plan development:

- The College requested CCBT's assistance in the preparation and submission of the initial accreditation documents for the Northwest Accrediting Commission;
- The College decided to develop the Communications Plan internally and instead to use CCBT expertise to assist the Vice President of Advancement on the start-up of the College Foundation.

- The College expanded the original charge for CCBT to draft new Board Policies and Administrative Procedures related to the Comprehensive Strategic Plan to further include CCBT's assistance in restructuring all of the College's Policies and Procedures.
- CCBT added a tenth plan, a Finance Plan, to the College's Comprehensive Strategic Plan.

The methodology used by CCBT to develop this Comprehensive Strategic Plan was to create a series of five sequential stages in which each stage built on the efforts of the previous stage.

Stage 1 was data collection, data analysis and discovery. This work was a collaboration among the College's Director of Institutional Effectiveness, the CCBT team, Economic Modeling Specialists Incorporated, an independent research consulting group based in Idaho. The quantitative and qualitative analysis relied on existing external data bases, College data bases, stakeholder interviews and employer interviews, leading to a set of planning assumptions. This work provided the foundation for the entire Comprehensive Strategic Plan and is presented in two documents in this binder:

- *College of Western Idaho Fact Book 2009*
- *College of Western Idaho Educational Program Gap Analysis October 2009*

Stage 2 used the data and the planning assumptions to facilitate discussions with the Board of Trustees and the College leadership to develop a revised mission and a set of strategic directions; both of these are included in this binder.

- **Mission:** The Board revised the College's mission to align with the current accreditation standards that call for the identification of core themes and measures of mission fulfillment. Following review and revision by the College, the President prepared a final recommendation which the Board adopted on December 15, 2009.
- **Strategic Directions:** A similar process was used for the creation of the Strategic Directions for 2010 – 2020. The Board created nine general strategic directions and the College leadership developed 58 specific directions within the nine general areas. The College leadership then prioritized the strategic directions and assigned 36 of them to be implemented in 2010 – 2015 and deferred 22 of them to 2015 – 2020. The Strategic Directions Directory section of this binder includes both sets of strategic directions.

Stage 3 relied on the data from Stage 1 and resulting strategic directions from Stage 2 to develop two seminal documents: the *Educational Master Plan 2010 – 2015* and the *Making Decisions at the College of Western Idaho 2010*, both which are included in this binder.

- The Educational Master Plan includes a description and analysis of each of the College's instructional and student services programs. For each program, this analysis concludes with a statement about the program's future rate of growth by noting whether the program is likely to grow slower than, at the same rate as, or faster than the projected College growth of 20% per year for each of the next five years. The description includes programmatic projections as to how each program will change during this five-year period. In addition to these descriptions, the Educational Master Plan identifies the action steps, timeline and responsible party for the 16 specific 2010 – 2015 strategic directions that relate to this plan. The Educational Master Plan was approved by the Board of Trustees on December 15, 2009.
- The Making Decisions document describes the structure and operating agreements for making decisions at the College. These processes articulate the mechanisms through which the voices of the college's constituent groups are heard in making decisions. The document describes the elements of the college culture that are critical ingredients for making the defined processes effective and defines the roles of faculty and administrators in making decisions. Making Decisions also specifies the types, membership and structure of each group that makes recommendations in the decision-making process and includes the charter for each group or committee. Finally, the document provides templates for future use by the College, such as sample links between planning and resource allocation, and program review.

Stage 4 draws from the Educational Master Plan to develop specific plans for each College unit. Each unit plan includes:

- the projection of how quickly the unit will grow in the next five years,
- A description of how this growth target will be achieved while maintaining and/or improving efficiency;
- the resources necessary to generate the growth, and
- the projected cost of the programmatic projections.

The unit plans are included in this binder.

Stage 5 used the unit plans as the foundation for the two final elements of the Comprehensive Strategic Plan, both which are included in this binder.

- The Organization Plan recommends an organizational structure suitable for the next five years given the size and direction of the College's projected growth. The plan focuses on the administrative structure starting at the Dean level up through the President of the College and includes recommendations on the direct reports at each level, recommendations related to instructional Department Chairs, and recommendations on administrative assistants and outsourcing.
- The Finance Plan identifies the financial consequences of plan implementation by using the aforementioned documents to project the number and type of personnel and other expenses needed to support the College's growth and evolution. The Finance Plan combines this information with operational needs of the college and compares that total to the forecasted revenues to derive a five-year annual budget projection. The plan includes assumptions for these projections as well as recommendations for improving the College's financial condition.

The Staffing Plan was originally intended to be a separate document but such a separate document would be redundant since the information is included in other plans. The faculty and staff needs have been delineated in the unit plans and are summarized in different tables as attachments to the Finance Plan. Likewise, staffing changes related to administrators and department chairs have been detailed in the Organization Plan.

One component of CCBT's work not included in this binder is the restructured Board Policies and Administrative Procedures. This work was outside of the Comprehensive Strategic Plan and is a work in progress.

The development of the Comprehensive Strategic Plan has been possible because of the enthusiastic participation by the people of the College of Western Idaho and quite simply, it has been a lot of work for the College. However, the work on such a strategic plan never ends. All of these documents in this binder are meant to be living documents that must be continually monitored, reviewed, updated and changed as circumstances dictate. If that commitment and effort exists, the College has a wonderful structure to use as its foundation for its exciting evolution over the next five years and beyond.

Vision

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

Mission: Purpose and Constituent Group

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

Mission: Core Themes and Measures of Mission Fulfillment

Professional technical programs

- Students who complete professional technical programs are employed in a related field or transfer to a 4-year college or university.
- Students who transfer to colleges or universities as juniors earn a 2.0 GPA or higher at the transfer institution.

Lower division transfer courses/programs

- Students who complete the transfer requirements enter a 4-year college or university within 5 years.
- Students who transfer to colleges or universities as juniors earn a 2.0 GPA or higher at the transfer institution.

Basic skills courses

- Students successfully complete an Adult Basic Education course.
- Students who successfully complete a basic skills course also successfully complete the next course in the sequence or a college-level course in the same discipline.

Community outreach

- Students who complete workforce development training satisfy their goals for professional development as well as their employers' expectations.
- Participants in Community Education offerings and events rate the experience as satisfactorily meeting expectations.
- Students are provided access to CWI courses/programs at multiple locations, on multiple schedules, and through multiple delivery methods.
- The CWI student population reflects the diversity of its service area.

Approved by the College of Western Idaho Board of Trustees on December 15, 2009

STRATEGIC DIRECTIONS

Strategic directions answer the questions:

Where is this College going?

How will the College fulfill its promises to the community?

What is the College's identity as a higher education institution?

Strategic directions are the College's goals. As such, these statements unite the College by directing its energies and resources toward a collective vision.

The strategic directions are both operational and visionary. They include the operating agreements, such as those for the College's culture, as well as strategies to make the College an institution of distinction and innovation.

The development of these strategic directions was collaborative. Beginning with quantitative data identifying regional growth in population and industries as well as perspectives gleaned from the stakeholder interviews, the Board established nine strategic directions. From these, the College leadership developed 58 specific strategies to achieve the nine broad goals. The College leadership then prioritized the strategic direction strategies and assigned 36 for implementation in 2010 – 2015 and deferred 22 of them to 2015 – 2020. The Strategic Directions Directory 2010 - 2015 indicates where to find the action steps and responsible party for each of the 36 strategies and includes cost estimates for each strategy.

These strategic directions provide the direction for resource allocation and outcome assessment by expressing the College's and community's vision of the future and setting timelines for institutional goals.

College of Western Idaho
Directory for Institutional Strategic Directions 2010- 2015

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projection
<p>Board Priority #1: Structure Student Success The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.</p>		
1. Develop an effective, mandatory course placement system including accurate assessment and course prerequisites.	<i>Educational Master Plan 2010-2015</i>	-0-
2. Implement best practices in basic skills instruction and student services that are effective in moving students from basic skills into college-level courses.	<i>Educational Master Plan 2010-2015</i>	Contingent on plan that is to be developed
3. Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.	<i>Educational Master Plan 2010-2015</i>	-0-
4. Develop a Transfer Admissions Guarantee program with universities.	<i>Educational Master Plan 2010-2015</i>	-0-
5. Develop a structured First Semester Program to achieve these goals: <ul style="list-style-type: none"> 5.a. Orient students to college and to college-level work including study skills 5.b. Identify each student's purpose for attending college <ul style="list-style-type: none"> - Require at least two meetings with a faculty advisor or counselor. - Once a student completes 30 units, follow up with each student to affirm educational goals. 5.c. Provide support at the first sign of academic distress 	<i>Educational Master Plan 2010-2015</i>	Staffing needs to be met by the increase in staff identified in the unit plan for Academic Advising

<p>6. Develop partnerships with local employers for CWI students to have priority access to open positions.</p>	<p><i>Educational Master Plan 2010-2015</i></p>	<p>-0-</p>
<p>7. Encourage student internships and/or service learning</p> <ul style="list-style-type: none"> a. Ask business leaders serving on advisory committee to provide opportunities for paid or unpaid student interns b. Partner with local service agencies and non-profit organizations to provide opportunities for student interns or service learning projects. c. Solicit slots for student interns in federal programs, such as those organized by the U.S. Department of the Interior. 	<p><i>Educational Master Plan 2010-2015</i></p>	<p>Establish a 10-month Internship/Service Learning Coordinator position in 2013</p>
<p>8. Increase student engagement with the campus by supporting student government.</p>	<p><i>Student Enrichment (Student Activities) Unit Plan 2010-2015</i></p>	<p>Staffing included in the Student Enrichment unit plan</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Board Priority #2: Develop Systems to Support Faculty and Staff</p> <p>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.</p>		
<p>1. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.</p>	<i>Educational Master Plan 2010-2015</i>	Supplies and facilitators for training workshop
<p>2. Develop a Center for Teaching Excellence. Include faculty learning opportunities beyond conferences, such as internships in local businesses, agencies, and non-profit organizations and tuition.</p>	<i>Educational Master Plan 2010-2015</i>	<p>Establish and fill a Professional Development Coordinator position in 2011</p> <p>Supplies as needed to support the Center for Teaching and Learning</p>
<p>3. Create a program to recognize faculty and staff excellence.</p>	<i>Educational Master Plan 2010-2015</i>	Contingent on plan that is to be developed

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Board Priority #3: Implement Practices for Fiscal Stability</p> <p>The College of Western Idaho will</p> <ul style="list-style-type: none"> • Operate within its available resources by institutionalizing a number of practices to improve operating efficiencies and • Implement strategies to increase revenue. 		
<p>1. Determine how to fund growth out of existing allocations</p> <p style="padding-left: 40px;">Increase productivity by achieving cost-efficient class size comparable to other community colleges</p>	<p><i>Finance Plan 2010 - 2015</i></p>	<p style="text-align: center;">-0-</p>
<p>2. Explore methods of increasing revenue to fund college operations and the build out of the College through many options such as:</p> <ul style="list-style-type: none"> ▪ Secure additional state funding; ▪ Expand the college's tax base; ▪ Solicit additional funds from private sources, such as foundations; and ▪ Create a CWI Foundation to launch a capital campaign. 	<p><i>Finance Plan 2010 - 2015</i></p> <p><i>Institutional Advancement Plan 2010 - 2015</i></p>	<p>The Albertson Foundation funded the establishment of the foundation</p>
<p>3. Develop decision-making processes that include consideration of the fiscal implications of all proposals.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p style="text-align: center;">-0-</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Board Priority #4: Connect the College to the Community</p> <p>The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.</p>		
<p>1. Develop and support the College’s Community Education program</p>	<p><i>Educational Master Plan 2010-2015</i></p>	<p>Contingent on plan that is to be developed</p>
<p>2. Host events such as exhibits of the work of local artists and the National Poetry Competition as a way to encourage CWI student participation in such national competitions and to give the College national attention.</p>	<p><i>Educational Master Plan 2010-2015</i></p>	<p>Nominal – prize money, judges, promotional</p>
<p>3. Invite community leaders/members to be guest speakers in class and to serve as mentors.</p>	<p><i>Educational Master Plan 2010 - 2015</i></p>	<p>-0-</p>
<p>4. Request that faculty and staff volunteer to serve as guest speakers for local organizations. Recruit speaking engagements for the CWI speakers’ bureau.</p>	<p><i>Communications Plan 2010 - 2015</i></p>	<p>Nominal – promotional material</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Complete the Nampa Campus Supplemented by Sites Distributed Across the Two Counties</p> <p>The College of Western Idaho will provide higher education opportunities to residents by building out the Nampa Campus as a comprehensive community college that supports an active student life with accommodations such as a student union, an arts and cultural center, and sports activities. This site will be supplemented by a substantial site in Ada County and by courses offered in a variety of locations near population centers.</p>	<p><i>Facilities Master Plan 2010- 2015</i></p> <p><i>Finance Plan 2010-2015</i></p>	<p>To be determined</p>
<p>Courses are offered</p> <ul style="list-style-type: none"> - At local high schools during the afternoon and evenings; - At job training locations operated by local businesses and state agencies such as the Department of Labor; and - Through distance education. A robust program of courses/degrees offered through online instruction and student services is a strategy for the College to provide access to higher education for students who cannot readily attend classes at any location. This program is to be supported by training for faculty and students as well as the necessary technical infrastructure. 	<p><i>Educational Master Plan 2010-2015</i></p>	<p>For Virtual Campus:</p> <ul style="list-style-type: none"> -Conference attendance - Faculty release time to serve as coordinator until a full-time 10-month position can be established and filled -Stipends for course development

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Become a Sustainable College</p> <p>The College of Western Idaho will build its facilities and ancillary projects in a manner that is cost-effective while maximizing sustainability and minimizing operating expenditures. The College will adopt operating practices through partnerships with public utilities that minimize the use of public energy resources, public water systems, public waste disposal and attempt to move the College towards a closed system. The College will also develop educational programs and curriculum that train tomorrow's workforce in alignment with the community's industries related to sustainability.</p>		
<p>1. Design buildings to meet eligibility for LEED Gold or Platinum buildings</p>	<p><i>Facilities Master Plan 2010-2015</i></p>	<p>To be determined</p>
<p>2. Through partnership with Idaho Power, become energy self sufficient by minimizing energy consumption and generating the college's own electricity</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>To be determined</p>
<p>3. Use practices that minimize the use of fresh water through landscaping, use of reclaimed water and the capture of water runoff</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>-0-</p>
<p>4. Implement a recycling program</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>To be determined</p>
<p>5. Purchase furniture, carpet, and building materials made from recycled and sustainable components</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>-0-</p>
<p>6. Explore the development of new PTE programs and the adaptation of existing programs to meet the green workforce needs of the greater Boise area</p>	<p><i>Units Plans for related disciplines/programs 2010-2015</i></p>	<p>To be determined</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Establish a Collaborative College Culture</p> <p>The College of Western Idaho will implement internal practices that embody the spirit and principles of participatory governance and acknowledge that members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the college.</p>		
<p>1. Develop an organizational structure that serves students effectively/efficiently by integrating instruction and student services.</p>	<p><i>Organizational Plan 2010 - 2015</i></p>	<p>-0-</p>
<p>2. Nurture innovation by being a college that works toward “yes” and adopts a no-fault approach to the results of innovations by reassuring those who experiment with, “It’s OK.”</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>3. Rely on evidence to make decisions.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>4. Strive for inclusiveness, transparency, and a no-secrets approach to decision-making and communication.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>5. Value dialogue by encouraging brainstorming, exploring divergent perspectives, and working toward consensus.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>6. Adopt a culture of partnership in order to benefit from opportunities with entities outside of college, such as businesses, K-12 districts, universities, state agencies, and non-profit organizations.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projection
<p>Implement an Innovative Academic Calendar</p> <p>After studying the feasibility of optional academic calendars, the College of Western Idaho will begin to offer classes on academic calendars that offer students multiple points of entry into the college and maximize the use of facilities.</p>	<p><i>Educational Master Plan 2010- 2015</i></p>	<p>-0-</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projection
<p>Increase Student Enrollment</p> <p>As a way to fulfill the College’s potential, gain economies of scale, and establish a stable fiscal base, the College of Western Idaho will focus institutional energy on increasing student enrollment.</p>		
<p>1. Develop and implement an ongoing and aggressive student recruitment campaign.</p>	<i>Communications Plan 2010 - 2015</i>	Contingent on plan that is to be developed
<p>2. Increase the community’s college-going rate by partnering with K-12 districts to develop programs that:</p> <ul style="list-style-type: none"> i. Admit qualified 11th and 12th grade students into core general education classes (dual enrollment and concurrent enrollment), ii. Admit 11th and 12th grade students into PTE courses, and iii. Give each high school junior and senior one CWI experience, such as touring the campus and taking one class. 	<p><i>Educational Master Plan 2010 – 2015</i></p> <p><i>Communications Plan 2010 - 2015</i></p>	Loss of revenue for each high school junior or senior who takes advantage of the free class
<p>3. Develop and implement practices to bring high school counselors and teachers, agency partners, and businesses to the campus to raise awareness of opportunities at CWI for their students.</p>	<i>Communications Plan 2010 - 2015</i>	-0-
<p>4. Develop programs and practices that ensure that all segments of the population are proportionately represented in the college’s student population.</p>	<i>Unit Plan for Enrollment Services 2010- 2015</i>	-0-

Future Institutional Strategic Directions

Institutional Strategic Directions 2015-2020	Action Steps Likely to be in
<p>Structure Student Success The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational goals.</p>	
1. Conduct college assessments in high schools and other community locations as well as on-campus.	<i>Educational Master Plan 2015-2020</i>
2. Assess high school students at the end of 10 th grade so the students have sufficient time to correct identified gaps in their readiness for college.	<i>Educational Master Plan 2015-2020</i>
3. Integrate basic skills instruction into PTE curriculum.	<i>Educational Master Plan 2015-2020</i>
4. Develop a “Finish in Two” agreement for students who wish to complete their degrees in two years.	<i>Educational Master Plan 2015-2020</i>
5. Develop strategies to connect students and faculty outside of the classroom such as student jobs, mentorships, and sharing meals.	<i>Educational Master Plan 2015-2020</i>
6. Link courses across disciplines.	<i>Educational Master Plan 2015-2020</i>
7. Develop a middle college high school, a high school that draws 11 th and 12 th graders from all nearby K-12 districts who are united by their gifts or goals, such as an arts high school.	<i>Educational Master Plan 2015-2020</i>

<p>8. Find CWI solutions to these common barriers to student access:</p> <ul style="list-style-type: none">▪ Financial barriers beyond tuition, such as the cost of books, food, and transportation▪ Physical barriers of students who are homebound or live in remote areas▪ Barriers created by work obligations, such as minimum wage earners who need to work two jobs in order to survive and therefore have little/no time to gain the skills needed for livable wage jobs.▪ Social barriers of disconnected youth who neither work nor go to school.	<p><i>Educational Master Plan 2015-2020</i></p>
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Institutional Strategic Direction 2015-1020	Action Steps Likely to be in
<p>Develop Systems to Support Faculty and Staff</p> <p>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.</p>	
<p>1. Link each faculty member’s passion to a voluntary activity that benefits students, the community, and the college.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>2. Initiate occasions to bring the faculty and staff together at one site for meaningful activities.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>3. Provide on-site support for faculty, staff, and students at off-campus locations.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>4. Create programs in which faculty voluntarily exchange teaching without compensation for a benefit that they design, such as the services of a reader/grader or course tutor.</p>	<p><i>Educational Master Plan 2015-2020</i></p>

Institutional Strategic Direction 2015-2020	Action Steps Likely to be in
<p>Connect the College to the Community</p> <p>The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.</p>	
<p>1. Sell student products and services, such as automotive repairs, photography services, interior design, and catering.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>2. Provide a kid camp during the summer session so parents can bring their children with them as they take a class.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>3. Craft an activity attractive to middle-school students (such as a football clinic taught by the BSU head coach) that children can attend only if their parents attend a workshop on “Preparing your middle-school child for college” at the same time.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>4. Organize competitions for high school or community college students, such as a Geography Bowl or an art fair.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>5. Develop low-cost athletic programs, such as cross-country, golf, or tennis.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>6. Connect the college with state initiatives in ways that the college can become a pilot or demonstration sites for innovations.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>7. Use the college as an incubator or model of best practices for the larger community, such as creating a community noted for its civility in daily interactions or a community that has integrated the practices that promote health and fitness into their daily routines.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>8. Develop an alumni association.</p>	<p><i>Institutional Advancement Plan</i></p>

Institutional Strategic Direction 2015- 2020	Action Steps Likely to be in
<p>Manage Student Enrollment</p> <p>Manage the size of college enrollment by including this parameter in planning discussions. The goal of thoughtful dialogue/decisions about CWI’s optimum size is to keep the college at a size that is large enough to remain fiscally viable while offering breadth in curriculum and services at the same time that it is small enough to be innovative, personal, and focused on students.</p>	<p><i>Educational Master Plan 2015-2020</i></p>

Institutional Strategic Direction 2015-2020	Action Steps Likely to be in
<p>Become a Sustainable College</p> <p>The College of Western Idaho will build its facilities and ancillary projects in a manner that is cost-effective while maximizing sustainability and minimizing operating expenditures. The college will adopt operating practices through partnerships with public utilities that minimize the use of public energy sources, public water systems, public waste disposal and attempt to move the college towards a closed system. The college will also develop educational programs and curriculum that train tomorrow’s workforce in alignment with the community’s industries related to sustainability.</p>	
<p>1. Create a community college research center on sustainability and an information clearing house on optimum college and community practices</p>	<p><i>Organizational Plan</i></p>

College of Western Idaho
2009
Fact Book

The College of Western Idaho Fact Book

Published October, 2009

Questions regarding the contents should be directed to Dr. Stan Brings, Director of Institutional Effectiveness and Grants (208) 562-3454

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About the College of Western Idaho:

The College of Western Idaho is the gateway to a comprehensive range of education and training opportunities for the communities it serves across Southwestern Idaho. CWI is a community asset that enhances accessibility to higher education and 21st Century technical skills acquisition, enabling its students and the broader community to achieve more. The foundation for Southwestern Idaho's only community college was created by a supermajority of voters in Ada and Canyon counties on May 22, 2007. For more information, visit www.cwidaho.cc or call (208) 562 -3500.

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Executive Summary

Introduction

This document is intended to provide evidence to support the development of the comprehensive strategic plan for the College of Western Idaho (CWI). Formulating a comprehensive strategic plan is one of the most challenging tasks the College of Western Idaho has faced. It is central to the college's ability to realize its goal of satisfying the expectations of its internal and external stakeholder communities. Toward this goal, the researchers set about developing a definition of the college's community based on several questions:

- Who are the people of the community;
- Who are the employers in the community;
- Who are the students of CWI;
- Who are the future students of CWI; and
- How are we doing?

Focused by the philosophical concepts of a "culture of evidence" and "continuous quality improvement", the researchers worked collaboratively to gather, analyze, synthesize, and present information and data that will serve as the foundation for defining the purpose of the college and, thus, the development and ongoing refinement of the college's comprehensive strategic plan. Each of the college's instructional and operational units, our internal community, has contributed to this effort by establishing benchmarks for who and where we are at this point in time as well as who and where we think we should be in the future. The college's external community stakeholders have contributed to this process by participating in structured interviews. The fact book's developers, including teams of researchers and facilitators, have used a variety of demographic, economic and workforce data sources to determine the current states and trends that collectively focus the College of Western Idaho's role and its mission.

The College of Western Idaho is a comprehensive community college. The college provides two-year lower division transfer education, workforce training, adult basic education, and community education throughout Southwest Idaho's Region 3 which includes the counties of Ada, Adams, Boise, Canyon, Gem, Payette, Valley, and Washington along with portions of Elmore County and Owyhee county. Region 3 is similar to the state of Idaho, statistically speaking, and faces many of the same challenges of extreme diversity. Idaho has two population and economic centers; one in the north and one in the southwest. There are pockets of people and enterprise, but the rest of the state is mostly rural. Region 3's population and economic centers are Ada County and Canyon County and, similar to the state, there are pockets of people and enterprise throughout the ten counties, but the remainder of the region is mostly rural. In southwest Idaho, home of the College of Western Idaho, demographic and economic diversity and educational attainment and dropout rates seem to be correlated with the population and economic centers and bordering areas.

CWI Service Area Demographics

Demographic changes in the College of Western Idaho's service area, Region 3, are expected with significant changes in all demographic categories with the greatest change expected in the age and ethnic groups. The percentage of gender distribution is close to equal and, like the rest of the state and the country, the average age is increasing. Region 3 remains less ethnically diverse than the rest of the nation, but this demographic factor is changing with the immigration of minority populations resembling state and national trends. The geography and population density of the region ranges from urban to rural. Populations in urban Ada County and Canyon County, making up over 84% of the service area population, are expected to increase approximately 16% over the next ten years.

CWI Service Area Economy

Economic growth has slowed with unemployment hitting record highs in every one of the ten counties. Median incomes remain lower than national averages for eight of the ten counties and rates of poverty are greater than the state average in six of the ten counties.

CWI Service Area Educational Needs

According to the Educational Needs Index, a regional-level study of educational, economic, and population pressures that influence educational policy and planning at local, regional, and state levels, Southwest Idaho is at a “critical” level of educational need. Canyon County is at the “most critical” level. This is due mainly to the average level of educational attainment in the ten-county region. Like the demographic data, within the region there are counties that represent extremes on the spectrum. In Ada County, for example, only 7% of the population possesses less than a high school degree while 41% have a college degree. In Owyhee County, 28% have less than a high school degree and only 15% have a college degree. Dropout rates follow the rates for educational attainment and are especially striking in the rural areas of Canyon County and Owyhee County.

Student Characteristics

From spring semester, 2009 to fall semester, 2009 the number of students attending the College of Western Idaho nearly tripled. The ethnic distribution of the college’s student population is similar in many respects to the regional distribution. Students in the under-22 age group made up 42% of the population for fall semester, 2009. Students from Ada County and Canyon County made up 97% of the student population. Most of the students were enrolled full time and attended the main campus in Nampa. Almost three times as many students took online classes fall semester compared to last spring.

Student Success

Although the college is very young with virtually no longitudinal data from which to draw conclusions and/or make long-range strategic decisions, the researchers sought evidence of student success measures that could be tied to course objectives, program goals and the institutional mission. Due to the importance the institution places on student success, multiple data reference sets were gathered for each of the program areas. Student success in professional-technical programs is measured according to industry-based competencies. The success of professional-technical programs is based on the placement of students in employment related to their program. A three-part “Outcomes and Assessment Strategy” is used in general education courses to provide evidence based analysis of the attainment of our course level outcomes. This data is used in combination with student performance metrics (grades) to guide the continuous improvement of curricula and delivery methods.

The one data set from spring semester, 2009 for program, course, and student outcomes performance, adds little value to the college’s data-based strategic decision-making and continuous quality improvement capacity. In time, longitudinal data sets will provide valid and reliable references for summative analyses to support these capacities. Even the small data set from spring semester can be useful for formative analyses to support short-term planning and decision-making – particularly for the instructional units. As the college’s instructional capacities are being developed it will be important to check actual performance data in relation to expected levels of performance.

Several data sets will be added as the college develops its “culture of evidence” and processes to support continuous quality improvement. Retention and matriculation data will be gathered to provide evidence of student persistence and as a quality reference for college services. Tracking CWI students’ success after they graduate will provide valuable information and data for the continuous improvement of the college’s programs. The National Student Clearinghouse provides student degree and enrollment information for verification of academic achievement. This service will enable the college to track the success of students transferring to four-year institutions after they leave CWI.

CWI Service Area High School Students

The College of Western Idaho's ten-county service area includes 31 school districts. Over the period 2009 through 2015 it is expected that the number of high school graduates will increase by 17% in CWI's service area. Larger school districts, particularly those in Ada County and Canyon County, will have significantly greater growth, offsetting negative growth in several rural counties.

Advanced Learning Opportunities, including Dual Credit and Advanced Placement are offered through each of the high schools in Region 3. Six institutions including Boise State University, the University of Idaho, Idaho State University, Lewis-Clark State College, the College of North Idaho, and the College of Southern Idaho, offer dual credit courses in Region 3. Over the three-year period of fall semester, 2006 through fall semester, 2008, 357 dual credit courses were offered with a student enrollment of 17,176 (duplicated headcount). Advanced Placement programming, particularly in the Boise School District, has grown from its inception in 1980, when 95 Advanced Placement exams were given, to its current status, with 2,423 exams given in 2008-09. District students wrote 33% of the statewide AP exams in 2008-09. The District's A.P. testing program has seen tremendous growth over the years. Results of Advanced Placement tests are commonly used by colleges and universities in granting course credits or waivers from particular classes.

Adult Basic Education

The College of Western Idaho offers Adult Basic Education (ABE) Adult Secondary Education (ASE) and English as a Second Language (ESL) services at several locations in Region 3. In FY 2009, these program areas collectively provided 167,699 service contact hours for 5,206 clients at eight locations.

Community Education

CWI's Community Education provides a linkage to the community by offering classes and services to segments of the region's population that might not be served through the college's other programs. Personal enrichment classes are offered through the Adult Enrichment program area. In addition to Adult Enrichment classes, Community education also offers classes for children in the "Kids College." Community education also offers online classes in Partnership with Ed2Go, a provider of online elearning solutions for adult & continuing education courses. The student enrollment data for Community Education, indicating greater frequencies in the older age groups, suggest programming decisions specific to this growing segment of the population.

Workforce Development

The Center for Workforce Development at the College of Western Idaho provides training in the areas of Healthcare, Manufacturing, Business and Professional Skills, Public Safety, Construction and Computer Technologies. Classes are provided in a variety of formats including online, distance delivery, and traditional classroom. Short-term training classes are offered to the general public through "open enrollment" classes. Training can also be designed, developed, and presented in customized formats according to an employer's specific needs. In FY 2009, the Center for Workforce Development offered 1,907 classes to 12,795 students (duplicated headcount) with 339,538 contact hours.

Engaging the Community

Qualitative external scan information for planning and improvement, including feedback from students, faculty and staff, and community members, will be included in each Fact Book. In future years, results of the Survey for Entering Student Engagement (SENSE) will be available. This year, 59 community leaders were interviewed individually in March, August, and September 2009 and asked to express their short-term goals and long-term vision for CWI. Key themes among the responses include: 1) An emphasis on quality especially in terms of student success, service to students, and exemplary practices of distinction, 2) location/site recommendations – one main campus in Nampa

and centers throughout the community, as well as comprehensive online programs, 3) the importance of external communication with communities, 4) the importance of internal communication, collaboration, and a supportive environment, 5) a need for strong partnerships with community constituent organizations and agencies, 6) a focus on PTE programs and economic development in light of current economic challenges and CWI's program development, 7) articulated programs for students with area high schools and universities, and 8) strong pride and community support for CWI expressed by all interviewees.

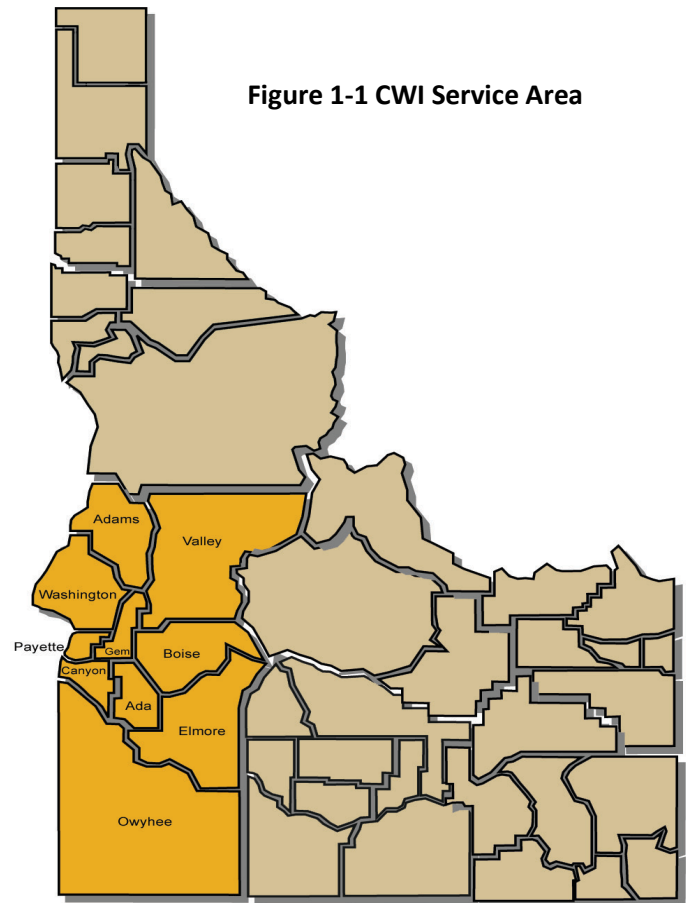
Chapter 1 – College of Western Idaho Service Area

The College of Western Idaho serves the following ten counties in southwest Idaho's region 3:

- [Ada County](#)
- [Adams County](#)
- [Boise County](#)
- [Canyon County](#)
- [Elmore County](#)*
- [Gem County](#)
- [Owyhee County](#)*
- [Payette County](#)
- [Valley County](#)
- [Washington County](#)

Figure 1-1 shows the CWI service area in relation to the rest of Idaho.

* Portions of Elmore County and Owyhee County are included in Region 4 and served by the College of Southern Idaho.



Population

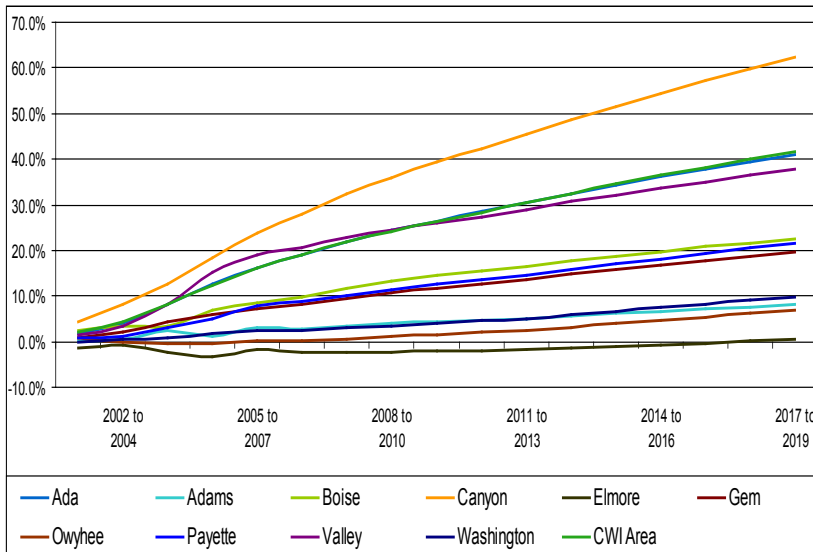
According to the 2005-2007 American Community Survey, it was estimated that 691,068 people lived in the College of Western Idaho service area. The only urban county in the service area, Ada County accounts for 57% of Region 3’s population. With about 28% of the region’s population, Canyon County is the second most populated county in Region 3. Exceeding both state and national growth averages, it is projected that Region 3’s population will grow 16% over the coming ten years (2009 – 2019) with Ada County and Canyon County growing significantly more than the others.

Figure 1-2a: 2009-2019 Population Growth

County	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Ada	391,589	452,753	61,164	16%
Canyon	191,995	235,395	43,400	23%
Payette	23,224	25,614	2,390	10%
Gem	16,864	18,392	1,528	9%
Valley	9,230	10,369	1,139	12%
Elmore	26,749	27,568	817	3%
Boise	7,806	8,567	761	10%
Washington	10,197	10,887	690	7%
Owyhee	9,848	10,472	624	6%
Adams	3,566	3,724	158	4%
CWI Area	691,068	803,741	112,671	16%
Idaho	1,553,491	1,754,011	200,520	13%
Nation	307,777,493	338,715,329	30,937,836	10%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 1-2b: CWI Actual and Projected Growth Rate Relative to 2002



Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Age

Along with changes in the size of the CWI service area population, several demographic changes are also projected. These data are consistent with theories of an “aging population” or “graying of America” and suggest consideration for CWI’s investment in education and training and community education programs specifically designed and delivered for an older adult audience.

Making up 85% of the region’s population, Ada County and Canyon County are expected to see dramatic shifts in their age distributions. Ada County is projected to see a 71% increase in the 65 and up age group. What appears to be flat-line growth in the under 15 age group and the 25-44 age group is misleading. There are two sub-groups that show negative growth in each of these age groupings. The under 5 year old sub-group is expected to grow by only 2%. The 5 to 9 year old sub-group is expected to grow by 9%. These low growth rates are offset by a considerably larger rate of growth for the age 10 to 14 sub-group. In the 25 to 44 age group, the 25 to 29 year old sub-group will decrease by 5% and the 30 to 34 year-old age group will decrease by 8%. These negatives are offset by single-digit growth in the 35 to 39 year old sub-group and the 40 to 44 year old sub-group.

Figure 1-3a: 2009-2019 Population by Age Cohort, Ada County

Age	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth	2009 LQ ¹
Under 15	87,044	96,127	9,083	10%	1.11
15-24	48,999	58,256	9,257	19%	0.89
25-44	116,643	117,453	810	1%	1.09
45-64	98,510	111,821	13,312	14%	0.97
65 and up	40,394	69,097	28,702	71%	0.80

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 1-3b
2009 Age Distribution for Ada County

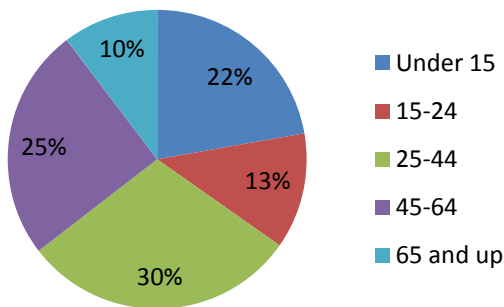
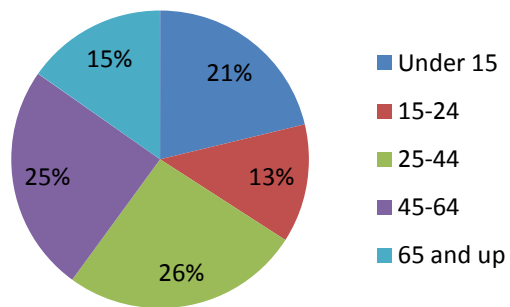


Figure 1-3c
2019 Age Distribution for Ada County



¹ Location quotient (LQ) is basically a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region “unique” in comparison to the national average.

Figure 1-3d: 2009-2019 Population by Age Cohort, Canyon County

Age	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth	2009 LQ
Under 15	51,634	64,130	12,498	25%	1.35
15-24	24,700	32,333	7,634	31%	0.92
25-44	57,938	67,787	9,848	20%	1.09
45-64	38,112	45,079	6,968	18%	0.97
65 and up	19,611	26,066	6,456	30%	0.80

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 1-3e
2009 Age Distribution for Canyon County

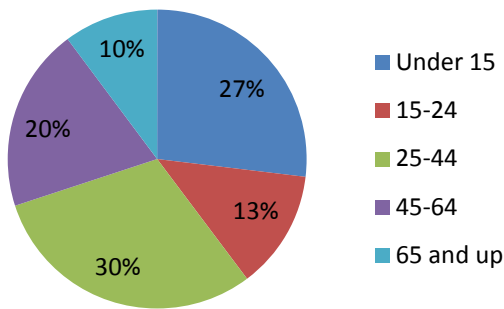
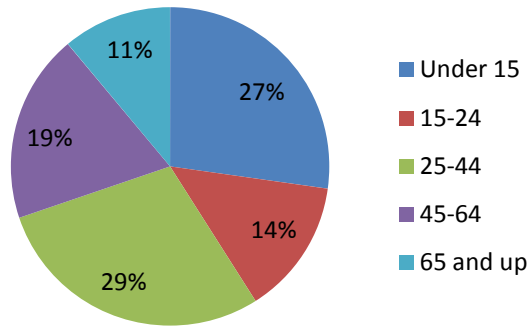


Figure 1-3f
2019 Age Distribution for Canyon County



Canyon County is expected to see a trend similar to Ada County for the 25 to 44 year old age group. Like Ada County, within the 25-44 age group there are two sub-groups that are expected to have a negative growth. The sub-group of 25 to 29 year-olds is expected to decrease by 4%. The sub-group of 30 to 34 year-olds is expected to decrease by 4%. These are offset by the extraordinarily high growth rates in the 35 to 39 and 40 to 44 year-old sub-groups. In the 65 and up group, the 70 to 74 year old sub group will see an increase of 52%. Overall, the rate of growth for Canyon County is more evenly spread among the age groups as compared with Ada County.

Gender

The average for the CWI service area is 50.6% male and 49.4% female. The distribution for the state of Idaho is 50.3% male and 49.7% female. Nationally, the percentage is 49.3% male and 50.7% female².

Figure 1-4: 2009 Population by Gender

Area	Males		Females		Total Population
	Number	Percentage	Number	Percentage	Number
Ada	198,133	50.6%	193,456	49.4%	391,589
Adams	1,795	50.3%	1,771	49.7%	3,566
Boise	3,981	51.0%	3,825	49.0%	7,806
Canyon	96,042	50.0%	95,952	50.0%	191,995
Elmore	14,524	54.3%	12,225	45.7%	26,749
Gem	8,406	49.8%	8,458	50.2%	16,864
Owyhee	5,170	52.5%	4,678	47.5%	9,848
Payette	11,544	49.7%	11,680	50.3%	23,224
Valley	4,725	51.2%	4,505	48.8%	9,230
Washington	5,024	49.3%	5,173	50.7%	10,197
CWI Area	349,344	50.6%	341,723	49.4%	691,068

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Ethnicity

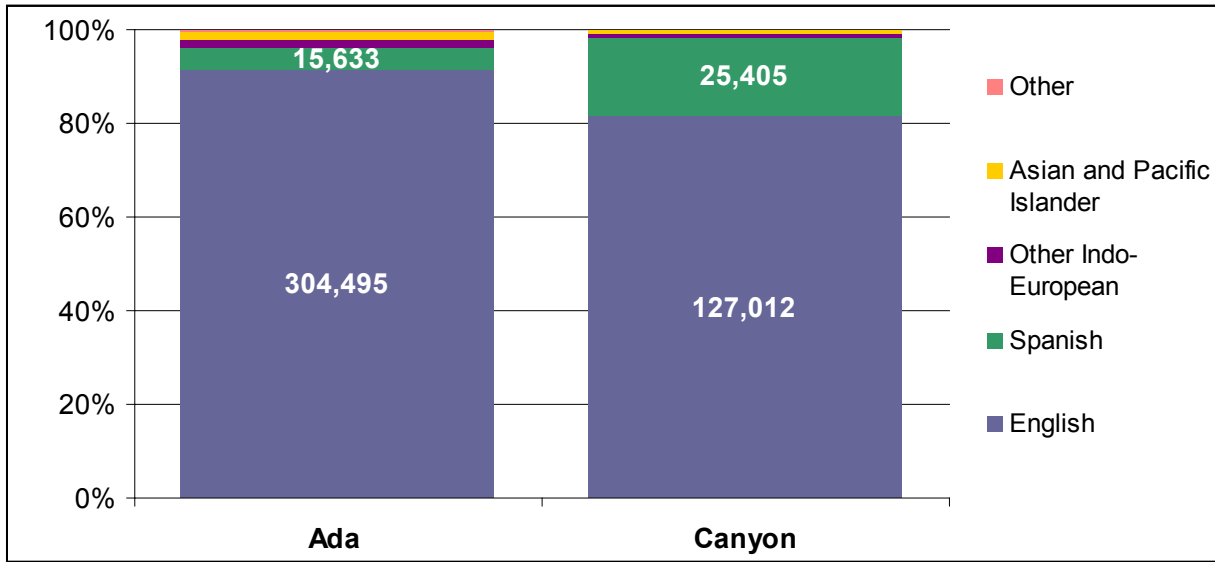
Over half of Idaho's Hispanic population live in CWI's service area. Over the next ten years it is expected that Region 3's Hispanic population will grow by 41%. By 2019 Canyon County's Hispanic population is projected to grow to represent over half of the Region 3 Hispanic population and 24% of Canyon County's population. Ada County's Hispanic population is projected to grow 48% over the next ten years. Even at this high growth rate, the Hispanic population will represent only 8.5% of Ada County's total population.

Figure 1-5a: 2009-2019 Total Hispanic Population and Growth by County

Hispanic							
County	Est. 2009 Pop	Est. 2019 Pop	Growth	% Growth	Est. 2009 LQ	% Total 2009 Pop	%Total 2019 Pop
Ada	26,205	38,845	12,640	48%	0.43	6.7%	8.6%
Canyon	40,353	56,940	16,587	41%	1.35	21%	24%
CWI Area	79,619	112,647	33,027	41%	0.74	11.5%	14%
Idaho	156,570	218,121	61,551	39%	0.65	10%	12.4%
Nation	47,772,276	63,845,195	16,072,919	34%	n/a	15.5%	18.8%

² U.S. Census Bureau <http://quickfacts.census.gov/qfd/states/16000.html>

Figure 1-5b: 2005-2007 Language Spoken at Home, Ada & Canyon Counties



Source: US Census Bureau, 2005-2007 American Community Survey 3-Year Estimates

Languages spoken at home was recorded for the populations for Canyon County and Ada County by the U.S. Census Bureau’s 2005-2007 American Community Survey (ACS). In Ada County, 4.7% of the people surveyed responded that the primary language spoken at home was Spanish. In Canyon County 16.4% of the respondents said Spanish was the primary language spoken in their home.

Figure 1-5c: 2005-2007 Language Spoken at Home, Ada County³

Language	Population	Percent	Speak English less than "very well"	
			Population	Percent
English	304,495	91.3%		
Other than English	28,958	8.7%	10,727	3.2%
Breakout of Non-English Languages				
Spanish	15,633	4.7%	6,139	1.8%
Other Indo-European Language	6,737	2.0%	2,005	0.6%
Asian and Pacific Islander Languages	5,104	1.5%	2,202	0.7%
Other Languages	1,484	0.4%	381	0.1%
Total	333,453	100.0%		

Source: US Census Bureau, 2005-2007 American Community Survey 3-Year Estimates

Figure 1-5d: 2005-2007 Language Spoken at Home, Canyon County

Language	Population	Percent	Speak English less than "very well"	
			Population	Percent
English	127,012	81.8%		
Other than English	28,217	18.2%	12,383	8%
Breakout of Non-English Languages				
Spanish	25,405	16.4%	11,337	7.3%
Other Indo-European Language	1,543	1.0%	592	0.4%
Asian and Pacific Islander Languages	1,048	.7%	396	0.3%
Other Languages	221	0.1%	58	0.0%
Total	155,229	100.0%		

Source: US Census Bureau, 2005-2007 American Community Survey 3-Year Estimates

³ The Language Spoken at Home data was available only for Ada County and Canyon County

Economics

Similar to the rest of the state, the depressed economy has increased unemployment throughout Region 3 by an average of 200%. With the most dynamic economies in the region, Ada County saw an increase of over 300% between 2007 and 2009 and Canyon County was not far behind with a 260% increase.

Figure 1-6a: Annual Average Unemployment Rates by County, 1999-2009⁴

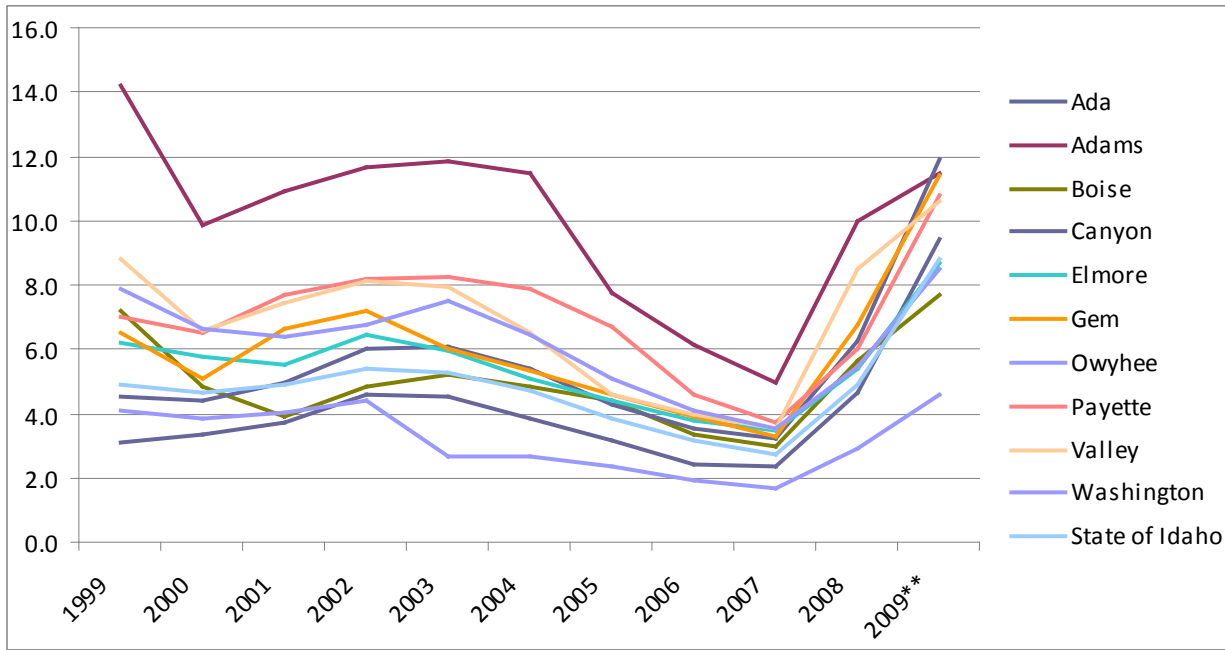


Figure 1-6b: Annual Average Unemployment Rates by County, 1999-2009

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009 ⁵
Ada	3.1	3.3	3.7	4.6	4.5	3.9	3.2	2.4	2.3	4.6	9.4
Adams	14.2	9.9	10.9	11.7	11.8	11.5	7.8	6.2	4.9	10.0	11.5
Boise	7.2	4.8	3.9	4.8	5.2	4.9	4.4	3.3	3.0	5.7	7.7
Canyon	4.5	4.4	5.0	6.0	6.1	5.4	4.3	3.5	3.3	6.3	11.9
Elmore	6.2	5.8	5.5	6.5	6.0	5.1	4.4	3.8	3.5	5.4	8.7
Gem	6.5	5.1	6.6	7.2	6.0	5.4	4.6	3.9	3.3	6.8	11.4
Owyhee	4.1	3.9	4.0	4.4	2.7	2.6	2.4	1.9	1.7	2.9	4.6
Payette	7.0	6.5	7.7	8.2	8.2	7.9	6.7	4.6	3.7	6.0	10.8
Valley	8.8	6.6	7.5	8.1	7.9	6.5	4.6	3.9	3.5	8.5	10.6
Washington	7.9	6.6	6.4	6.8	7.5	6.5	5.1	4.1	3.5	5.4	8.5
State of Idaho	4.9	4.6	4.9	5.4	5.3	4.7	3.9	3.2	2.7	4.9	8.8

Source: Idaho Department of Labor, Research & Analysis and Public Affairs

⁴ These data represent the nonexclusive ten-county region of southwestern Idaho.

⁵ 2009 data are a preliminary benchmark.

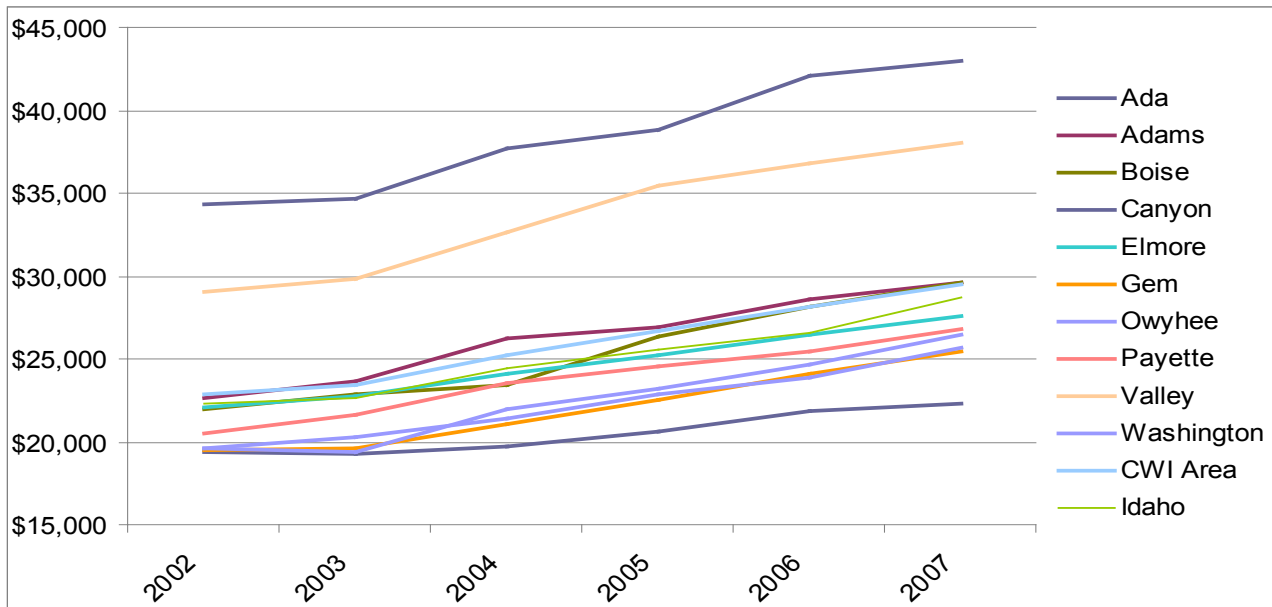
Figure 1-6c: Annual Per Capita Income by County, 2002-2007⁶

Figure 1-6d: Annual Per Capita Income by County, 2002-2007

	2002	2003	2004	2005	2006	2007
Ada	\$34,347	\$34,710	\$37,700	\$38,876	\$42,039	\$43,028
Adams	\$22,623	\$23,617	\$26,267	\$26,906	\$28,568	\$29,564
Boise	\$21,914	\$22,881	\$23,371	\$26,362	\$28,121	\$29,626
Canyon	\$19,376	\$19,251	\$19,683	\$20,631	\$21,879	\$22,278
Elmore	\$22,134	\$22,733	\$24,144	\$25,185	\$26,431	\$27,635
Gem	\$19,485	\$19,661	\$21,117	\$22,534	\$24,053	\$25,398
Owyhee	\$19,622	\$19,416	\$21,978	\$23,174	\$24,645	\$26,459
Payette	\$20,481	\$21,588	\$23,582	\$24,577	\$25,486	\$26,757
Valley	\$29,063	\$29,871	\$32,696	\$35,499	\$36,851	\$38,025
Washington	\$19,636	\$20,314	\$21,402	\$22,860	\$23,922	\$25,624
CWI Area	\$22,868	\$23,404	\$25,194	\$26,660	\$28,200	\$29,439
Idaho	\$22,338	\$22,663	\$24,454	\$25,553	\$26,611	\$28,665

Source: US Department of Commerce, Bureau of Economic Analysis. Local Area Personal Income Reports

⁶ These data represent the nonexclusive ten-county region of southwestern Idaho. Per capita personal income is calculated using all personal income in the region including labor and non-labor income. Non-labor income includes the following categories: dividends, interest, rent, and transfers.

Figure 1-6e Area Income and Poverty Estimates

Area Income and Poverty Estimates	Poverty Estimate All Ages	Poverty Percent All Ages	Poverty Estimate Under Age 18	Poverty Percent Under Age 18	Poverty Estimate Ages 5-17	Poverty Percent Ages 5-17	Median Household Income
United States		13		18		16.4	50,740
Idaho	177,830	12.1	63,568	15.9	39,046	13.9	46,136
Ada County	28,734	7.9	9,336	9.6	5,954	8.6	55,121
Adams County	440	12.6	137	19.7	90	17.2	37,796
Boise County	904	12.0	301	18.8	189	15.0	48,991
Canyon County	25,592	14.5	10,482	19.0	6,340	16.8	43,132
Elmore County	3,005	12.0	1,356	16.1	814	14.1	50,920
Gem County	2,120	13.0	770	19.0	481	16.5	41,392
Owyhee County	1,883	17.5	800	26.2	500	22.8	35,683
Payette County	3,276	14.5	1,330	21.2	898	19.7	42,754
Valley County	826	9.3	275	14.5	177	13.2	50,868
Washington County	1,541	15.4	569	23.0	346	19.0	37,009

Source: U.S. Census Bureau, Small Area Estimates Branch

Internet Release date: December 2008

<http://www.census.gov/did/www/saie/data/statecounty/index.html>

POVERTY AND PARTICIPATION IN GOVERNMENT PROGRAMS: From 2005-2007, 8 percent of people were in poverty. Nine percent of related children under 18 were below the poverty level, compared with 6 percent of people 65 years old and over. Six percent of all families and 21 percent of families with a female householder and no husband present had incomes below the poverty level.

Six of southwest Idaho's ten counties exceeded the poverty rate for the state of Idaho.

Source: American Community Survey, 2005-2007

Educational Attainment

Reflecting the high correlation of education to income, Ada County and Valley County scored highest in CWI's service area for Educational Attainment. In the 2005-2007 American Community Survey 71% of the Ada County respondents indicated having some college, an Associates degree, a Bachelors, or higher. The survey of Valley County respondents indicated a 64% rate for the same levels of educational attainment. Regionally, the rate of educational attainment in these categories was 62%. However, in Canyon County, 20% of the population did not have a high school diploma.

Figure 1-7a: Overall Adult Educational Attainment by County

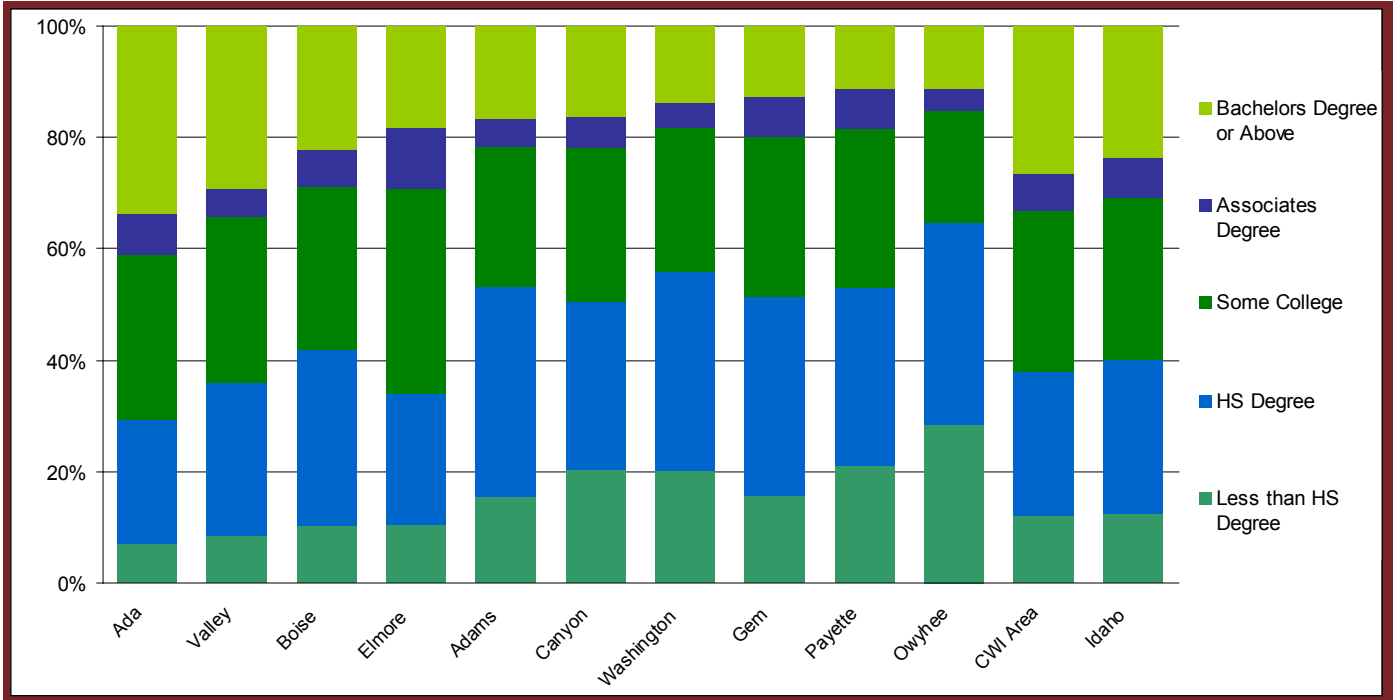


Figure 1-7b: Overall Adult Educational Attainment by County

County	Less than HS Degree		HS Degree		Some College ⁷		Associates Degree		Bachelors Degree or Above	
Ada	18,132	7%	56,827	22%	75,847	30%	18,341	7%	86,399	34%
Valley	540	8%	1,771	27%	1,921	30%	332	5%	1,879	29%
Boise	569	10%	1,736	32%	1,606	29%	372	7%	1,221	22%
Elmore	1,817	10%	4,122	24%	6,402	37%	1,944	11%	3,174	18%
Adams	396	16%	954	37%	647	25%	127	5%	424	17%
Canyon	23,473	20%	35,105	30%	31,655	27%	6,455	6%	18,974	16%
Washington	1,424	20%	2,516	36%	1,816	26%	315	4%	977	14%
Gem	1,812	16%	4,070	36%	3,291	29%	837	7%	1,447	13%
Payette	3,159	21%	4,827	32%	4,258	28%	1,079	7%	1,689	11%
Owyhee	1,987	28%	2,537	36%	1,402	20%	280	4%	783	11%
CWI Area	53,307	12%	114,464	26%	128,846	29%	30,083	7%	116,967	26%
Idaho	121,069	12%	276,845	28%	283,614	29%	72,046	7%	234,233	24%
U.S.	31,248,459	16%	58,762,191	30%	38,383,119	20%	14,392,617	7%	52,859,997	27%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2, U.S. Census Bureau, 2005-2007 American Community Survey

⁷ The "Some College" category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a postsecondary vocational award or professional certification but did not receive an associates or bachelors degree.

The statistics for educational attainment broken down by gender reveal an inverse relationship between the rate for high school graduation and attainment of college degrees. In every county there were more females indicating a high school degree as their highest level of educational attainment. In eight out of the region's ten counties a greater percentage of females indicated having "some college" as their highest level of educational attainment. Other than Owyhee County, where 15% of both the female and male populations indicated having earned an Associates degree or higher, every county had a higher percentage of males reporting an Associates degree or higher as their highest level of educational attainment.

Figure 1-7c: Adult Educational Attainment by Gender and County

County	Gender	Less than HS Degree		HS Degree		Some College		Associates Degree		Bachelors Degree or Above	
		Count	%	Count	%	Count	%	Count	%	Count	%
Ada	M	9,027	7%	25,756	20%	35,882	28%	8,993	7%	48,168	38%
	F	9,105	7%	31,071	24%	39,966	31%	9,348	7%	38,231	30%
Valley	M	290	9%	753	23%	943	29%	205	6%	1,101	33%
	F	249	8%	1,018	32%	977	31%	128	4%	778	25%
Boise	M	312	11%	869	31%	797	28%	212	8%	612	22%
	F	257	10%	866	32%	810	30%	160	6%	609	23%
Elmore	M	796	8%	1,896	20%	3,723	39%	1,272	13%	1,742	18%
	F	1,022	13%	2,226	28%	2,679	33%	672	8%	1,432	18%
Adams	M	190	15%	445	35%	326	26%	61	5%	235	19%
	F	205	16%	509	39%	322	25%	66	5%	189	15%
Canyon	M	12,021	21%	16,043	28%	15,343	27%	3,141	6%	10,081	18%
	F	11,451	19%	19,062	32%	16,312	28%	3,314	6%	8,893	15%
Washington	M	712	21%	1,162	34%	809	24%	128	4%	570	17%
	F	712	19%	1,354	37%	1,007	27%	188	5%	408	11%
Gem	M	925	16%	1,905	34%	1,556	28%	417	7%	809	14%
	F	887	15%	2,165	37%	1,735	30%	420	7%	637	11%
Payette	M	1,682	23%	2,259	31%	1,930	26%	504	7%	941	13%
	F	1,476	19%	2,568	33%	2,328	30%	575	7%	748	10%
Owyhee	M	1,145	31%	1,299	35%	714	19%	136	4%	410	11%
	F	842	26%	1,238	38%	688	21%	144	4%	373	11%
CWI Area	M	27,101	12%	52,387	24%	62,022	28%	15,069	7%	64,670	29%
	F	26,206	12%	62,078	28%	66,824	30%	15,015	7%	52,296	24%
Idaho	M	61,806	13%	130,308	27%	134,608	27%	34,606	7%	129,062	26%
	F	59,263	12%	146,537	29%	149,006	30%	37,440	8%	105,171	21%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

In Region 3 educational attainment by ethnicity mirrors statistics for the state of Idaho. One statistic that stands out is the percentage of the Hispanic population who report having less than a high school degree as their highest level of educational attainment. Statewide, 46% of the Hispanic population report having less than a high school degree as their highest level of educational attainment. In Region 3 it's 39%. In Region 3 there is a difference of 400% between Hispanics and Whites reporting "less than high school degree" as their highest level of educational attainment. In Region 3 there is a 200% difference between Whites in relation to Hispanics earning an Associates degree or higher.

Figure 1-7d: Adult Educational Attainment by Ethnicity and County

County	Ethnicity	Less than HS Degree		HS Degree		Some College		Associates Degree		Bachelors Degree or Above	
		Count	%	Count	%	Count	%	Count	%	Count	%
Ada	White	14,464	6%	50,279	22%	68,875	30%	16,454	7%	78,650	34%
	Hispanic	2,408	17%	4,012	29%	3,669	26%	1,086	8%	2,828	20%
	Black	237	12%	276	14%	647	33%	149	8%	655	33%
	Am. Indian	215	11%	531	27%	665	34%	151	8%	412	21%
	Asian and Hawaiian	634	11%	1,036	17%	1,007	17%	317	5%	2,998	50%
	Two or More Races	174	6%	693	24%	983	34%	185	6%	855	30%
Adams	White	375	15%	911	38%	612	25%	126	5%	400	17%
	Hispanic	17	31%	21	38%	8	14%	0	0%	10	17%
	Black	0	0%	0	0%	2	100%	0	0%	0	0%
	Am. Indian	2	7%	8	27%	14	44%	0	0%	7	23%
	Asian and Hawaiian	2	19%	4	43%	2	21%	1	6%	1	11%
	Two or More Races	0	0%	9	36%	10	41%	0	0%	6	24%
Boise	White	477	9%	1,661	32%	1,519	29%	336	7%	1,169	23%
	Hispanic	80	42%	33	17%	39	20%	16	8%	24	12%
	Black	0	12%	1	37%	0	27%	0	7%	0	18%
	Am. Indian	8	17%	24	53%	5	11%	2	5%	6	14%
	Asian and Hawaiian	4	18%	2	8%	6	33%	4	21%	4	19%
	Two or More Races	0	0%	16	19%	36	44%	13	16%	17	21%
Canyon	White	13,275	14%	29,864	32%	26,911	29%	5,958	6%	16,346	18%
	Hispanic	9,903	51%	4,233	22%	3,303	17%	286	1%	1,642	8%
	Black	26	5%	32	6%	297	53%	32	6%	173	31%
	Am. Indian	94	11%	271	32%	354	42%	23	3%	95	11%
	Asian and Hawaiian	74	6%	331	27%	321	26%	78	6%	426	35%
	Two or More Races	101	8%	373	28%	468	36%	78	6%	293	22%
Elmore	White	918	6%	3,407	24%	5,545	39%	1,599	11%	2,817	20%
	Hispanic	791	41%	465	24%	411	21%	118	6%	162	8%
	Black	12	3%	58	13%	193	43%	129	29%	55	12%
	Am. Indian	0	0%	37	25%	65	45%	40	28%	3	2%
	Asian and Hawaiian	72	18%	100	25%	75	19%	29	7%	130	32%
	Two or More Races	24	11%	55	24%	112	49%	29	13%	7	3%
Gem	White	1,516	14%	3,699	35%	3,125	30%	837	8%	1,372	13%
	Hispanic	275	42%	262	40%	87	13%	0	0%	34	5%

	Black	1	20%	2	39%	1	24%	0	7%	1	10%
	Am. Indian	0	0%	48	64%	18	24%	0	0%	9	12%
	Asian and Hawaiian	1	2%	25	34%	35	49%	0	1%	11	15%
	Two or More Races	18	18%	35	35%	25	25%	0	0%	21	21%
Owyhee	White	980	18%	2,205	42%	1,228	23%	231	4%	652	12%
	Hispanic	927	70%	199	15%	81	6%	25	2%	89	7%
	Black	2	40%	2	37%	0	0%	0	0%	1	23%
	Am. Indian	54	26%	75	35%	57	27%	13	6%	12	6%
	Asian and Hawaiian	1	3%	17	36%	5	11%	7	16%	16	34%
	Two or More Races	23	21%	39	35%	31	29%	4	4%	13	12%
Payette	White	2,275	18%	4,368	34%	3,799	29%	872	7%	1,637	13%
	Hispanic	789	50%	291	19%	329	21%	161	10%	0	0%
	Black	5	33%	0	0%	10	67%	0	0%	0	0%
	Am. Indian	11	11%	59	57%	14	14%	0	0%	18	18%
	Asian and Hawaiian	24	13%	67	36%	52	27%	21	11%	24	13%
	Two or More Races	55	30%	41	22%	55	30%	25	14%	9	5%
Valley	White	468	8%	1,702	28%	1,837	30%	308	5%	1,839	30%
	Hispanic	62	38%	47	29%	21	13%	3	2%	32	20%
	Black	0	8%	1	23%	1	29%	0	6%	1	34%
	Am. Indian	0	0%	5	13%	23	58%	12	29%	0	0%
	Asian and Hawaiian	6	27%	2	9%	4	19%	5	23%	5	23%
	Two or More Races	4	6%	14	24%	34	59%	4	6%	2	4%
Wash- ington	White	816	14%	2,173	37%	1,695	29%	240	4%	889	15%
	Hispanic	567	56%	305	30%	83	8%	61	6%	0	0%
	Black	2	43%	1	22%	1	19%	0	3%	1	13%
	Am. Indian	4	11%	17	43%	4	9%	0	0%	14	37%
	Asian and Hawaiian	9	10%	12	12%	17	17%	0	0%	59	60%
	Two or More Races	25	32%	8	10%	17	21%	15	18%	14	18%
CWI Area	White	35,564	9%	100,270	26%	115,145	30%	26,961	7%	105,772	28%
	Hispanic	15,819	39%	9,869	24%	8,032	20%	1,755	4%	4,819	12%
	Black	284	9%	372	12%	1,152	38%	311	10%	887	30%
	Am. Indian	388	11%	1,075	31%	1,219	35%	241	7%	578	17%
	Asian and Hawaiian	827	10%	1,596	20%	1,525	19%	463	6%	3,673	45%
	Two or More Races	424	8%	1,282	25%	1,772	35%	353	7%	1,237	24%
Idaho	White	16,751	9%	54,418	29%	57,498	30%	16,613	9%	45,544	24%
	Hispanic	6,936	46%	3,562	23%	2,365	16%	597	4%	1,712	11%
	Black	94	13%	127	18%	215	30%	54	7%	233	32%
	Am. Indian	652	19%	1,041	30%	1,193	35%	232	7%	322	9%
	Asian and Hawaiian	102	5%	342	18%	552	28%	105	5%	849	44%
	Two or More Races	227	14%	355	22%	539	33%	168	10%	341	21%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Dropouts

In the last reporting period (2006-2007) the Idaho Department of Education reported that one-third of the school districts in Region 3 had dropout rates exceeding the state average. However, extremely high percentages in more populace schools were offset by extremely low percentages in rural schools with low enrollments. The frequency counts for 2006-2007 reveal that 988 students dropped out from high school. Dropouts in Ada County and Canyon County accounted for 837 of this total; 85%.

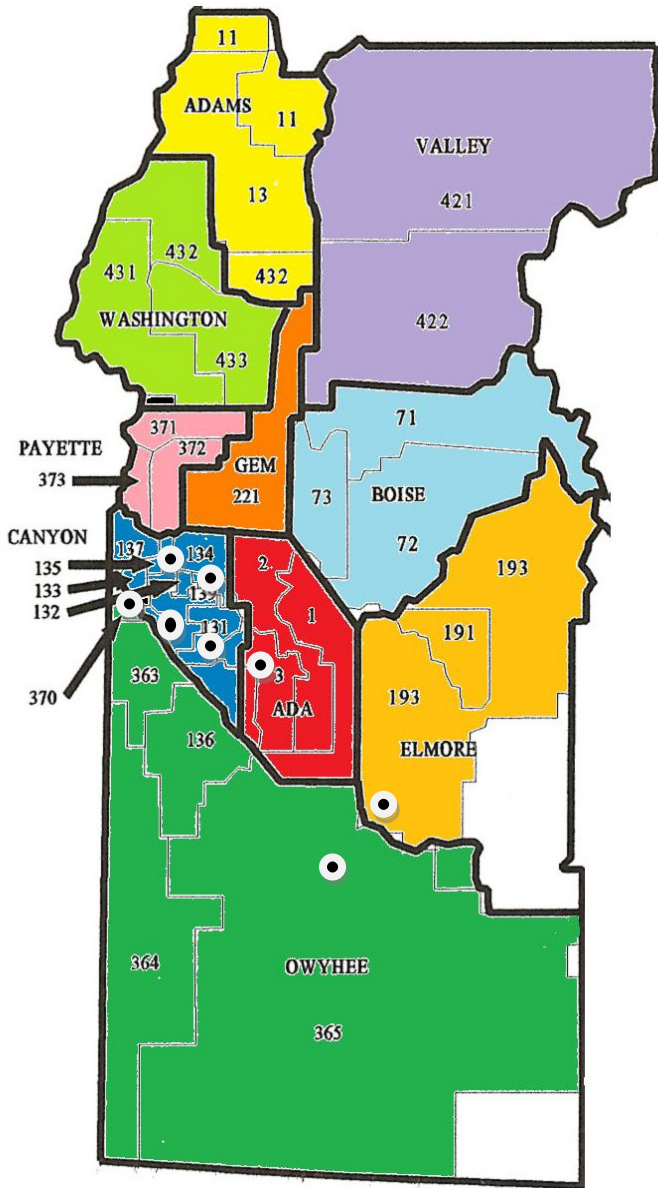
The three most populated school districts had the greatest difference between the percentage of Hispanic dropouts and White dropouts. In the Boise School District, 7.6% of the Hispanic student population dropped out compared to 2.4% of the White student population. In the Meridian School district, 3.5% of the Hispanic student population dropped out compared to 1.8% of the White student population. In the Nampa School district 6.5% of the Hispanic student population dropped out compared to 2.4% of the White student population.

Figure 1-8a CWI Service Area High School Dropout Percentage by Grade for 2006-2007

2006-2007 SCHOOL YEAR	Grade 9	Grade 10	Grade 11	Grade 12	Average	COUNTY
IDAHO	1.57	2.29	3.08	3.76	2.675	
139 Vallivue (Canyon)	6.67	7.42	9.94	7.26	7.8225	Canyon
453 McKenna Charter H.S. (Elmore)	1.16	13.1	10	4.65	7.2275	Elmore
136 Melba (Owyhee)	1.56	8.06	2.13	9.52	5.3175	Owyhee
132 Caldwell (Canyon)	5.06	4.39	5.54	5.82	5.2025	Canyon
370 Homedale/COSSA (Owyhee)	5.69	5.5	3.26	4.12	4.6425	Owyhee
003 Kuna (Ada)	1.52	4.56	5	6.55	4.4075	Ada
365 Bruneau-Grand View (Owyhee)	1.96	10	5.56	0	4.38	Owyhee
134 Middleton (Canyon)	2.19	1.44	5.47	6.06	3.79	Canyon
131 Nampa (Canyon)	3.4	3.53	3.68	3.38	3.4975	Canyon
193 Mountain Home (Elmore)	2.69	6.1	3.68	1.41	3.47	Elmore

<http://www.sde.idaho.gov/Statistics/>

Figure 1-8b CWI Service Area School Districts



Dist #	School District
001	BOISE INDEPENDENT DISTRICT
002	MERIDIAN JOINT DISTRICT
003	KUNA JOINT DISTRICT
011	MEADOWS VALLEY DISTRICT
013	COUNCIL DISTRICT
071	GARDEN VALLEY DISTRICT
072	BASIN SCHOOL DISTRICT
073	HORSESHOE BEND SCHOOL DIST
131	NAMPA SCHOOL DISTRICT
132	CALDWELL DISTRICT
133	WILDER DISTRICT
134	MIDDLETON DISTRICT
135	NOTUS DISTRICT
136	MELBA JOINT DISTRICT
137	PARMA DISTRICT
139	VALLIVUE SCHOOL DISTRICT
191	PRAIRIE ELEMENTARY DISTRICT
193	MOUNTAIN HOME DISTRICT
221	EMMETT INDEPENDENT DIST
363	MARSING JOINT DISTRICT
364	PLEASANT VALLEY ELEM DIST
365	BRUNEAU-GRAND VIEW JOINT DIST
370	HOMEDALE JOINT DISTRICT
371	PAYETTE JOINT DISTRICT
372	NEW PLYMOUTH DISTRICT
373	FRUITLAND DISTRICT
421	MC CALL-DONNELLY DISTRICT
422	CASCADE DISTRICT
431	WEISER DISTRICT
432	CAMBRIDGE JOINT DISTRICT
433	MIDVALE DISTRICT
http://www.accessidaho.org/education/dist.html	

Figure 1-8c Historical Percentages of Dropouts by Ethnicity for Grades 9 - 12

N/A indicates that there was no enrollment in the ethnicity

District		Year	White	Black	Hispanic	Native American	Asian	Total
State	STATE	2007-08	1.7%	1.5%	3.5%	2.7%	1.0%	2.0%
		2006-07	2.3%	2.5%	5.2%	3.9%	1.9%	2.6%
		2005-06	2.2%	4.8%	5.9%	5.5%	1.2%	2.7%
001	BOISE INDEPENDENT DISTRICT	2007-08	1.9%	1.4%	5.7%	0.0%	0.9%	2.1%
		2006-07	2.4%	3.3%	7.6%	4.3%	3.8%	2.9%
		2005-06	2.1%	5.2%	4.8%	7.5%	2.1%	2.4%
002	MERIDIAN JOINT DISTRICT	2007-08	1.7%	1.9%	4.6%	1.5%	0.0%	1.8%
		2006-07	1.8%	1.4%	3.5%	1.5%	1.6%	1.8%
		2005-06	1.5%	2.9%	2.2%	1.6%	0.4%	1.5%
003	KUNA JOINT DISTRICT	2007-08	3.9%	0.0%	8.3%	0.0%	0.0%	4.2%
		2006-07	4.5%	0.0%	0.0%	0.0%	0.0%	4.2%
		2005-06	3.8%	0.0%	5.2%	0.0%	0.0%	3.8%
011	MEADOWS VALLEY DISTRICT	2007-08	0.0%	N/A	N/A	N/A	0.0%	0.0%
		2006-07	0.0%	N/A	N/A	N/A	N/A	0.0%
		2005-06	0.0%	N/A	N/A	N/A	0.0%	0.0%
013	COUNCIL DISTRICT	2007-08	2.2%	100.0%	0.0%	0.0%	0.0%	3.0%
		2006-07	1.9%	N/A	0.0%	0.0%	N/A	1.8%
		2005-06	1.0%	N/A	0.0%	0.0%	0.0%	0.9%
071	GARDEN VALLEY DISTRICT	2007-08	0.0%	0.0%	0.0%	N/A	0.0%	0.0%
		2006-07	0.0%	0.0%	N/A	0.0%	0.0%	0.0%
		2005-06	2.0%	0.0%	N/A	N/A	N/A	2.0%
072	BASIN SCHOOL DISTRICT	2007-08	0.0%	0.0%	0.0%	0.0%	N/A	0.0%
		2006-07	1.5%	0.0%	25.0%	0.0%	N/A	2.2%
		2005-06	0.0%	0.0%	N/A	N/A	0.0%	0.0%
073	HORSESHOE BEND SCHOOL DISTRICT	2007-08	0.0%	N/A	0.0%	0.0%	N/A	0.0%
		2006-07	0.0%	N/A	0.0%	0.0%	0.0%	0.0%
		2005-06	0.0%	N/A	0.0%	0.0%	N/A	0.0%
131	NAMPA SCHOOL DISTRICT	2007-08	0.8%	0.0%	2.2%	4.0%	1.6%	1.2%
		2006-07	2.4%	0.0%	6.5%	9.1%	1.7%	3.5%
		2005-06	3.8%	3.7%	9.7%	40.0%	0.0%	5.5%
132	CALDWELL DISTRICT	2007-08	3.9%	9.1%	5.0%	42.9%	0.0%	4.6%
		2006-07	4.5%	0.0%	6.0%	10.0%	5.6%	5.1%
		2005-06	5.4%	22.2%	10.1%	11.1%	0.0%	7.4%
133	WILDER DISTRICT	2007-08	0.0%	N/A	2.3%	N/A	N/A	1.8%
		2006-07	0.0%	N/A	2.0%	N/A	0.0%	1.6%

		2005-06	5.6%	N/A	4.6%	N/A	0.0%	4.6%
134	MIDDLETON DISTRICT	2007-08	3.1%	0.0%	6.8%	0.0%	0.0%	3.3%
		2006-07	3.8%	0.0%	1.8%	N/A	0.0%	3.6%
		2005-06	4.0%	0.0%	10.6%	N/A	33.3%	4.5%
135	NOTUS DISTRICT	2007-08	0.0%	N/A	0.0%	0.0%	0.0%	0.0%
		2006-07	0.0%	N/A	0.0%	N/A	0.0%	0.0%
		2005-06	0.0%	N/A	0.0%	0.0%	0.0%	0.0%
136	MELBA JOINT DISTRICT	2007-08	0.9%	0.0%	0.0%	N/A	N/A	0.8%
		2006-07	5.3%	0.0%	7.4%	0.0%	0.0%	5.5%
		2005-06	2.7%	0.0%	0.0%	50.0%	N/A	2.7%
137	PARMA DISTRICT	2007-08	0.4%	N/A	1.3%	0.0%	0.0%	0.6%
		2006-07	1.4%	0.0%	2.6%	0.0%	0.0%	1.7%
		2005-06	0.5%	0.0%	0.0%	0.0%	0.0%	0.3%
139	VALLIVUE SCHOOL DISTRICT	2007-08	1.6%	0.0%	2.7%	5.9%	9.1%	2.1%
		2006-07	6.6%	11.1%	11.0%	11.1%	5.3%	7.7%
		2005-06	7.3%	0.0%	24.4%	30.0%	9.5%	11.4%
191	PRAIRIE ELEMENTARY DISTRICT	2007-08	N/A	N/A	N/A	N/A	N/A	N/A
		2006-07	N/A	N/A	N/A	N/A	N/A	N/A
		2005-06	N/A	N/A	N/A	N/A	N/A	N/A
193	MOUNTAIN HOME DISTRICT	2007-08	2.2%	0.0%	2.5%	0.0%	2.9%	2.2%
		2006-07	2.8%	0.0%	10.7%	0.0%	0.0%	3.6%
		2005-06	2.3%	10.6%	10.6%	8.3%	3.2%	3.8%
221	EMMETT INDEPENDENT DIST	2007-08	0.7%	0.0%	3.3%	0.0%	0.0%	1.0%
		2006-07	2.0%	0.0%	5.1%	0.0%	0.0%	2.3%
		2005-06	2.7%	0.0%	6.3%	0.0%	0.0%	2.8%
363	MARSING JOINT DISTRICT	2007-08	0.0%	N/A	0.0%	0.0%	N/A	0.0%
		2006-07	0.7%	N/A	4.8%	0.0%	0.0%	1.9%
		2005-06	5.1%	N/A	2.9%	N/A	N/A	4.4%
364	PLEASANT VALLEY ELEM DIST	2005-08	0.0%	N/A	N/A	N/A	N/A	0.0%
365	BRUNEAU-GRANDVIEW DIST	2007-08	0.0%	N/A	0.0%	14.3%	N/A	2.1%
		2006-07	2.0%	N/A	0.0%	25.0%	N/A	4.1%
		2005-06	0.0%	N/A	0.0%	10.0%	N/A	0.8%
370	HOMEDALE JOINT DISTRICT	2007-08	5.1%	0.0%	6.4%	0.0%	0.0%	5.5%
		2006-07	2.5%	0.0%	9.7%	N/A	0.0%	4.8%
		2005-06	4.8%	N/A	5.7%	100.0%	0.0%	5.3%
371	PAYETTE JOINT DISTRICT	2007-08	0.5%	0.0%	3.4%	0.0%	0.0%	1.1%

		2006-07	1.0%	0.0%	1.5%	0.0%	0.0%	1.0%
		2005-06	0.5%	0.0%	0.8%	0.0%	0.0%	0.5%
372	NEW PLYMOUTH DISTRICT	2007-08	0.3%	0.0%	0.0%	N/A	0.0%	0.3%
		2006-07	0.0%	N/A	0.0%	N/A	0.0%	0.0%
		2005-06	0.0%	N/A	0.0%	N/A	0.0%	0.0%
373	FRUITLAND DISTRICT	2007-08	0.0%	0.0%	0.9%	0.0%	0.0%	0.2%
		2006-07	1.4%	0.0%	0.0%	0.0%	12.5%	1.3%
		2005-06	0.0%	0.0%	2.3%	0.0%	0.0%	0.4%
421	MC CALL-DONNELLY DISTRICT	2007-08	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		2006-07	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		2005-06	1.6%	0.0%	0.0%	0.0%	0.0%	1.5%
422	CASCADE DISTRICT	2007-08	2.0%	N/A	0.0%	N/A	0.0%	1.9%
		2006-07	1.7%	N/A	0.0%	N/A	0.0%	1.6%
		2005-06	0.0%	N/A	0.0%	0.0%	0.0%	0.0%
431	WEISER DISTRICT	2007-08	2.2%	0.0%	3.6%	0.0%	0.0%	2.5%
		2006-07	1.8%	N/A	4.2%	N/A	N/A	2.5%
		2005-06	2.6%	N/A	7.6%	0.0%	0.0%	3.7%
432	CAMBRIDGE JOINT DISTRICT	2007-08	0.0%	N/A	0.0%	N/A	0.0%	0.0%
		2006-07	1.9%	N/A	0.0%	0.0%	N/A	1.7%
		2005-06	0.0%	N/A	0.0%	N/A	N/A	0.0%
433	MIDVALE DISTRICT	2007-08	0.0%	N/A	0.0%	N/A	N/A	0.0%
		2006-07	0.0%	N/A	0.0%	N/A	N/A	0.0%
		2005-06	0.0%	N/A	0.0%	N/A	N/A	0.0%
451	VICTORY CHARTER SCHOOL	2007-08	0.0%	0.0%	0.0%	N/A	N/A	0.0%
		2006-07	0.0%	N/A	0.0%	N/A	0.0%	0.0%
		2005-06	N/A	N/A	N/A	N/A	N/A	N/A
452	IDAHO VIRTUAL ACADEMY	2007-08	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		2006-07	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		2005-06	0.0%	N/A	0.0%	0.0%	0.0%	0.0%
453	IDAHO VIRTUAL HIGH CHARTER	2007-08	2.9%	0.0%	0.0%	0.0%	12.5%	2.7%
		2006-07	6.6%	20.0%	16.7%	0.0%	0.0%	7.2%
		2005-06	6.1%	0.0%	10.5%	0.0%	0.0%	6.1%
457	INSPIRE VIRTUAL CHARTER LEA	2007-08	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		2006-07	0.0%	N/A	0.0%	N/A	0.0%	0.0%
		2005-06	0.0%	0.0%	0.0%	0.0%	N/A	0.0%

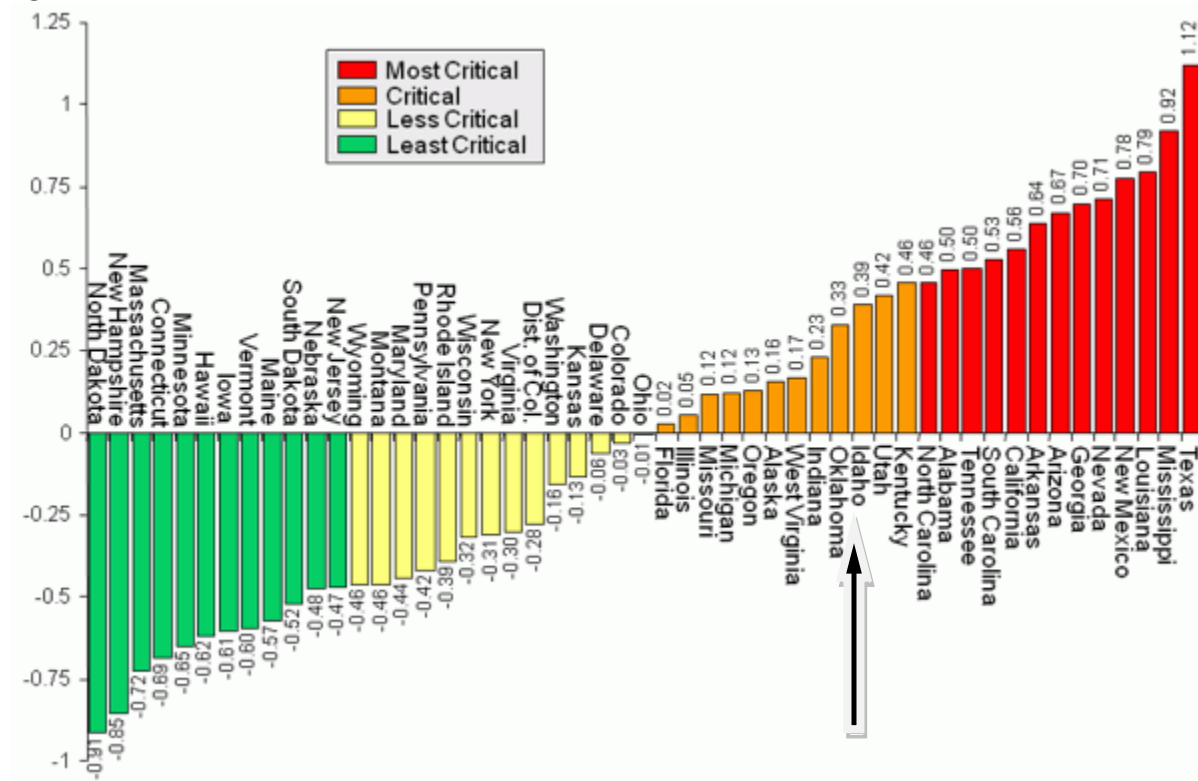
Educational Needs Index

The Educational Needs Index (ENI) is a regional-level study of educational, economic, and population pressures that influence educational policy and planning at local, regional, and state levels. The index introduces an econometric model that assesses conditions and trends for all fifty states and their respective sub-regions and allows peer comparisons across a variety of indicators.

Until recently, much of the data for geographic areas smaller than states were only available every ten years from the decennial census. Beginning in 2005, the Census Bureau began to provide a variety of data at the sub-state level for areas called Public Use Microdata Areas (PUMAs).

The ENI model evaluates the educational needs and demands of the 2,071 Public Use Microdata Areas across the nation. It combines thirteen variables that measure educational attainment levels, economic and employment strength, and population growth and diversity. Through standardization of the data (described below), the model combines these measures and allows for comparison across all of the PUMAs in a given region and the nation as a whole. PUMAs are designated “most critical” when relatively poor conditions of under-education and economic challenges are compounded by population growth and shifting demographics toward youth or at-risk minority groups.

Figure 1-9a: Educational Needs Index



<http://www.educationalneedsindex.com/about-eni-v2.php>

There are three factors driving the ENI model and the variables that make up each factor.

- Educational Factor – Indicators assess the educational capacity of a region’s adult population. Indicators measure the percent of the population with a high school degree, associate’s degree, and bachelor’s degree, and a measure of the educational attainment gap between younger and older members of the workforce.
- Economic Factor - Indicators in this category assess the degree of economic challenges facing counties. Indicators measure the percent of population in poverty, unemployment rates, the existing earnings capacity of residents, and dependence upon manufacturing and extraction jobs.
- Population Factor – Indicators assess the present population growth issues facing the county and potential need for increased emphasis on human capital development to address changing demographics. Indicators measure recent and project population growth, population aged 19 and younger as a percent of the total population, population aged 20-44, and the relative size of an area’s at-risk minority population (African-Americans, Hispanics, and Native Americans).

<http://www.educationalneedsindex.com/methodology-v2.php>

Though none of Idaho’s regions are in the “most critical” category, six of the PUMAs are in the second most critical category of the economic factor. Five of the PUMAs are in the two most critical categories of the education factor, with the southwestern portion of the state being represented among the “most critical” areas.

PUMAs with the greatest educational needs are primarily in the southern region. Only the immediate area around Boise appears in the “least critical” category on economic measures.

Because of greater challenges facing certain regions of Idaho, policymakers should recognize that public policy regarding access to higher education, preparation for college, participation, and the economic demand for college-educated residents should not be uniformly applied from region to region. Differences in regional needs relative to higher education access and preparation are considerations for state-level and regional planning.

<http://www.educationalneedsindex.com/admin/pdfs/ID2.pdf>

Figure 1-9b Educational Needs Index (Ada County)

Educational Needs Index (Ada County)			
	Ada	Idaho	National
Percent of 18 to 64 Year Olds With a High School Diploma (2005)	93.8	86.4	85.8
Percent of 25 to 64 Year Olds With an Associates Degree (2005)	7.8	8.8	8.2
Percent of 25 to 64 Year Olds With a Bachelor's Degree or Higher (2005)	34.1	25	28.6
Difference in College Attainment Between Young (25 to 35) and Older (45 to 54)	0.4	-3.3	1.5
Unemployment Rate (2005)	5.02	5.85	7.12
Percent of Population Under 65 At or Below the Poverty Level (2005)	6.1	17.6	18.5
Median Family Income (2005)	65000	48246	57167
Per Capita Personal Income (2005)	26198	20420	25360
Percent of Employment in Manufacturing and Extraction Industries (2005)	10.5	9.9	12
Rate of Population Growth 64 and Under (2000 to 2005)	25.6	8.8	2.7
Percent of Population Ages 0 to 19 (2005)	31.8	29.7	27.6
Percent of Population Ages 20 to 44 (2005)	37.3	34.3	35.1
Percent At-Risk Minorities 0 to 44 (2005)	6.4	14.1	31.1
Education Factors Score	-0.27	0.458	N. A.
Economic Factors Score	-0.474	0.237	N. A.
Population Factors Score	0.615	0.472	N. A.

<http://www.educationalneedsindex.com/idaho.php?n=0&p=00700>

The Educational Needs Index for Ada County indicates an overall score in the “less critical” range. The county’s “most critical” ranking in the Population Factor indicates population growth issues facing the county. Recent and projected population growth, population aged 19 and younger as a percent of the total population, population aged 20-44, and the relative size of the area’s at-risk minority population (African-Americans, Hispanics, and Native Americans) indicate a need for increased emphasis on human capital development to address changing demographics.

Figure 1-9c Educational Needs Index (Canyon County)

Educational Needs Index (Canyon County)			
	Canyon	Idaho	National
Percent of 18 to 64 Year Olds With a High School Diploma (2005)	78.1	86.4	85.8
Percent of 25 to 64 Year Olds With an Associates Degree (2005)	5.6	8.8	8.2
Percent of 25 to 64 Year Olds With a Bachelor's Degree or Higher (2005)	15.7	25	28.6
Difference in College Attainment Between Young (25 to 35) and Older (45 to 54)	1.6	-3.3	1.5
Unemployment Rate (2005)	5.16	5.85	7.12
Percent of Population Under 65 At or Below the Poverty Level (2005)	19.5	17.6	18.5
Median Family Income (2005)	47700	48246	57167
Per Capita Personal Income (2005)	17509	20420	25360
Percent of Employment in Manufacturing and Extraction Industries (2005)	13.6	9.9	12
Rate of Population Growth 64 and Under (2000 to 2005)	27.8	8.8	2.7
Percent of Population Ages 0 to 19 (2005)	33	29.7	27.6
Percent of Population Ages 20 to 44 (2005)	38.3	34.3	35.1
Percent At-Risk Minorities 0 to 44 (2005)	26.9	14.1	31.1
Education Factors Score	0.707	0.458	N. A.
Economic Factors Score	0.221	0.237	N. A.
Population Factors Score	0.986	0.472	N. A.

<http://www.educationalneedsindex.com/idaho.php?n=0&p=00500>

The Educational Needs Index for Canyon County indicates an overall score in the “most critical” range. Factoring the percent of the county’s population with a high school degree, associate’s degree, and bachelor’s degree, and a measure of the educational attainment gap between younger and older members of the workforce, the county’s “most critical” ranking according to the education factor indicates an exceptionally low educational capacity for the county’s adult population.

The “critical” ranking of economic factors is based on evidence of economic challenges facing Canyon County. These include the percent of population in poverty, unemployment rates, the existing earnings capacity of residents, and dependence upon manufacturing and extraction jobs.

The county’s “most critical” ranking in the Population Factor indicates population growth issues facing the county. Recent and projected population growth, population aged 19 and younger as a percent of the total population, population aged 20-44, and the relative size of the area’s at-risk minority population (African-Americans, Hispanics, and Native Americans) indicate a need for increased emphasis on human capital development to address changing demographics.

Figure 1-9d Education Needs Index (All other Region 3 Counties)

Education Needs Index (All other Region 3 Counties)	All	Idaho	National
Percent of 18 to 64 Year Olds With a High School Diploma (2005)	83.6	86.4	85.8
Percent of 25 to 64 Year Olds With an Associates Degree (2005)	7.6	8.8	8.2
Percent of 25 to 64 Year Olds With a Bachelor's Degree or Higher (2005)	19.7	25	28.6
Difference in College Attainment Between Young (25 to 35) and Older (45 to 54)	-8.5	-3.3	1.5
Unemployment Rate (2005)	6.01	5.85	7.12
Percent of Population Under 65 At or Below the Poverty Level (2005)	18	17.6	18.5
Median Family Income (2005)	45400	48246	57167
Per Capita Personal Income (2005)	18415	20420	25360
Percent of Employment in Manufacturing and Extraction Industries (2005)	8.5	9.9	12
Rate of Population Growth 64 and Under (2000 to 2005)	-7.2	8.8	2.7
Percent of Population Ages 0 to 19 (2005)	28.6	29.7	27.6
Percent of Population Ages 20 to 44 (2005)	28.9	34.3	35.1
Percent At-Risk Minorities 0 to 44 (2005)	18.7	14.1	31.1
Education Factors Score	0.548	0.458	N. A.
Economic Factors Score	0.086	0.237	N. A.
Population Factors Score	-0.615	0.472	N. A.

<http://www.educationalneedsindex.com/idaho.php?n=0&p=00400>

The Educational Needs Index for Adams, Boise, Elmore, Gem, Owyhee, Payette, Valley and Washington counties indicates a combined score in the “critical” range. The “most critical” score for the education factor is somewhat offset by the relatively lower Population Factor. Dependence on manufacturing and extraction industries puts these counties in the “critical” range. The current high unemployment data for these counties provides evidence of this dependence.

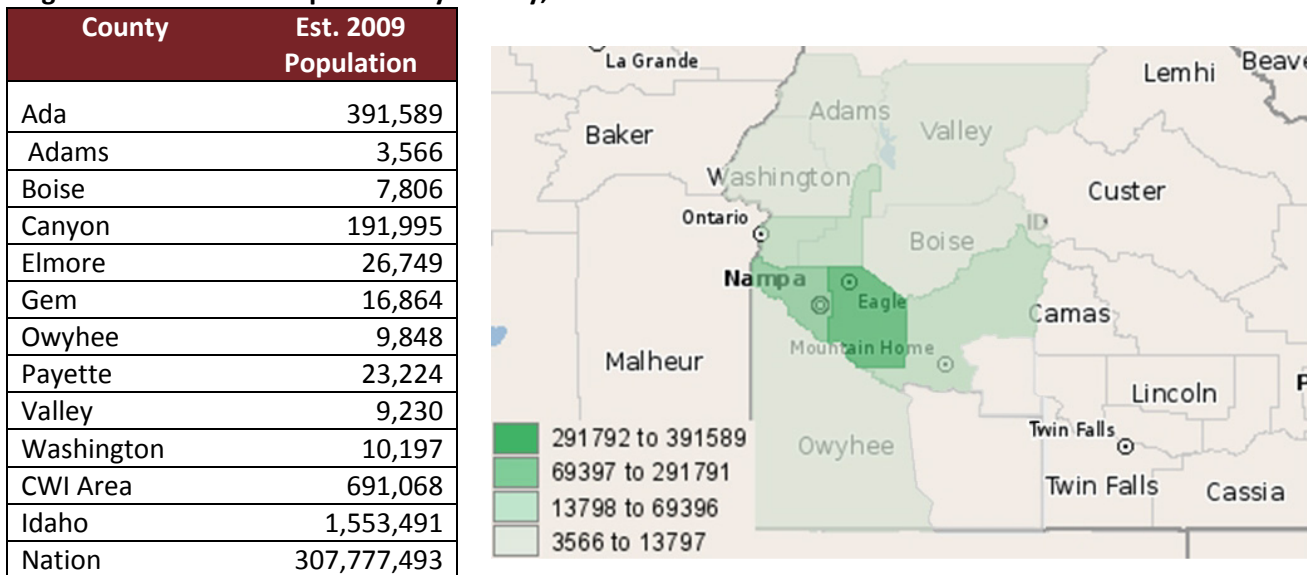
Chapter 2: CWI Area Industry & Workforce Outlook

College of Western Idaho Service Area Workforce, Past and Present

The following maps and tables display current and projected population cohorts at the county and ZIP code levels. There are two maps and two tables in each cohort series. The first map exhibits the counties in the region which have the highest concentration of that cohort. Higher levels of concentration are indicated with increasingly darker shades of green. The table ranks the counties with the highest concentration, or “location quotient,” in descending order. (The first map, EMSI Figure 2-1, is unique in that the map is not shaded according to concentration, but according to population. This was done because concentration measurements do not work well when measuring overall population figures.) The communities from within the ten-county area which are not in the CWI service area have been excluded from the shaded areas.⁸ The data displayed in the corresponding tables were also calculated while excluding these specific communities and therefore each table contains an accurate representation of the CWI service area.

The second map in each series displays change at the ZIP code level by graduated symbol. Higher projected growth is represented with increasingly larger green bubbles and projected losses are represented with increasingly larger red bubbles. The table that corresponds to these maps exhibit population growth at the county level. The ZIP codes that are included in each county are aggregated to the total for each county. As in the first set of maps and tables, these data were calculated by excluding the communities that are not within the CWI service area.

Figure 2-1: CWI Area Population by County, 2009

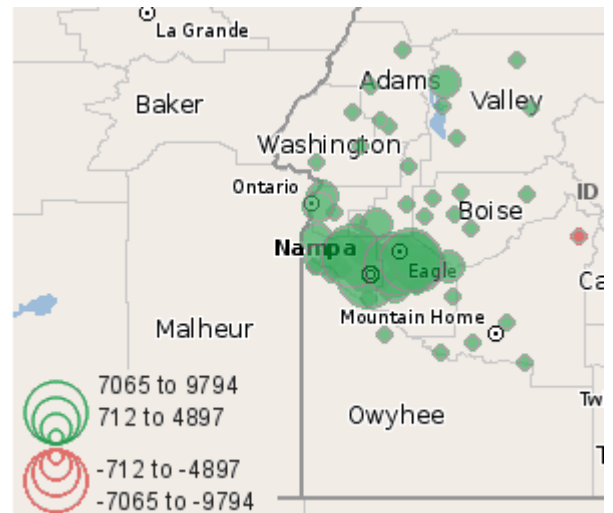


Source: EMSI Demographics - 2nd Quarter 2009 v. 2

⁸ The communities that are not in the CWI service area but are captured in the shaded areas include the zip codes of 83623 (Glenns Ferry) and 83633 (King Hill) in Elmore County and 83604 (Bruneau) in Owyhee County.

Figure 2-2: CWI Area Population Growth by County, 2009-2019

County	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Ada	391,589	452,753	61,164	16%
Canyon	191,995	235,395	43,400	23%
Payette	23,224	25,614	2,390	10%
Gem	16,864	18,392	1,528	9%
Valley	9,230	10,369	1,139	12%
Elmore	26,749	27,568	817	3%
Boise	7,806	8,567	761	10%
Washington	10,197	10,887	690	7%
Owyhee	9,848	10,472	624	6%
Adams	3,566	3,724	158	4%
CWI Area	691,068	803,741	112,671	16%
Idaho	1,553,491	1,754,011	200,520	13%
Nation	307,777,493	338,715,329	30,937,836	10%



Source: EMSI Demographics - 2nd Quarter 2009 v. 2

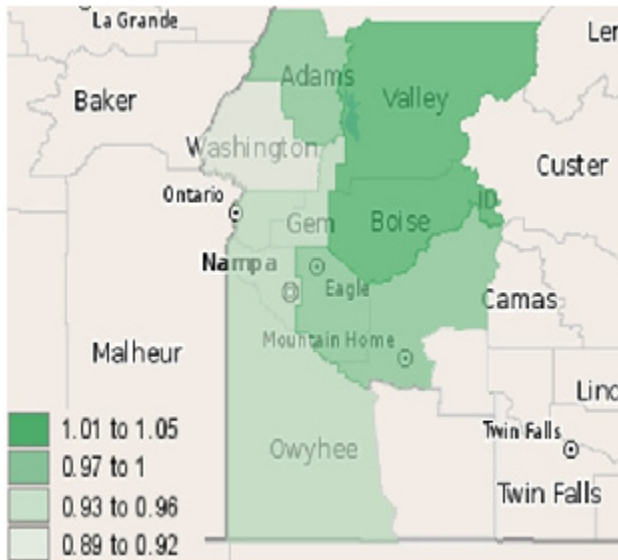
Figure 2-3: Population and Growth by Age Cohort

Age	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth	2009 LQ
Under 15	161,728	185,001	23,272	14%	1.17
Horizon Career, (15-24)	87,575	103,976	16,401	19%	0.90
Early to Mid Career, (25-44)	202,566	215,738	13,172	7%	1.08
Late Career, (45-64)	164,546	184,748	20,203	12%	0.92
Retirement Aged, (65 and up)	74,652	114,278	39,625	53%	0.84

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

The CWI area does have some unusual circumstances which could lead to great opportunity. There are far more young people in this area compared to the US as a whole. Children below 15 years of age are 17% more concentrated in the area than the national average, and the population of people between the ages of 15 and 24 years of age is projected to increase by 19%, or 16,000 people over the next ten years.

Figure 2-4: CWI Workforce Aged Population by County, (15-64), 2009

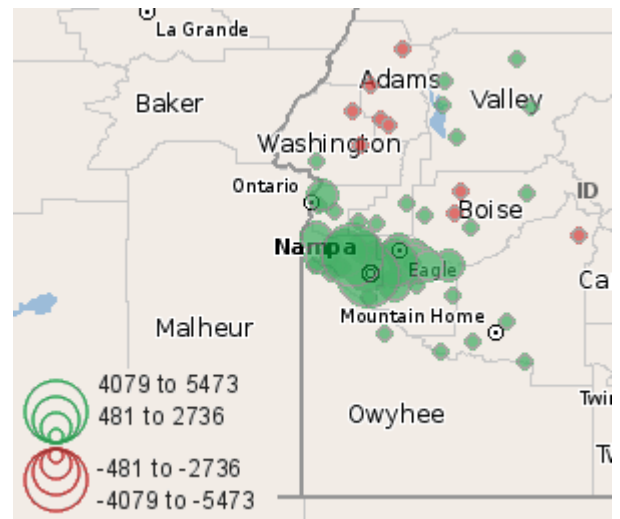


County	Est. 2009 Population	Est. 2009 LQ
Boise	5,510	1.05
Valley	6,292	1.01
Ada	264,151	1.00
Elmore	17,912	1.00
Adams	2,352	0.98
Owyhee	6,317	0.95
Payette	14,797	0.95
Canyon	120,750	0.94
Gem	10,512	0.93
Washington	6,093	0.89
CWI Area	454,688	0.98
Idaho	1,014,839	0.97
Nation	206,756,927	

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

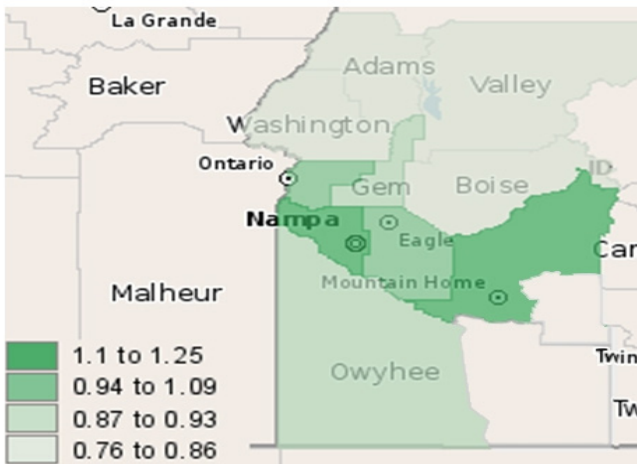
Figure 2-5: CWI Workforce Aged Population Growth by County, (15-64), 2009-2019

County	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Canyon	120,750	145,199	24,449	20%
Ada	264,151	287,530	23,379	9%
Payette	14,797	15,869	1,072	7%
Elmore	17,912	18,277	364	2%
Gem	10,512	10,733	221	2%
Owyhee	6,317	6,523	206	3%
Valley	6,292	6,417	125	2%
Boise	5,510	5,569	59	1%
Washington	6,093	6,070	(23)	(0%)
Adams	2,352	2,275	(77)	(3%)
CWI Area	454,688	504,462	49,775	11%
Idaho	1,014,839	1,083,588	68,749	7%
Nation	206,756,927	218,549,300	11,792,373	6%



Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 2-6: CWI Early to Mid-Career Aged Population by County, (25-44), 2009

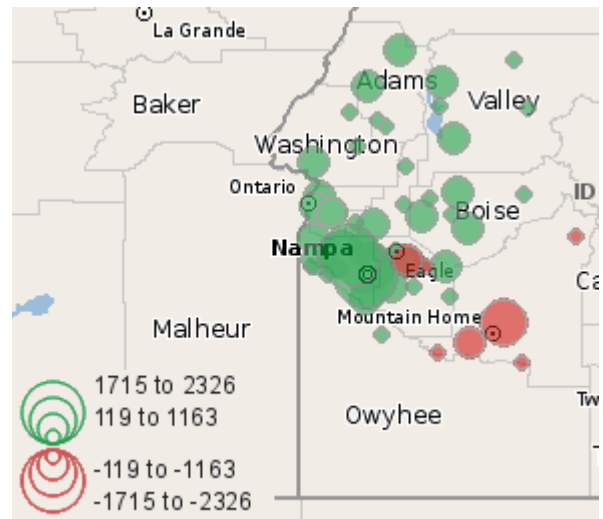


County	Est. 2009 Population	Est. 2009 LQ
Elmore	8,301	1.16
Canyon	57,938	1.11
Ada	116,643	1.09
Owyhee	2,511	0.95
Payette	5,944	0.94
Gem	4,248	0.92
Boise	1,807	0.85
Valley	2,129	0.85
Washington	2,305	0.83
Adams	738	0.76
CWI Area	202,565	1.09
Idaho	416,502	1.00
Nation	83,848,605	

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 2-7: CWI Early to Mid-Career Aged Population Growth by County, (25-44), 2009-2019

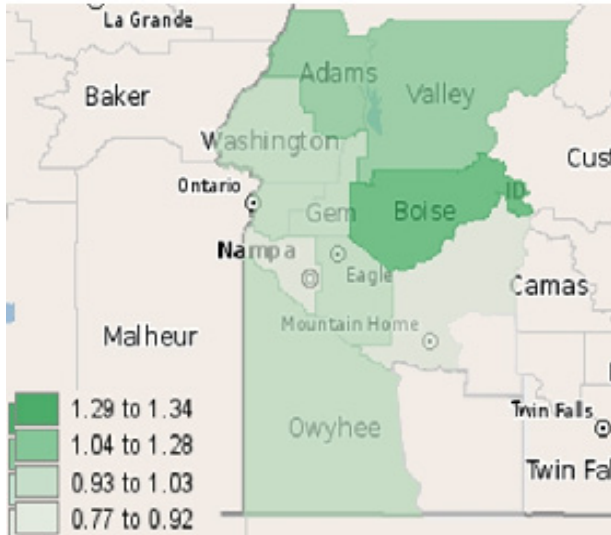
County	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Canyon	57,938	67,787	9,849	17%
Valley	2,129	3,350	1,221	57%
Payette	5,944	6,871	927	16%
Ada	116,643	117,453	810	1%
Gem	4,248	5,020	772	18%
Boise	1,807	2,493	686	38%
Adams	738	1,127	389	53%
Washington	2,305	2,565	260	11%
Owyhee	2,511	2,614	103	4%
Elmore	8,301	6,458	(1,842)	(22%)
CWI Area	202,565	215,737	13,175	7%
Idaho	416,502	451,828	35,326	8%
Nation	83,848,605	89,965,235	6,116,630	7%



Source: EMSI Demographics - 2nd Quarter 2009

v. 2

Figure 2-8: CWI Late-Career Aged Population by County, (45-64), 2009

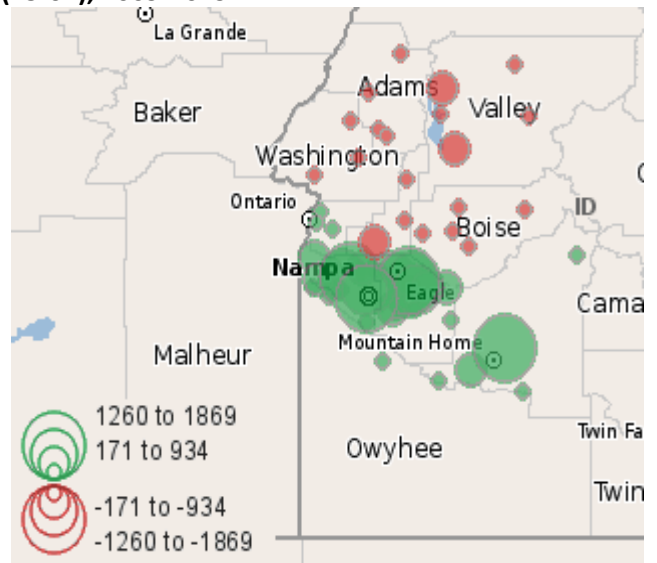


County	Est. 2009 Population	Est. 2009 LQ
Owyhee	2,519	1.49
Boise	2,720	1.34
Valley	3,049	1.27
Adams	1,169	1.26
Elmore	5,730	1.19
Washington	2,669	1.01
Ada	98,510	0.97
Payette	5,838	0.97
Gem	4,231	0.97
Canyon	38,112	0.77
CWI Area	164,547	1.35
Idaho	384,504	1.41
Nation	79,770,454	

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 2-9: CWI Late-Career Aged Population Growth by County, (45-64), 2009-2019

County	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Ada	98,510	111,821	13,311	14%
Canyon	38,112	45,079	6,967	18%
Elmore	5,730	7,265	1,534	27%
Payette	5,838	6,164	326	6%
Owyhee	2,519	2,743	224	9%
Washington	2,669	2,467	(202)	(8%)
Gem	4,231	3,945	(286)	(7%)
Adams	1,169	856	(313)	(27%)
Boise	2,720	2,287	(433)	(16%)
Valley	3,049	2,120	(929)	(30%)
CWI Area	164,547	184,748	20,202	12%
Idaho	384,504	402,601	18,097	5%
Nation	79,770,454	84,819,382	5,048,928	6%



Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 2-10a: CWI Area Population by Workforce Aged, Children and Senior Citizens, 2009

County	Est. 2009 Population	% Children, (14 and below)	% Workforce, (15-64)	% Senior Citizens, (65+)
Ada	391,589	22.2%	67.5%	10.3%
Adams	3,566	16.1%	66.0%	18.0%
Boise	7,806	16.9%	70.6%	12.5%
Canyon	191,995	26.9%	62.9%	10.2%
Elmore	26,749	24.8%	67.0%	8.2%
Gem	16,864	20.0%	62.3%	17.7%
Owyhee	9,848	22.8%	64.1%	13.1%
Payette	23,224	22.4%	63.7%	13.9%
Valley	9,230	18.1%	68.2%	13.7%
Washington	10,197	19.9%	59.8%	20.3%
CWI Area	691,068	23.4%	65.8%	10.8%
Idaho	1,553,491	22.6%	65.3%	12.0%
Nation	307,777,493	20.0%	67.2%	12.8%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Figure 2-10b: CWI Area Population by Workforce-Age, Children and Senior Citizens, 2019

	Est. 2019 Pop.	% Children, (14 and below)	Workforce Population	% Senior Citizens, (65+)
Ada	452,753	21.2%	63.5%	15.3%
Adams	3,724	20.8%	61.1%	18.1%
Boise	8,567	18.0%	65.0%	17.0%
Canyon	235,395	27.2%	61.7%	11.1%
Elmore	27,568	21.6%	66.3%	12.1%
Gem	18,392	21.3%	58.4%	20.4%
Owyhee	10,472	21.2%	62.3%	16.5%
Payette	25,614	22.0%	62.0%	16.0%
Valley	10,369	24.2%	61.9%	14.0%
Washington	10,887	20.1%	55.8%	24.1%
CWI Area	803,741	23.0%	62.8%	14.2%
Idaho	1,754,011	20.1%	61.8%	15.6%
Nation	338,715,329	18.2%	64.5%	15.7%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Business and Industry Employment Projections

Figure 2-10c: Projected Demand for Workers 2009-2019⁹

	2009			2009-2019		2019			% Change in Workers Per Job
	Total Jobs	Workforce Population	Workers Per Job	New Jobs Created	Estimated Retirements	Total Jobs	Workforce Population	Workers Per Job	
Adams	2,460	2,352	0.96	756	(87)	3,216	2,275	0.71	(26.0%)
Boise	2,461	5,510	2.24	701	49	3,162	5,569	1.76	(21.3%)
Valley	7,120	6,292	0.88	1,989	(302)	9,109	6,417	0.70	(20.3%)
Gem	6,191	10,512	1.70	1,666	85	7,857	10,733	1.37	(19.6%)
Owyhee	4,696	6,317	1.35	1,316	292	6,012	6,523	1.08	(19.3%)
Washington	4,847	6,093	1.26	951	105	5,798	6,070	1.05	(16.7%)
Payette	9,608	14,797	1.54	2,049	579	11,657	15,869	1.36	(11.6%)
Elmore	12,985	17,912	1.38	1,976	1,338	14,962	18,277	1.22	(11.4%)
Ada	254,749	264,151	1.04	54,173	11,420	308,922	287,530	0.93	(10.2%)
Canyon	76,568	120,750	1.58	19,848	2,786	96,416	145,199	1.51	(4.5%)
CWI Area	381,684	454,688	1.19	85,426	16,266	467,110	504,462	1.08	(9.3%)
Idaho	882,094	1,014,839	1.15	179,333	30,842	1,061,427	1,083,588	1.02	(11.3%)
Nation	172.7M	206.7M	1.20	22.3M	7.8M	195M	218.5M	1.12	(6.4%)

Source: EMSI Demographics & Complete Employment - 2nd Quarter 2009 v. 2

The entire nation is facing the retirement of the baby-boomer generation, and this area is no exception. EMSI anticipates that there will be at least 16,000 new retirees in this area over the next ten years. The Workers per Job figure illustrates how it will become difficult for some areas within the CWI service area to fill their labor needs. The CWI region is in roughly the same position as the nation, with about 1.08 workers per job in 2019 but some areas are far less better off. The ratio is expected to decline for all counties within the region, but the effect is much stronger in some areas than others. Ada County is projected to drop from 1.04 to 0.93 over this period of time, a decline of 10% which is higher than the national average and lower than the state of Idaho on average. Canyon County has the greatest worker replacement rating. In 2009 the workers per job ratio is estimated to be 1.58 and by 2019 that number will only drop slightly to 1.51. It should be noted that these figures could be skewed due to the high number of people who commute from Canyon to Ada County for work, but nevertheless, the statistics are useful.

Not surprisingly, the highest number of new retirees will come from Ada and Canyon Counties, but the counties on the northern side of the service area will be losing the greater proportion of their active workforce. Counties such as Valley, Boise and Adams could be losing between 8 and 15% of their workforce over the next ten years. With the exception of Valley County, the local economies of these areas will likely contract as some the job vacancies will be left unfilled, and more young people migrate toward larger metropolitan areas such as Boise.

The CWI area has a great diversity of economic opportunities. The regional economy cannot be pigeon-holed as agricultural, manufacturing, tourism or service based but it has elements of each of these sectors. The strongest fields for occupational openings are health care and social assistance, professional and business services, and

⁹ "Workforce Population" represents the total number of individuals between 15 and 64 years old in the given year. "New Jobs Created" represents the total number of new jobs created as a result of projected industry growth. "Estimated Retirements" represents the number of individuals 60 to 64 years of age in the base year, 2009. EMSI is roughly estimating that all of these individuals will retire sometime between the years of 2009 and 2012. "% Change in Workers per Job" is calculated using the formula ((2014 Workers per Job - 2009 Workers per Job)/2009 Workers per Job).

information. Additionally, it should not be forgotten that Boise has a strong high-tech manufacturing base and though the industry has been in sharp decline over the past two years there are signs of life in this industry and a stockpile of experienced workers that can be quickly utilized. According to EMSI's projections, there could be up to 870 annual openings in the healthcare field and more than 1,000 annual openings in professional and business services all of which offer wages above \$20/hour.

Figure 2.11: Projected Industry Growth, 2009-2019

NAICS Code	Description	2009 Jobs	2019 Jobs	Change	% Change	2009 National LQ	Current EPW ¹⁰
62	Health care and social assistance	39,920	54,449	14,529	36%	0.96	\$36,851
53	Real estate and rental and leasing	21,217	31,898	10,681	50%	1.26	\$15,659
56	Administrative and waste services	24,633	33,884	9,251	38%	1.13	\$24,959
90	Government	54,660	61,713	7,053	13%	1.04	\$36,913
44-45	Retail trade	41,772	48,009	6,237	15%	1.05	\$23,266
23	Construction	28,576	34,572	5,996	21%	1.31	\$37,078
54	Professional and technical services	21,961	27,316	5,355	24%	0.83	\$51,752
52	Finance and insurance	15,542	20,454	4,912	32%	0.87	\$45,954
72	Accommodation and food services	22,871	27,576	4,705	21%	0.87	\$13,386
51	Information	7,334	11,710	4,376	60%	0.99	\$38,076
81	Other services, except public administration	18,384	21,998	3,614	20%	0.92	\$17,633
48-49	Transportation and warehousing	11,500	13,672	2,172	19%	0.83	\$35,736
61	Educational services	4,867	6,330	1,463	30%	0.54	\$20,734
55	Management of companies and enterprises	5,290	6,580	1,290	24%	1.22	\$75,972
31-33	Manufacturing	27,667	28,816	1,149	4%	0.99	\$55,321
11	Agriculture, forestry, fishing and hunting	14,408	15,430	1,022	7%	1.75	\$22,326
71	Arts, entertainment, and recreation	6,250	7,212	962	15%	0.79	\$15,392
22	Utilities	935	1,214	279	30%	0.71	\$67,486
42	Wholesale trade	13,429	13,646	217	2%	0.96	\$51,284
21	Mining	470	633	163	35%	0.21	\$58,753
		381,685	467,110	85,426	22%		\$33,717

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

¹⁰ Earnings Per Worker (industry): Total *yearly* earnings of a regional industry (wages, salaries, profits, benefits, and other compensation) divided by the number of jobs in the industry.

Earnings per worker (occupation): Median hourly earnings, excluding benefits, of a worker in that occupation. This figure does not include any forms of compensation apart from wages or salaries.

Figure 2-12: Projected Occupation Growth & Openings, 2009-2019

SOC Series	Description	2009 Jobs	2019 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	Current Median Hourly Earnings
41	Sales and related	53,594	68,661	15,067	28%	28,663	53%	\$11.23
43	Office and administrative support	50,981	62,084	11,103	22%	23,107	45%	\$13.71
11	Management	38,274	46,104	7,830	20%	15,468	40%	\$22.40
35	Food preparation and serving related	23,119	28,006	4,887	21%	12,970	56%	\$8.49
29	Healthcare practitioners and technical	16,353	21,962	5,609	34%	8,735	53%	\$29.43
47	Construction and extraction	22,219	26,961	4,742	21%	8,454	38%	\$15.29
51	Production	19,809	22,644	2,835	14%	8,047	41%	\$13.65
53	Transportation and material moving	21,081	23,860	2,779	13%	7,657	36%	\$12.79
13	Business and financial operations	16,848	21,675	4,827	29%	7,620	45%	\$20.95
25	Education, training, and library	15,940	19,229	3,289	21%	6,695	42%	\$27.19
49	Installation, maintenance, and repair	14,360	17,564	3,204	22%	5,663	39%	\$15.46
37	Building and grounds cleaning and maintenance	12,172	15,739	3,567	29%	5,644	46%	\$9.84
27	Arts, design, entertainment, sports, and media	10,079	12,346	2,267	22%	4,736	47%	\$15.21
39	Personal care and service	11,662	13,192	1,530	13%	4,399	38%	\$8.37
31	Healthcare support	7,986	11,246	3,260	41%	4,141	52%	\$11.77
15	Computer and mathematical science	7,627	9,509	1,882	25%	3,703	49%	\$26.02
21	Community and social services	6,715	8,759	2,044	30%	3,156	47%	\$14.74
33	Protective service	5,967	7,118	1,151	19%	3,010	50%	\$17.35
17	Architecture and engineering	7,927	9,094	1,167	15%	2,949	37%	\$30.31
19	Life, physical, and social science	4,692	5,782	1,090	23%	2,290	49%	\$21.86
45	Farming, fishing, and forestry	5,523	6,344	821	15%	2,271	41%	\$10.16
55	Military	6,033	5,883	(150)	(2%)	1,257	21%	\$14.70
23	Legal	2,724	3,348	624	23%	1,106	41%	\$33.33
		381,684	467,110	85,426	22%	171,744	45%	\$16.16

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Workforce Needs

Program Gap Analysis

Figure 2-13 exhibits a list of 36 programs that were selected from numerous studies used in EMSI's program gap analysis. The data are designed to display which occupations in the CWI area are in the greatest demand for trained workers, and align those occupations with programs that could be offered by regional educational institutions to fill these needs. The list displays all programs for which there is an over 50-person shortfall of trained workers on an annual basis (26 programs), and also those programs for which there is a 25-person surplus of trained workers on an annual basis (nine programs). The programs are color-coded to indicate whether CWI is currently offering or intending to offer the program in the near future. Programs that are currently offered are shaded blue. Programs that CWI has expressed interest in offering at some point within the next six years are shaded green. Programs that CWI currently has no plans of offering are shaded red.

This table compares estimated total annual openings (a measurement for demand based on new and replacement openings) with total related program completers (a measurement for educational supply). Then the over or undersupply of workers is determined for each occupation. For instance, if there is a projected annual demand for 25 Dental hygienists and last year only 15 people completed Dental Hygiene programs, there would be a projected gap or lack of ten qualified dental hygienists in the region in the upcoming year.

The occupational projections used in this report are based on EMSI's best-in-class projection methodology, which use EMSI's own labor market data combined with Idaho's industry projections. The collegiate completer data in this report are from the "Integrated Postsecondary Education Data System" (IPEDS), maintained by the National Center for Education Statistics (NCES). The most recent IPEDS data release was used in this report, which contains results from the 2008 academic year. IPEDS accurately accounts for all colleges and universities that participate or are applicants for any federal financial assistance program authorized by the Higher Education Act (HEA). The HEA includes most well-known federal loans, including Pell Grants, Stafford Loans, etc. All public colleges and universities and a number of private post-secondary schools accept federal assistance loans and therefore are included in this analysis.¹¹

Figure 2-13: Program Gap Analysis ([APPENDIX A](#))

High Demand Programs								
CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	MHE in \$	Gap/ Surplus
52.0408	General Office Occupations and Clerical Services	3	15,999	2,790	17%	677	13.58	(674)
46.9999	Construction Trades, Other	33	14,939	3,475	23%	667	14.95	(634)
custom3	Marketing Management	14	12,185	1,971	16%	468	18.64	(454)
49.0205	Truck and Bus Driver/Commercial Vehicle Operation	17	9,872	1,628	16%	329	13.59	(312)
52.0401	Administrative Assistant and Secretarial Science, General	0	5,887	1,197	20%	213	14.81	(213)
19.0708	Child Care and Support Services Management	14	4,642	814	18%	215	7.28	(201)
52.1701	Insurance	0	3,365	1,020	30%	169	19.88	(169)
52.0204	Office Management and Supervision	19	3,769	797	21%	157	18.47	(138)

¹¹ Additionally, some schools that do not allow for the use of federal financial aid such as trade schools, for-profit schools, and religious schools sometimes report to IPEDS for advertising purposes.

01.0601	Applied Horticulture/Horticulture Operations, General	27	7,555	389	5%	149	9.42	(122)
15.1202	Computer Technology/Computer Systems Technology	7	2,585	518	20%	128	18.63	(121)
01.0605	Landscaping and Groundskeeping	0	2,573	856	33%	117	11.32	(117)
51.0603	Dental Laboratory Technology/Technician	0	2,017	805	40%	109	13.49	(109)
custom 1	Team Assemblers	0	2,692	394	15%	101	14.99	(101)
52.0302	Accounting Technology/Technician and Bookkeeping	161	6,765	1,431	21%	253	13.70	(92)
19.0505	Foodservice Systems Administration/Management	0	2,298	520	23%	90	12.12	(90)
12.0503	Culinary Arts/Chef Training	5	2,075	426	21%	91	10.37	(86)
48.0703	Cabinetmaking and Millwork/Millwright	0	1,317	500	38%	86	11.55	(86)
47.0604	Automobile/Automotive Mechanics Technology/Technician	17	1,924	577	30%	98	11.96	(81)
46.0302	Electrician	0	1,688	376	22%	79	18.42	(79)
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	0	1,740	390	22%	74	16.81	(74)
25.0301	Library Assistant/Technician	0	675	368	55%	69	11.57	(69)
49.0299	Ground Transportation, Other	0	2,351	164	7%	76	12.64	(76)
47.0103	Communications Systems Installation and Repair Technology	0	1,348	409	30%	63	15.20	(63)
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	254	5,784	2,160	37%	311	26.84	(57)
46.0503	Plumbing Technology/Plumber	0	1,365	287	21%	57	15.61	(57)
47.0303	Industrial Mechanics and Maintenance Technology	2	1,465	260	18%	55	18.74	(53)
Low Demand Programs								
51.0907	Medical Radiologic Technology/Science - Radiation Therapist	52	454	122	27%	19	24.05	33
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	70	1,031	73	7%	27	25.94	43
51.0602	Dental Hygiene/Hygienist	57	102	32	31%	5	8.72	52
51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	136	1,218	387	32%	72	19.38	64
51.3501	Massage Therapy/Therapeutic Massage	109	199	-11	-6%	1	10.44	108
51.0710	Medical Office Assistant/Specialist	155	637	236	37%	43	14.52	46
51.0601	Dental Assisting/Assistant	203	881	439	50%	59	14.44	144

The results of EMSI's gap analysis indicate that there are many occupations that require one to two years of college education in the CWI service area that are in demand of more trained workers, as well as a small number of occupations that are significantly oversupplied. Some of the most notable programs that feed into undersupplied occupations include Marketing Management (custom3), Truck and Bus Driver/Commercial Vehicle Operation (49.0205), and Insurance (52.1701). Graduates of these programs are capable of entering high-paying professions with significant projected growth over the next ten years. EMSI anticipates that each year graduates of the Marketing Management program will be qualified for 450 openings, which offer average earnings of more than \$18 per hour. Graduates of the Truck and Bus Driver program also meet opportunity upon graduation with more than 300 annual openings, which average roughly \$13.50/ per hour. Though one does not currently exist in the CWI area, if a program was offered that trained workers for the insurance profession it could offer similarly high earnings and

openings upon graduation. A program that could train workers for occupations such as Claims adjusters and Insurance underwriters would offer workers more than 170 annual openings and average earnings above \$19 per hour.

Although most occupations requiring one to two years of education have strong growth and earnings potential, some occupations are either oversupplied with workers or are not offering enough annual openings to demand additional graduates. Some existing CWI programs that train for workers in this range include Dental Assisting (51.0601) and Electrical, Electronic and Communications Engineering Technology (15.0303). In 2008, 203 individuals graduated from programs with a Dental Assisting degree or certificate and the annual demand for such workers in the CWI area is less than 60. This means that each graduate who remains in the area could be competing with two or more recently trained workers for each opening, not to mention workers who were previously trained. Graduates of the Electrical and Electronic Technician program are not just facing competition from individuals who graduate with two-year degrees, but also from individuals who graduate with four-year engineering degrees and are unable to find jobs in the area. Because of this, there are roughly 2.5 recently trained graduates for each annual opening as an electronic engineering technician.

College of Western Idaho Educational Opportunities

How can CWI prepare workers for high-wage, high-demand occupations?

EMSI conducted a thorough collegiate program gap analysis to determine which programs can best service the “gaps” in professional and technical training. The results of this study indicated that there are roughly 26 programs that can serve a gap of fifty or more trained workers per year. CWI currently offers some kind of training for 19 out of these 26 programs. In addition there are 33 more programs which could serve occupational groups with a gap of more than 10 trained workers per year. Of the programs in this range, CWI is only offering programs for 9 out of the 33 occupational groups. Taking a look at some of the highlights of this study we can see that certain programs that CWI is currently offering are touching on areas that are in very high demand, but many of them could be ramped up further. For instance, the General Office and Clerical Services program exhibits a gap of 674 additional workers per year and Construction Trades has a gap of 547 additional workers per year. In the “low demand” programs field we can see that there some CWI programs that are putting students in the position to compete with a large number of recent graduates. Programs in this field include Dental Assisting and LPN training. Lastly, the “programs not currently offered” illustrates some of the areas where CWI could introduce new programs to address large gaps in the workforce. For instance, Insurance, Dental Laboratory Techs and Team Assemblers are all areas that are not currently addressed by any educational institutions in the area. ([APPENDIX B](#))

Chapter 3 – Student Characteristics

Student Demographics

The college's student population distribution by gender is similar to that of the region's population; pretty close to 50-50. For the spring semester of 2009, females made up 54% of CWI's student population. That percentage dipped to 49.47 in the fall semester, 2009. In its latest "Fast Facts" the American Association of Community Colleges reported that the average for female gender distribution for community college enrollment is 58%.

Figure 3-1a SPRING and FALL 2009 Demographics

Gender	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
Female	669	54.00	1790	49.47	167.6
Male	569	45.92	1817	50.22	219.3
Not Reported	1	0.08	11	0.30	1000.0
Totals	1239	100.00	3618	100.00	192.0
Age	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
16-19	135	10.90	779	21.53	477.0
20-22	359	28.97	763	21.09	112.5
23-30	358	28.89	946	26.15	164.2
31-40	236	19.05	648	17.91	174.6
41-54	138	11.14	428	11.83	210.1
55+	13	1.05	54	1.49	315.4
Total	1239	100.00	3618	100.00	192.0

Participation Rate

The adult population (age 15 years and older) participation rate for spring semester was .23%. For fall semester, 2009 the rate nearly tripled to .68%. The regional population of ages 16 – 40 is 244,254. This age group represented 87.81% of CWI's spring 2009 enrollment and 86.68% of the fall enrollment. With consideration for this narrower age range, the adult participation rate for spring was .45% with the fall adult participation rate at 1.28%¹².

The statistic for calculating participation rate by age group for Washington State community and technical colleges was used to project enrollments for 2019 College of Western Idaho enrollments. Using this factor, it is projected that enrollments will grow to 16,468 by 2019.

Figure 3-1b Enrollment Projection for 2019

2019 Participation Projections for Region III			
Age Cohort	2019 population	Participation rate ¹³	Projected Enrollment
15 to 19 years	53,481	10.6%	5669
20 to 24 years	48,828	5.1%	2490
25 to 29 years	53,048	5.1%	2705
30+ years	467038	1.2%	5604
Total 2019 Projected Enrollment			16468

¹² EMSI Economic Forecaster Demographic Report

<http://www.west.economicmodeling.com/internal/modules/home/index.php#DemographicsReport>

¹³ Participation rate in WA community and technical colleges, by age (Percent) – Fall 2008

<http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=WA&ind=4488>

The ethnic distribution of CWI's student population is similar in many respects to the regional distribution, but there are some interesting differences. Regionally, the White, Non-Hispanic segment is 82.82% of the population. The college's White, Non-Hispanic student segment in spring semester, 2009 was 76.03%. That rate slipped to 64.79% in fall semester.

The Hispanic student population segment grew from 6.05% to 7.21% over the same period. Regionally, the Hispanic segment makes up 11.61% of the population.

While the number of Black students increased from 15 to 35, representation in the student body declined from 1.21% to .97%. This is a close approximation to the regional population percentage of 1.08%.

Regionally, Native Hawaiian and other Pacific Islanders make up .14% of the population. Their representation in the CWI student population grew from .48% to .77% between spring semester and fall semester of 2009.

From spring semester, 2009 to fall semester, 2009 CWI's Asian student population grew from 22 to 54 but declined in relation to the general student body from 1.78% to 1.49%. These percentages are consistent with the Asian segment representation in the region; 1.62%.

The greatest difference between ethnic student percentage and regional ethnic segment in relation to the total population is in the American Indian or Alaska Native population segment. While this segment represents only .8% of the region's population, American Indian or Alaska Native students made up 7.59% of CWI's student population in spring, 2009 and 3.4% in fall, 2009.

Figure 3-1c Ethnic Distribution for SPRING and FALL 2009¹⁴

Ethnicity/Race	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
American Indian/Alaska Native	94	7.59	123	3.40	30.9
Asian	22	1.78	54	1.49	145.5
Black	15	1.21	35	0.97	133.3
Hispanic	75	6.05	261	7.21	248.0
Native Hawaiian/Pacific Islander	6	0.48	28	0.77	366.7
Not Reported	81	6.54	748	20.67	823.5
Two or More Races	4	0.32	25	0.69	525.0
White	942	76.03	2344	64.79	148.8
Total	1239	100.00	3618	100.00	192.0
Language Spoken	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
English	1190				
German	18				
Other	19				
Spanish	12				
Total	1239				

¹⁴ The accuracy of this data may have been compromised by processing errors caused by lack of translation or compatibility between the college's two student enrollment databases.

Figure 3-1d SPRING and FALL 2009 Residency by County

Residency by County	Spring 2009	Fall 2009
Ada	706	2184
Canyon	482	1155
Out of District	49	244
Out of State	2	35
Total	1239	3618

Students from Ada County and Canyon County made up 97% of the spring 2009 student population. That rate dropped slightly to 92% for fall semester. In Ada County, the greatest concentrations of students come from the following zip codes (note linked maps): [83646](#); [83709](#); and [83634](#). In Canyon County, the greatest concentrations of students come from the following zip codes ([APPENDIX D](#)): [83686](#); and [83687](#).

Figure 3-1e SP/FA 2009 Residency by Zip and County
([APPENDIX C](#))

Residency by Zip code and County			
Zip	SP 2009	FA 2009	
83616	43	106	Ada
83642	108	260	
83646	110	322	
83680	1	4	
83701	1	3	
83702	28	98	
83703	22	83	
83704	60	218	
83705	33	146	
83706	44	137	
83707	4	5	
83709	104	303	
83711	0	2	
83712	3	24	
83713	47	139	
83714	12	74	
83716	20	63	
83719	4	4	
83629	2	6	Ada/Canyon
83631	1	2	
83634	40	122	
83641	8	21	
83669	13	44	

83612	0	2	Adams
83643	0	1	
83654	0	2	
83622	0	2	Boise
83637	0	2	
83605	58	126	Canyon
83606	1	4	
83607	56	145	
83626	4	6	
83630	1	0	
83644	25	61	
83651	80	183	
83652	0	1	
83653	6	13	
83656	0	3	
83660	7	11	
83676	3	11	
83686	164	347	
83687	85	228	
83623	0	1	Elmore
83627	0	1	
83647	2	26	

83648	0	2	
83617	13	44	Gem
83657	0	1	
83670	0	1	
83624	0	1	Owyhee
83628	2	13	
83639	2	8	
83650	1	7	
83619	0	4	Payette
83655	0	4	
83661	1	6	
83611	2	3	Valley
83638	0	5	
83672	1	3	Washington
83313	1	0	Bellevue
83221	0	1	Blackfoot
83316	1	3	Buhl
83318	0	5	Burley
83816	1	1	Coeur D Alene
83833	0	1	Coeur D Alene
83522	0	1	Cottonwood
83422	0	1	Driggs
83424	0	1	Felt
83328	1	3	Filer
83330	0	6	Gooding

83332	0	1	Hagerman
83333	0	4	Hailey
83334	0	1	Hansen
83335	0	1	Hazelton
83336	1	2	Heyburn
83401	0	2	Idaho Falls
83402	0	1	Idaho Falls
83404	0	2	Idaho Falls
83406	0	1	Idaho Falls
83338	1	10	Jerome
83340	0	1	Ketchum
83341	1	2	Kimberly
83464	0	1	Leadore
83843	0	1	Moscow
83347	0	4	Paul
83201	0	1	Pocatello
83855	0	1	Potlatch
83263	0	1	Preston
83349	0	1	Richfield
83442	1	1	Rigby
83350	0	8	Rupert
83860	0	1	Sagle
83467	0	1	Salmon
84119	0	1	Salt Lake
83808	0	1	Shoshone
83301	2	26	Twin Falls
83455	0	1	Victor
83355	1	2	Wendell
99511	0	1	AK
99686	0	1	AK
35127	0	1	AL
85607	1	1	AZ
86432	0	1	AZ
92505	0	1	CA
92835	0	1	CA
93063	0	1	CA
93616	0	1	CA
94551	0	1	CA

95356	0	1	CA
95519	0	1	CA
06517	0	1	CT
46573	0	1	IN
55122	0	1	MN
59102	1	1	MT
58368	0	1	ND
87313	0	1	NM
89408	0	1	NV
89419	0	1	NV
89445	0	1	NV
45069	0	1	OH
97217	0	1	OR
97439	0	1	OR
97477	0	1	OR
97701	0	1	OR
97838	0	1	OR
97850	0	1	OR
97865	0	1	OR
97867	0	1	OR
97913	0	1	OR
97914	1	0	OR
75454	0	1	TX

78413	0	1	TX
22202	0	1	VA
98029	0	1	WA
99205	1	1	WA
82633	0	1	WY
82643	0	1	WY
83740	1	1	UNK
85538	0	1	UNK
86642	0	1	UNK
86686	0	1	UNK
835634	0	1	UNK
82709	0	1	UNK
83079	0	1	UNK
83576	0	1	UNK
83591	0	1	UNK
83608	0	1	UNK
83609	1	1	UNK
83614	0	1	UNK
83618	0	1	UNK

Educational Intent

The majority (58%) of the college's fall semester 2009 students are enrolled full-time, taking between 12 and 18 credits. This rate is up significantly in comparison to spring semester which had a rate of 40%. The percentage increase of part-time students increased by 99.7% while the percentage of full time students increased by 322.7%.

Figure 3-2a SPRING and FALL 2009 Student Credit Load

Academic Load	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
1-11	735	59.32	1468	40.57	99.7
12-18	497	40.11	2101	58.07	322.7
19+	7	0.56	49	1.35	600.0
Total	1239	100.00	3618	100.00	192.0

Of the 824 students enrolled in Professional-Technical programs for fall semester 2009, most are enrolled in Associate of Applied Science degree programs.

Figure 3-2b SPRING and FALL 2009 Enrollment by Major

Enrollment by Major	Spring 2009	Fall 2009
Academic - Non Degree	146	162
Administrative Support - AAS	1	23
Administrative Support - ATC	0	1
Administrative Support - TC	0	2
Advanced Automotive Technology - PTC	0	1
Applied Accounting - AAS	2	41
Applied Accounting - ATC	0	1
Auto Body - AAS	0	20
Automotive Technology - AAS	2	89
Automotive Technology - TC	0	2
Basic Powersports & Small Engine Repair Tech - PTC	0	6
Biology - AS	25	29
Biology - Health Care Emphasis - AS	270	652
Biology - Natural Resources Emph - AS	41	74
Business - General - AA	118	226
Communication - AA	18	33
Criminal Justice - AA	56	128
Culinary Arts - AAS	2	72
Culinary Arts - ATC	0	1
Culinary Arts - TC	0	1
Dental Assistant - TC	2	1
Dental Assisting - AAS	1	40
Digital Home Technology Technician - PTC	0	2
Drafting Technology - AAS	2	40
Drafting Technology - ATC	0	1

Drafting Technology - TC	0	1
Early Childhood Education - AAS	1	38
Early Childhood Education - ATC	0	3
Early Childhood Education - TC	0	1
Education - Elementary - AA	84	149
Education - Secondary - AA	0	3
Electronics Technology - AAS	0	95
Electronics Technology - ATC	0	1
English - AA	18	55
Environmental Control Technology - AAS	0	3
Fire Service Technology - AAS	2	1
Heavy Duty Truck Technician - AAS	0	40
Heavy Equipment Technician - AAS	1	22
Heavy Equipment Welding and Fabrication - AAS	0	1
History - AA	0	1
Horticulture Technology, Horticulturist - AAS	0	49
Horticulture Technology, Horticulturist - ATC	0	2
Idaho Professional Driver Training Program - PTC	0	31
Information Security and Forensics - AAS	1	12
Information Technology Technician - TC	1	50
Internetworking and Communication Tech - AAS	0	5
Internetworking and Communication Tech - ATC	0	1
Legal Administrative Support - AAS	0	15
Liberal Arts - AA	269	771
Machine Tool Technology - AAS	0	25
Machine Tool Technology - PTC	0	1
Manufacturing Systems Technology - AAS	0	4
Marketing/Management Technology - AAS	0	35
Music - AA	0	1
Network Administration - AAS	1	102
Network Administration - ATC	0	2
Nursing - Registered - AS	3	5
Nursing - Registered - Pre	0	2
PC and Document Imaging Technician - AAS	0	3
Pharmacy (Pre) - AS	1	4
Political Science - AA	14	24
Powersports and Small Engine Repair Tech - TC	0	1
Powersports and Small Engine Repair Technology - A	0	11
Practical Nursing - ATC	0	50
Psychology - AA	35	97
Registered Nursing - AS	0	38

Sociology - AA	17	27
Surgical Technology - AAS	0	30
Surgical Technology - TC	1	2
Technical - Non Degree	0	1
Undeclared - Academic	104	93
Web Development - AAS	0	13
Welding and Metals Fabrication - AAS	0	44
Welding and Metals Fabrication - ATC	0	4
Welding Technology - AAS	0	1
Totals	1239	3618

Number of Students Served

Expansion of the college's physical plant was necessary due to the number of programs scheduled for fall semester, 2009. The main campus in Nampa offered primarily lower-division transfer classes and, thus, had the greatest concentration of students. The Ada County site houses academic as well as some of the professional-technical programs relocated from the Boise State University campus. Many of the professional-technical programs remain located at the Boise State campus. The Canyon County Center serves as the location for several program areas including academic, professional-technical, workforce development and ABE-related programs. Several smaller sites also serve this array of offerings.

Figure 3-3 SPRING, SUMMER and FALL 2009 Headcount by Location

Headcount by Location	Spring 2009	Summer 2009	Fall 2009
Main	1138	675	2431
Ada County	0		839
Online	209	186	584
CWI @ BSU	0		554
Canyon County	0	66	287
Frank Church HS	102		180
Centennial HS	0		178
Lewis and Clark Middle School	87		0
Old Idaho Penitentiary	0		84
Community	0	69	54
Truck Driving	0	18	33
Micron	0	13	14
Totals	1536	1027	5238

Chapter 4 – Student Success

Professional-Technical Student Outcomes ([APPENDIX E](#))

The Idaho Division of Professional-Technical Education gathers follow-up data annually, by survey, for graduates of the college's professional-technical programs. Measures of professional-technical student success center on the degree to which their educational experience with CWI prepares them for program-related employment or continuing education. This data is also gathered and reported as an accountability measure for the college's Perkins grant.

Figure 4-1 Follow-up Data for Professional-Technical Education FY05 - FY09

POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION											
	Total Completers	# of Respondents	Military	Employment Related	Employment Not-Related	Continuing Education	Unemployed	Not in Labor Force	Unknown	Deceased	Positive Placement
FY04 Completers ¹⁵ Followed up in 2005	524	502	1	351	24	100	14	12	22	0	94.82 %
FY05 Completers Followed up in 2006	517	508	2	339	42	100	17	8	9	0	95.08 %
FY06 Completers Followed up in 2007	495	401	1	243	21	124	5	7	94	0	97.01 %
FY07 Completers Followed up in 2008	454	313	0	124	17	163	5	4	141	0	97.12 %
FY08 Completers Followed up in 2009	407	85	0	53	5	17	6	4	322	0	88.24 %
Five Year Totals	2,397	1,809	4	1,110	109	504	47	35	588	0	95.47 %

Excel/PS Data/Follow-up Comparison on FY04-FY08 Completers - BSU

Please Note that the above data includes all state-funded and "other funded" program completers.

¹⁵ **Completer:** A student who has completed all requirements for a certificate or degree designed to meet a professional-Technical occupational objective. This person must have met all the requirements of the institution for program completion whether or not the person officially graduated from the institution. The student must be recognized for completing during the reporting year in which he was last enrolled. A student cannot be counted as a completer twice within the same school year.

General Education Outcomes and Assessment Strategies for CWI ([APPENDIX F](#))

The goal of CWI's "Outcomes and Assessment Strategy" in General Education is to provide evidence based analysis of the attainment of our [General Education course level outcomes](#). The strategy consists of three parts.

1 – Faculty will obtain course level outcomes from the College of Southern Idaho (CSI). These outcomes have been approved by CSI and should be consistent for each section of a Gen Ed course. Normally there will be four to eight individual outcomes for each course. These outcomes would highlight the knowledge, skills or abilities that each student would achieve after successful completion of the course. These outcomes will be embedded by the faculty in the individual syllabus for each course taught.

2 – Faculty will either obtain or create an assessment strategy for each of the course level outcomes. In the many cases that CSI has an assessment for each outcome, CWI faculty will utilize that tool in most cases to measure student attainment of the outcome. In the event CSI does not have a specific assessment strategy, CWI faculty either individually or in collaboration with colleagues teaching the same course, will develop one measurable strategy for each outcome. Examples of outcome measurement tools could be a comprehensive summative exam at the end of the course for an outcome. Other examples are a paper, team project, portfolio or a written reflection. Each outcome will have a single method of assessment.

3 – At the end of each course, faculty will administer the outcome assessment for each outcome and report the results back to CWI Instructional Administration. These results are in the form of number of students attempting the assessment, number of successful completions and percent of successful completion for each outcome.

For the purposes of continuous course improvement and accreditation documentation, CWI will compile the percent of successful completion for each outcome and aggregate results when there are multiple sections of a course.

The one data set from spring semester, 2009 for program, course, and student outcomes performance, adds very little value to the college's data-based decision-making and continuous quality improvement capacity. In time, longitudinal data sets will provide valid and reliable references for summative analyses to support these capacities. Even the small data set from spring semester can be useful for formative analyses to support short-term planning and decision-making – particularly for the instructional units. As the college's instructional capacities are being developed it will be important to check actual performance data in relation to expected levels of performance.

Academic Students Outcomes

Figure 4-2 SPRING 2009 Grade Point Distribution by Course

SPRING 2009 Grade Point Distribution by Course								
Row Labels	4 (A)	3 (B)	2 (C)	1 (D)	0 (F)	n	Pt. Total	G.P. Avg.
ACCT 201	6	1	1		2	10	29	2.9
ALLH 101	32	18	7	3	5	65	199	3.06
ALLH 220	13	15	8	2	10	48	115	2.40
ANTH 101	12	2	1		2	17	56	3.29
ANTH 102	8			6		14	38	2.71
ARTS 101	24	20	19	8	21	92	202	2.20
ARTS 105	7	10	4	1	1	23	67	2.91
BIOL 100	16	30	40	22	26	134	256	1.91
BIOL 227	24	19	14	9	8	74	190	2.57
BIOL 227L						0	0	
BIOL 228	3	8	3	1		15	43	2.87
BIOL 228L						0	0	
BIOL 250	14	11	3		1	29	95	3.28
BIOL 250L						0	0	
BUSA 101	15	16	17	10	22	80	152	1.90
BUSA 201	8	1			1	10	35	3.50
BUSA 255	4	1	2		3	10	23	2.30
BUSA 265	6	7	2		3	18	49	2.72
CHEM 100	2	4	2			8	24	3.00
CISA 101	16	6	1		3	26	84	3.23
COMM 101	129	82	25	3	39	278	815	2.93
CRIJ 101	6	9	12	1		28	76	2.71
CRIJ 104	2	8	12		6	28	56	2.00
ECON 201	14	18	10	5	16	63	135	2.14
ECON 202	12	18	5	2	4	41	114	2.78
EDUC 205	3	2				5	18	3.60
EDUC 215	8	3	2			13	45	3.46
ENGL 101	70	71	31	17	28	217	572	2.64
ENGL 102	58	40	24	4	23	149	404	2.71
ENGL 15	4	11	4			19	57	3.00
ENGL 90	17	16	8	1	8	50	133	2.66
FINA 102	7	9	5	3	4	28	68	2.43
FREN 101	4	3	2	1	1	11	30	2.73
GEOG 100	1	2	3		3	9	16	1.78
GEOG 102	4	6	3	3	4	20	43	2.15
GEOL 101	7	3	1			11	39	3.55
GEOL 102	3	6	5	1	5	20	41	2.05

HIST 101	9	15	4	5	4	37	94	2.54
HIST 102	7	7	3	1	4	22	56	2.55
HIST 111	45	38	29	4	30	146	356	2.44
HIST 112	11	7	4	3	11	36	76	2.11
HUMA 101	8	11	6	1	16	42	78	1.86
MATH 108	14	24	19	7	15	79	173	2.19
MATH 123	5	3	7		3	18	43	2.39
MATH 143	12	9	2	3	7	33	82	2.48
MATH 147	1		3	1	2	7	11	1.57
MATH 15	31	41	22	10	28	132	301	2.28
MATH 25	39	40	43	16	28	166	378	2.28
MUSI 100	18	13	6	4	15	56	127	2.27
PHIL 101	24	25	2		8	59	175	2.97
PHIL 202	4	7	4		5	20	45	2.25
PHYE 119	7				1	8	28	3.50
PHYE 134	16		1		2	19	66	3.47
PHYE 139	9				3	12	36	3.00
PHYE 142	7	7	2			16	53	3.31
PHYE 149	8		1		2	11	34	3.09
PHYE 150	10					10	40	4.00
PHYE 155	7	14	5		3	29	80	2.76
POLS 101	5	10	6	2	6	29	64	2.21
POLS 102	6	1	2	4	2	15	35	2.33
PSYC 101	66	49	45	15	33	208	516	2.48
SIGL 101	7	10	4		1	22	66	3.00
SOCY 101	52	40	19	8	15	134	374	2.79
SPAN 101	39	18	4	5	6	72	223	3.10
STUS 101	14	5	1		11	31	73	2.35
THEA 101	9	11	7	3	3	33	86	2.61
								2.67

Figure 4-3 SPRING Grade Distribution by Program Type

SPRING 2009 Grade Distribution by Program Type								
Grade	A	B	C	D	F	Grand Total	G.P. Total	G.P. Avg.
Developmental	91	108	77	27	64	367	869	2.37
LD Transfer	958	773	450	168	449	2798	7219	2.58
Grand Total	1049	881	527	195	513	3165	8088	2.56

Figure 4-4 SPRING 2009 Grade Distribution by Course

SPRING 2009 Grade Distribution by Course										
Count of ID	Column Labels									Grand Total
Row Labels	4 (A)	AUDIT	3 (B)	2(C)	1 (D)	0 (F)	I	NC	W	Grand Total
ACCT 201	6		1	1		2			3	13
ALLH 101	32		18	7	3	5			4	69
ALLH 220	13		15	8	2	10			5	53
ANTH 101	12		2	1		2			2	19
ANTH 102	8				6					14
ARTS 101	24		20	19	8	21			7	99
ARTS 105	7	1	10	4	1	1			1	25
BIOL 100	16		30	40	22	26			10	144
BIOL 227	24	1	19	14	9	8	1		4	80
BIOL 227L									5	5
BIOL 228	3		8	3	1				2	17
BIOL 228L									4	4
BIOL 250	14		11	3		1			1	30
BIOL 250L									1	1
BUSA 101	15		16	17	10	22	1		2	83
BUSA 201	8		1			1				10
BUSA 255	4		1	2		3				10
BUSA 265	6		7	2		3				18
CHEM 100	2		4	2						8
CISA 101	16		6	1		3	2		1	29
COMM 101	129	1	82	25	3	39			19	298
CRIJ 101	6		9	12	1		1		2	31
CRIJ 104	2		8	12		6			6	34
ECON 201	14		18	10	5	16			5	68
ECON 202	12		18	5	2	4			1	42
EDUC 205	3		2							5
EDUC 215	8		3	2						13
ENGL 101	70	1	71	31	17	28		12	15	245
ENGL 102	58		40	24	4	23			11	160

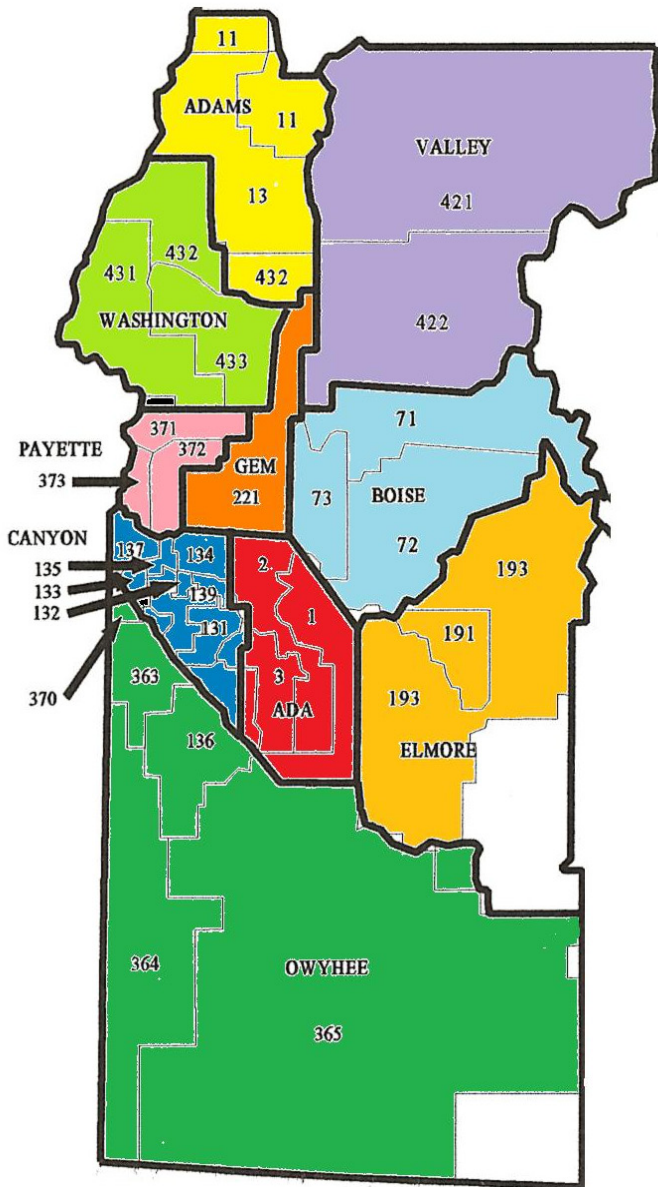
ENGL 15	4		11	4				16		35
ENGL 90	17		16	8	1	8		7	4	61
FINA 102	7		9	5	3	4			1	29
FREN 101	4		3	2	1	1			1	12
GEOG 100	1		2	3		3				9
GEOG 102	4		6	3	3	4			2	22
GEOL 101	7		3	1						11
GEOL 102	3		6	5	1	5				20
HIST 101	9		15	4	5	4			1	38
HIST 102	7		7	3	1	4			2	24
HIST 111	45	1	38	29	4	30	1		10	158
HIST 112	11		7	4	3	11				36
HUMA 101	8		11	6	1	16	1		11	54
MATH 108	14	1	24	19	7	15			3	83
MATH 123	5		3	7		3			3	21
MATH 143	12	1	9	2	3	7			4	38
MATH 147	1	1		3	1	2			1	9
MATH 15	31		41	22	10	28			3	135
MATH 25	39	1	40	43	16	28	1		13	181
MUSI 100	18		13	6	4	15			5	61
PHIL 101	24	1	25	2		8			1	61
PHIL 202	4		7	4		5			2	22
PHYE 119	7					1				8
PHYE 134	16			1		2				19
PHYE 139	9					3			1	13
PHYE 142	7		7	2					1	17
PHYE 149	8			1		2			1	12
PHYE 150	10						2			12
PHYE 155	7		14	5		3			1	30
POLS 101	5		10	6	2	6			3	32
POLS 102	6		1	2	4	2				15
PSYC 101	66		49	45	15	33	1		8	217
SIGL 101	7		10	4		1	1		4	27
SOCY 101	52		40	19	8	15			9	143
SPAN 101	39		18	4	5	6	1		6	79
STUS 101	14		5	1		11			3	34
THEA 101	9		11	7	3	3			1	34
Grand Total	1049	10	881	527	195	513	13	35	216	3439

Chapter 5 – High School Students

CWI Service Area Region 3 School Districts

There are 31 school districts in the College of Western Idaho service area.

Figure 5-1 College of Western Idaho Service Area School Districts



Dist #	School District
001	BOISE INDEPENDENT DISTRICT
002	MERIDIAN JOINT DISTRICT
003	KUNA JOINT DISTRICT
011	MEADOWS VALLEY DISTRICT
013	COUNCIL DISTRICT
071	GARDEN VALLEY DISTRICT
072	BASIN SCHOOL DISTRICT
073	HORSESHOE BEND SCHOOL DIST
131	NAMPA SCHOOL DISTRICT
132	CALDWELL DISTRICT
133	WILDER DISTRICT
134	MIDDLETON DISTRICT
135	NOTUS DISTRICT
136	MELBA JOINT DISTRICT
137	PARMA DISTRICT
139	VALLIVUE SCHOOL DISTRICT
191	PRAIRIE ELEMENTARY DISTRICT
193	MOUNTAIN HOME DISTRICT
221	EMMETT INDEPENDENT DIST
363	MARSING JOINT DISTRICT
364	PLEASANT VALLEY ELEM DIST
365	BRUNEAU-GRAND VIEW JOINT DIST
370	HOMEDALE JOINT DISTRICT
371	PAYETTE JOINT DISTRICT
372	NEW PLYMOUTH DISTRICT
373	FRUITLAND DISTRICT
421	MC CALL-DONNELLY DISTRICT
422	CASCADE DISTRICT
431	WEISER DISTRICT
432	CAMBRIDGE JOINT DISTRICT
433	MIDVALE DISTRICT
http://www.accessidaho.org/education/dist.html	

According to the Western Interstate Commission for Higher Education, the number of high school graduates in Idaho is expected to increase by 39.9% over the 17 year period of 2004-2005 to 2021-2022. Nationally the number of high school graduates is expected to grow by 8.6%.

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=110&year=2008&level=nation&mode=data&state=0>
Over the five-year period of 2009-2010 to 2014-2015 Region 3 high school graduation rates are expected to increase an average of over 17%. Offsetting a net decrease in the number of high school graduates in several of the rural school districts and the Boise School district, the Meridian School District, the largest school district in the state, is expected to see an increase of over 25%. The number of Nampa School District's high school graduates is expected to increase 38% and neighboring Caldwell School District is projected to grow by 50%. Vallivue School District high school graduate numbers are expected to grow by 62%.

Figure 5-2a Number of CWI Service Area High School Potential Graduates

Number of CWI Service Area High School Potential Graduates								
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	% Growth
#	STATE OF IDAHO - TOTALS	1661353	1776218	1843142	1915452	1820893	1861153	12.03%
	REGION 3 - TOTALS	6474	6943	7307	7527	7301	7592	17.27%
1	BOISE INDEPENDENT DISTRICT	1651	1610	1681	1582	1580	1553	-5.94%
2	MERIDIAN JOINT DISTRICT	1746	1885	1934	2091	2005	2187	25.26%
3	KUNA JOINT DISTRICT	273	307	321	362	352	333	21.98%
11	MEADOWS VALLEY DISTRICT	10	19	20	16	9	16	60.00%
13	COUNCIL DISTRICT	19	23	17	20	25	12	-36.84%
71	GARDEN VALLEY DISTRICT	14	18	19	18	19	15	7.14%
72	BASIN SCHOOL DISTRICT	38	27	28	31	17	33	-13.16%
73	HORSESHOE BEND SCHOOL DIST	25	23	23	17	23	25	0.00%
131	NAMPA SCHOOL DISTRICT	813	925	986	1053	1061	1121	37.88%
132	CALDWELL DISTRICT	214	320	331	377	344	321	50.00%
133	WILDER DISTRICT	18	11	19	23	18	17	-5.56%
134	MIDDLETON DISTRICT	152	162	194	229	191	206	35.53%
135	NOTUS DISTRICT	19	17	31	22	25	19	0.00%
136	MELBA JOINT DISTRICT	58	64	66	61	52	59	1.72%
137	PARMA DISTRICT	73	76	77	75	74	86	17.81%
139	VALLIVUE SCHOOL DISTRICT	273	349	376	391	412	441	61.54%
191	PRAIRIE ELEMENTARY DISTRICT						2	
193	MOUNTAIN HOME DISTRICT	188	205	279	265	227	245	30.32%
221	EMMETT INDEPENDENT DIST	211	205	199	180	159	183	-13.27%
363	MARSING JOINT DISTRICT	46	51	50	61	64	79	71.74%
364	PLEASANT VALLEY ELEM DIST		2	2	1	1		
365	BRUNEAU-GRAND VIEW JOINT DIST	26	48	28	32	36	38	46.15%
370	HOMEDALE JOINT DISTRICT	90	98	95	116	102	94	4.44%
371	PAYETTE JOINT DISTRICT	97	92	112	100	108	93	-4.12%
372	NEW PLYMOUTH DISTRICT	49	65	67	54	56	49	0.00%
373	FRUITLAND DISTRICT	119	122	120	115	124	138	15.97%
421	MC CALL-DONNELLY DISTRICT	88	76	72	83	69	74	-15.91%
422	CASCADE DISTRICT	22	21	19	25	23	24	9.09%

431	WEISER DISTRICT	111	98	114	109	110	110	-0.90%
432	CAMBRIDGE JOINT DISTRICT	7	10	14	12	5	12	71.43%
433	MIDVALE DISTRICT	24	14	13	6	10	7	-70.83%
451	VICTORY CHARTER SCHOOL		0	0	0	0	0	
452	IDAHO VIRTUAL ACADEMY	0	0	0	0	0	0	
Total		6474	6943	7307	7527	7301	7592	17.27%

2008-2009 Enrollments with Projected Graduation rates (2008-2009 potential graduates were 2008-2009 enrollments X 9-yr avg grad rate)

2008-09 Enrollments Projected by 9-year Average Graduation Rate Fall Enrollment Statistics, Idaho State Department of Education

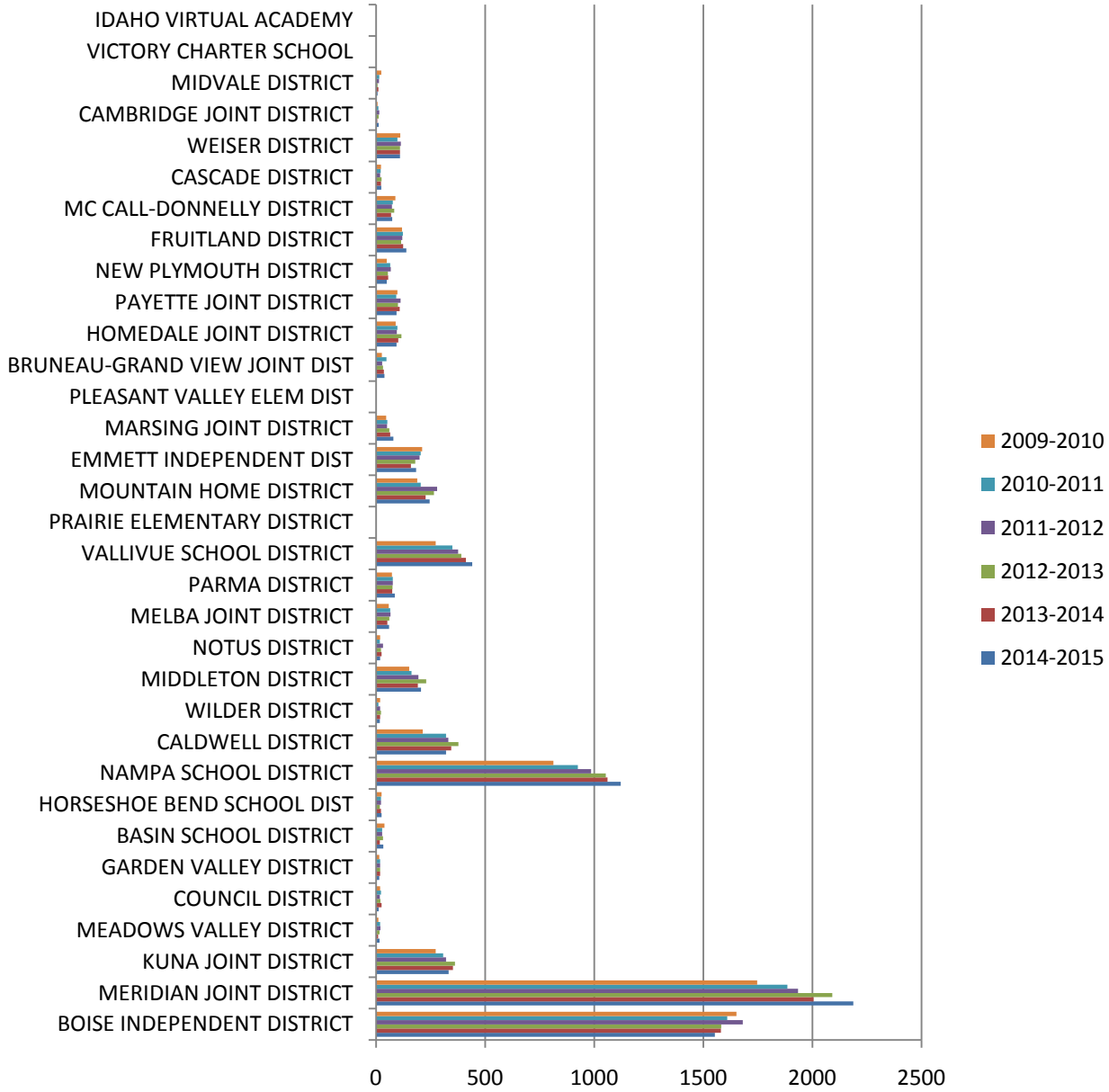
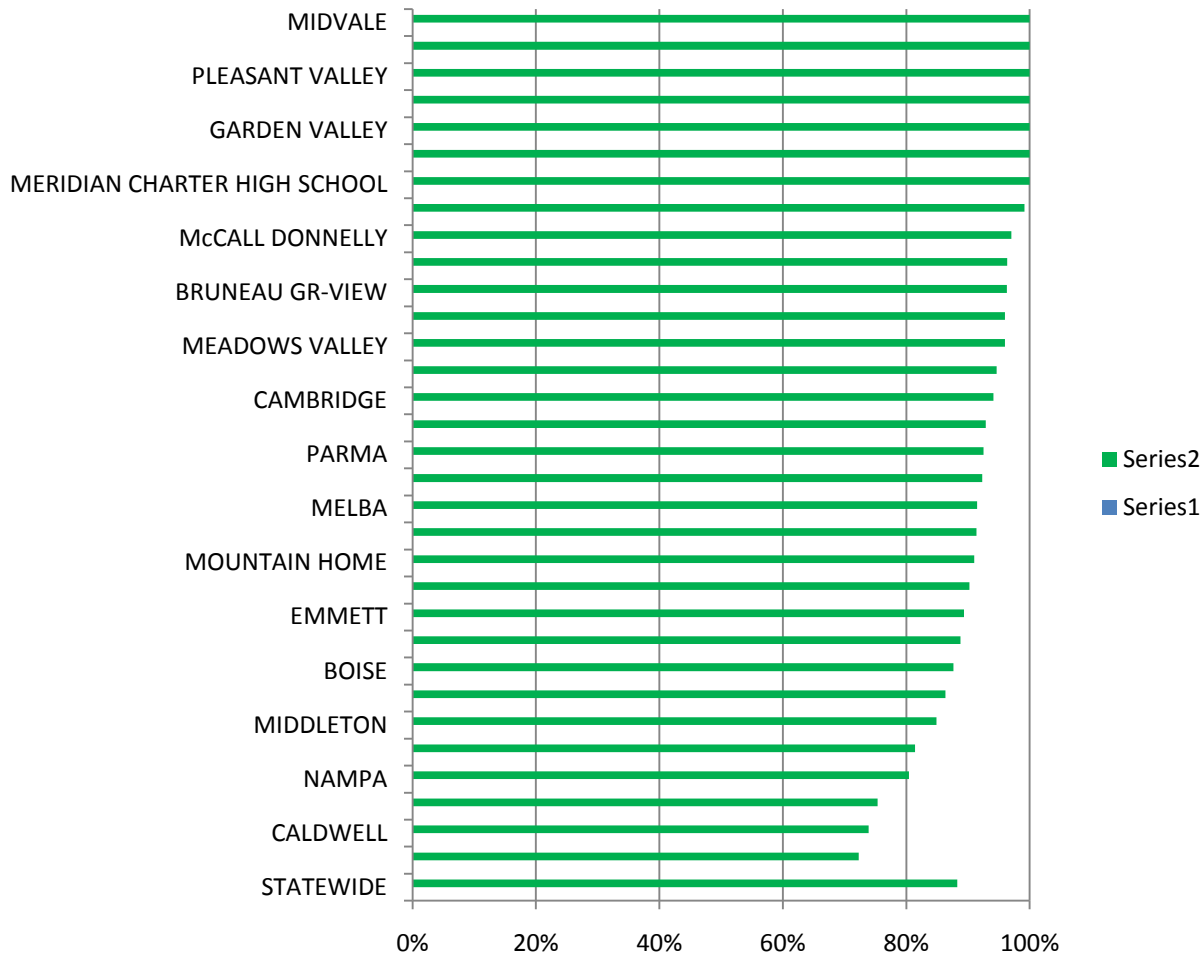


Figure 5-2b Regional High School Graduation rates for the 2006-2007 school year

Regional High School Graduation rates for the 2006-2007 school year		
	STATEWIDE	88.29%
139	VALLIVUE	72.28%
132	CALDWELL	73.88%
453	RICHARD MCKENNA CHARTER HIGH	75.34%
131	NAMPA	80.44%
003	KUNA	81.42%
134	MIDDLETON	84.88%
133	WILDER	86.36%
001	BOISE	87.65%
431	WEISER	88.81%
221	EMMETT	89.38%
363	MARSING	90.24%
193	MOUNTAIN HOME	91.00%
002	MERIDIAN	91.39%
136	MELBA	91.50%
013	COUNCIL	92.31%
137	PARMA	92.54%
422	CASCADE	92.86%
432	CAMBRIDGE	94.12%
373	FRUITLAND	94.64%
011	MEADOWS VALLEY	96.00%
072	BASIN	96.00%
365	BRUNEAU GR-VIEW	96.30%
370	HOMEDALE	96.34%
421	MCCALL DONNELLY	97.01%
371	PAYETTE	99.16%
002	MERIDIAN CHARTER HIGH SCHOOL	100.00%
002	MERIDIAN MEDICAL ARTS CHARTER	100.00%
071	GARDEN VALLEY	100.00%
135	NOTUS	100.00%
364	PLEASANT VALLEY	100.00%
372	NEW PLYMOUTH	100.00%
433	MIDVALE	100.00%
191	PRAIRIE ELEM.	N/A
Idaho Public Schools		
Calculation of High School Completion Rates		
2006-07 through 1998-99 School Years		

Figure 5.1b Regional High School Graduation Rates



Idaho Public Schools

Calculation of High School Completion Rates

2006-07 through 1998-99 School Years

Figure 5-2c CWI Service Area Graduates by Ethnicity for 2006-2007

CWI Service Area graduates by Ethnicity for the 2006 – 2007 School Year							
	District	White		Black		Hispanic	
District	Total	Number	%	Number	%	Number	%
STATE OF IDAHO - TOTALS	16,253	14,194	87.3%	0	0	1446	8.9%
BOISE INDEPENDENT DISTRICT	2130	1932	90.7%	0	0	34	1.6%
MERIDIAN JOINT DISTRICT	1794	1641	91.5%	0	0	34	1.9%
KUNA JOINT DISTRICT	206	192	93.2%	**	0	**	0.0%
MEADOWS VALLEY DISTRICT	24	24	100.0%	0	0	0	0.0%
COUNCIL DISTRICT	24	14	58.3%	0	0	0	0.0%
GARDEN VALLEY DISTRICT	30	11	36.7%	0	0	0	0.0%
BASIN SCHOOL DISTRICT	24	24	100.0%	0	0	0	0.0%
HORSESHOE BEND SCHOOL DISTRICT	28	26	92.9%	0	0	**	0.0%
NAMPA SCHOOL DISTRICT	603	452	75.0%	0	0	122	20.2%
CALDWELL DISTRICT	263	158	60.1%	0	0	84	31.9%
WILDER DISTRICT	19	**	0.0%	0	0	10	52.6%
MIDDLETON DISTRICT	142	135	95.1%	0	0	**	0.0%
NOTUS DISTRICT	22	1	4.5%	0	0	**	0.0%
MELBA JOINT DISTRICT	53	46	86.8%	0	0	**	0.0%
PARMA DISTRICT	62	49	79.0%	0	0	**	0.0%
VALLIVUE SCHOOL DISTRICT	260	206	79.2%	**	0	49	18.8%
MOUNTAIN HOME DISTRICT	215	168	78.1%	10	4.7%	14	6.5%
EMMETT INDEPENDENT DIST	196	176	89.8%	0	0	0	0.0%
MARSING JOINT DISTRICT	37	31	83.8%	0	0	**	0.0%
PLEASANT VALLEY ELEM DIST	6	**	0.0%	0	0	0	0.0%
BRUNEAU-GRAND VIEW JOINT DIST	29	20	69.0%	0	0	0	0.0%
HOMEDALE JOINT DISTRICT	93	59	63.4%	0	0	19	20.4%
PAYETTE JOINT DISTRICT	118	85	72.0%	0	0	25	21.2%
NEW PLYMOUTH DISTRICT	55	51	92.7%	0	0	**	0.0%
FRUITLAND DISTRICT	106	89	84.0%	0	0	**	0.0%
MC CALL-DONNELLY DISTRICT	65	63	96.9%	**	0	0	0.0%
CASCADE DISTRICT	26	17	65.4%	0	0	**	0.0%
WEISER DISTRICT	126	101	80.2%	0	0	24	19.0%
CAMBRIDGE JOINT DISTRICT	16	10	62.5%	0	0	0	0.0%
MIDVALE DISTRICT	12	**	0.0%	0	0	**	0.0%
RICHARD McKENNA CHARTER HIGH	55	49	89.1%	**	0	**	0.0%

Idaho Department of Education

Historical High School Graduates by District by Building by Ethnicity/Gender for School Year 2006-2007

Ethnicity is not calculated for 'n' < 10

Advanced Learning Opportunities

According to the Idaho State Board of Education, Governing Policies and Procedures, [Section III, Subsection Y](#), the “Advanced Opportunities” programs are intended to prepare high school students for the transition to postsecondary education. These programs include Dual Credit, Advanced Placement, Tech Prep and the International Baccalaureate.

Dual Credit

Including some of the region’s private schools, the Idaho Distance Learning Academy and Ontario High School, 357 dual credit courses have been offered through Region 3 school districts over the three year period fall semester, 2006 through fall semester, 2008. Delivered at the districts’ high schools, on college campuses, and distance delivery, these courses have been offered by Boise State University (250 courses), Idaho State University (4 courses), the University of Idaho (21 courses) and the College of Southern Idaho (82 courses). Meridian School district was the biggest consumer, offering 123 dual credit courses. Boise School district offered 61 courses and Nampa School district offered 45 over the three-year period. Over this period, 17,176 students (duplicated headcount) took advantage of the dual credit offerings. ([APPENDIX G](#)) The total number of credits offered was 76,840. ([APPENDIX H](#))

Each of the institutions had significant growth in the number of credits they offered from fall semester of 2006 to fall semester of 2008. Following is a list of credit and percentage increases for each of the institutions offering dual credit courses through Region 3 school districts:

University of Idaho -	211 to 979,	364%;
Lewis-Clark -	268 to 781,	191%;
Boise State -	2,931 to 4,676,	60%;
Idaho State University –	3,181 to 5,135,	61%;
College of Southern Idaho -	3,783 to 6,082,	61%; and
North Idaho College -	2003 to 3,439,	72%.

Each of the institutions offering dual credit courses through Region 3 school districts also saw significant growth in their enrollments during the period of fall semester of 2006 to fall semester of 2008. Following is a list of enrollment and percentage increases for each of the institutions offering dual credit courses through Region 3 school districts:

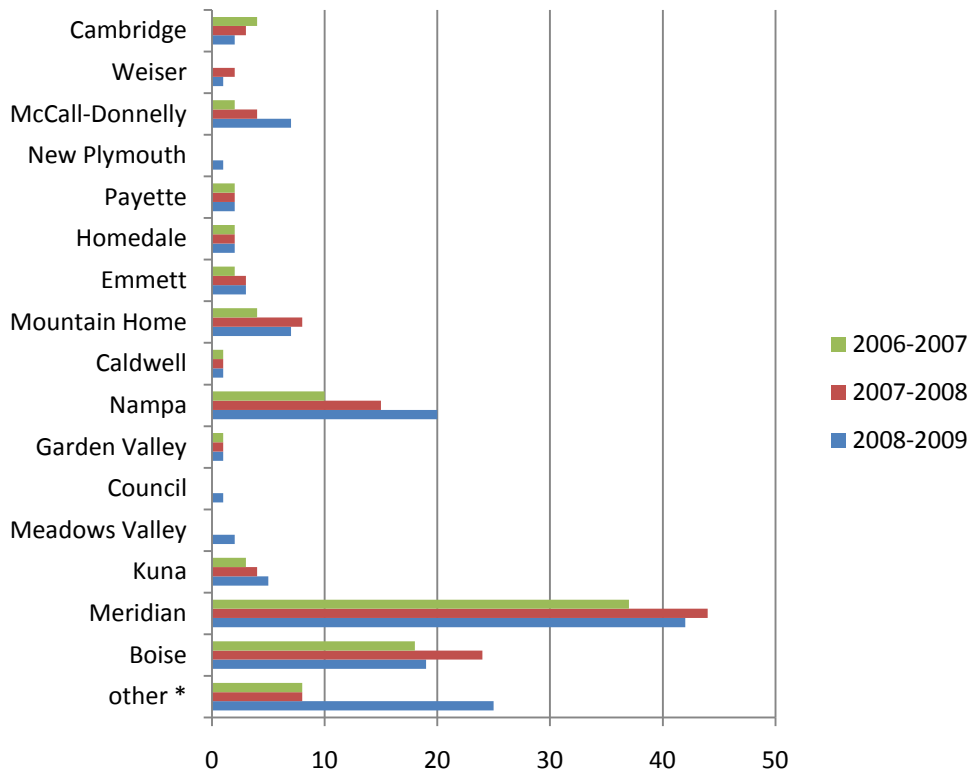
University of Idaho -	106 to 410,	287%;
Lewis-Clark -	102 to 192,	88%;
Boise State -	747 to 1,171,	60%;
Idaho State University –	811 to 1,153,	61%;
College of Southern Idaho -	1,028 to 1,342,	61%; and
North Idaho College -	390 to 630,	62%.

Figure 5-3a Dual Credit Courses by District by Year

	2008-2009	2007-2008	2006-2007
other *	25	8	8
Boise	19	24	18
Meridian	42	44	37
Kuna	5	4	3
Meadows Valley	2		
Council	1		
Garden Valley	1	1	1
Nampa	20	15	10
Caldwell	1	1	1
Mountain Home	7	8	4
Emmett	3	3	2

Homedale	2	2	2
Payette	2	2	2
New Plymouth	1		
McCall-Donnelly	7	4	2
Weiser	1	2	
Cambridge	2	3	4
* Bishop Kelly, Idaho Distance Learning Academy			
Nampa Christian, Ontario			

Figure 5-1c Dual Credit Courses by District by Year



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Figure 5-3b: Number of Dual Credit Courses by Year by District and Institution

District #	District Name	School	Year	BSU	ISU	UI	CSI	Total
	Pvt	ArtsWest	2008-2009	2				2
	Pvt	Bishop Kelly	2008-2009	3				3
			2007-2008	3				3
			2006-2007	3				3
	IDLA	Idaho Distance Learning Academy	2008-2009	2			14	16
			2007-2008	2				2
			2006-2007	2				2
	Pvt	Nampa Christian	2008-2009	1				1
		Ontario	2008-2009	3				3
			2007-2008	3				3
			2006-2007	3				3
001	Boise	Boise HS	2008-2009	6			1	7
			2007-2008	7			1	8
			2006-2007	5				5
		Borah	2008-2009	4				4
			2007-2008	7				7
			2006-2007	5				5
		Capital	2008-2009	2			1	3
			2007-2008	5				5
			2006-2007	5				5
		Timberline	2008-2009	4			1	5
			2007-2008	3			1	4
			2006-2007	3				3
002	Meridian	Centennial	2008-2009	11		1		12
			2007-2008	9			2	11
			2006-2007	9				9
		Eagle	2008-2009	8				8
			2007-2008	6		1		7
			2006-2007	6		1		7
		Meridian	2008-2009	3				3
			2007-2008	2			1	3
			2006-2007	2			1	3
		Meridian Academy	2007-2008				2	2
		Meridian Medical Arts Charter HS	2008-2009	4				4
			2007-2008	2		1		3
			2006-2007	2		1		3
		Mountain View	2008-2009	3				3
			2007-2008	3				3
			2006-2007	1				1

		Meridian Technical Charter HS	2008-2009	1				1
			2007-2008	1				1
			2006-2007	1				1
		Skyview	2008-2009	5			6	11
			2007-2008	6			8	14
			2006-2007	5			8	13
003	Kuna	Kuna	2008-2009	5				5
			2007-2008	4				4
			2006-2007	3				3
011	Meadows Valley	Meadows Valley	2008-2009			2		2
013	Council	Council	2008-2009			1		1
			2006-2007			1		1
071	Garden Valley	Garden Valley	2008-2009	1				1
			2007-2008	1				1
			2006-2007	1				1
131	Nampa	Columbia	2008-2009	7		1	4	12
			2007-2008	6			5	11
			2006-2007	2			4	6
		Nampa	2008-2009	2			3	5
			2007-2008	1			2	3
			2006-2007	1			2	3
		Vallivue	2008-2009	1			2	3
			2007-2008	1				1
			2006-2007	1				1
132	Caldwell	Caldwell	2008-2009	1				1
			2007-2008	1				1
			2006-2007	1				1
193	Mountain Home	Mountain Home	2008-2009	7				7
			2007-2008	6			2	8
			2006-2007	2			2	4
221	Emmett	Emmett	2008-2009	2	1			3
			2007-2008	2	1			3
			2006-2007		2			2
370	Homedale	Homedale	2008-2009	2				2
			2007-2008	2				2
			2006-2007	2				2
371	Payette	Payette	2008-2009	2				2
			2007-2008	2				2
			2006-2007	2				2
372	New Plymouth	New Plymouth	2008-2009	1				1

421	McCall-Donnelly	McCall	2008-2009			6	1	7
			2007-2008				4	4
			2006-2007				2	2
431	Weiser	Weiser	2008-2009	1				1
			2007-2008				2	2
432	Cambridge	Cambridge	2008-2009			2		2
			2007-2008	2		1		3
			2006-2007	2		2		4
Three-year Total per institution for Region 3				250	4	21	82	357
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Advanced Placement

Advanced Placement data was available for Boise School District only. Advanced Placement courses are challenging, rigorous college level offerings taken by Boise School District students in over twenty subjects. The program has grown from its inception in 1980, when 95 Advanced Placement exams were given, to its current status, with 2423 exams given in 2008-09. District students wrote 33% of the statewide AP exams in 2008-09.

The District's A.P. testing program has seen tremendous growth over the years. Results of Advanced Placement tests are commonly used by colleges and universities in granting course credits or waivers from particular classes.

Figure 5-3c: Advanced Placement Exams Written

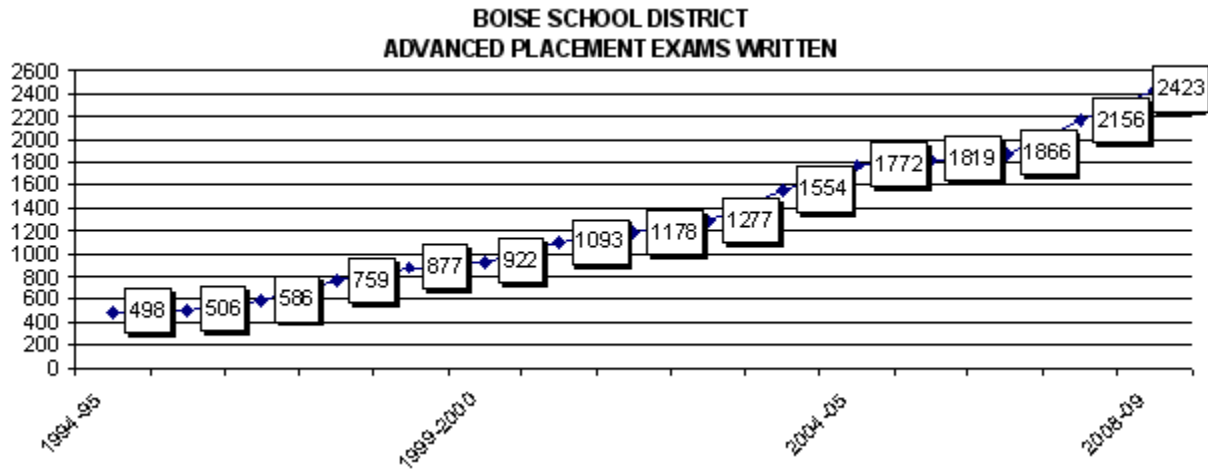
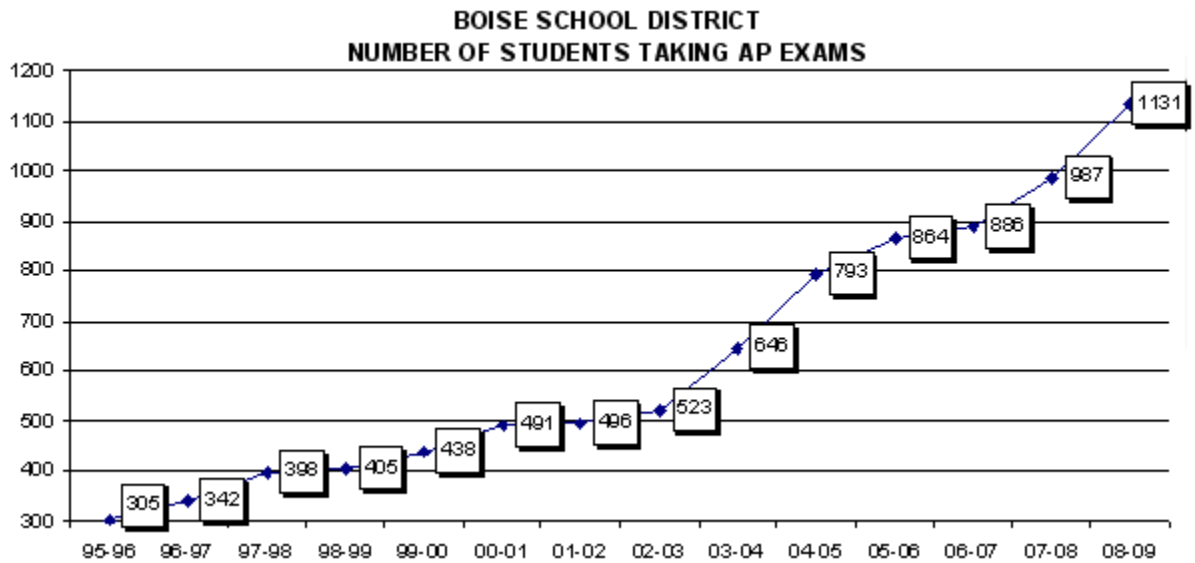


Figure 5-3d: Number of Students Taking Advanced Placement Exams



Chapter 6 – Adult Basic Education / Adult Secondary Education / English as a Second Language

The College of Western Idaho offers Adult Basic Education (ABE) Adult Secondary Education (ASE) and English as a Second Language (ESL) services at several locations in Region 3. In FY 2009, these program areas collectively provided 167,699 service contact hours at eight locations.

Program Performance

Following is a table illustrating the number of people served at each of the College of Western Idaho's ABE/ASE/ESL service centers in FY 2009:

Figure 6-1 ABE Enrollment by Location

ABE Enrollment by Location	
Nampa Canyon County Center	2,183
Boise Oak Park	1,131
Meridian Joint School District	502
Payette	148
Emmett	58
Mt. Home	121
Ada and Canyon County Jails	63

Adult Basic Education

According to the U.S. Census Bureau's 2005 – 2007 American Community Survey, Idaho had a participation rate for Adult Basic Education programs of 69 per 1000 adults aged 18 to 64 with no high school diploma. Nationally, the participation rate was 101.7 per 1000 (<http://www.higheredinfo.org/dbrowser/index.php?measure=99>).

In FY 2009 CWI's ABE program provided 75,320 contact hours of service which was 45% of the total program contact hours.

Adult Secondary Education

According to the U.S. Census Bureau's 2005 – 2007 American Community Survey, Idaho had 56.4 GEDs produced per 1000 adults aged 18 to 64 with no high school diploma. This exceeded the national rate of 39.3 per 1000 (<http://www.higheredinfo.org/dbrowser/index.php?measure=101>).

In FY 2009 CWI's ASE program provided 4,788 contact hours of service which was 3% of the total program contact hours.

English as a Second Language

According to the U.S. Census Bureau's 2005 – 2007 American Community Survey, Idaho had a participation rate for English as a Second Language programs of 84.2 per 1000 adults aged 18 to 64 who speak English poorly or not at all. Nationally, the participation rate was 113.8 per 100 (<http://www.higheredinfo.org/dbrowser/index.php?measure=100>).

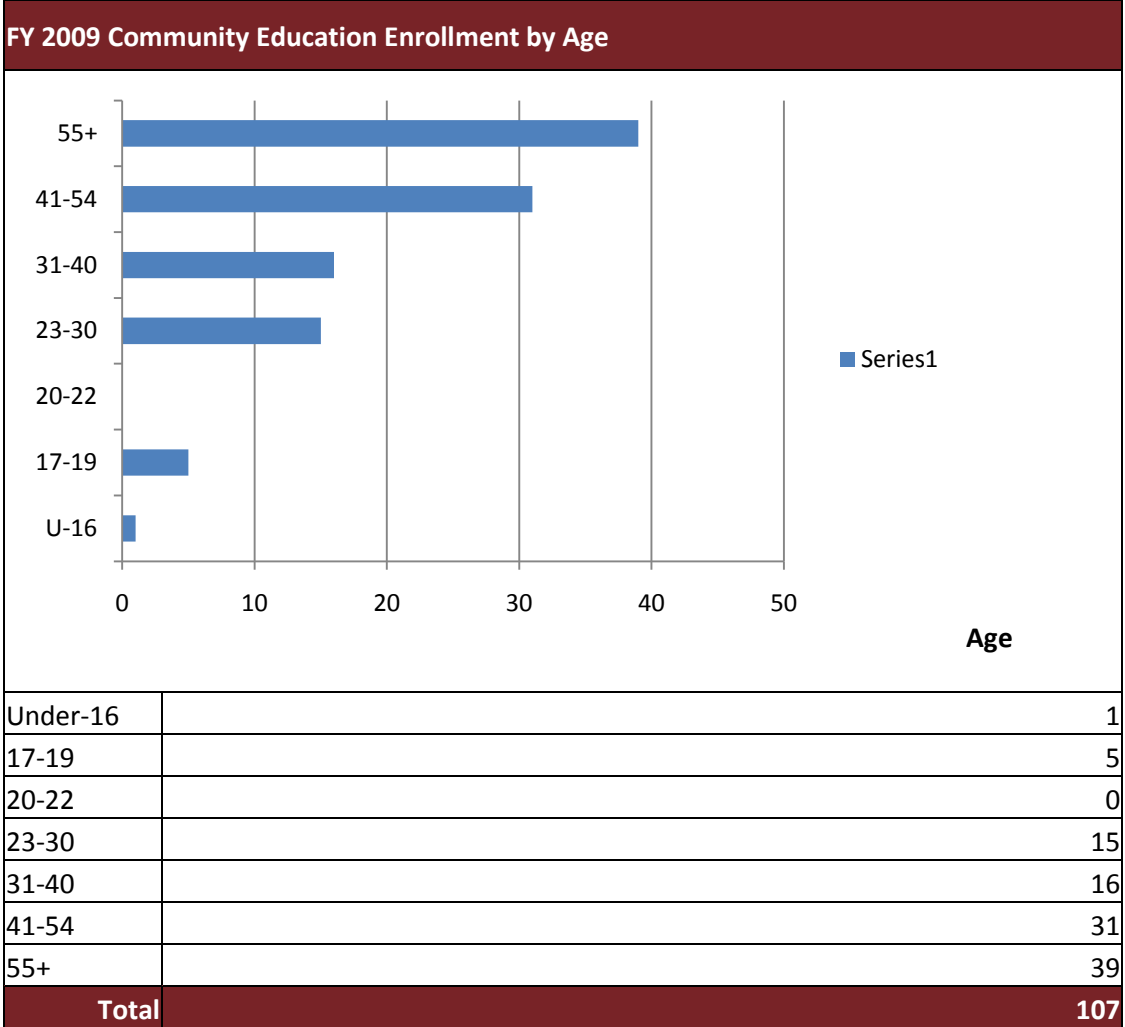
In FY 2009 CWI's ESL program provided 87,591 contact hours of service which was 52% of the total program contact hours.

Chapter 7 – Community Education

If it's a learning experience that is good for your mind, body and/or spirit there's a good chance it will be offered through CWI's Community Education. In fact, the Fall, 2009 Community Education catalog has an Adult Enrichment section called, "Mind, Body and Spirit. In addition to Adult Enrichment classes, Community Education also offers classes for children in what they call "Kids College." Community Education also offers online classes in Partnership with Ed2Go, a provider of online e-learning solutions for adult & continuing education courses.

The student enrollment data for Community Education, indicating greater frequencies in the older age groups, suggest programming decisions specific to this growing segment of the population.

Figure 7-1 FY 2009 Community Education Enrollment by Age



Chapter 8 – Workforce Development Program

The Center for Workforce Development at the College of Western Idaho provides training in the areas of Healthcare, Manufacturing, Business and Professional Skills, Public Safety, Construction and Computer Technologies. Classes are provided in a variety of formats including online, distance delivery, and traditional classroom. Short-term training classes are offered to the general public through “open enrollment” classes. Training can also be designed, developed, and presented in customized formats according to an employer’s specific needs.

In FY 2009, the Center for Workforce Development offered 1,845 classes to 11503 students (duplicated headcount) with 316,408 contact hours. The classes were offered throughout Region 3, from Mountain Home to Payette.

Figure 8-1 Center for Workforce Development 2009 Production

Center for Workforce Development FY 2009				
Program Area	Contact Hours	Male	Female	No. of Classes
Health	156422.00	1573	4922	1097
Real Estate	128.00	16	16	3
Manufacturing	12153.00	223	17	23
Business and Office	28843.00	992	1354	493
Apprenticeship	100206.00	1104	9	73
Trade and Industrial	3676.00	591	103	40
Agriculture	2912.00	13	13	3
Emergency Responder	8228.00	407	54	17
Online	3840.00	24	72	96
	316408.00	4943	6560	1845

Chapter 9 – Students’, Community, & Staff Opinions & Priorities

This chapter focuses on key opinions and priorities of CWI constituents, including students, community members, and faculty and staff. Such benchmark, qualitative information is fashioned to facilitate planning at the college-wide mission and strategic direction level, as well as for program and department faculty and staff in their continuous improvement efforts. For this first year’s publication of the CWI Fact Book, extensive information relevant to strategic planning was provided by community leaders during individual interviews. For future Fact Book publications and planning, feedback from students will be available via the annual Survey of Entering Student Engagement (SENSE) administered to students. CWI Community Stakeholder Interviews – During the months of March, August, and September 2009, 59 individual interviews were conducted by CWI’s senior planning consultants. The list of interviewees was developed collaboratively with CWI leadership. For the 2009 interviews, as CWI is in its developing stage, interviewees were asked to express their short-term and their long-term vision for CWI, and the results are summarized below in Figure 9-1. Key themes among the responses include:

1. *An emphasis on quality* especially in terms of student success, service to students, and exemplary practices of distinction
2. *Location/site recommendations* – One main campus in Nampa and centers throughout the community, as well as comprehensive online programs
3. *The importance of external communication* with communities
4. *The importance of internal communication, collaboration, and a supportive environment*
5. *A need for strong partnerships* with community constituent organizations and agencies
6. *A focus on PTE programs and economic development* in light of current economic challenges and CWI’s program development
7. *Articulated programs for students with area high schools and universities*
8. *Strong pride and community support for CWI* expressed by all interviewees

Figure 9-1
Stakeholder Interview Summary
Short-term Goals

CWI in the Community

- Focus on quality
 - Revise the mission statement
 - Replace the mission of being “all things to all people” with “quality” as the primary goal
 - Be the best at providing the highest quality in CWI’s niche
 - Focus on the basics before moving on the new projects
 - Support the faculty and students who are here:
 - Use student survey results to make changes
 - Develop strategies to bring faculty together
 - Provide on-site support for faculty and students at off-campus locations
 - Put service to students/the public as the primary target. “Students first” means
 - Everyone in the college walks the talk conveying that excellence in instruction is primary; direct energy to faculty qualifications, hiring, and evaluation; convey that quality in instruction is a higher priority than staffing classes at any cost.
 - Set staffing priorities based on providing the best customer service and the best instructors.

- If a good idea such as the one-stop centers cannot be fully staffed, then wait to implement this good idea until it can be done with the highest quality.
- Market the college as the destination of choice, not as the cheapest
 - Give cost information but let the student figure it out. Promoting the fact of lower fees as “the cheapest” confirms negative images.
 - Create a sense of place. Marketing CWI as being in 7 locations creates a confusing physical identity. Need both a defined sense of place with convenient options distributed in the community.
- Articulate and advance CWI’s distinctive identity in the community
 - Develop a clear, focused mission and dedicate all resources to fulfilling that mission.
 - Educate community and business leaders about CWI mission through personal visits to civic clubs, chambers of commerce, etc.
 - Distinguish CWI’s mission from that of BSU and local for-profit colleges
 - Set CWI apart from BSU, especially from the past perception of rigidity and formality that was associated with Selland College (particularly the perception that BSU was quick to say “no” to the business community)
 - Communicate:
 - Prepare a CWI newsletter for newspapers, government agencies and businesses across the two counties to be distributed twice monthly
 - Prepare and distribute good news press releases several times a week
 - Tell the community leaders the story of specific ways that things are going well at CWI; sell the college based on students’ successes
 - Distribute to newspapers, government agencies and businesses across the two counties
- Form partnerships
 - With the Department of Labor to
 - Become the go-to site for contract education
 - Create Department of Labor job services offices at CWI sites
 - Assign a liaison to the Department of Labor and Department of Commerce who can participate in an emergency-ready team to explain what CWI can offer businesses that are being recruited to locate in the Boise area
 - With other agencies and K-12 districts to use available no-cost/low-cost facilities in Ada and Canyon Counties for evening and weekend classes
 - With BSU to create processes for smooth student transfer
 - With TVCC to serve Canyon County residents

Within CWI

- Articulate the roles and responsibilities of CWI Board members, administrators, faculty, staff, and students
 - Board: focus on responsibilities/activities as the policy-making entity
 - Administrators: develop organizational plan with delineation of responsibilities
 - All: collaborate to develop governance structures that include the voices of administrators, faculty, staff, and students in decision-making in compliance with best practices and the accreditation standards.

- Focus on internal communication
 - Develop strategies to bring employees together online or in real time
 - Distribute good news press releases several times a week college-wide
 - Survey the students who came to CWI this fall to find out what attracted them to CWI; what the college did well in greeting them; and what can be improved
 - Create a caring environment for employees; employees will treat students the way they are treated; example: support for faculty and students in evening classes

- Focus on accreditation
 - Work steadily on developing a solid working relationship with NWCCU and completing the necessary steps in collaboration with CSI

- Develop a plan to house the PTE programs that are currently at CWI@BSU.
 - Determine which programs should be continued and which should be discontinued.
 - Set sites as permanently as possible to avoid moving programs twice.

- Explore and import best practices
 - From CSI: for dual enrollment policy and procedures with K-12 districts
 - From CSI: for workforce development; CSI noted for flexibility and speed of response
 - From BYU Idaho: for internships

Stakeholder Interview Summary

Long-term Vision

“CWI becomes a success in the next 5 years. What are the characteristics of the college in 2015?”

Reputation

- The presence of CWI has improved the health of the community – economically, socially and intellectually. The prior issue of the Boise Metropolitan area having too small an educated workforce to be attractive to businesses interested in relocating is ameliorated.
- The college’s clear role in the community has educated the residents about what a community college is and what it can offer.
- CWI has a seat at the table when business decisions are made, serving as part of the economic engine in the business community.
- CWI sets clear priorities; does not try to be all things to all people; establishes program priorities and fulfills those priorities with excellence before trying other things that would be nice but are less essential, such as lifelong learning.
- The college offers students affordable opportunities and options.
- CWI is flexible and responsive in meeting the needs of students and the business community.
- The college includes a few programs that are number one in the region, state, and nation.
- Using the strategy of borrowing from the most successful community colleges in the United States, CWI is now a college of distinction in some ways, such as green college; innovative academic calendars; smooth transition from high school → CWI → university; programs that have earned accreditation from external agencies; etc.

Institutional effectiveness

- Thanks to CWI’s outreach efforts, the college-going rate in Ada and Canyon Counties has increased for all components of the population. Especially noteworthy is the increased participation rate of Hispanic students.
- CWI students complete their educational goal (degree, certificate, transfer) at an impressive rate.
- CWI students demonstrate success on the job and at the university.
- CWI has successfully developed effective, sustainable internal systems for processing students, doing the college’s business, and supporting faculty.
- The college is known for its excellent customer service to students and to businesses; “These are excellent people who treat us well.”

- The college has nurtured an internal culture that provides mutual respect and support for the employees who serve in the various roles within the college.

Enrollment

CWI's enrollment is high, in the range of 20-25K students; the number of students who attend reveals a great deal about the college's course offerings, customer service, and quality instruction.

Program priorities

- PTE
- Transfer
- Basic skills
- Workforce training
 - Flexible programs
 - Capable of rapid response
 - Focus on training that provide immediate community benefit, such as small business development/entrepreneur program for 1-2 person corporations
- Community education

Instruction and Student Services

- CWI offers students a balanced array of instructional delivery options: in-class, hybrid, online, and accelerated.
- The college provides quality instruction which is established through support for faculty and the monitoring necessary to sustain that quality.
- CWI has collaborated with universities to ensure seamless student transfer, supported in part by a "university center" on the Nampa Campus which houses classes offered by numerous four-year Idaho colleges and universities.
- CWI has PTE programs that meet the community's needs and whose graduates have a high rate of job placement in positions that earn a livable wage (in 2009 dollars: \$14/hour).
- The college provides outreach into the high schools with dual enrollment and early college programs.
- CWI curriculum is aligned from high schools and Adult Basic Education into CWI and from CWI into universities.
- CWI employs technology to increase the college's effectiveness, such as state-of-the-art technology in the classroom beyond distance learning and student service kiosks throughout the community that provide information and registration.

Location

- CWI is everywhere...classes start on a continuous basis, online and on campus, in centers and on a main campus.
- The college includes a comprehensive campus at one location to offer the usual student accommodations such as a student union, an arts and cultural center, and sports (other than football)

- Centers located close to population concentrations.

Funding

- The college enjoys secure and adequate funding including the beginning of a CWI Foundation.
- CWI is able to fund the build out of the college through many options such as:
 - Additional state funding;
 - Increased tax levy and the addition of contiguous counties;
 - Additional funds from the Albertson Foundation and other foundations; and
 - A capital campaign.

Communication

CWI routinely reports meaningful metrics to show the community that the college is an effective contributor to the local economy and community.

Chapter 10 – Planning Assumptions: Conclusions from Research

Drawing from the data and information provided in this Fact Book, the following are conclusions that are particularly compelling for consideration in the College’s strategic planning.

CWI Service Area – As for many community colleges, the service area provides a landscape of contrasts. There are multiple opportunities as well as needs for CWI’s educational programs and services distinctive to the service area’s population projections.

1. CWI’s 10-county service area **population is projected to increase 16% in the next ten years**, from 691,068 people in 2009 to 803,741 in 2019. This projected growth rate is greater than that for both the State of Idaho and the nation and requires significant strategic growth planning and opportunity for CWI at the same time that CWI is planning its initial development.
2. Most (85%) of CWI’s service area population resides in Ada (57%) or Canyon (28%) County. In the other eight counties of the service area, the **population is widely dispersed geographically and rural**, presenting challenges for access to CWI, as well as for delivering programs and services, to be addressed.
3. Specific segments of CWI’s service area population are increasing disproportionately:
 - a. **Canyon County population will increase at the highest rate** of the 10 counties, at 23%, although the largest population concentration of the service area is in Ada County.
 - b. **The Hispanic population will grow 41% in number**, and will comprise 14% of the total service area within ten years.
 - c. **The population of those over 65 years of age will grow 53%** (71% in Ada County alone). Not only will the community college want to provide programs and services for this age group, but additionally, other impacts of a changing age distribution need to be creatively considered, e.g., changing career preparation, education, and life style patterns for all age groups.
 - d. Unlike the rest of the nation, the service area is home to a significantly-sized youth population, with a projected **19% increase of those within the 15-to-24-year-old age group**, precisely those of traditional college-going age. The projected sizes of each age group within the service area, however, differ significantly and will result in frequently changing trends for CWI enrollment.
4. Canyon County, the second most populated of the ten counties in the CWI service area, is a special needs county relative to educational needs and is quite different in demographic make-up from Ada County:
 - a. 18% of the population of Canyon County **speaks a language at home other than English**.
 - b. While Ada County has a disproportionately large college-educated population, the **Canyon County population includes 20% of its population without a high school diploma** and 80% below an A.A. degree level of educational attainment.
 - c. A national measure, the “Education Needs Index”, has identified selected **areas in Southwest Idaho, as regions “most critical” in terms of educational needs**. The immediate area around Boise, however, is rated as “least critical”. This measure combines variables such as educational attainment, unemployment rates, poverty levels, population growth, population age and ethnicity composition, as well as regional industry dynamics.
5. In interviews conducted during this Fact Book’s development, community and business leadership without exception expressed remarkably strong support, pride, and expectations for CWI, a fact that can both assist CWI to propel to success, and compel CWI to plan strategically to maintain that support.

Industry and Workforce Outlook – As a result of the recent recession, economic needs, and other dynamic regional changes, strategic planning to provide appropriate PTE programs that impart key skills is essential.

6. Partly due to the “aging of the population”, those at workforce age, between 15 and 64 years of age, residing within the CWI service area will decline, over the next ten years, in proportion to the total population, from 66% to 63%. Put another way, **the ratio of available workers per available job will decline, and fewer workers will be supporting more people who are at a non-workforce age.** This fact makes it imperative that there be a very close “match” between PTE programs and skills offered at CWI and workforce needs.
7. The service area has a great diversity of economic opportunities. The strongest fields for occupational openings are in health care and social assistance, professional and business services, and information. As CWI transitions its PTE programs and plans for new programs and facilities, **in-depth analysis of future needs for programs is critical**, and the CWI Fact Book material provides listings of potential PTE programs vis a vis expected workforce need, including the identification of 26 programs that are needed to serve a “gap” of 50 or more workers per year, as well as programs anticipated to be in “low demand” for workers in the future.

Student Characteristics

8. From Spring 2009 to Fall 2009, CWI enrollment tripled; not including PTE students who weren’t included in Spring 2009 enrollment numbers, **enrollment more than doubled in one semester**, demonstrating very strong current demand for CWI programs in the service area.
9. Using estimated participation rates and projected population, **enrollment for 2019 is projected to be 16,468.** Those interviewed are estimating an enrollment of 20,000 for current planning purposes.
10. Current enrollment appropriately represents the age distribution and residence distribution of the community; however, **Hispanic students are under-represented in CWI enrollment, at 7% versus the current but increasing 12% in the population.**
11. **Online enrollment more than doubled** from Spring to Fall 2009, to 584.

Student Success – It is too early in CWI’s development to have available student success data and corresponding benchmarks, or trend information. These student success measures have been identified as among those to monitor in the future and will be included in future Fact Book publications: numbers of degrees and certificates awarded; numbers of students who transfer; numbers of students who become employed in their fields of study; course success rates; and student learning outcomes assessment by program.

12. **The development of structures by which to use student success benchmarks** is important for institutional effectiveness assessment, program development and improvement, accreditation, and demonstrating CWI’s effectiveness to its constituents.

High School Students

13. **High school dropout rates are higher** for CWI’s feeder high schools, generally, than for the State of Idaho, and dropout rates for Hispanic students are twice as great than for White students.
14. Over just the next five years, the number of **high school graduates from CWI feeder high schools is expected to increase 17%**, representing a primary source of CWI enrollment increase.
15. The numbers of **dual credit courses offered in high schools** by regional higher education institutions and enrollment in those courses, some online, are large. Boise State, for example, taught 22 in-class courses and 24 online courses in 2008.

Adult Basic Education, Adult Secondary Education, and English as a Second Language

16. The existing ABE, GED, and ESL programs are large, having delivered 75,320, 4,788, and 87,591 contact hours, respectively, in fiscal year 2009, primarily at Nampa Canyon County Center and Boise Oak Park. **While the enrollment rate of qualifying adults in the GED programs exceeds State averages, ABE and ESL participation is below that State average**, and the sizes of some portions of the CWI service area are increasing and in need of programs.

Community Education

17. 107 residents participated in Community Education programs in fiscal year 2009, the largest number being over 55 years of age.

Workforce Development Program – The existing program offers both customized courses for employers and classes offered to the general public, in online, short-term, and traditional formats. This program provides valuable opportunities for business and industry partnerships, including those with agencies such as the Department of Labor, addressing economic and workforce development in the community, and a potential income stream.

APPENDIX A - CWI PTE Gap Analysis

CIP	Title	Graduates	SOC	Title	2009 Jobs	2019 Jobs	Delta	% Delta	Rep. Jobs	An. Openings	MHE in \$	Gap/ Surplus
47.0603	Autobody/ Collision and Repair Technology / Technician	7	49-3021	Automotive body and related repairers	499	646	148	30%	118	27	9.36	
			49-3022	Automotive glass installers and repairers	62	80	19	30%	22	4	10.86	
			51-9122	Painters, transportati on equipment	158	185	27	17%	31	6	17.33	
				Total	718	912	193	27%	172	36	11.24	(29)
47.0604	Automobile/ Automotive Mechanics Technology / Technician	17	49-2096	Electronic equipment installers and repairers, motor vehicles	136	146	10	7%	44	5	11.62	
			49-3023	Automotive service technicians and mechanics	1,787	2,354	567	32%	358	93	11.99	
				Total	1,924	2,501	577	30%	402	98	11.96	(81)
47.0605	Diesel Mechanics Technology / Technician	5	49-3031	Bus and truck mechanics and diesel engine specialists	740	879	139	19%	161	30	16.28	
				Total	740	879	139	19%	161	30	16.28	(25)
47.0606	Small Engine Mechanics and Repair Technology / Technician	3	49-3051	Motorboat mechanics	73	104	32	43%	15	5	9.04	
			49-3053	Outdoor power equipment and other small engine mechanics	81	103	22	27%	16	4	8.96	
				Total	154	208	54	35%	31	8	9.00	(5)
49.0205	Truck and Bus Driver/ Commercial Vehicle Operation	17	53-3021	Bus drivers, transit and intercity	210	230	20	9%	28	5	9.60	

			53-3022	Bus drivers, school	2,109	2,421	312	15%	276	59	13.69	
49.0205			53-3032	Truck drivers, heavy and tractor-trailer	5,051	5,964	912	18%	896	181	14.20	
			53-3033	Truck drivers, light or delivery services	1,924	2,234	310	16%	341	65	12.53	
			53-3041	Taxi drivers and chauffeurs	392	510	119	30%	51	17	8.57	
			53-4019	Locomotive engineers and operators	55	42	(13)	(24%)	19	1	21.66	
			53-4021	Railroad brake, signal, and switch operators	44	27	(17)	(38%)	20	0	20.80	
			53-4031	Railroad conductors and yardmasters	79	61	(17)	(22%)	31	1	22.72	
			53-4041	Subway and streetcar operators	8	9	1	19%	3	0	20.10	
			53-4099	Rail transportation workers, all other	1	0	(0)	(50%)	0	0	18.23	
				Total	9,872	11,500	1,628	16%	1,664	329	13.59	(312)
52.0302	Accounting Technology / Technician and Bookkeeping	161	43-3021	Billing and posting clerks and machine operators	1,136	1,322	186	16%	145	33	13.56	
			43-3031	Bookkeeping, accounting, and auditing clerks	5,058	6,219	1,162	23%	791	195	13.62	
			43-3041	Gaming cage workers	20	24	4	20%	5	1	11.14	
			43-3051	Payroll and timekeeping clerks	428	485	56	13%	108	16	14.43	
			43-4011	Brokerage clerks	66	79	13	20%	21	3	16.66	
			43-9111	Statistical assistants	57	67	10	18%	25	3	15.08	
52.0302				Total	6,765	8,196	1,431	21%	1,096	253	13.70	(92)

52.0401	Administrative Assistant and Secretarial Science, General	0	43-6011	Executive secretaries and administrative assistants	3,669	4,597	927	25%	584	151	16.00	
			43-6014	Secretaries, except legal, medical, and executive	2,217	2,487	270	12%	353	62	12.83	
				Total	5,887	7,084	1,197	20%	937	213	14.81	(213)
22.0301	Legal Administrative Assistant/Secretary	12	43-6012	Legal secretaries	784	967	183	23%	125	31	15.25	
				Total	784	967	183	23%	125	31	15.25	(19)
11.0801	Web Page, Digital/Multi media and Information Resources Design	46	15-1021	Computer programmers	1,102	1,124	21	2%	276	30	27.58	
			27-1014	Multi-media artists and animators	245	328	83	34%	57	14	11.32	
			27-1024	Graphic designers	523	663	141	27%	139	28	20.63	
				Total	1,870	2,115	245	13%	472	72	23.51	(26)
52.1803	Retailing and Retail Operations	14	41-1011	First-line supervisors/managers of retail sales workers	5,302	6,104	802	15%	1,112	191	12.71	
			41-4011	Sales representatives, wholesale and manufacturing, technical and scientific products	1,183	1,263	80	7%	341	42	31.49	
			41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	2,874	3,138	264	9%	898	116	19.41	

			13-1023	Purchasing agents, except wholesale, retail, and farm products	536	595	59	11%	115	17	22.00	
			13-1199	Business operation specialists, all other	2,289	3,055	766	33%	245	101	24.01	
				Total	12,185	14,155	1,971	16%	2,711	468	\$18.64	(454)
11.0901	Computer Systems Networking and Telecommunications	117	15-1051	Computer systems analysts	636	837	201	32%	169	37	31.24	
			15-1071	Network and computer systems administrators	727	1,013	285	39%	166	45	21.36	
			15-1081	Network systems and data communications analysts	580	908	328	57%	118	45	24.81	
				Total	1,943	2,757	814	42%	453	127	25.62	(10)
15.1202	Computer Technology / Computer Systems Technology	7	15-1041	Computer support specialists	1,862	2,236	375	20%	575	95	16.22	
			15-1099	Computer specialists, all other	723	867	144	20%	192	34	24.82	
				Total	2,585	3,103	518	20%	767	128	18.63	(121)
47.0103	Communication Systems Installation and Repair Technology	0	27-4013	Radio operators	9	11	2	23%	4	1	8.17	
			43-2099	Communications equipment operators, all other	8	10	2	33%	1	0	12.55	
			49-2021	Radio mechanics	18	23	5	25%	5	1	8.95	
			49-2022	Telecommunications equipment installers and repairers, except line installers	438	677	238	54%	108	35	19.33	

			49-2097	Electronic home entertainment equipment installers and repairers	162	188	25	16%	15	4	12.21	
			49-9061	Camera and photographic equipment repairers	42	58	16	39%	13	3	7.84	
			49-9098	Helpers--Installation, maintenance, and repair workers	199	231	31	16%	47	8	9.16	
			49-9099	Installation, maintenance, and repair workers, all other	471	560	89	19%	30	12	16.03	
				Total	1,348	1,758	409	30%	224	63	15.20	(63)
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	254	29-1111	Registered nurses	5,784	7,944	2,160	37%	955	311	26.84	
				Total	5,784	7,944	2,160	37%	955	311	26.84	(57)
51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	136	29-2061	Licensed practical and licensed vocational nurses	1,218	1,605	387	32%	332	72	19.38	
				Total	1,218	1,605	387	32%	332	72	19.38	64
51.0601	Dental Assisting/Assistant	203	31-9091	Dental assistants	881	1,320	439	50%	153	59	14.44	
				Total	881	1,320	439	50%	153	59	14.44	144
51.0909	Surgical Technology / Technologist	15	29-2055	Surgical technologists	282	379	97	34%	86	18	17.63	
				Total	282	379	97	34%	86	18	17.63	(3)
13.1210	Early Childhood Education and Teaching	8	25-2011	Preschool teachers, except special education	504	556	52	10%	83	13	7.50	
			25-2012	Kindergarten teachers, except special education	120	135	15	13%	20	3	14.60	

				Total	624	691	67	11%	103	17	8.86	(9)
15.1301	Drafting and Design Technology / Technician, General	34	17-3011	Architectural and civil drafters	355	399	44	12%	101	15	19.82	
			17-3012	Electrical and electronics drafters	88	98	10	12%	25	4	18.01	
			17-3013	Mechanical drafters	156	181	25	16%	44	7	24.65	
			17-3019	Drafters, all other	94	117	22	24%	27	5	21.72	
				Total	693	795	102	15%	198	30	20.94	4
15.0303	Electrical, Electronic and Communications Engineering Technology / Technician	70	17-3023	Electrical and electronic engineering technicians	1,031	1,104	73	7%	201	27	25.94	
				Total	1,031	1,104	73	7%	201	27	25.94	43
48.0501	Machine Tool Technology / Machinist	3	51-4021	Extruding and drawing machine setters, operators, and tenders, metal and plastic	11	12	1	11%	4	0	12.95	
			51-4022	Forging machine setters, operators, and tenders, metal and plastic	17	15	(3)	(16%)	11	1	13.51	
			51-4023	Rolling machine setters, operators, and tenders, metal and plastic	51	56	5	9%	17	2	9.02	
			51-4031	Cutting, punching, and press machine setters, operators, and tenders, metal and	123	131	8	7%	48	6	11.93	

				plastic								
			51-4032	Drilling and boring machine tool setters, operators, and tenders, metal and plastic	8	8	(1)	(8%)	4	0	13.58	
			51-4033	Grinding, lapping, polishing, and buffing machine tool setters, operators, and tenders, metal and plastic	43	48	5	11%	11	2	13.19	
			51-4034	Lathe and turning machine tool setters, operators, and tenders, metal and plastic	33	30	(3)	(9%)	14	1	13.69	
			51-4035	Milling and planing machine setters, operators, and tenders, metal and plastic	45	41	(4)	(9%)	14	1	12.70	
			51-4041	Machinists	438	471	33	7%	81	11	15.35	
			51-4081	Multiple machine tool setters, operators, and tenders, metal and plastic	21	25	4	20%	4	1	16.54	
			51-4191	Heat treating equipment setters, operators, and tenders, metal and plastic	9	10	1	15%	3	0	13.83	
			51-4192	Lay-out workers, metal and	21	19	(3)	(12%)	8	1	15.40	

				plastic								
			51-4193	Plating and coating machine setters, operators, and tenders, metal and plastic	28	34	6	23%	12	2	18.97	
			51-4199	Metal workers and plastic workers, all other	78	69	(10)	(12%)	32	2	14.81	
				Total	927	968	41	4%	261	30	14.26	(27)
48.0508	Welding Technology / Welder	13	51-4121	Welders, cutters, solderers, and brazers	1,246	1,452	206	17%	264	47	13.63	
			51-4122	Welding, soldering, and brazing machine setters, operators, and tenders	132	172	40	30%	28	7	9.75	
				Total	1,378	1,624	246	18%	292	54	13.26	(41)
01.0601	Applied Horticulture / Horticulture Operations, General	27	11-9011	Farm, ranch, and other agricultural managers	2,019	2,316	297	15%	148	44	16.40	
			11-9012	Farmers and ranchers	5,254	5,247	(8)	(0%)	917	91	6.60	
			19-4011	Agricultural and food science technicians	103	115	11	11%	16	3	18.38	
			37-3019	Grounds maintenance workers, all other	178	266	88	49%	24	11	8.46	
				Total	7,555	7,944	389	5%	1,104	149	9.42	(122)
12.0503	Culinary Arts/Chef Training	5	35-1011	Chefs and head cooks	519	606	87	17%	66	15	10.41	
			35-2013	Cooks, private household	38	48	10	26%	10	2	7.59	
			35-2014	Cooks, restaurant	1,464	1,780	316	22%	396	71	10.46	
			35-2019	Cooks, all other	53	67	13	25%	14	3	9.48	
				Total	2,075	2,501	426	21%	487	91	10.37	(86)

Gap Analysis Methodology

About EMSI

EMSI provides economic data, analysis, and consulting services to workforce, education, and economic development professionals throughout the nation. Since 1995, EMSI has delivered high-quality, cost-effective services that promote economic growth, institutional change, and intelligent use of human, physical, and financial resources.

Methodology

EMSI gathers and harmonizes data from nearly 90 state and federal sources, creating a comprehensive and current database that is unsurpassed for its breadth and detail. Industry, workforce, and demographic data are available from state and county and ZIP code levels. By combining dozens of data sources, EMSI can fill gaps in individual sources, such as suppressions and missing proprietors, yielding a composite database that exploits the strengths of each source. The EMSI database is updated quarterly with the latest information from the Current Employment Statistics database. The employment data contained in this report was released in March 2009.

EMSI also updates demographic and educational attainment data by combining multiple data sources. Demographic projections are constructed by trending historical Census Bureau Annual Estimates, birth rates, death rates, and migration patterns. Educational attainment data from the decennial census and the annual Current Population Statistics—both from the U.S. Census Bureau—are combined with EMSI demographics data to create past, current, and projected educational attainment data for all residents age 25 and up. Projections are smoothed and regressed to mean values according to standard statistical methods.

EMSI uses many components in the creation of its data. At the end of this document there is an appendix titled “About the Data” that contains a more detailed account of EMSI data production process and a comprehensive list of EMSI’s resources.

The data used in this report are inclusive of the College of Western Idaho’s 83 ZIP-code service area that stretches across the counties of Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington. There are several communities within these counties that are in the College of Southern Idaho service area and therefore have been excluded from this study. These areas are ZIP codes 83623 (Glenns Ferry) and 83633 (King Hill) in Elmore County and 83604 (Bruneau) in Owyhee County. In some cases, when data were not available at the ZIP code level, county level data is used. When this is the case EMSI has made note of it below the table or graph.

About the Gap Analysis Data

EMSI uses many components in the creation of its labor market data, but some sources are relied on more heavily than others. The following is a list of our most foundational data sources. Beneath, under the heading “Data Sources,” is a comprehensive account of EMSI’s resources. The following is a list of our most foundational data sources. From federal data sources we utilize the Quarterly Census of Employment and Wages (QCEW), Non-Employer Statistics (NES), County Business Patterns (CBP), Regional Economic Information System (REIS), the Bureau of Labor Statistics’ Occupational Employment Statistics (OES) and Current Employment Statistics (CES). In addition, we utilize industry projections from each state’s statistical agencies. The only state source used in this report is the Idaho Department of Labor.

Using a proprietary algorithm, EMSI provides solidly-grounded estimates for government-suppressed employment numbers, which are data points not disclosed by the government to maintain employer privacy. EMSI also adds in non-payroll employment, which is not captured by QCEW, using REIS and NES, and then benchmarks its final industry data against REIS, our most accurate but low-detail data source. EMSI uses CES to move QCEW employment data forward into the most recent quarter, thus capturing recent economic changes. EMSI then harmonizes its industry and occupation data and creates regionalized staffing patterns for every industry using the OES program.

Data Sources

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**A Market Assessment of Programs Offered by the
College of Western Idaho
October 2009**

**By: Rob Gamble,
Managing Partner, Innovation Foundry
In partnership with CCBT**

This report is an assessment of the relationship between programs offered by the College of Western Idaho and the workforce and economic development needs of the Boise area. The report is based on labor market information (LMI) developed by Economic Modeling Specialists, Inc. (EMSI) that has been enhanced by a series of 20 plus interviews with community and business leaders conducted in the fall of 2009. National workforce trends have also been taken into account. The goal of the research is to improve the relevance, timeliness and utility of the information provided to planners and decision makers at the College.

By combining both quantitative and qualitative research methods, the user will gain a more accurate and timely view of the region’s workforce needs. This assessment also revealed opportunities beyond the original scope of the project, including careers in emerging areas, rapid changes in existing training needs and opportunities for partnership. Among the developments is a rapidly growing wine industry, a general “greening” of the economy and an intriguing prospect for further partnership with the Idaho Department of Labor. These and other possibilities will be discussed in the Opportunities section.

Just as the nation’s economic troubles have affected the larger Boise area, the recession has affected the LMI data. In general, the effect has been to dampen demand across the board. This is most notable in the building trades, but is also evident in nearly every other occupation. The effect ranges from an outright reduction in jobs, as in construction, to a slowing of the retirement and turnover rates in the healthcare industry.

Statistically based LMI, even the highly refined data provided by EMSI, is more of a compass than a detailed map. The data points in a clear direction but cannot tell you specifically how to get there or whether it is a place you want to go. With the addition of information gathered through interviews, a more detailed map begins to come into focus. However, this may still not provide enough detail to allow for fully informed decisions. To establish a more detailed map of the region’s workforce needs, the College will want to continue to pursue relationships with area businesses, much like the existing Welding & Metal Fabrication Industry Council. By maintaining an ongoing dialogue with industry, the College will continually refine its offerings while building lasting and meaningful partnerships.

The State of Idaho has a tool in place to track and analyze the continued viability of technical education programs. The Idaho State Division of Technical Education’s evaluation model requires courses meet a 75% enrollment goal along with 50% completion and placement rates. This model is both performance and demand driven and appears to give a good indication of both need and effectiveness.

Whether you rely on EMSI’s statistical profile, qualitative data or the Division of Technical Education’s evaluation model, there are no simple answers. Deciding on the best program mix for the CWI, in most cases, will require additional research and considerable deliberation.

The table below describes the professional and technical education programs currently offered by CWI as either, “In Demand”, or as “Areas of Concern”, as identified by this author. **It is important to note that these are not recommendations for inclusion or exclusion of a specific program but rather a starting point for a deeper analysis.**

<i>In Demand</i>	<i>Areas of Concern</i>
Administrative Support	Autobody/Collision Repair Tech
Allied Accounting	Dental Assisting
Automotive Technician	Drafting Technology
Culinary Arts	Semi Conductor Manufacturing Tech
Early Childhood Education	Digital Home Technology Tech
Electronics Technology	PC & Document Imaging Technician
Heavy Duty Truck Technician	Powersports & Small Engine Repair Tech
Heavy Equipment Technician	
Heavy Equipment Welding & Fabrication	

Horticulture Technology	
Information Technology Technician	
Information Tech Security & Forensics	
Internetworking & Communication Tech	
Network Administration	
Web Development	
Legal Administrative Support	
Machine Tool Technology	
Market Management	
Nurse Registered	
Practical Nursing	
Surgical Technology	
Welding & Metals Fabrication	

Discussion of Programs that are “Areas of Concern”:

Autobody/Collision Repair: The outlook for this program is somewhat complicated. While the growth and demand of this occupation are reasonable, the wages are not that strong. It would also be difficult to determine whether a student who spent two years in this program would be significantly better off than the student who graduated from the Denise Center (Dehryl A. Denise Technical Education Center) and spent two years working in the field.

There is some discussion of moving the program from a basic repair model to an artisan model. In a conversation with Rick Vycital of the Small Business Development Center, he mentioned that there were discussions underway to bring a high-end auto restoration component to the program. The idea would be to use the restoration of classic cars as a skills lab for the students and to use the proceeds from the restorations (either sales or fees) to cover costs. There are examples for both developing artisan level skills, like the woodworking program at College of the Redwoods which is the classic example, and self-funding skills labs, such as what exists at Salt Lake Community College’s InnovaBio.

Dental Assisting: When one compares the total number of graduates from Dental Assisting programs in the Boise area to the total number of expected job openings, there is a significant surplus in the number of graduates. As compelling as this data may be, it does not tell the entire story. There is a licensing exam for Registered Dental Assistants (RDA) in Idaho. Job opportunities for RDAs are considerably better than for those graduates who are not licensed. In discussions with the Idaho Department of Labor, it was noted that there is a considerable difference in the pass-fail rates of the various programs. In order to establish a more accurate gap analysis, you would need to compare licensure rate to job openings. Additionally, becoming a Dental Assistant is often the first step in the career ladder that leads to Dental Hygienist.

Drafting Technology: Drafting, as a career in and of itself, has been in a steep decline for 20 years and the data confirms a continued surplus. That said, the use of CAD systems has dispersed the design and drafting function across the industrial landscape. Design and drafting skills are now likely requirements in programs ranging from welding to woodworking and from electronics to interior design.

Semi Conductor Manufacturing Tech: This program is no longer active. However, should Micron be successful in developing its LED lighting business, this course may need to be revisited.

Digital Home Technology Tech: This program is no longer active. The skills and knowledge developed in this course will migrate or has migrated to the construction trade. Consideration should be given to incorporating these skill sets into the construction curriculum.

PC & Document Imaging Technician: There was no LMI developed for this program. This is likely because the program is difficult to distinguish from other IT career paths.

Powersports & Small Engine Repair Tech: When viewed strictly as a Small Engine Repair Program, neither wages nor job demand support this program's continuation. However, the program has begun to transform into a Powersports Repair Technician Program. At first glance, Idaho's active outdoors lifestyle would seem to support this program. The Boise area has numerous motorcycle, powerboat, snowmobile and ATV dealerships, most with repair facilities. However, the data does not yet support this street level view. The program will need to continue the transformation to include more courses specific to powersports, including suspension, controls systems and complete power trains. The College should consider engaging industry if it chooses to continue with the transformation of this program.

Discussion of "In Demand" Programs:

There are three themes that are constant across all of the courses at CWI connected to demand occupations. First, the pace of change in contemporary industry will require a very agile process for curriculum development and revision. Secondly, each of the programs should prioritize an ongoing, effective relationship with their associated industry. Lastly, each program area will be well served by establishing an open and fluid relationship between degreed programs and Contract and Continuing Education. Contract and Continuing Education can act as test beds for new courses and as a source of continuing education.

The following is an analysis of the various Departments with comments about the programs and courses.

Transportation Department:

Automotive Tech: There will be an ongoing demand for well trained automotive technicians. "Well-trained" increasingly means mechanics/technical with two-year degrees. Modern cars and trucks have become complicated for "shade tree" or self-taught mechanics. To build a lasting career in automotive maintenance, formal education is needed and a commitment to continuing education will be required. The program will need to stay responsive to an increased need for electronics education and an infusion of high efficiency power trains, including hybrids and high efficient diesel engines.

Heavy Duty Mechanics/Diesel: Demand for trained diesel will remain high due to overall growth in the industry and the aging out of the current workforce. Electronics will continue to grow as an important skill set for Heavy Duty Mechanics and not just for engine controllers but for GPS, satellite tracking and communication.

Heavy Equipment Tech: This industry is closely connected to the construction industry and demand for techs is somewhat affected by the down turn in construction. Similar to the Heavy Duty Mechanics program, the demand in this field is affected by an aging out of the current workforce. Electronics will continue to play a larger and larger role in the maintenance of heavy equipment. This is also an area where a close working relationship with the industry and manufacturers is critical.

Heavy Equipment and Welding Fabrication: This program represents a direction that many of the programs in this Department should consider. By adding welding technology to the Heavy Equipment Tech program, the career opportunities for this program's graduates have been dramatically improved.

Truck Driving: Truck drivers are clearly in demand. Safety is an ongoing concern for industry personnel with fuel efficiency becoming a growing focus for driver training. Access to training for a Commercial Driver's License is a significant advantage for students in both the Heavy Duty Mechanic and Heavy Duty Equipment programs.

Business Management and Administration Department:

Applied Accounting: The vast majority of businesses in the Boise area are small: 2-10 employees. The accounting program should take this into account as it develops a curriculum. Small businesses are looking for accounting talent

with a broad base of skills and with a strong, functional foundation of bookkeeping skills. Students should have a working knowledge of contemporary accounting and payroll software packages.

Administrative Support: This program should look to incorporate contemporary web-based communication and web-based business tools. Exposure to HTML would be a significant advantage for graduates as well.

Legal Administrative Support: This program should incorporate office automation and current technology which would be of great benefit to graduates.

Marketing Management: This is going to be a very competitive market for candidates with a two-year degree. The course should look to include tools and skills necessary to work in a web-based business environment. This program could borrow from the Web design course and should include an introduction to HTML.

Information Technology: No department is as consistently affected by the pace of change as IT, which is why this Department is discussed as a whole rather than broken down by a review of specific programs. Overall, there is a growing demand for software engineers in the Boise area. As a result, the IT Department should look into including more software courses. Those courses should be related to current applications. The program should also prepare students for a growing web-based market place. There is no department that would be better served by the development of an active industry advisory council.

Health Professions Department: The demand for healthcare professionals is generally well documented but analysis of the specific demand is complicated. In many ways, it is a story of demand delayed. The current economic situation has had the effect of making the national shortage of nurses appear to evaporate. However, it is more likely that the economic downturn has just delayed the full impact of an aging nursing population, changes in care models and even a demand for healthcare.

The demand for skilled healthcare professionals will be defined not only by growth and attrition but also by changes in care models. For example, there has been a general growth in technician level care providers. Building programs for Pharm tech, Surg tech, and Respiratory tech will require attentiveness to market demands as there has not been a universal or uniform model for the growth in these areas.

Nowhere does the choice of care model effect the workforce preparation more than in nursing. Hospitals can choose to go entirely with four-year RNs or a mix of four and two year degreed professionals. They might also choose not to use LPN or CAN's. However, one should be aware of nursing career ladders. While CNA and LPN may not be the best paying careers in the medical field, they are often a well-traveled route to higher paying RN careers.

The Idaho DOL and the Idaho Hospital Association performed extensive reviews regarding the demand for skilled nurses. For further information and a deeper understanding of this area, please refer to the following:

The summary can be found at:

http://labor.idaho.gov/publications/Nursing_Executive_Summary.pdf

If you want to see the comprehensive report, please see:

http://labor.idaho.gov/publications/Nursing_Full_Report.pdf

Early Childhood Education Department: While the overall demand for childcare providers is clear, the low wages provided by these jobs will always leave this program suspect and vulnerable. Certificate and degreed programs for careers that rarely pay much over minimum wage are hard to justify. However, many academic pursuits would be hard to justify if wage was your only criteria. It is a field where people often are entirely driven by a passion to work

with children and are not motivated by economics. In addition, in order for the Boise area to continue to grow, the availability of quality childcare will be important, which means that there is a need for the service.

Horticulture: In order to stay contemporary, this Department needs to incorporate Agra-Business and argascience work concepts into their programs. Agra-Business is one of the growth initiatives of the Idaho Technology Council. AgrowKnowledge, The National Center for AgraScience and Technology Education is supported by the National Science Foundation (NSF) and the Department of Agriculture. It would provide critical information and form the foundation for creating programs in this area.

Culinary Arts: It would be useful to add business courses to the curriculum so that there are more career opportunities available to the graduates because, after all, it is not just about cooking. This field is also a business. A person can be a good cook but one with business skills will have a longer and more varied career.

Manufacturing:

Welding and Machine Technology: This program's connection to industry is well established through the Welding & Metal Fabrication Industry Council. The effectiveness of this program's association with the Council is a model that should be replicated throughout the college.

New Programs:

Food Processing Technology: Idaho, and particularly southern Idaho, has become a national leader in milk production. The state is legendary for potatoes and, in general, has a large and varied agricultural base. There appears to be a growing number of career opportunities in the food processing field. This development may fit well with CWI's interest in adding a Process and Control Technician Program.

Software Engineering: The Idaho Technology Council reported a growing need for software engineers. The region has a strong and growing tech industry. As the local industry moves from a manufacturing focus to an R&D and software focus, the need for software professionals will grow.

Viticulture: Without a doubt, this was the most talked about emerging industry in this research. Roughly 75% of those interviewed when asked what else the college should consider responded Viticulture. This was true even for individuals who were in no way related to the industry. In a conversation with Lloyd Mahaffey of the Dynamic Group, it was learned that significant progress has already been made in the development of a viticulture program. The Idaho Economic Development Council has received a Rural Development Block Grant for \$300,000 to establish the Idaho Viticulture Center. In conjunction with CWI and Boise State, the Center will provide the region's growing wine industry with workforce development and education service. The plan is to begin with non-credit Community or Contract Ed courses, growing those over time to a two-year degree program at CWI and then to four-year program at Boise State.

Agra Science: Agra-Business is one of the three growth initiatives of the Idaho Technology Council. With Idaho's strong agricultural base and with the rapid infusion of technology into agriculture, the College should look for ways to engage industry and the Council to promote the growth of Agra-Business.

Field Biology: With the number of State and federal wilderness and land management agencies located in the Boise area, it is one of the few places in the nation that a two-year Biology degree could lead to a career. There is also a general aging out of the current staff that will increase demand.

Allied Health Care: In Boise, as in the rest of the nation, the need for healthcare professionals is growing. In addition, there is a change in staffing at health care facilities to include more and more technician level positions.

Energy: There are significant developments in this area. First is Micron’s move into LED lighting. There is also a growing interest in Boise as a manufacturing center for photovoltaics. In addition, activities at the Idaho Nations Lab are underway to explore alternative energy. The College should look for ways to engage businesses in these areas.

Opportunities:

In the process of developing this report, conversations took place with a number of community and business leaders in the Boise area. During these conversations, several intriguing opportunities for CWI were revealed. While many of these may not be news to the College’s staff, it is worthwhile to mention them here.

Idaho Department of Labor (DOL): In Idaho, the Workforce Investment Board (WIB) is statewide and part of Idaho’s DOL. During an interview with Roger Madsen, the Department’s Director, he offered to provide the CWI with classroom space at both its Ada and Canyon County One-Stop Centers and to locate a One-Stop Career Service Center on CWI’s main campus. In a subsequent conversation with Idaho DOL staff, it was learned that the WIB has provided BSU/CWI with approximately \$869,056 since July 2008. Additionally, Idaho DOL, with CWI, is currently applying for a \$5 million grant from US DOL for health care training. If successful, CWI’s portion of the grant will be \$1.3 million. A strong working relationship between a community college and a local WIB is not that common and should be fostered. As the relationships between the federal workforce development system and community colleges continue to grow, as they are expected to do, CWI and Idaho’s DOL are one step ahead of the game.

Partnerships: The College is young; therefore territories have not been defined and fences have not yet gone up. This is the time where the College should establish working partnerships with both its K-12 schools and university neighbors, such as Dehryl A. Dennis Technical Education Center, Canyon-Owyhee School Service Agency (*COSSA*), BSU and Idaho State.

Welding & Metal Fabrication Industry Council: This collaboration between education and industry is amazing; it should continue to grow and receive ongoing support. CWI should strongly consider replicating similar councils for all of its PTE programs.

The Greening of the Curriculum: Across the campus, there are opportunities to improve the career opportunities and job prospects of CWI graduates by adding “greening” elements to the curriculum. Examples include LEED concepts for the construction trades, fuel conservation techniques for commercial drivers, and experience with hybrid technology and high efficiency diesel engines for automotive technicians.

Don’t Allow the Silos to Form: In older, more established colleges, silos often form around degreed programs, Contract Ed and Community Ed. Businesses find these barriers difficult to navigate, at best, and a deterrent in the worst cases. To CWI’s credit, businesses in the area did not mention any similar problems at CWI. Beyond the obvious benefit to business relations, CWI can benefit from the flow of information from one division to the next. The cutting edge nature of Contract Ed programs can be a good source of market tested LMI and a laboratory for curriculum development.

Interdisciplinary Support: There are a number of areas where student career prospects could be enhanced by complementing their primary program with courses from other programs or departments. Some of these connections are obvious, like students in the Heavy Duty Truck Technician program taking a course for a Commercial Driver License (CDL). It may not be as obvious that taking the CDL course would greatly benefit the career outlook for graduates of the Heavy Equipment course. Much of the maintenance on heavy equipment is conducted in the field and the maintenance of the vehicles often requires a CDL. Other opportunities include Fire Service Tech and Emergency Medical Tech (EMT), Automotive Technician, Welding, Culinary programs and Business, Marketing and Web design.

Capitalizing on Goodwill: One of the most interesting aspects of this research has been discovering the tremendous amount of goodwill CWI has in the business community. Nearly everyone who was asked for an interview agreed to do

so. In business research this, rarely, if ever, happens. It is important to point out that the vast majority of the people interviewed had positive impressions of the College. This held true even when the person did not have a particularly positive opinion of the specific program being discussed. Goodwill is a perishable commodity and the College should look for ways to maintain this advantage. One way to achieve this would be to invite a more robust interaction through the expansion of industry councils, like the Welding and Metal Fabrication Industry Council.

Entrepreneurship: The Boise economy has been the beneficiary of the region's entrepreneurs. The bulk of the area's major business successes have been homegrown. Simplot, Albertsons and Micron and its many spinoffs have been the major economic driver in the region. CWI should actively support both the region's small and emerging business as well as the region's organized entrepreneurial support initiatives.

Often the obstacles constraining entrepreneurs is not innovation or energy but basic business skills. CWI could support the growth of small and emerging business by adding a small business focus to its business and IT curriculum. The business curriculum should consider small business accounting and human resources courses. The Information Technology Department should support training technicians in current business applications and web based enterprise tools, like html.

An outstanding opportunity to connect with the region's entrepreneurs lies right next door to the Nampa campus at BSU's TECenter incubator. Beyond location, business incubators are often excellent sources of internships and mentors.

Conclusion:

The path leading to the creation of CWI began 25 years ago when business leaders realized that they needed a larger pool of qualified workers to continue to grow in the Treasure Valley. The connection to business that CWI is based on is a great asset as is CWI's ability to react to economic conditions and workforce requirements in the courses and programs they create and maintain.

CWI should also continue to encourage departments to share and exchange information for the benefit of the college and the community as well. The innate connection to the region's businesses, local economy and workforce needs, along with the agility and openness would appear to be the foundation for a College of Distinction.

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List of Interviews:

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In addition, this report was prepared with information provided by members of Manufacturing and Energy & Defense panels at the 2009 Governor's Innovation Summit.

Manufacturing Panel:

Scott DeBoer, Micron; **Louise Bertagnolli**, JST Manufacturing; **John Rubocki**, Bully Dog Technologies; **Ed Zimmer**, ECCO Group; **Ron Nilson**, Ground Force Manufacturing.

Energy & Defense Panel:

Tom Carbone, Nordic Windpower; **Richard Hess**, INL; **David McIlroy**, GoNano Technologies; **Michael Scott**, Premier Technology; **Todd Ketlinski**, Quality Thermistor.

APPENDIX C – Region III County Zip Codes

ZIP Codes serving the county of <u>ADA</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83616	EAGLE	99.6	G-Map V-Map
83634	KUNA	96.1	G-Map V-Map
83641	MELBA	8.8	G-Map V-Map
83642	MERIDIAN	100.0	G-Map V-Map
83646	MERIDIAN	100.0	G-Map V-Map
83669	STAR	91.8	G-Map V-Map
83680	MERIDIAN	100.0	G-Map V-Map
83701	BOISE	100.0	G-Map V-Map
83702	BOISE	99.9	G-Map V-Map
83703	BOISE	100.0	G-Map V-Map
83704	BOISE	100.0	G-Map V-Map
83705	BOISE	100.0	G-Map V-Map
83706	BOISE	100.0	G-Map V-Map
83707	BOISE	100.0	G-Map V-Map
83708	BOISE	100.0	G-Map V-Map
83709	BOISE	100.0	G-Map V-Map
83711	BOISE	100.0	G-Map V-Map
83712	BOISE	100.0	G-Map V-Map
83713	BOISE	100.0	G-Map V-Map
83714	GARDEN CITY	100.0	G-Map V-Map
83715	BOISE	100.0	G-Map V-Map
83716	BOISE	71.1	G-Map V-Map
83717	BOISE	100.0	G-Map V-Map
83719	BOISE	100.0	G-Map V-Map
83720	BOISE	100.0	G-Map V-Map
83722	BOISE	100.0	G-Map V-Map
83724	BOISE	100.0	G-Map V-Map
83725	BOISE	100.0	G-Map V-Map

83726	BOISE	100.0	G-Map V-Map
83728	BOISE	100.0	G-Map V-Map
83729	BOISE	100.0	G-Map V-Map
83731	BOISE	100.0	G-Map V-Map
83732	BOISE	100.0	G-Map V-Map
83735	BOISE	100.0	G-Map V-Map
83756	BOISE	100.0	G-Map V-Map
83799	BOISE	100.0	G-Map V-Map

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ZIP Codes serving the county of <u>ADAMS</u> , Idaho <u>Map of County</u>			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83547	POLLOCK	7.4	G-Map V-Map
83612	COUNCIL	100.0	G-Map V-Map
83632	INDIAN VALLEY	89.6	G-Map V-Map
83638	MCCALL	2.2	G-Map V-Map
83643	MESA	100.0	G-Map V-Map
83654	NEW MEADOWS	100.0	G-Map V-Map

ZIP Codes serving the county of <u>BOISE</u> , Idaho <u>Map of County</u>			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83602	BANKS	100.0	G-Map V-Map
83622	GARDEN VALLEY	100.0	G-Map V-Map
83629	HORSESHOE BEND	90.3	G-Map V-Map
83631	IDAHO CITY	100.0	G-Map V-Map
83637	LOWMAN	100.0	G-Map V-Map
83666	PLACERVILLE	100.0	G-Map V-Map
83670	SWEET	3.5	G-Map V-Map
83716	BOISE	26.6	G-Map V-Map

ZIP Codes serving the county of <u>CANYON</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83605	CALDWELL	100.0	G-Map V-Map
83606	CALDWELL	100.0	G-Map V-Map
83607	CALDWELL	95.1	G-Map V-Map
83626	GREENLEAF	100.0	G-Map V-Map
83630	HUSTON	100.0	G-Map V-Map
83634	KUNA	4.0	G-Map V-Map
83641	MELBA	55.2	G-Map V-Map
83644	MIDDLETON	100.0	G-Map V-Map
83651	NAMPA	100.0	G-Map V-Map
83652	NAMPA	100.0	G-Map V-Map
83653	NAMPA	100.0	G-Map V-Map
83656	NOTUS	100.0	G-Map V-Map
83660	PARMA	85.8	G-Map V-Map
83669	STAR	8.2	G-Map V-Map
83676	WILDER	100.0	G-Map V-Map
83686	NAMPA	100.0	G-Map V-Map
83687	NAMPA	98.2	G-Map V-Map

ZIP Codes serving the county of <u>ELMORE</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83601	ATLANTA	100.0	G-Map V-Map
83623	GLENNS FERRY	100.0	G-Map V-Map
83627	HAMMETT	100.0	G-Map V-Map
83633	KING HILL	100.0	G-Map V-Map
83647	MOUNTAIN HOME	100.0	G-Map V-Map
83648	MOUNTAIN HOME A F B	100.0	G-Map V-Map
83716	BOISE	2.3	G-Map V-Map

ZIP Codes serving the county of <u>GEM</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83617	EMMETT	99.8	G-Map V-Map
83629	HORSESHOE BEND	9.7	G-Map V-Map
83636	LETHA	100.0	G-Map V-Map
83657	OLA	100.0	G-Map V-Map
83670	SWEET	96.5	G-Map V-Map

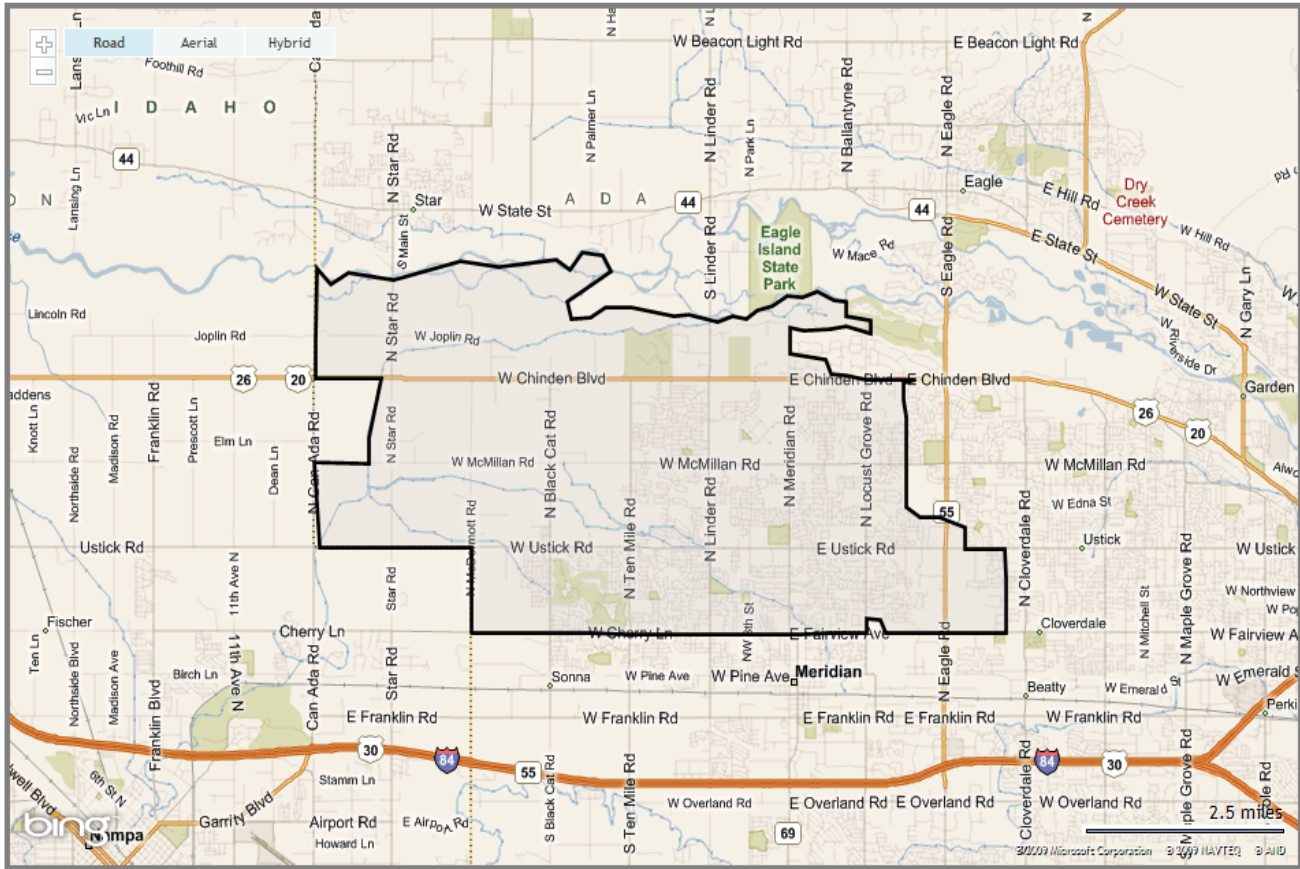
ZIP Codes serving the county of <u>OWYHEE</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83604	BRUNEAU	100.0	G-Map V-Map
83624	GRAND VIEW	100.0	G-Map V-Map
83628	HOMEDALE	100.0	G-Map V-Map
83639	MARSING	100.0	G-Map V-Map
83641	MELBA	36.0	G-Map V-Map
83650	MURPHY	100.0	G-Map V-Map

ZIP Codes serving the county of <u>PAYETTE</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83607	CALDWELL	3.4	G-Map V-Map
83619	FRUITLAND	100.0	G-Map V-Map
83655	NEW PLYMOUTH	100.0	G-Map V-Map
83660	PARMA	14.1	G-Map V-Map
83661	PAYETTE	99.8	G-Map V-Map

ZIP Codes serving the county of <u>VALLEY</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83611	CASCADE	100.0	G-Map V-Map
83615	DONNELLY	100.0	G-Map V-Map
83635	LAKE FORK	100.0	G-Map V-Map
83638	MCCALL	97.6	G-Map V-Map
83677	YELLOW PINE	100.0	G-Map V-Map

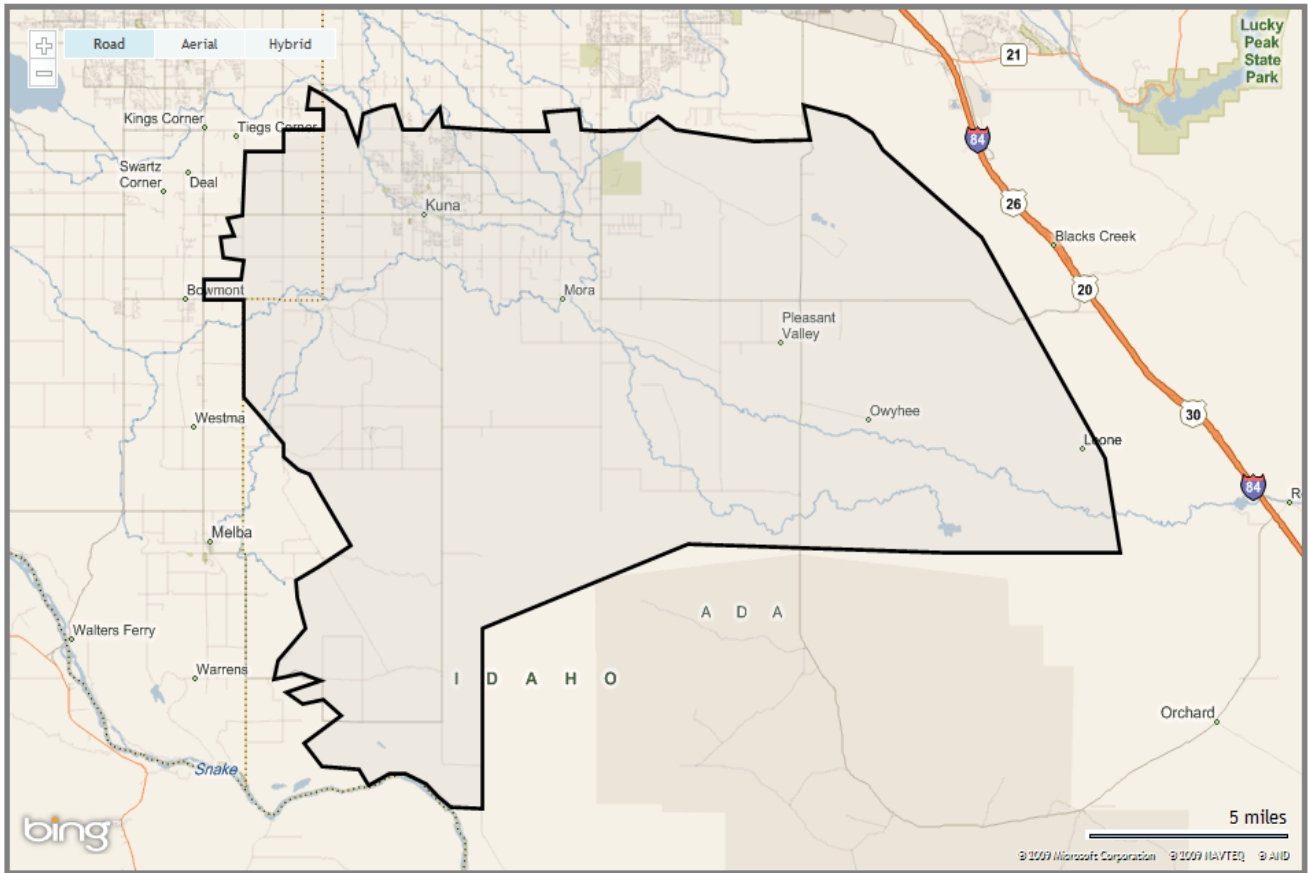
ZIP Codes serving the county of <u>WASHINGTON</u> , Idaho Map of County			
ZIP Code	City	Percent of ZIP Code Addresses In County	ZIP Code Map
83610	CAMBRIDGE	98.3	G-Map V-Map
83632	INDIAN VALLEY	10.4	G-Map V-Map
83645	MIDVALE	100.0	G-Map V-Map
83672	WEISER	100.0	G-Map V-Map

APPENDIX D – Region III County Zip Code Maps
Zip Code Map 83646



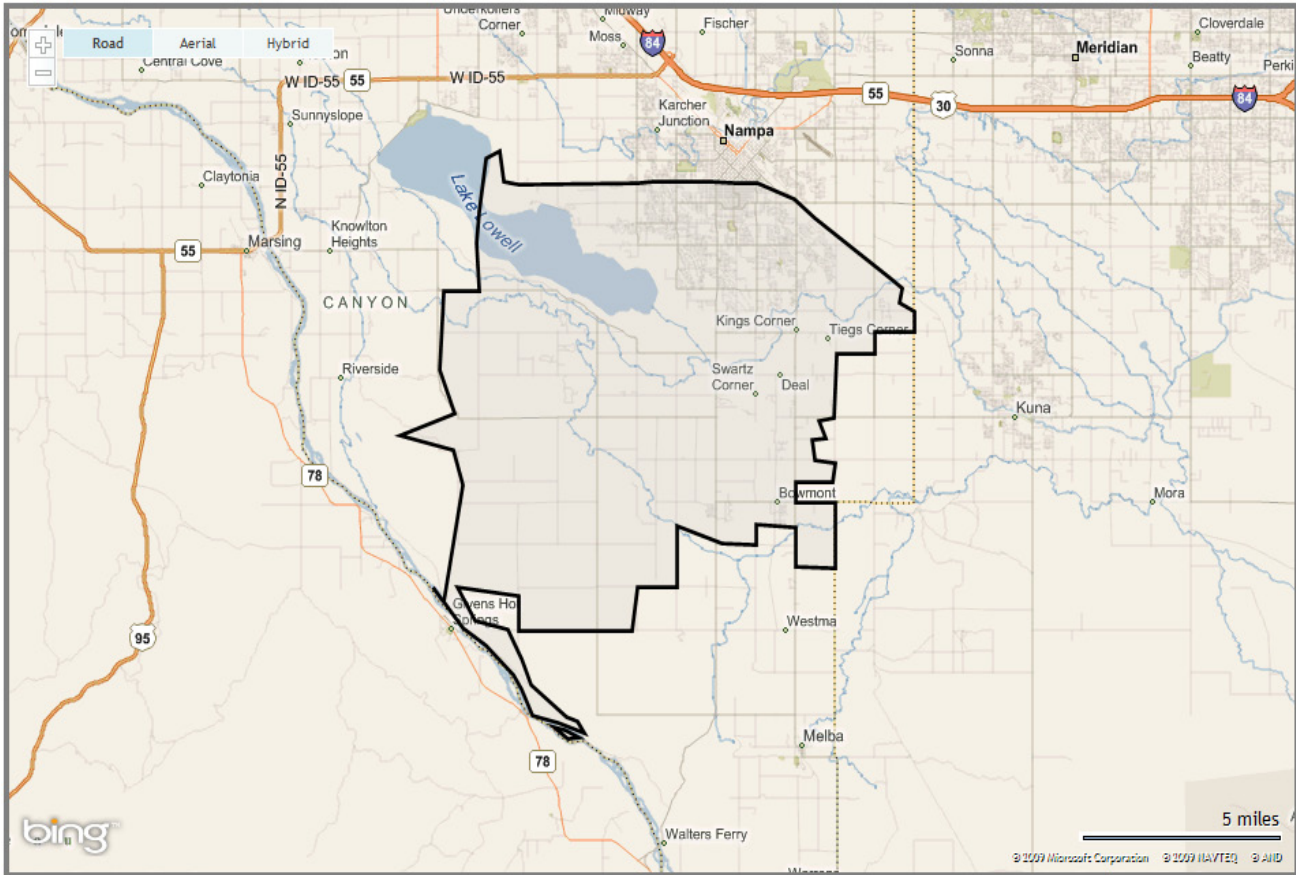
ZIP Code 83646

Zip Code 83634



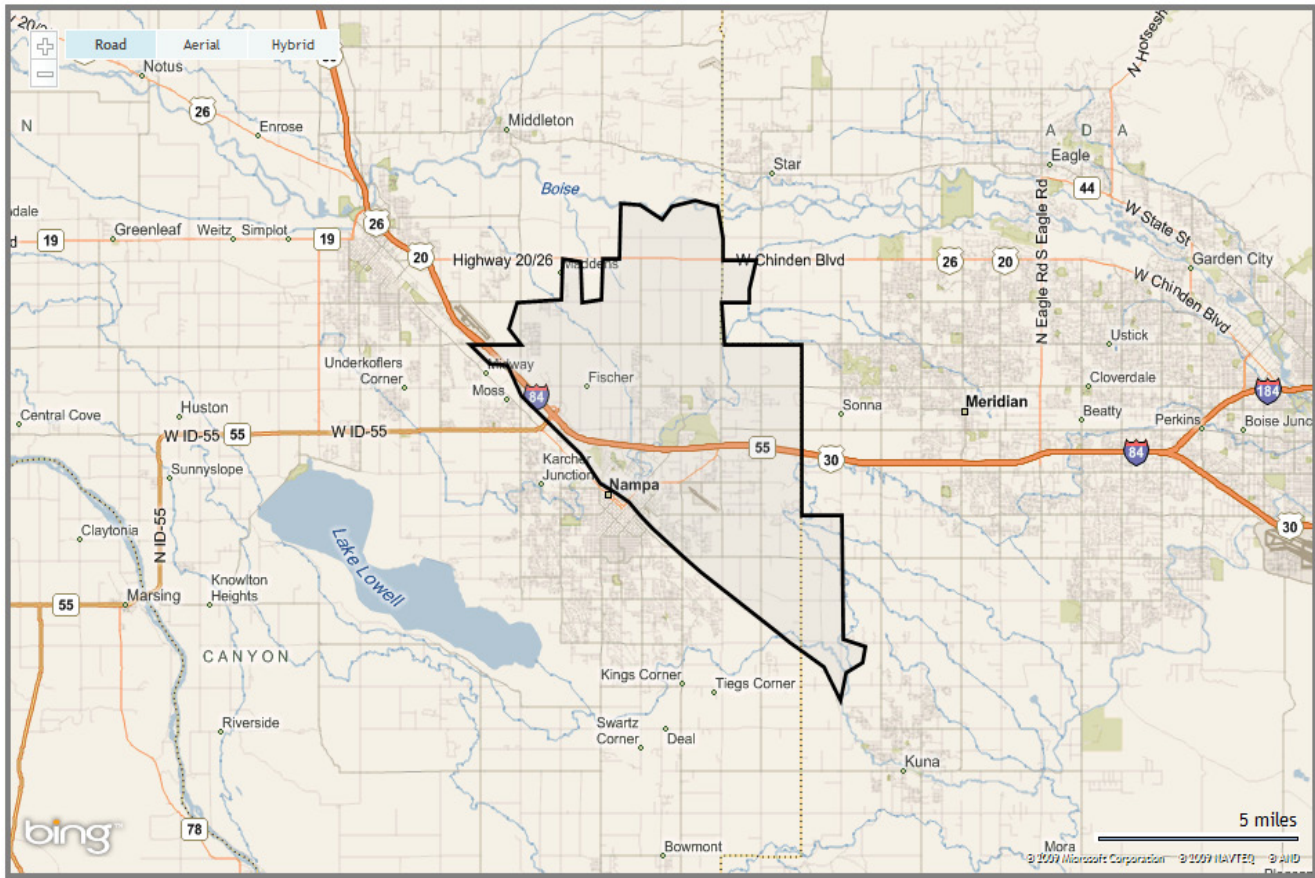
ZIP Code 83634

Zip Code 83686



ZIP Code 83686

Zip Code 83687



ZIP Code 83687

APPENDIX E - PTE Follow-up by Program 2004 – 2009

PROGRAM TITLE	Comp TOTAL	% UNIVERSAL	Respondents TOTAL	MILITARY	MIL %	RELATED EMP	Rel % EMP	REL NOT EMP	REL % NOT EMP	ED ADD	% ED ADD	UNEMP	% UNEMP	NOT IN LABOR MARKET	% NOT IN LABOR MKT	UNKNOWN	DECEASED	TOTAL POSITIVE TERMINATION	POSITIVE TERM %
FARM BUSINESS MANAGEMENT	6	66.67	5	0	0	4	50	0	0	0	0	0	0	1	16.67	1	0	4	50
HORTICULTURE	102	81.05	81	0	0	41	53.65	8	12.38	28	26.42	0	0	4	7.55	21	0	77	92
BROADCAST TECHNOLOGY	15	62.5	10	0	0	3	21.67	1	5	6	48.33	0	0	0	0	5	0	10	75
COMPUTER NETWORK TECHNOLOGY	194	74.07	146	0	0	78	51.8	19	9.83	41	32.22	5	4.36	3	1.8	48	0	138	94
CULINARY ARTS	155	65.99	106	0	0	41	40.26	7	5.49	53	50.29	3	2.24	2	1.71	49	0	101	96
ELECTRONIC TECHNOLOGY	131	73.73	97	1	0.91	75	79.89	7	5.93	12	11.46	1	0.91	1	0.91	34	0	95	98
SEMICONDUCTOR MANUFACTURING TECHNOLOGY	18	75	17	0	0	14	68.18	0	0	2	4.55	1	2.27	0	0	1	0	16	73
MANUFACTURING SYSTEMS TECHNOLOGY	12	62.67	8	0	0	6	55	1	5	1	20	0	0	0	0	4	0	8	80
DRAFTING TECHNOLOGY	152	74.77	117	0	0	59	45.92	4	3.27	48	42.44	3	6.18	3	2.2	35	0	111	92
CHILD CARE AND DEVELOPMENT	112	74.98	84	0	0	40	57.11	6	5.88	35	34.05	1	0.95	2	2	28	0	81	97
FIRE SERVICE TECHNOLOGY	28	55.11	17	0	0	17	80	0	0	0	0	0	0	0	0	11	0	17	80
ELECTRICAL LINEMAN	41	73.38	31	1	6.25	26	81.16	3	10.67	0	0	1	1.92	0	0	10	0	30	98
APPRENTICESHIP	22	63.33	17	0	0	17	80	0	0	0	0	0	0	0	0	5	0	17	80
COMPUTER SERVICE TECHNOLOGY	63	71.6	49	1	1.18	27	64.8	6	11.07	10	15.78	4	5.35	1	1.82	14	0	44	93
REFRIGERATION, HEATING & AIR CONDITIONING	51	85.64	43	0	0	30	70	0	0	9	20.7	3	7.22	1	2.08	8	0	39	91
INDUSTRIAL MAINTENANCE TECHNOLOGY	23	81.43	19	0	0	6	34.38	1	12.5	11	48.96	1	4.17	0	0	4	0	18	96
AUTO BODY	70	70	49	0	0	18	28.25	5	8.79	23	38.29	3	4.68	0	0	21	0	46	75
AUTOMOTIVE TECHNOLOGY	107	79.45	84	0	0	57	69.66	3	4.87	23	22.14	1	3.33	0	0	23	0	83	97
HEAVY DUTY MECHANICS - DIESEL TECHNOLOGY	66	64.88	42	0	0	25	49.53	5	25.33	12	25.14	0	0	0	0	24	0	42	100
RECREATIONAL and SMALL ENGINE	81	64.43	51	0	0	34	58.15	3	3.75	13	35.24	1	2.86	0	0	30	0	50	97
MACHINE TOOL TECHNOLOGY	53	75.15	40	0	0	24	66.22	1	1.33	14	31.11	0	0	1	1.33	13	0	39	99
WELDING & METAL FABRICATION	71	67.14	43	0	0	29	68.53	3	6.47	8	16.39	2	3.61	1	5	28	0	40	91
IDAHO PROFESSIONAL DRIVER TRAINING	184	65.31	146	1	0.5	140	97.62	3	1.29	0	0	1	0.29	1	0.29	38	0	144	99

PROGRAM																				
DENTAL ASSISTING	113	73.43	83	0	0	58	68.89	4	4.61	17	21.05	0	0	4	5.45	30	0	79	95	
RESPIRATORY THERAPY TECHNICIAN	1	100	1	0	0	0	0	0	0	0	0	1	100	0	0	0	0	0	0	
SURGICAL TECHNOLOGY	76	73.19	56	0	0	45	76.07	1	1.43	5	7.14	4	14.11	1	1.25	20	0	51	85	
PRACTICAL NURSING	130	76.37	96	0	0	64	65.41	2	2.76	26	27.24	1	1.43	3	3.17	34	0	92	95	
BUSINESS TECHNOLOGY	208	85.06	182	0	0	91	45.7	8	4.69	77	45.19	4	3.51	2	0.91	26	0	176	96	
OFFICE OCCUPATIONS	64	71.51	49	0	0	23	37.08	1	1.82	22	35.92	2	3.36	1	1.82	15	0	46	75	
MARKETING/MANAGEMENT TECHNOLOGY	48	59.09	40	0	0	18	40.68	7	13.06	8	18.43	4	4.98	3	2.86	8	0	33	72	
Totals and averages for PTE programs with 2004 graduates followed up in 2005 through 2008 graduates followed up in 2009.																				

APPENDIX F - Academic Student Outcomes by Course

Student Learning Outcomes Assessments By Course				
COURSE CODE	COURSE TITLE	COURSE OBJECTIVE	METHODS OF ASSESSMENT	PERCENT SUCCESSFUL
ACCT-201	Intro to Financial Accounting			
ALLH-101	Medical Terminology	1. This course will provide a basic understanding of medical language and the components used in constructing words. 2. Provide an introduction to medical terms in proper contexts, such as medical reports and records. 3. The course is organized around the 11 Body systems, basic anatomy and physiology is introduced in each body system.	1. Quizzes, Exams, Assignments, Text Exercises 2. Report Re-Write; Comprehensive Paper – explain medical report in lay terms 3. Quizzes, Exams, Group Project, Assignments, Text Exercises	
ALLH-220	Fundamentals of Nutrition	1. Students will be able to understand the fundamentals of nutrition: to identify and describe nutrients and their functions, recommendations, guidelines, and how are they are metabolized. 2. Students will be able to critique nutrition information, and pursue reliable sources of information for credible evaluation, and recommendations. 3. To understand how, why, and what nutrients affect energy balance, disease prevention, health promotion, life cycles, and weight management. 4. Students will be able to assess, monitor, and evaluate (using national guidelines) an individual's nutritional status, and make general recommendations designed to implement optimal nutritional habits, for the promotion and maintenance of health.	1. Tests, group and individual reports. 2. Collect and critically evaluate nutrition information from various sources. (Including the internet/websites.) 3. Individual testing, group and individual reports 4. Students will complete a comprehensive self assessment/computer analysis, and evaluation of nutritional status, as well as recommendations for dietary improvement.	1. 78% 2. 76% 3. 78% 4. 78%

ANTH-101	Physical Anthropology	<ol style="list-style-type: none"> 1. Know how anthropology developed and the major contributors to the discipline 2. Be able to distinguish the various sub-disciplines of anthropology, identify its current trends, and understand its specialized terminology 3. Be aware of the worldwide diversity of humankind and identify features in common to all humankind 4. Know the basic methodologies used by anthropologists 5. Enhance their reading, writing, and speaking skills to help transfer to a four-year college 	<ol style="list-style-type: none"> 1. Lecture, in class discussion, exams, in class assignments 2. Lecture and presentation, in class assignments, discussions, exams (for assessing terminology) 3. Lecture and presentation, in class assignments, discussions 4. Exams and in class discussions, presentation and assignments 5. In class discussions and assignments, writing assignments, and readings, attendance 	
ANTH-102	Cultural Anthropology	<ol style="list-style-type: none"> 1. Know how cultural anthropology developed and be able to identify major contributors 2. Be able to distinguish various sub disciplines of anthropology, identify it's current trends, understand specialized terminology used in cultural anthropology 3. Be aware of the worldwide cultural diversity of humankind and identify features common to all humankind 4. Know the basic methodologies used by cultural anthropologists 5. Enhance students' reading, writing, and speaking skills to help transfer to a four-year college 	<ol style="list-style-type: none"> 1. Take home essay exams, final exam 2. In-class writing exercises, final exam 3. In-class writing exercises, classroom discussion, final exam 4. In-class writing exercises, take home essay exams, classroom discussion, final exam 5. In-class writing exercises, take home essay exams, classroom discussion, presentation, attendance, final exam 	
ARTS-101	Art History I			
ARTS-105	Design I			

BIOL-227	Human Anat & Phys I	<p>1. To understand the structural organization of the human body from simple molecular components to the fully integrated, multi-system, living organism</p> <p>2. To understand how body processes (such as muscle contraction and nerve impulse conduction) contribute to the maintenance and continuity of life. The role of homeostasis will be emphasized.</p> <p>3. To make scientific investigation of the complementary relationship between anatomy and physiology that is observed throughout the animal kingdom.</p> <p>4. To develop competence using computers and selected laboratory equipment</p> <p>5. To develop and practice critical thinking skill in order to apply knowledge to real-life situations. Students will progress from memorization to analyzing relationships, gathering data, solving problems and considering ethical issues in the health sciences. Students will learn the importance of making skillful observations</p> <p>6. To accurately communicate anatomical and physiological knowledge, concepts and ideas</p> <p>7. To develop collaboration skills by working together on learning tasks</p>	<p>1 & 2. Five unit examinations and three lab practicals.</p> <p>3. Lab exercises require students to make observations and conduct experiments to gain understanding of major A&P concepts. Lab practicals are the official assessment of this objective</p> <p>4. Students are required to use computers for data acquisition, accessing learning modules and conducting experimental simulations. All students will receive regular observation and feedback to ensure they conform to all laboratory safety procedures.</p> <p>5. Some of the exam questions are written to evaluate a student's higher-order thinking skills. Lab exercises routinely present problems for students to solve by making careful observation and then applying their knowledge</p> <p>6. Same as for 1. Also, students will write a paper that requires them to incorporate knowledge about anatomy and physiology in describing the pathology of a disease of their choice</p> <p>7. Lab exercises will be completed in teams and participation in student study groups is encouraged.</p>	<p>1. 88%</p> <p>2. 88%</p> <p>3. 88%</p> <p>4. 100%</p> <p>5. 88%</p> <p>6. 88%</p> <p>7. 100%</p>
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BIOL-228	Human Anat & Phys II	<p>1. To understand the structural organization of the human body from simple molecular components to the fully integrated, multi-system, living organism</p> <p>2. To understand how body processes (such as muscle contraction and nerve impulse conduction) contribute to the maintenance and continuity of life. The role of homeostasis will be emphasized.</p> <p>3. To make scientific investigation of the complementary relationship between anatomy and physiology that is observed throughout the animal kingdom.</p> <p>4. To develop competence using computers and selected laboratory equipment</p> <p>5. To develop and practice critical thinking skill in order to apply knowledge to real-life situations. Students will progress from memorization to analyzing relationships, gathering data, solving problems and considering ethical issues in the health sciences. Students will learn the importance of making skillful observations</p> <p>6. To accurately communicate anatomical and physiological knowledge, concepts and ideas</p> <p>7. To develop collaboration skills by working together on learning tasks</p>	<p>1 & 2. Five unit examinations and three lab practicals.</p> <p>3. Lab exercises require students to make observations and conduct experiments to gain understanding of major A&P concepts. Lab practicals are the official assessment of this objective</p> <p>4. Students are required to use computers for data acquisition, accessing learning modules and conducting experimental simulations. All students will receive regular observation and feedback to ensure they conform to all laboratory safety procedures.</p> <p>5. Some of the exam questions are written to evaluate a student's higher-order thinking skills. Lab exercises routinely present problems for students to solve by making careful observation and then applying their knowledge</p> <p>6. Same as for 1. Also, students will write a paper that requires them to incorporate knowledge about anatomy and physiology in describing the pathology of a disease of their choice</p> <p>7. Lab exercises will be completed in teams and participation in student study groups is encouraged.</p>	<p>1. 94%</p> <p>2. 94%</p> <p>3. 94%</p> <p>4. 100%</p> <p>5. 100%</p> <p>6. 94%</p> <p>7. 100%</p>
BIOL-250	General Microbiology			

BUSA-101	Intro to Business	<p>1. Understand basic terms and concepts associated with marketing, managing, financing, operating and using technology of a business.</p> <p>2. Be aware of some practical applications and concepts of marketing, managing, financing, operating and using technology of a business.</p> <p>3. Demonstrate the ability to research and apply for a job.</p>	<p>1. Tests, Final Examination</p> <p>2. Homework, Quizzes</p> <p>3. Project</p>	<p>1. 64.2%</p> <p>2. 60.4%</p> <p>3. 71.6%</p>
BUSA 255	Leadership Development Skill	<p>1. Communicate effectively in writing using an online forum. To learn and practice interpersonal skills required in business. Learn the terms and language of management</p> <p>2. Identify, discuss and apply fundamental leadership concepts and terminology. Identify and develop fundamental personal skills important in leadership: Team-Building, Motivation, Problem-Solving, Self-Management, Negotiation/Conflict Resolution. To learn to analyze oneself as an individual in a leadership role.</p> <p>3. To learn and utilize problem-solving methods. Recognize the ethical implications of a given problem.</p> <p>4. Effectively demonstrate skills sets relating to leadership in a variety of assessment methods.</p> <p>5. Strengthen soft-skill sets imperative in personal and professional success. Apply objective measures to assess ability and motivation to lead others - "Do I possess the attitudes, skills and wisdom to be a good leader?" Encourage the development and</p>	<p>1. Group Discussions, Essays, Individual Project.</p> <p>2. Group Discussions, Essays, Quizzes, Skill Building Exercises, Individual Project</p> <p>3. Group Discussions, Skill Building Exercises, Individual Project</p> <p>4. Discussion Scores, Quiz Scores, Peer evaluations</p> <p>5. Group Discussions, Essays, Quizzes, Skill Building Exercises, Individual Project, Leadership Articles</p>	<p>1. 70%</p> <p>2. 70%</p> <p>3. 70%</p> <p>4. 70%</p> <p>5. 70%</p>

		appreciation of life-long learning from management leadership literature.		
BUSA-265	Legal Environment			
CHEM-100	Chemistry in Everyday Life			
CISA-101	Computer Literacy Skill	<ol style="list-style-type: none"> 1. understanding of basic computer functionality and the purpose and use of an operating system. 2. proficiency using the Internet including e-mail. 3. understanding of the use of Word Processing software to perform basic document formatting. 4. understanding of the use of Spreadsheet application software to perform basic computations and formatting. 5. understanding of the use of Presentation software to communicate ideas. 	<ol style="list-style-type: none"> 1. Completion of General Technology CSA exam with a score of 70% or better. 2. Completion of Internet/E-mail CSA exam with a score of 70% or better. 3. Completion of the Word Processing CSA exam with a score of 70% or better. 4. Completion of the Spreadsheet CSA exam with a score of 70% or better. 5. Completion of the Presentation CSA exam with a score of 70% or better. 	

COMM-101	Fund of Oral Communication	<p>1. Students will be able to demonstrate an understanding and application of human communication concepts in the area of communication process</p> <p>2. Students will be able to demonstrate an understanding and application of human communication concepts in the area of public communication.</p> <p>3. Students will be able to demonstrate an understanding and application of human communication concepts in the area of listening.</p> <p>4. Students will be able to demonstrate an understanding and application of human communication concepts in the area of group communication.</p> <p>5. Students will be able to demonstrate an understanding and application of human communication concepts in the area of nonverbal communication</p> <p>6. Students will be able to demonstrate an understanding and application of human communication concepts in the area of mass communication.</p> <p>7. Students will be able to demonstrate an understanding and application of human communication concepts in the area of interpersonal communication.</p>	<p>1. Written exercise, quiz, midterm exam, final exam</p> <p>2. Two Written Exercises, Quiz, Informative Speech, Persuasive Speech, Impromptu Speech, Midterm Exam, Final Exam</p> <p>3. Written exercise, quiz, midterm exam, final exam</p> <p>4. Written exercise, quiz, final exam</p> <p>5. Quiz, midterm exam, final exam</p> <p>6. Written exercise, quiz, final exam</p> <p>7. Written exercise, quiz, final exam</p>	
CRIJ-101	Intro to Criminal Justice	<p>1. Gain understanding and knowledge of the criminal justice system, including criminal procedures and evidence of the law.</p> <p>2. Develop critical information of the criminal justice system. Develop professional writing skills and the ability to participate in "upper division" assignments. Prepare for entry</p>	<p>1. Students demonstrated familiarity with all aspects of the criminal justice system. This included the cause of crime, empirical findings and the historical trends in the system(s) themselves.</p> <p>2. They provided (testing and verbal displays) an understanding of the basic research methods in criminal</p>	96%

		<p>level criminal justice careers.</p> <p>3. Be able to articulate strategies and to understand the impact of crime and the impact it has on individuals and society as a whole. Develop an understanding and the ability to criticize the system as a whole.</p> <p>4. Gain the mastery and knowledge of the discipline of the criminal justice system, including all aspects and procedures of those departments involved.</p>	<p>justice, including analysis and practical participation.</p> <p>3. Displayed “critical thinking” in verbal presentations and weekly testing. In class testing and outside (visits) to various criminal justice agencies.</p> <p>4. Through verbal displays (oral presentations and verbal responses to in-class questions, they displayed an understanding of psychological and sociological legal matters.</p> <p>5. Students expressed and showed the ability to interpret ideas (within the system) of the CJ system. This was written, oral and visual formats.</p> <p>6. Multiple choice quizzes, examinations, short essay questions, in class question and answers, take home essays and in class participation.</p>	
CRIJ-104	Intro to Corrections			

		<p>applying technology to maximize student learning.</p> <p>4. Students will apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>5. Students will use technology to enhance their productivity and professional practice.</p> <p>6. Students will understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</p>	<p>5. Written responses, spreadsheet assignments</p> <p>6. Written reflection/responses</p>	
ENGL-015	Basic English & Writing			
ENGL-090	Developmental Composition	<p>1. Demonstrate an awareness of writing process strategies, including prewriting, writing, revision, and editing</p> <p>2. Incorporate analysis into their writing</p> <p>3. Demonstrate the ability to organize and write a three-to-four page essay with an introduction, body, and conclusion</p> <p>4. Show proficiency in writing an essay with an explicit or implied thesis, detailed development, and well-organized paragraphs</p> <p>5. Write a coherent essay with varied word and sentence usage/ demonstrate the ability to identify and correct major sentence errors</p> <p>6. Demonstrate audience awareness through tone, voice and word usage</p> <p>7. Develop and use critical thinking and reading skills</p>	<p>1. Paper #1, #2, #3 and Exit Essay</p> <p>2. Paper #2, #3 and Exit Essay</p> <p>3. Paper #1, #2, #3</p> <p>4. Paper #1, #2, #3 and Exit Essay</p> <p>5. Paper #1, #2, #3 and Exit Essay/Quizzes</p> <p>6. Paper #1, #2, #3 and Exit Essay</p> <p>7. Paper #2, #3 and Exit Essay/Quizzes</p>	<p>1. 69%</p> <p>2. 87%</p> <p>3. 74%</p> <p>4. 91%</p> <p>5. 82%</p> <p>6. 87%</p> <p>7. 82%</p>

ENGL-101	English Composition I	<ol style="list-style-type: none"> 1. Produce focused writing that matters 2. Shape writing according to purpose and audience 3. Polish and present final work that reflects academic conventions 4. Engage in meaningful conversations about expository writing 5. Make basic but effective use of sources in MLA format 6. Create a Works Cited Page 7. Practice alert and critical reading/Develop critical thinking and analysis skills 	<ol style="list-style-type: none"> 1. Paper #1, #2, #3, #4 and Exit Essay 2. Paper #1, #2, #3, #4 and Exit Essay 3. Paper #1, #2, #3, #4 and Exit Essay 4. Discussions in class and on Blackboard 5. Paper #1, #2, #3, #4 and Exit Essay 6. Paper #3, #4 7. Paper #1, #2, #3, #4 and Exit Essay/Quizzes 	<ol style="list-style-type: none"> 1. 69.25% 2. 80.75% 3. 77.5% 4. 87.5% 5. 80.5% 6. 85.75% 7. 78.75%
ENGL-102	English Composition II	<ol style="list-style-type: none"> 1. Produce writing that makes a claim and supports it with sustained, specific, organized, coherent, and unified evidence, whether the writing is self-generated or researched 2. Produce writing that is stylistically appropriate and shows awareness of audience and rhetorical situation 3. Produce writing that makes appropriate use of sources in quotations, paraphrases, and summaries to develop and/or support a claim 4. Produce writing that is documented according to convention, both in text and on MLA Works Cited and/or APA References pages 5. Produce writing that exhibits relatively few mechanical, grammatical, usage, and spelling errors 6. Discuss the writing process and rhetorical strategies in meaningful ways 	<ol style="list-style-type: none"> 1. Essays 4 and Portfolio 2. Essays 4 and Portfolio 3. Essays 3 and Portfolio 4. Essays 3 and Portfolio 5. Essays 2 and Portfolio 6. Oral critique 	<ol style="list-style-type: none"> 1. 85.67% 2. 85.67% 3. 84.33% 4. 85.67% 5. 88% 6. 88%
FINA-102	Personal Finance			

FREN-101	Elementary French	<p>1. Pre-Novice Identify colors, count from 1-100 (by ones and by tens), tell the days of the week, can identify and categorize words in lists, express and respond to basic courtesies, able to copy isolated words and phrases, give phone number, state the date.</p>	Classroom oral exercises, paired and group activities, skits (non-graded and graded), graded written assignments, graded aural assignments, rubrics, oral/aural and written quizzes and tests.	92.50%
		<p>2. Novice Low Tell time, give basic biographical information, read basic vocabulary and short phrases, write memorized words and/or formulaic phrases, ask/answer familiar and/or formulaic questions, respond in writing to familiar and/or formulaic questions, count to 100, express quantity (e.g. some, a lot, a little), express likes and dislikes, simple descriptions (e.g. My room is small), use some simple evaluative statements (e.g. It's boring).</p>	Classroom oral exercises, paired and group activities, skits (non-graded and graded), graded written assignments, graded aural assignments, rubrics, oral/aural and written quizzes and tests.	94%
		<p>3. Novice Mid Express ability, express location, use ordinal numbers, initiate a conversation, talk/write about oneself/family/people, using simple formulaic sentences, ask and answer yes/no questions, identify and list items, understand the gist of face-to-face conversation or simple written text, speak/write about everyday activities using simple formulaic sentences or phrases, follow spoken or written directions, confirm obtained information, express needs or intentions, simple explanations, use numbers, prices and times in common, everyday situations.</p>	Classroom oral exercises, paired and group activities, skits (non-graded and graded), graded written assignments, graded aural assignments, rubrics, oral/aural and written quizzes and tests.	71.43%

		<p>4. Novice High Ask contextualized questions, maintain a face-to-face conversation to meet basic everyday needs, read and discuss simple texts for social, cultural and informational purposes (maps, signs, schedules etc.), write messages such as phone messages, postcards and notes, write basic biographical information in listing sentences in paragraph form, describe, using a series of complete sentences in paragraph form, relate an event in present time.</p>	Classroom oral exercises, paired and group activities, skits (non-graded and graded), graded written assignments, graded aural assignments, rubrics, oral/aural and written quizzes and tests, open-ended questions.	71.43%
		<p>5. Culture and Cross-Cultural Identification. Able to discern basic French cultural behaviors and compare them with those behaviors of our general national behaviors (while considering the vast regional differences in the USA) via basic textbook readings, the Internet, and video clips.</p>	Classroom discussions to evaluate and clarify comprehension of the points being made, in order to avoid stereotyping and to emphasize commonalities due to modern globalization; Intern activities for cross-cultural comparison, true/false quizzes and tests and open-ended questions (some answers may have to be in English in order to show full comprehension).	100%
		<p>6. Global Understanding Able to identify basic cultural background and behaviors of some nations whose native language is French (along with their own native dialects) e.g. Tahiti, Haiti.</p>	Classroom discussions to evaluate and clarify comprehension of the points being made, in order to avoid stereotyping and to emphasize commonalities due to modern globalization; Intern activities for cross-cultural comparison, true/false quizzes and tests and open-ended questions (some answers may have to be in English in order to show full comprehension).	100%
FREN-102	Elementary French II			

GEOG-100	Physical Geography	<ol style="list-style-type: none"> 1. Locate and identify major physical features of the Earth including rivers, mountains, deserts, seas, gulfs, plateaus, lakes, and plains. 2. Identify patterns of the Earth's weather, climate, soils, landforms, and water. 3. Explain the origins of these patterns, the relationships among these patterns, and the role of man as part of the physical environment. 4. Describe the processes that have created the natural landforms on the Earth's surface 5. Explain the need for classification in scientific inquiry and the bases used for classifying climate, vegetation, soils, and landforms. 6. Apply skills using maps, graphs, and charts as tools of geographic study. 7. Identify specific landforms using maps, aerial photographs, and in the field. 	<ol style="list-style-type: none"> 1. This objective will be met as part of class discussions, laboratory exercises, and exam questions. 2. Laboratory exercises, classroom discussion, and exams will be used to demonstrate each student's mastery of this objective. 3. Students will be asked to synthesize their understanding of this objective during laboratory exercises, classroom discussion, and exams. 4. Students will use observational skills, basic scientific knowledge, and critical thinking skills to fulfill this objective in laboratory assignments and during classroom demonstrations. 5. This objective will be met as part of class discussions, laboratory exercises, and exam questions. 6. Students will make sound scientific interpretations based on observations of these visual aids both in the classroom and the laboratory. 7. Laboratory and field trip exercises, in conjunction with exam questions will assess student understanding of this objective. 	100%
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GEOG-102	Cultural Geography	<p>1. Describe and give examples of how cultural traits are expressed in human landscapes, both historically and currently.</p> <p>2. Organize and analyze information about the spatial and variable distribution of such cultural traits as population characteristics, migration patterns, religion, linguistics, the cultural landscape, politics, agriculture, industry, cultural development, urbanization, and resources.</p> <p>3. Critically analyze current and historical cultural concepts effecting different regions of the world and the inter-relationships between these regions</p> <p>4. Follow and effectively scrutinize current events geographically.</p>	<p>1. This objective will be met as part of class discussions, in-class assignments, exams and reading current events.</p> <p>2. This objective will be met as part of class discussions, in-class assignments, exams and reading current events.</p> <p>3. This objective will be met as part of class discussions, in-class assignments, exams and reading current events.</p> <p>4. This objective will be met as part of class discussions and reading current event articles</p>	<p>1. 100%</p> <p>2. 100%</p> <p>3. 100%</p> <p>4. 88%</p>
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<p>GEOL-101</p>	<p>Physical Geology</p>	<p>1. Discuss the basic internal structure of the Earth and plate tectonics features and processes. Students will demonstrate their understanding of this objective through the exploration of plate boundaries on laboratory exercises and classroom discussions.</p> <p>2. Identify, classify, and describe minerals and rocks based upon their physical properties and textures. Laboratory exercises will provide students with the opportunity to apply physical property to minerals and rocks as a means of classification and identification.</p> <p>3. Formulate interpretations of various geological features based upon the application of fundamental geologic concepts. Students will be asked to synthesize their understanding of this objective during lab exercises, field trips, classroom discussions, and exams.</p> <p>4. Understand the causes of geologic hazards such as earthquakes, volcanic eruptions, landslides, and floods, and how the effect of these hazards can be mitigated.</p> <p>5. Identify various geological landforms (e.g. deserts, glacial, fluvial, and volcanic features).</p>	<p>1. Crustal Evolution Education Project (CEEP) Labs: Exercise: South American Subduction, Exercise: Plate Movement on the Pacific Floor, Exercise: Iceland-A Case of a Splitting Personality. Lecture Exam # 1</p> <p>2. Mineral Lab (32 specimens) Igneous Rock Lab (24 specimens) Sedimentary Rock Lab (24 specimens) Metamorphic Rock Lab (12 specimens) Lecture Exam # 2</p> <p>3. Field trip to the College of Idaho Glenn/Ruth Evans gem and mineral museum and Whittenberger Planetarium. Stereo books and glasses interpretation of aerial photos of geological features (volcanoes, rivers, glaciers, etc.) Lecture Exam # 3</p> <p>4. Class discussions, use of videotapes and DVD's to enhance class discussions and questions.</p> <p>5. Use of stereo books and power point pictures during lab and lecture presentation. Lecture Exam # 4 (Final)</p>	<p>1. 83.5%</p> <p>2. 84.5%</p> <p>3. 82.5%</p> <p>4. 87.5%</p> <p>5. 87.5%</p>
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<p>GEOL-102</p>	<p>Historical Geology</p>	<p>1. Explain the scientific method including how a theory differs from a hypothesis. These topics will be addressed in an interactive class discussion. 2. Identify, classify, and describe basic minerals and rock based upon physical properties and textures. Laboratory exercises will provide students with an opportunity to physically observe minerals and rocks as a means of classification and identification. 3. Formulate interpretations of various geologic features based upon the application of fundamental geologic concepts. 4. Interpret and correlate sedimentary rock formations based upon sedimentology and sedimentary rock structures.</p>	<p>1. Classroom lecture and discussion of scientific method and examples shared by students. 2. Mineral Lab (32 specimens), Igneous Rock Lab (24 specimens), Sedimentary Rock Lab (24 specimens), Metamorphic Rock Lab (12 specimens), Lecture Exam # 1 3. Crustal Evolution Education Project (CEEP) Labs: Exercise: South American Subduction Exercise: Plate Movement on the Pacific Floor Exercise: Iceland-A Case of a Splitting Personality. Interpretation of 6 geologic diagrams. Lecture Exam 2 4. Interpretation and correlation of rock structures and fossils in lab. Interpretation and discussion of the different kinds or types of fossilization. Interpretation and discussion of different kinds of sedimentary depositional environments. Discuss and review the geologic history of the Earth through videotapes and DVD's. Field trip to the College of Idaho to the Glenn/Ruth Evans gem and mineral display and Orma J. Smith Natural Museum.(fossils) Lecture Exam # 3 & Final Exam #4</p>	<p>1. 92.5% 2. 92.5% 3. 75.5% 4. 80.5%</p>
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HIST-101	Western Civilizations	<ol style="list-style-type: none"> 1. Articulate and understand the concept and elements of what historians call Western Civilization. 2. Discuss the general cultural values of the Greco-Roman civilization. 3. Trace the origins of the Middle Ages and acknowledge its contributions to modern life. 4. Evaluate, discuss, and define the concept of Renaissance during the birth of modern Europe. 5. Evaluate the positive and negative impacts of Western Civilization outside of Europe. 6. Explore the enormous influence of the past over the present. 7. Explain and give examples of the interaction between geography and history. 	<ol style="list-style-type: none"> 1. Reaction Essay 1 (Students were asked to “define the West.”) 2. E2: Essays 1-4: Student's choice of a theme. 3. E3: Essays 2 4. E4 5. E2 Q 40. Early Christianity was E3 Q1. Muslim scholars were well known in the west for their original contributions in 6. Reaction Essay 2 (Students located one aspect of life in the High Middle Ages that can be traced to society today) 7. E1: Q13. The greatest international sea traders of the ancient Near East were the E1 Q19. All of the following are prominent features of Greece’s topography except E1 Essay 1: What were the effects of Greek Geography on Greek History E2 Q11: Rome was established in the first millennium B.C. 	<ol style="list-style-type: none"> 1. 90.8% 2. 76.05% 3. 73% 4. 82% 5. 70.5% 6. 97% 7. 76.25%
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HIST-102	Western Civilizations since 1648	<p>1. Identify the key events, people, institutions, and trends in the history of the cultures of Western Civilization since 1648.</p> <p>2. Identify the main geographic characteristics of Europe, the Mediterranean basin, and the Eurasian steppe lands.</p> <p>3. Describe the development of the major European cultures with secondary emphasis on the development of Middle Eastern, and Eurasian cultures.</p> <p>4. Explain the critical interactions among the major Western cultures since 1648.</p> <p>5. Describe the West's growing integration with the major cultures of the world as a result of interaction among them.</p> <p>6. Explain the role of geographic, economic, political, and cultural factors in the development of human society.</p> <p>7. Explain and demonstrate what it means to be 'historical minded' or to use an 'historical approach' in assessing people, events, and ideas in the history of Western Civilization from the Reformation to the present era.</p> <p>8. Interpret how various wars profoundly impacted society and the political institutions of the Western world.</p>	<p>1. Exams 1, 2, and 3 The entire course encompassed these ideas.</p> <p>2. Reaction Essay 1 (Asked students to associate how Geography affected the progress of Western Civilization)</p> <p>3. E1 Q15. E2 & Essay 4</p> <p>4. E3</p> <p>5. E4 & Essay 2</p> <p>6. E1-E4</p> <p>7. Students completed a Final Paper using Primary sources, Academic journals, and monographs.</p> <p>8. E2-E3</p>	<p>1. 81%</p> <p>2. 75%</p> <p>3. 76%</p> <p>4. 79%</p> <p>5. 89%</p> <p>6. 80%</p> <p>7. 69%</p> <p>8. 77.5%</p>
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HIST-111	United States History I	<ol style="list-style-type: none"> 1. Assess the impact of the contact and the interchange between the New and Old Worlds. 2. Trace the patterns of settlement and the social, political, and economic developments in colonial North America. 3. Analyze the factors leading to the American Revolution. 4. Describe the events of the Revolution and its impact upon the people who lived through it. 5. Trace the social, political, diplomatic, and economic developments during the Federalist and early Republican periods, 1787-1820. 6. Trace the social, political, and economic developments of the Age of Jackson, 1820-1840. Account for Jackson's popularity and explain how he symbolizes the democratization of American politics. 7. Account for America's westward surge during the 1840's and assess the impact of western expansion. 8. Account for the growing sectionalism in the nation. Explain the outbreak of the Civil War 1861-1865, and trace the major military, political, economic, and social developments of the war. 	<ol style="list-style-type: none"> 1. E1 (Q1-6) & Essay 1; Reaction Essay 1 2. E1 (Q9-38) & Essay 2; Reaction Essay 1 3. E1 & E2 4. E2 (Q13-23) & Essay 5. E2 (Q30-41) & Essay 6. E2 & Essay; Reaction Essay 2 7. E3 Q3: The greatest significance of California's desire to enter the Union was. 8. E3 & Essay 	<ol style="list-style-type: none"> 1. 82.5% 2. 74% 3. 75% 4. 76% 5. 76% 6. 84.5% 7. 79% 8. 79%
HIST-112	United States History II			
HUMA-101	Intro to Humanities I	<ol style="list-style-type: none"> 1. To introduce students to various genres in the humanities and broaden their perspectives within those genres 2. To help students to establish a sense of history in the humanities 	<ol style="list-style-type: none"> 1. Weekly Discussion Board Forums. Papers #1, #2, and #3. 2. Paper #1, #2, and #3 and Discussion Board Forums 	100%

		<p>3. To improve students' critical thinking skills when interpreting and evaluating art, music, theater, and literature</p> <p>4. To sharpen students' aesthetic pleasure within the discipline</p> <p>5. To explore interdisciplinary connections in the humanities</p> <p>6. To foster a students' life-long love of learning and thereby enhance the quality and authenticity of their lives</p> <p>7. Create purposeful essay writing according to models within the humanities discourse community</p>	<p>3. Paper #1, #2, and #3 and Discussion Board Forums and the presentation of type-three Questions that require reasoned judgment.</p> <p>4. Discussions in Blackboard and Power Point Presentations of Great Art and Music</p> <p>5. Paper #1, #2, and #3 and Discussion Board Forums</p> <p>6. Paper #1, #2, and #3 and Discussion Board Forums. Model intellectual virtues in all forums</p> <p>7. Paper #1, #2, #3,</p>	
MATH-015	Pre-Algebra	<p>1. Numerical competency with whole numbers, integers, fractions and decimal numbers and percentages</p> <p>2. Conceptual competency in fractions, decimals, integers and radicals, ratios and percentages</p> <p>3. Competency in operations with variables in expressions and equations, including solving first degree equations.</p> <p>4. Application of equations and formulas, ratios and percentages to real world situations.</p>	Homework, Quizzes, Tests, Final Exam	<p>1. 79.6%</p> <p>2. 70.3%</p> <p>3. 70.3%</p> <p>4. 50%</p>

MATH-025	Beginning Algebra <i>Note: Of 51 students to take the final 41/51 =80% passed the class with a C or higher.</i>	<ol style="list-style-type: none"> 1. Demonstrate numerical competency 2. Demonstrate conceptual competency by solving equations and inequalities. 3. Demonstrate conceptual competency by simplifying polynomials and algebraic expressions. 4. Represent and interpret algebraic relationships graphically. 5. Apply content material to real world situations. 	In-class discussions/participation, homework assignments, quizzes, chapter tests and final.	<ol style="list-style-type: none"> 1. 80% 2. 64% 3. 68% 4. 66% 5. 50%
MATH-108	Intermediate Algebra	<ol style="list-style-type: none"> 1. Students will be able to demonstrate conceptual competency by solving linear and quadratic equations. 2. Students will be able to interpret and represent algebraic content graphically 3. Students will be able to apply content to real world situations and problems. 4. Students will display use of enhanced mathematical thinking with all subsets of complex numbers. 	<ol style="list-style-type: none"> 1. Homework & Written Assignments, Unit Tests 2. Unit Tests 3. Homework & Written Assignments, Unit Tests 4. Homework & Written Assignments, Unit Tests 	<ol style="list-style-type: none"> 1. 71.33% 2. 72% 3. 62.67% 4. 66.33%
MATH-123	Math in Modern Society			
MATH-143	College Algebra			
MUSI-100	Music Appreciation	<ol style="list-style-type: none"> 1. Listen to selected kinds of music and identify aspects of their style, origins, and basic construction. 2. Identify selected musical eras, styles, instruments, and terms and discuss them in terms of their historical, scientific, social, and/or cultural contexts. 3. Identify selected important musicians and discuss why or (whether) their lives and music are still important today. 	<ol style="list-style-type: none"> 1. Pop quizzes and concert reports. 2. Exams. 3. Exams. 4. Concert reports. 	<ol style="list-style-type: none"> 1. 74% 2. 86% 3. 86% 4. 77.5%

		4. Use this knowledge as the basis for a critical examination of a given musical presentation.		
PHIL-101	Intro to Philosophy	<ol style="list-style-type: none"> 1. Become familiar with major figures in the history of philosophy 2. Learn to identify important ideas as they read primary philosophical literature 3. Identify and criticize arguments 4. Identify and evaluate analogies 5. Trace an important philosophical idea through history 6. Compare and contrast thinkers 7. Learn to think creatively and analytically 	<ol style="list-style-type: none"> 1. Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester 2. Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester. Read primary works from required textbooks and instructor handouts 3. Class lectures over deductive and inductive arguments, fallacies; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; 4. Class lectures over deductive and inductive arguments, fallacies; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; 5. Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay 	<ol style="list-style-type: none"> 1. 84% 2. 79% 3. 82% 4. 75% 5. 91% 6. 90% 7. 94%

			<p>questions on exams 1,2,3 and 4; Two papers due during the semester</p> <p>6. Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester</p> <p>7. Class lecture; class discussion; specific questions on exams 1,2,3 and 4; answering short essay questions on exams 1,2,3 and 4; Two papers due during the semester.</p>	
PHIL-102	Ethics			
PHIL-202	Ethics	<ol style="list-style-type: none"> 1. Understand important theories of moral conduct and character 2. Develop conceptual tools and strategies for understanding moral problems 3. Consider moral questions objectively, and participate in rational discussion 4. Analyze contemporary ethical issues 5. Communicate an understanding of moral views and debates effectively in writing. 	<ol style="list-style-type: none"> 1. Weekly homework, unit tests, and term papers 2. Class discussion, weekly homework, unit tests, and term papers 3. Class discussion, weekly homework, unit tests, and term papers 4. Student project, class discussion, weekly homework, unit tests, and term papers 5. Unit tests and term papers 	<ol style="list-style-type: none"> 1. 94% 2. 94% 3. 94% 4. 88% 5. 88%
PHYE-119	Beginning Group Fitness			

PHYE-134	Yoga	<ol style="list-style-type: none"> 1. This class is an introduction to yoga. Students will learn basic yoga postures (asana) and appropriate modifications. 2. They will learn the benefits of a personal yoga practice; strength, flexibility, balance and awareness. 3. Additionally, we will explore breathing, meditation, mindfulness, and other techniques for relaxation and stress management. 	Instructor will assess the progress of each student through the semester. Students will be asked to demonstrate an asana, using modifications, to the class before the end of the semester.	<ol style="list-style-type: none"> 1. 100% 2. 88% 3. 82%
PHYE-139	Intro to Weight Management	<ol style="list-style-type: none"> 1. Students will demonstrate their understanding of body composition and fitness level. 2. Students will learn to accurately calculate calories and fat grams and develop a nutritional eating plan. 3. Students will appropriately identify barriers to healthy eating and exercise habits and develop strategies to overcome them. 	<ol style="list-style-type: none"> 1. Students will be required to complete 2.5 hours of exercise a week. This will be documented in the fitness journal at the end of each workout including exercise intensity. Students will complete pre and post fitness testing as recommended by the National Strength and Conditioning Association. 2. Students will learn how to read food labels and learn the fundamentals of nutrition through lectures group projects, and keeping a nutritional log 3. Students will keep a personal journal (written in a minimum of two times a week) regarding thoughts and feelings towards the goals set, nutrition, and exercise regime 	81%
PHYE-142	Pilates			
PHYE-149	Stress Less Solutions	<ol style="list-style-type: none"> 1. Analyze the holistic nature (mind-body-spirit) of stress management and the connection to the disease process. 	<ol style="list-style-type: none"> 1. Pre and post Circle of Life Satisfaction Personal Assessment 	<ol style="list-style-type: none"> 1. 100% 2. 90%

		<p>2. Comprehend the importance of utilizing effective coping skills to resolve stressful perceptions and gain a sense of wholeness and inner peace by using these skills.</p> <p>3. Be proficient to a variety of relaxation techniques and physical movement that can help to control stress and tension.</p>	<p>2. Pre and post completion of the Stress Profiler</p> <p>3. A personal journal kept at least 3 times a week for the semester (can be hand written) Students must complete 2.5 hours a week of exercise beginning in March. This will be documented in a fitness journal at the end of each workout including exercise type, intensity, and feelings associated with exercise.</p>	3. 90%
PHYE-150	First Aid & CPR			
PHYE-155	Health & Wellness	<p>1. Student will demonstrate knowledge of physical, intellectual, spiritual, environmental, emotional and social health wellness at a level of 70% proficiency.</p> <p>2. Student will demonstrate knowledge of current health issues that influence every aspect of a person's life work, relationships, social life and family responsibilities.</p> <p>3. Student will assess behavior change techniques and apply them to their own lifestyle.</p>	<p>1. Activities: Exams, quizzes, class projects, readings. Assessment: Post Test</p> <p>2. Activities: Chapter Reading, Outside Research, Written Summary and Reflections. Assessment: Portfolio</p> <p>3. Activity: Self-analysis of personal behavior and the development of a change of behavior plan. Assessment: Journal and Summary of change of behavior plan.</p>	93%
POLS-101	American National Government			
POLS-102	Intro to Political Science			

PSYC-101	General Psychology	<ol style="list-style-type: none"> 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology; 2. Understand basic research methods in psychology, including research design, data analysis, and interpretation; 3. Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes; 4. Understand and apply psychological principles to personal, social, and organizational issues; 5. Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline 	<ol style="list-style-type: none"> 1. Relevant multiple choice questions on final exam. 2. Relevant multiple choice questions on final exam. 3. Relevant short answers on final exam 4. Relevant short answers and multiple choice questions on final exam 5. Relevant short answers on final exam 	<ol style="list-style-type: none"> 1. 87.00% 2. 81.31% 3. 97.08% 4. 85.34% 5. 78.96%
SIGL-101	American Sign Language I	<ol style="list-style-type: none"> 1. Gain a basic understanding of ASL: <ol style="list-style-type: none"> 1) Knowledge of signing vocabulary 2) Knowledge of manual alphabet and numbers 2. Develop a desirable level of receptive skills 3. Gain knowledge of Deaf/HH cultural values and appropriate cultural behaviors 4. Develop expressive and receptive sign language skills, including usage of grammar and syntax and culture related to American Sign language {ASL} at a conversational level 5. Students present final work that reflects academic convention as well as in the Deaf world 	<ol style="list-style-type: none"> 1. Quizzes, Classroom interaction, Final test – Video presentation 2. Classroom interaction, Quizzes, Vis-à-vis meeting with ASL instructor 3. Quizzes, Classroom interaction, Field trip, Final test – Video presentation 4. Classroom interaction, Quizzes, Field trip, Vis-à-vis meeting with ASL instructor, Final test – Video presentation 5. Final test – Video presentation 	

SOCY-101	Intro to Sociology			
SPAN-101	Elementary Spanish I	<ol style="list-style-type: none"> 1. Initiate and sustain basic conversations 2. Give and receive directions 3. Negotiate in social situations where communication skills have not been effective enough 4. Express wished and opinions 5. Write about themselves and their families 6. Read basic texts 7. Comprehend a wide variety of spoken Spanish 	<ol style="list-style-type: none"> 1. Weekly classroom interviews 2. Weekly classroom activities 3. Weekly classroom role plays 4. Homework assignments, role plays 5. Biweekly written assignments, tests 6. Weekly assignments, tests 7. Audio assignments 	<ol style="list-style-type: none"> 1. 76% 2. 70% 3. 70% 4. 75% 5. 76% 6. 76% 7. 73%
STUS-101	College Study Methods	<ol style="list-style-type: none"> 1. Examine, assess and reflect on one's own learning style(s). Understanding individual learning styles help students become a more effective learner 2. Identify study skills strategies that strengthen working memory 3. Analyze use of time, and identify ways to create balance between school and outside responsibilities 4. Identify and explain effective strategies for performing well on tests and quizzes 5. Explain how to use levels of reading, reading goals, and essential reading strategies 6. Identify important parts of an essay. Strengthen one's own writing by using a detailed outline 7. Explain and use strategies to make learning an active process 	<ol style="list-style-type: none"> 1. Completion of "Learning Styles Inventory"; Multiple choice and essay quiz 2. Completion of in-class essay –what strategies have worked in the past, how have you applied new learning strategies 3. Complete in-class poster project – determine how time is currently spent, set realistic goals, and develop a plan for managing time more effectively in the future 4. Essay – describe current test-taking strategies, and explain new strategies learned in this course 5. Quiz – Reading strategies (multiple choice, essay); In-class group assignment 6. Graded essay assignments throughout semester in addition to essays presented on quizzes and tests 7. Short answer quiz; Essay describing strategies to make learning active, therefore more effective 	

THEA-101	Theatre Appreciation	Theatre 101 is a course intended to acquaint students with the theatrical art form, a historical perspective and a cursory look at a variety of technical and artistic elements that combine to create theatre. The class is designed to stimulate an appreciation of theatre.	There will be a series of quizzes, a final exam and the requirement of each student to attend three live theatrical productions during the course of the semester. Good attendance and class discussion provides opportunities for extra points.	100%
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APPENDIX G – Region III Dual Credit Student Headcount 2006 - 2008

Region III Dual Credit Student Headcount 2006 - 2008					
Boise State University					
	Fall 2006	Sp 2007	Fall 2007	Sp 2008	Fall 2008
Dual Credit Classes Taught at the High School	701	174	977	220	1,125
High School Students Enrolled in Classes Taught Directly through the College	34	30	56	23	22
Dual Credit Classes Taught Via Distance Delivery	12	17	29	16	24
Total Headcount	747	221	1,062	259	1,171
Idaho State University					
Dual Credit Classes Taught at the High School	791	460	926	672	1,138
High School Students Enrolled in Classes Taught Directly through the College	13	10	10	12	9
Dual Credit Classes Taught Via Distance Delivery	7	21	24	28	6
Total Headcount	811	491	960	712	1,153
University of Idaho					
Dual Credit Classes Taught at the High School	30	8	29	10	177
High School Students Enrolled in Classes Taught Directly through the College	30	36	26	34	79
Dual Credit Classes Taught Via Distance Delivery	46	68	106	104	154
Total Headcount	106	112	161	148	410
Lewis-Clark State College					
Dual Credit Classes Taught at the High School	90	144	126	180	184
High School Students Enrolled in Classes Taught Directly through the College	12	5	5	8	6
Dual Credit Classes Taught Via Distance Delivery	0	1	0	1	2
Total Headcount	102	150	131	189	192
College of Southern Idaho					
Dual Credit Classes Taught at the High School	896	1,029	1,073	521	1,197
High School Students Enrolled in Classes Taught Directly through the College	103	128	85	57	98
Dual Credit Classes Taught Via Distance Delivery	29	21	58	22	47
Total Headcount	1,028	1,178	1,216	600	1,342
North Idaho College					
Dual Credit Classes Taught at the High School	104	86	106	80	118

High School Students Enrolled in Classes Taught Directly through the College	210	208	305	314	369
Dual Credit Classes Taught Via Distance Delivery	76	137	115	153	143
Total Headcount	390	431	526	547	630

APPENDIX H - Region III Dual Credit Credits Awarded 2006 - 2008

IDAHO DUAL CREDIT ENROLLMENT HISTORY					
CREDITS AWARDED					
INSTITUTION	Fall 2006	Sp 2007	Fall 2007	Sp 2008	Fall 2008
Boise State University					
Dual Credit Classes Taught at the High School	2,744	558	3,881	684	4,473
High School Students Enrolled in Classes Taught Directly through the College	151	140	214	147	131
Dual Credit Classes Taught Via Distance Delivery	36	51	87	48	72
Total Credit Hours	2,931	749	4,182	879	4,676
Idaho State University					
Dual Credit Classes Taught at the High School	3,104	1,728	4,152	2,582	5,075
High School Students Enrolled in Classes Taught Directly through the College	54	38	36	46	38
Dual Credit Classes Taught Via Distance Delivery	23	37	77	56	22
Total Credit Hours	3,181	1,803	4,265	2,684	5,135
University of Idaho					
Dual Credit Classes Taught at the High School	30	8	29	10	455
High School Students Enrolled in Classes Taught Directly through the College	71	83	68	87	203
Dual Credit Classes Taught Via Distance Delivery	110	164	221	278	321
Total Credit Hours	211	255	318	375	979
Lewis-Clark State College					
Dual Credit Classes Taught at the High School	225	603	414	812	733
High School Students Enrolled in Classes Taught Directly through the College	43	22	26	39	41
Dual Credit Classes Taught Via Distance Delivery	0	6	0	6	7
Total Credit Hours	268	631	440	857	781
College of Southern Idaho					
Dual Credit Classes Taught at the High School	3,195	5,379	7,561	2,743	5,322
High School Students Enrolled in Classes Taught Directly through the College	501	771	718	240	614
Dual Credit Classes Taught Via Distance Delivery	87	43	243	53	146
Total Credit Hours	3,783	6,193	8,522	3,036	6,082
North Idaho College					
Dual Credit Classes Taught at the High School	411	312	422	276	404
High School Students Enrolled in Classes Taught Directly through the College	1,300	1,321	2,162	2,189	2,506
Dual Credit Classes Taught Via Distance Delivery	292	498	436	566	529
Total Credit Hours	2,003	2,131	3,020	3,031	3,439



CWI 2009

COLLEGE OF WESTERN IDAHO
EDUCATIONAL PROGRAM GAP ANALYSIS

OCTOBER, 2009

region: SOUTHWESTERN IDAHO

time frame: 2009–2019



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About EMSI

EMSI provides economic data, analysis, and consulting services to workforce, education, and economic development professionals throughout the nation. Since 1995, EMSI has delivered high-quality, cost-effective services that promote economic growth, institutional change, and intelligent use of human, physical, and financial resources.

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About The Report

Methodology

EMSI gathers and harmonizes data from nearly 90 state and federal sources, creating a comprehensive and current database that is unsurpassed for its breadth and detail. Industry, workforce, and demographic data are available from state and county and ZIP code levels. By combining dozens of data sources, EMSI can fill gaps in individual sources, such as suppressions and missing proprietors, yielding a composite database that makes full use of the strengths of each source. The EMSI database is updated quarterly with the latest information from the Current Employment Statistics database. The employment data contained in this report was released in June 2009.

EMSI also updates demographic and educational attainment data by combining multiple data sources. Demographic projections are constructed by trending historical Census Bureau Annual Estimates, birth rates, death rates, and migration patterns. Educational attainment data from the decennial census and the annual Current Population Statistics—both from the U.S. Census Bureau—are combined with EMSI demographics data to create past, current, and projected educational attainment data for all residents age 25 and up. Projections are smoothed and regressed to mean values according to standard statistical methods.

EMSI uses many components in the creation of its data. At the end of this document there is an appendix titled “Appendix F: About the Data” that contains a more detailed account of the EMSI data production process and a comprehensive list of EMSI’s resources.

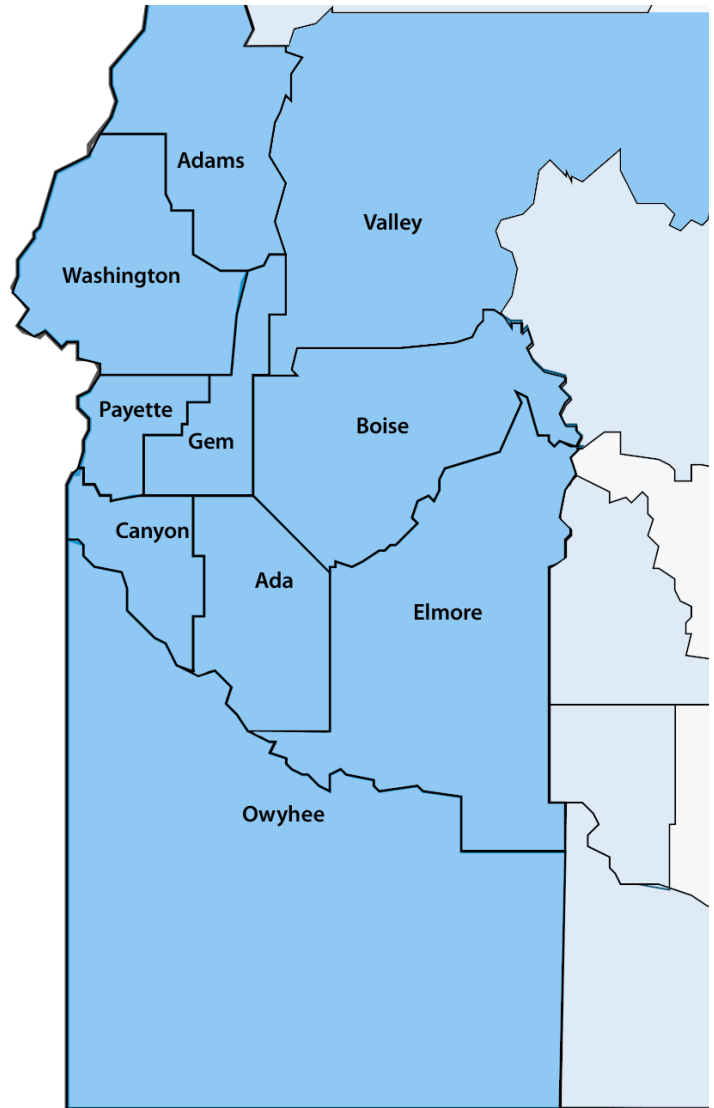
Location Quotient

Throughout this report EMSI utilized a measurement often used in regional economics called location quotient. Location quotient is a way of comparing a region to a larger reference region according to some characteristic or asset. Suppose X is the amount of some asset in Southwestern Idaho (e.g., people under the age of 15) and Y is the total amount of assets of comparable types in the region (e.g., individuals of all ages). X/Y is then the regional concentration of that asset in Southwestern Idaho. If X' and Y' are similar data points for a larger reference region, in this case the United States as a whole, then the LQ, or relative concentration of that asset in the region compared to the nation, is $(X/Y) / (X'/Y')$. These data are fairly simple to translate into everyday language. If the LQ score for any asset is above 1.00, then the region has a greater concentration of that asset than the nation. Conversely, if the LQ score for any asset is below 1.00, then the region has a lower concentration of that asset than the nation. For

instance, if the regional LQ for people under 15 is 1.11, this means that the region is 11 percent more concentrated with those individuals than the nation as a whole. If the LQ for people above the age of 65 is 0.80, then the region is 80 percent as concentrated with those individuals as the nation; or, in other words 20 percent less concentrated than the nation.

Region

MAP OF CWI TEN-COUNTY SERVICE AREA



The data used in this report are inclusive of the College of Western Idaho’s 83 ZIP-code service area that stretches across the counties of Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington. There are several communities within these counties that are in the College of Southern Idaho service area and therefore have been excluded from this study. These areas are ZIP codes 83623 (Glenns Ferry), 83633 (King Hill) in Elmore County, and 83604 (BrunEAU) in Owyhee County. In some cases, when data were not available at the ZIP code level, county level data were used. These instances are noted below the table or graph where they appear.

Executive Summary

It is difficult to say exactly what the future economy of Southwestern Idaho will look like. Over the past 20 years, the area has experienced unparalleled growth and increasing prosperity, but some recent economic changes have put the area in a precarious position. The current circumstances do not spell disaster because the region has many assets, including several strongly developed industry clusters, plenty of natural amenities, and a thriving business culture. A few more assets that can be added to this list include a large amount of workers with high-tech experience who are looking for work, and the development of the region's first full-service publicly operated two-year college. Due to the lack of viable competitors and the obvious need for two-year education in the area, the College of Western Idaho has the opportunity to become a major player in the economic future of the region.

EMSI's demographic analysis has revealed that a substantial portion of the regional population is of an age and educational level that are strongly in need of community college education. One of most notable subsets of this population is the 199,000 individuals in Ada and Canyon Counties whose highest level of educational attainment is a high school degree or some college. Hispanics could also benefit greatly from the advent of CWI. In the CWI service area, 84% of Hispanic adults do not have a college degree, which is equal to 33,000 individuals in the ten-county region. Maximizing the enrollment potential of these population groups will be key to CWI's future success.

The program gap analysis will be a critical factor in the academic planning process for CWI. EMSI has identified 26 programs—including those currently offered and not offered—that could serve a gap of 50 or more untrained workers per year. On the second tier, there are another 34 programs that could serve a gap of 10 or more untrained workers per year. Among the high-demand programs that CWI does not currently offer are Office Management (19.0708), Medical Technologists (51.1005), and Library Technicians (25.0301), all of which seem to be a natural fit for the economy. Whether or not to introduce some other programs, such as Construction Trades (46.9999), will require more careful judgment. It bears emphasizing that in addition to the data found in this report, there are other important factors specific to the region that should be considered when creating an academic plan. Therefore, this analysis should by no means be used as the final step for program evaluation. However, if used properly, it will provide critical insight into the needs of the labor market.

Introduction

This report is designed to provide the College of Western Idaho with some of the most critical data components that are required for a thorough academic plan. The data that EMSI highlights in this report are all relevant for determining the educational needs of the local community. There are four chapters in this report.

Chapter 1 is an economic overview, which contains high level information regarding industry and occupation groups and how they are performing in terms of job growth, job openings, and earnings.

Chapter 2 contains information related to the educational characteristics of the regional population. The educational attainment levels of the adult population are analyzed for the CWI area according to county, gender, and race. This information is useful for determining the particular needs of different geographical and ethnic segments of the population.

Chapter 3 contains the program gap analysis that examines the economic viability of each of the College of Western Idaho's current and potential future program offerings. Additionally, in the last stage of the gap analysis, EMSI's consulting team has provided further recommendations for programs that would fill significant workforce gaps in the local economy that are not offered or slated to be offered by the college in the near future. It should be emphasized that in addition to the data found in this report, there are other important factors that should be considered when creating a program plan, including grant possibilities, the cost and value of competing regional programs, regional business networks, the availability of teaching personnel, and the intrinsic values of the college and local culture. This analysis should by no means be used as the final step for program evaluation.

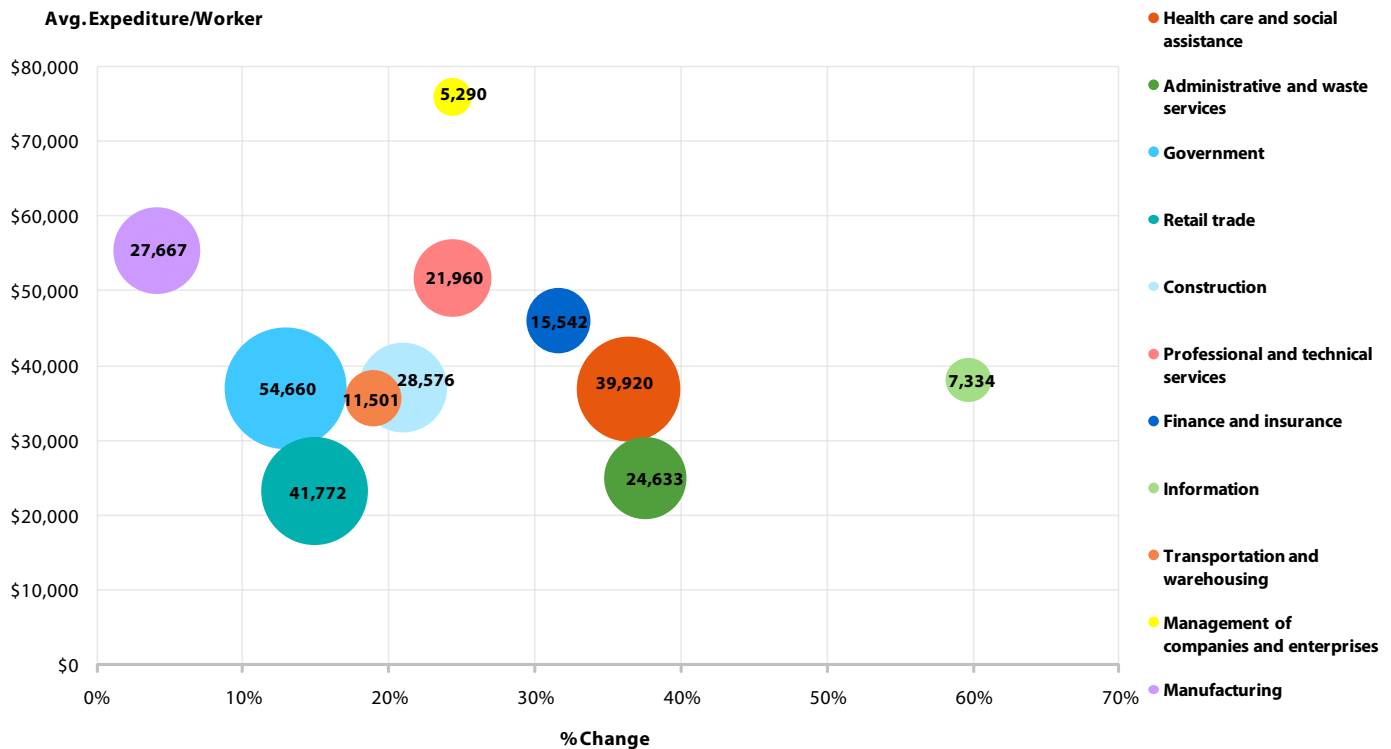
Chapter 4 contains a list of green occupations that hold excellent potential for the future. The authors also tie this material back into the detailed gap analysis results by marking any occupation with green potential with asterisks (*).

After the main report there are a number of appendices that provide supplemental information useful to interpreting the gap analysis. The contents of these appendices are referenced throughout the main report. Briefly, the titles of these appendices are

- Appendix A: CWI Program Title to CIP Crosswalk
- Appendix B: Cross-references of CIP Program Graduates
- Appendix C: Regional Post-secondary Institutions Included in the Gap Analysis
- Appendix D: Occupations with Higher Average Educational Levels
- Appendix E: Unaffiliated Occupations with Green Potential
- Appendix F: About the Data

Chapter 1: Economic Overview

Figure 1.1: Projected Industry Growth by Selected Industries, 2009-2019



*The size of the bubbles and the number corresponding to each bubble represent 2009 jobs.

Table 1.1: Projected Industry Growth, 2009-2019

NAICS Code	Description	2009 Jobs	2019 Jobs	'09-'19 Change	'09-'19% Change	2009 National LQ	Average Expenditures Per Worker
62	Health care and social assistance	39,920	54,449	14,529	36%	0.96	\$36,851
53	Real estate and rental and leasing	21,217	31,898	10,681	50%	1.26	\$15,659
56	Administrative and waste services	24,633	33,884	9,251	38%	1.13	\$24,959
90	Government	54,660	61,713	7,053	13%	1.04	\$36,913
44-45	Retail trade	41,772	48,009	6,237	15%	1.05	\$23,266
23	Construction	28,576	34,572	5,996	21%	1.31	\$37,078
54	Professional and technical services	21,961	27,316	5,355	24%	0.83	\$51,752
52	Finance and insurance	15,542	20,454	4,912	32%	0.87	\$45,954
72	Accommodation and food services	22,871	27,576	4,705	21%	0.87	\$13,386
51	Information	7,334	11,710	4,376	60%	0.99	\$38,076
81	Other services, except public administration	18,384	21,998	3,614	20%	0.92	\$17,633
48-49	Transportation and warehousing	11,500	13,672	2,172	19%	0.83	\$35,736

Table 1.1: Projected Industry Growth, 2009-2019

NAICS Code	Description	2009 Jobs	2019 Jobs	'09-'19 Change	'09-'19% Change	2009 National LQ	Average Expenditures Per Worker
61	Educational services	4,867	6,330	1,463	30%	0.54	\$20,734
55	Management of companies and enterprises	5,290	6,580	1,290	24%	1.22	\$75,972
31-33	Manufacturing	27,667	28,816	1,149	4%	0.99	\$55,321
11	Agriculture, forestry, fishing and hunting	14,408	15,430	1,022	7%	1.75	\$22,326
71	Arts, entertainment, and recreation	6,250	7,212	962	15%	0.79	\$15,392
22	Utilities	935	1,214	279	30%	0.71	\$67,486
42	Wholesale trade	13,429	13,646	217	2%	0.96	\$51,284
21	Mining	470	633	163	35%	0.21	\$58,753
		381,685	467,110	85,426	22%		\$33,717

Source: EMSI Complete Employment – 3rd Quarter 2009

Southwestern Idaho offers a great diversity of economic opportunities. The area is not easy to characterize according to one predominant industry because sectors such as manufacturing, agriculture, professional services, and health care all form a critical portion of the regional economy. Currently, the largest industry sectors in the region by employment are government, retail trade, health care, and construction. Government and health care are also highly ranked in terms of location quotient and new job growth. Other industry sectors that are anticipated to grow the most over the next ten years include administrative and waste services, construction, and professional and technical services. Apart from these sectors, information and manufacturing are also notable for their own reasons. Information is projected to grow by an astonishing 60% of the next ten years, which is equivalent to more than 4,300 new jobs. Manufacturing posts one of the smallest projected growth rates, at 4% over the next ten years, but there are certain industries within this field that offer competitive wages and promising growth potential, including food manufacturing and machinery manufacturing.

Examining employment change by industry is an excellent way to measure the overall growth or decline of particular industry sectors. In order to get a more accurate picture of the number of available job openings, it is important to examine occupational data. EMSI's occupational data includes not only new job growth, but also openings due to replacement jobs, which are defined as openings that have occurred or will occur due to worker turnover. On the following page, in Figure 1.2 and Table 1-2, occupational data is analyzed using both new and replacement jobs. When new and replacement jobs are combined, we call them "openings." When the number of openings is averaged across the time period of the analysis (in this case, 2009 through 2019), we call this "annual openings."

Figure 1.2: Highest Projected Annual Openings by Occupational Sector, 2009-2019

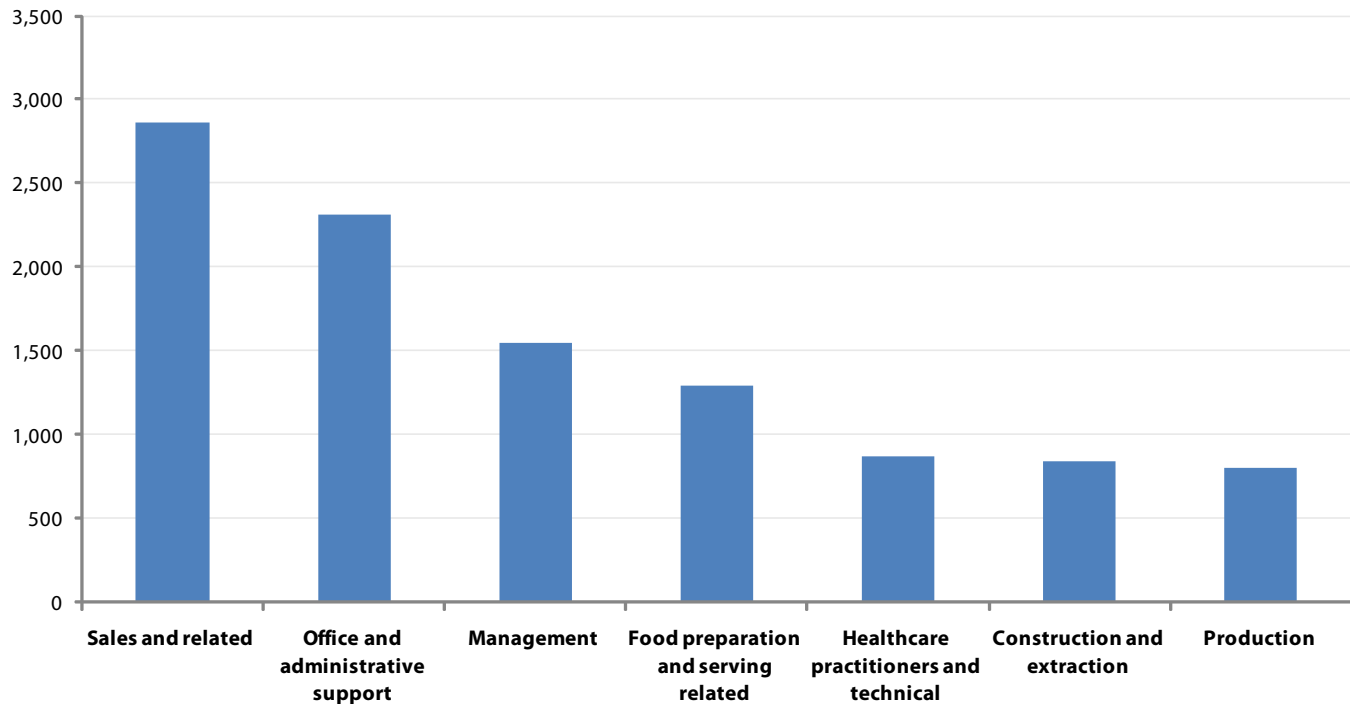


Table 1-2: Projected Occupation Growth & Openings, 2009-2019

SOC Series	Description	2009 Jobs	2019 Jobs	Change	% Change	Annual Openings	% New & Replacement Job Change	Current Median Hourly Earnings
41	Sales and related	53,594	68,661	15,067	28%	2,866	53%	\$11.23
43	Office and administrative support	50,981	62,084	11,103	22%	2,311	45%	\$13.71
11	Management	38,274	46,104	7,830	20%	1,547	40%	\$22.40
35	Food preparation and serving related	23,119	28,006	4,887	21%	1,297	56%	\$8.49
29	Healthcare practitioners and technical	16,353	21,962	5,609	34%	873	53%	\$29.43
47	Construction and extraction	22,219	26,961	4,742	21%	845	38%	\$15.29
51	Production	19,809	22,644	2,835	14%	805	41%	\$13.65
53	Transportation and material moving	21,081	23,860	2,779	13%	766	36%	\$12.79
13	Business and financial operations	16,848	21,675	4,827	29%	762	45%	\$20.95
25	Education, training, and library	15,940	19,229	3,289	21%	670	42%	\$27.19
49	Installation, maintenance, and repair	14,360	17,564	3,204	22%	566	39%	\$15.46
37	Building and grounds cleaning and maintenance	12,172	15,739	3,567	29%	564	46%	\$9.84
27	Arts, design, entertainment, sports, and media	10,079	12,346	2,267	22%	474	47%	\$15.21
39	Personal care and service	11,662	13,192	1,530	13%	440	38%	\$8.37
31	Healthcare support	7,986	11,246	3,260	41%	414	52%	\$11.77
15	Computer and mathematical science	7,627	9,509	1,882	25%	370	49%	\$26.02
21	Community and social services	6,715	8,759	2,044	30%	316	47%	\$14.74
33	Protective service	5,967	7,118	1,151	19%	301	50%	\$17.35
17	Architecture and engineering	7,927	9,094	1,167	15%	295	37%	\$30.31
19	Life, physical, and social science	4,692	5,782	1,090	23%	229	49%	\$21.86

Table 1-2: Projected Occupation Growth & Openings, 2009-2019

SOC Series	Description	2009 Jobs	2019 Jobs	Change	% Change	Annual Openings	% New & Replacement Job Change	Current Median Hourly Earnings
45	Farming, fishing, and forestry	5,523	6,344	821	15%	227	41%	\$10.16
55	Military	6,033	5,883	(150)	(2%)	126	21%	\$14.70
23	Legal	2,724	3,348	624	23%	111	41%	\$33.33
		381,684	467,110	85,426	22%	17,174	45%	\$16.16

Source: EMSI Complete Employment – 3rd Quarter 2009

In Figure 1-2 and Table 1-2 the region's labor market information is illustrated according to occupation groups instead of industries. There are several benefits to studying information at this level. First, at the occupational level EMSI is able to calculate median hourly earnings and annual openings. There are also more categories in the occupational taxonomy, which breaks the data into a greater level of detail.

According to these data, the occupation groups with the greatest projected number of annual openings are sales and related occupations, office and administrative support occupations, management occupations, and food preparation and serving-related occupations. These occupation groups have the highest number of openings in large part because they each contain a large number of low-paying, entry-level positions with a high level of turnover. Nevertheless, there are specific occupations within these groups that offer exciting work opportunities and attractive compensation, including Sales representatives, technical and scientific products (41-4011) and Social and community service managers (4-9151). Both of these occupations pay above \$17 per hour on average.

After the top four occupational categories, there is a sharp drop in the number of annual openings because there are fewer entry-level occupations in each of the remaining groups. The next highest ranked occupation group is health care practitioners and technical occupations, which tally over 870 annual openings and over \$29 per hour on average. Construction and production occupations also have greater than 800 annual openings within the region.

Chapter 2: Educational Characteristics

Figure 2-1: Overall Adult Educational Attainment by County ¹

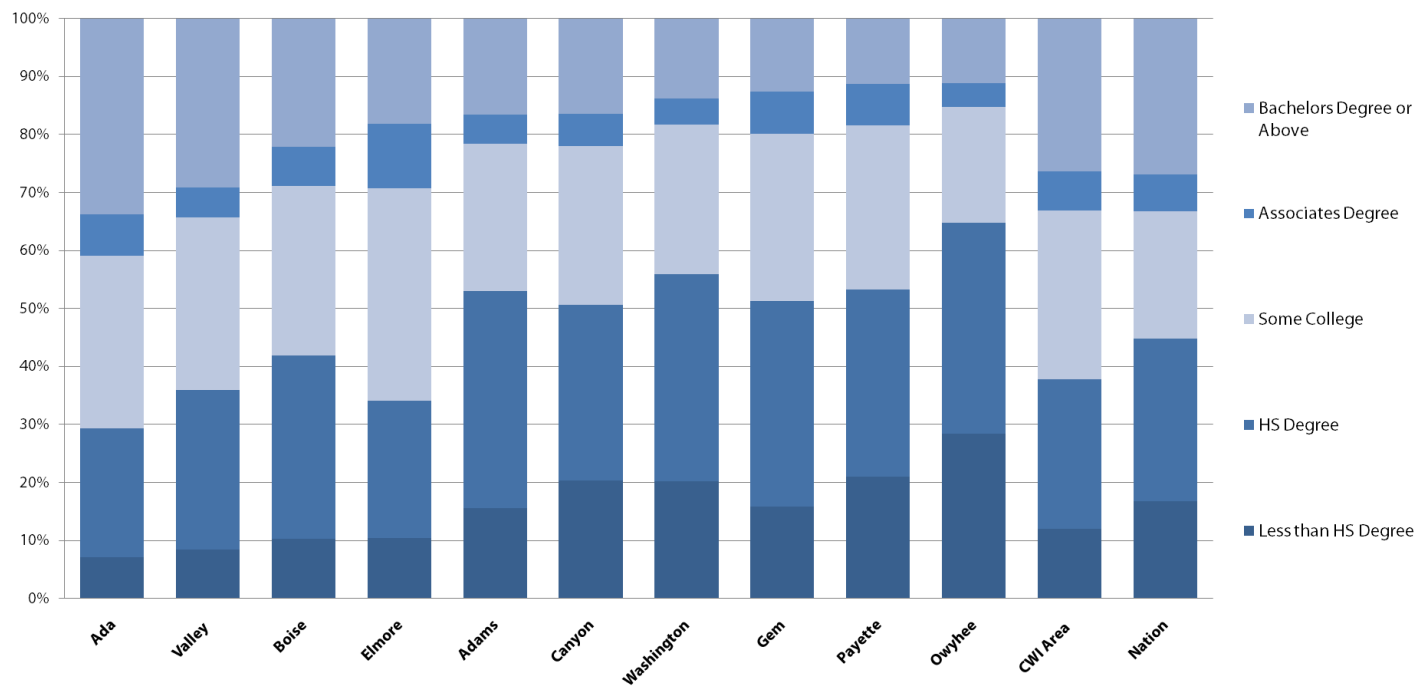


Table 2-1: Overall Adult Educational Attainment by County

County	Less than HS Degree		HS Degree		Some College ²		Associate's Degree		Bachelor's Degree or Above	
Ada	18,132	7%	56,827	22%	75,847	30%	18,341	7%	86,399	34%
Valley	540	8%	1,771	27%	1,921	30%	332	5%	1,879	29%
Boise	569	10%	1,736	32%	1,606	29%	372	7%	1,221	22%
Elmore	1,817	10%	4,122	24%	6,402	37%	1,944	11%	3,174	18%
Adams	396	16%	954	37%	647	25%	127	5%	424	17%
Canyon	23,473	20%	35,105	30%	31,655	27%	6,455	6%	18,974	16%
Washington	1,424	20%	2,516	36%	1,816	26%	315	4%	977	14%
Gem	1,812	16%	4,070	36%	3,291	29%	837	7%	1,447	13%
Payette	3,159	21%	4,827	32%	4,258	28%	1,079	7%	1,689	11%
Owyhee	1,987	28%	2,537	36%	1,402	20%	280	4%	783	11%
CWI Area	53,307	12%	114,464	26%	128,846	29%	30,083	7%	116,967	26%
Nation	33,553,853	17%	56,383,341	28%	44,110,649	22%	12,873,704	6%	53,905,216	27%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

1 All educational attainment data in this report represent the ten-county region of Southwestern Idaho, including those areas in the College of Southern Idaho's service region that are excluded elsewhere. See page 3 for more.

2. The "Some College" category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a post-secondary vocational award or professional certification but did not receive an associate's or bachelor's degree.

The proportion of adults with college degrees in the CWI service area is roughly equivalent to the national average. In both the nation and the CWI area, 33% of the population has an associate’s degree or above. This competitive score is due mostly to the much higher than average educational attainment of individuals in Ada County. In Ada County, 41% of the adult population has an associate’s degree or above (34% with a bachelor’s or above and 7% with an associate’s). With the exception of Valley County, the remaining counties contain 30% or less of adults with an associate’s degree or above. Canyon County, the second largest county in terms of population, is solidly in the middle of this range at 22% (16% with a bachelor’s or above and 6% with an associate’s). Since there is a strong correlation between educational attainment and economic progress, the low attainment rates of the rural areas in the CWI area could be a hindrance to greater development in these areas.

Among all people above the age of 25, individuals in the “HS Degree” or “Some College” range are the most likely to utilize community colleges to increase their skills and education. There are more than 243,000 adults in this position within the region. Almost 200,000 of these individuals live in either Ada or Canyon County, and the remaining individuals live in one of the other eight rural counties. It is noteworthy that a higher proportion of the population is in the HS Degree to Some College range in the CWI area than at the national level, 55% to 50%, respectively. Though we cannot say exactly how many, it is safe to assume that a good deal of the individuals in this range would attend a community college if one were available in the area. With the advent of the College of Western Idaho, EMSI anticipates that the college will draw a portion of the individuals from this range and that in time the proportion of individuals with an associate’s degree will increase while the proportion in the HS Degree and Some College range will decrease.

Figure 2-2: Adult Educational Attainment by Gender

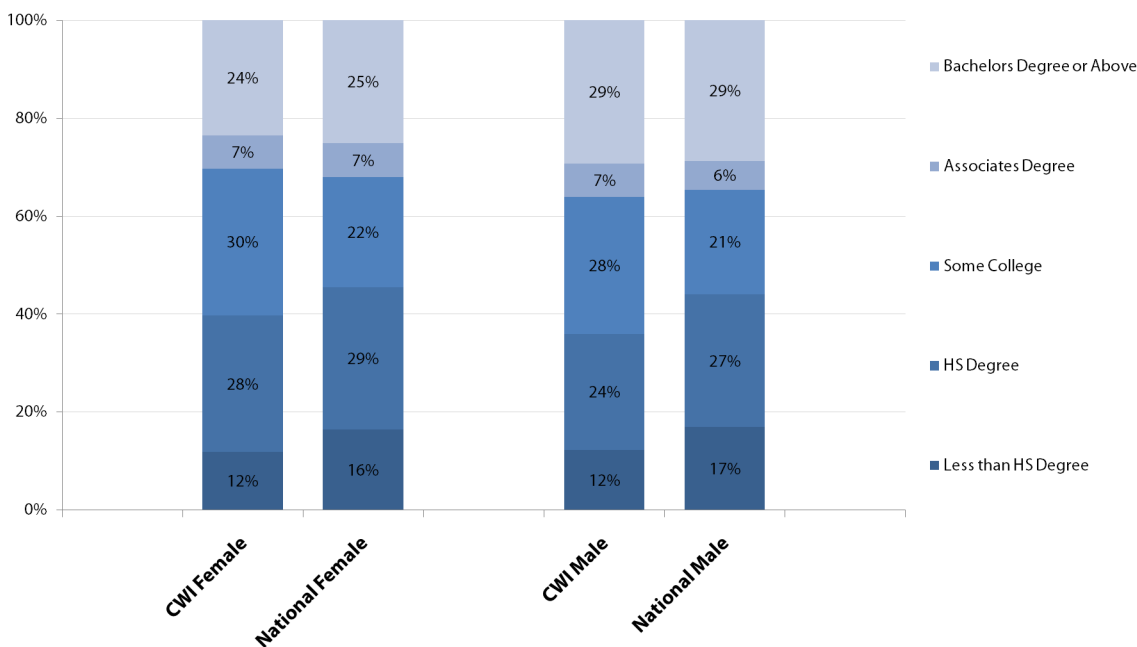


Table 2-2: Adult Educational Attainment by Gender

Area	Gender	Less than HS Degree		HS Degree		Some College		Associate’s Degree		Bachelor’s Degree or Above	
		Count	%	Count	%	Count	%	Count	%	Count	%
CWI Area	Male	27,101	12%	52,387	24%	62,022	28%	15,069	7%	64,670	29%
	Female	26,206	12%	62,078	28%	66,824	30%	15,015	7%	52,296	24%
Nation	Male	16,493,059	17%	26,227,336	27%	20,816,727	21%	5,724,466	6%	27,841,070	29%
	Female	17,060,794	16%	30,156,005	29%	23,293,922	22%	7,149,239	7%	26,064,145	25%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

It is apparent, after looking at Figure 2-2 and Table 2-2, that there is an achievement gap at the highest levels of education between males and females at the national level, which is replicated in the CWI area. Nationally, 25% of the adult female

population has a bachelor's degree or above, compared to 29% for males. A similar disparity exists in the CWI area as 24% of adult females have a bachelor's or above compared to 29% of males. This disparity has long existed in the United States, but recent graduation rates at the post-secondary level indicate that this gap may begin closing over time as females are now much more likely to both enroll and graduate from college than males.³ This increasing success among females at the post-secondary level will affect the CWI area but it is uncertain to what degree. Some studies have shown that the increasing success of females varies widely by state and region.⁴

Similar to the overall educational attainment data recorded in Table 2-1, there is a unusually high proportion of individuals in the HS Degree and Some College range. The proportion is higher for both males and females in the CWI area compared to the national level. For females, the difference is 6 percentage points (58% in the CWI region; 52% at the national level) and 4 percentage points for males (52% in the CWI region; 48% at the national level). This could be an indication that an even higher proportion of females than males will be interested in education at CWI than the national average, but there is not enough information to draw this conclusion. Other factors peculiar to the CWI area could have an impact on whether or not adult females pursue higher education to the same degree in the CWI area as the nation, including personal choices and beliefs, availability of child care, and opportunities for economic advancement.

Table 2-3: Adult Educational Attainment by Race and Selected Counties

County	Race	Less than HS Degree		HS Degree		Some College		Associate's Degree		Bachelor's Degree or Above	
		Count	%	Count	%	Count	%	Count	%	Count	%
Ada	White	14,464	6%	50,279	22%	68,875	30%	16,454	7%	78,650	34%
	Hispanic	2,408	17%	4,012	29%	3,669	26%	1,086	8%	2,828	20%
	Black	237	12%	276	14%	647	33%	149	8%	655	33%
	Am. Indian	215	11%	531	27%	665	34%	151	8%	412	21%
	Asian and Hawaiian	634	11%	1,036	17%	1,007	17%	317	5%	2,998	50%
	Two or More Races	174	6%	693	24%	983	34%	185	6%	855	30%
Canyon	White	13,275	14%	29,864	32%	26,911	29%	5,958	6%	16,346	18%
	Hispanic	9,903	51%	4,233	22%	3,303	17%	286	1%	1,642	8%
	Black	26	5%	32	6%	297	53%	32	6%	173	31%
	Am. Indian	94	11%	271	32%	354	42%	23	3%	95	11%
	Asian and Hawaiian	74	6%	331	27%	321	26%	78	6%	426	35%
	Two or More Races	101	8%	373	28%	468	36%	78	6%	293	22%
CWI Area	White	35,564	9%	100,270	26%	115,145	30%	26,961	7%	105,772	28%
	Hispanic	15,819	39%	9,869	24%	8,032	20%	1,755	4%	4,819	12%
	Black	284	9%	372	12%	1,152	38%	311	10%	887	30%
	Am. Indian	388	11%	1,075	31%	1,219	35%	241	7%	578	17%
	Asian and Hawaiian	827	10%	1,596	20%	1,525	19%	463	6%	3,673	45%
	Two or More Races	424	8%	1,282	25%	1,772	35%	353	7%	1,237	24%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

³ U.S. Census Bureau. 2006. School Enrollment in the United States: 2006. <http://www.census.gov/prod/2008pubs/p20-559.pdf> (accessed September 29, 2009).

⁴ Mather, Mark and Dia Adams, 2007. The Crossover in Female-Male College Enrollment Rates. Population Reference Bureau. <http://www.prb.org/Articles/2007/CrossoverinFemaleMaleCollegeEnrollmentRates.aspx> (accessed September 30, 2009).

Table 2-3: Adult Educational Attainment by Race and Selected Counties

County	Race	Less than HS Degree		HS Degree		Some College		Associate's Degree		Bachelor's Degree or Above	
Nation	White	16,599,070	12%	41,046,905	30%	31,581,857	23%	9,307,532	7%	40,441,793	29%
	Hispanic	10,400,788	40%	6,155,960	24%	4,678,588	18%	1,241,002	5%	3,678,868	14%
	Black	4,766,793	21%	6,761,822	30%	5,539,566	25%	1,411,140	6%	3,991,807	18%
	Am. Indian	301,755	22%	419,367	30%	368,946	26%	102,601	7%	201,375	14%
	Asian and Hawaiian	1,134,549	12%	1,432,354	15%	1,386,675	14%	646,787	7%	5,045,194	52%
	Two or More Races	350,898	16%	566,933	26%	555,018	25%	164,642	8%	546,179	25%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

The educational attainment by race data in Table 2-3 reveals a number of interesting things about how race and geography impact educational attainment in the region. In general, the Asian/Hawaiian and white race groups have the highest educational attainment rates, which holds true in the CWI area and the nation. One interesting aberration is the unusually high educational attainment of blacks in the CWI area compared to the national average. At the national level, 24% of blacks have an associate's degree or higher, but in the CWI area a full 40% have achieved the same level of education, which is higher than all race groups except for Asian/Hawaiian.

By far the most notable information that can be drawn from this table is the high proportion of Hispanics in Ada and Canyon Counties who have less than a college degree. Nationally about 81% of adult Hispanics do not have a college degree; in the CWI area this figure is a slightly higher (84%) and in Canyon County it is even higher (90%). All told, there are more than 33,000 adult Hispanics in the CWI area who do not have a college degree, which means that Hispanics make up 11% of this critical group of non-degree holding individuals. There are also a high proportion of Hispanics in the Less than HS Degree range. In the CWI area, 39% of the Hispanic adult population, or 15,800 individuals, have less than a high school degree. This could lead to some unique needs for developmental and remedial education for this group at the post-secondary level.

Chapter 3: Program Gap Analysis

Introduction:

In this analysis the authors have not sought to thoroughly analyze all of the programs contained in these lists. The approach we have taken is to provide readers with a solid foundation for interpreting the data, and we have undertaken analysis of a number of programs within this chapter to serve as examples. Ultimately, EMSI cannot be in charge of creating the academic plan because our knowledge and perspective of the circumstances regarding each program is limited. The educational gap analysis is intended to provide the CWI staff with the tools needed to conduct an academic plan using both solidly grounded program demand data and their own knowledge and experience.

The group displayed in Table 3-2 is called the current CWI program gap analysis because the programs on this list all align directly with programs that the college is offering as of fall 2009. Most of the programs have titles similar to those used in common parlance to describe collegiate programs, but a few of them do not fit standard definitions. The reason for this is that the programs contained in Table 3-2 are titled by a standard CIP (Classification of Instructional Programs) code and some of the more innovative programs offered by CWI do not fall into a standard CIP classification. Where this occurred, EMSI found the best-matching CIP program and modified the occupation-to-program mapping in order to best fit the CWI program description and curriculum. For the convenience of those who are familiar with CWI's current programs, we have included a program crosswalk in Appendix A that translates the programs from the language used in the CWI online catalogue to the CIP codes used in this report. The second group displayed in Table 3-3 is called the future CWI program gap analysis. The programs measured on this list include those which the College of Western Idaho has expressed interest in offering sometime within the next five years.⁵ The third and final lists of programs displayed in Table 3-4 are those that are not on the short list of programs that CWI is intending to offer in the near future. EMSI has determined that there is significant regional demand to justify adding these programs based on regional job openings and an adequate level of earnings.

The section after the gap analysis highlights—called the “Gap Analysis Detailed Tables by Program and Related Occupations”—contains the same information included in the highlight tables (Tables 3-1 through 3-4), as well as a breakout of the occupations that each of the programs are linked to according to the custom CIP-to-SOC crosswalk. This information will be useful for those looking for more detailed information about the programs contained in the highlight tables. As with the highlight tables, there are three separate tables, one for each of the program profiles.

Chapter 4 begins after the gap analysis detailed tables. This is where the authors give a brief overview of some emerging green occupations in the CWI area and discuss how CWI could train for these occupations with green certification or green retraining programs.

Methodology:

There are a number of important figures contained in Tables 3-1 through 3-4, including the number of 2008 graduates by CIP code, the SOC codes that align with each of the CIP codes and the employment growth, and earnings figures for each of these occupations. Of these figures, 2008 graduates and annual openings are relied on most heavily to conduct the gap analysis. These figures are used as measurements of supply and demand. The difference between the two makes up the contents of the “Gap/Surplus” cells. Gap/surplus is the difference between the estimated total annual openings (a measurement for demand based on new and replacement openings) and 2008 related program graduates. A gap of trained workers shows up as a negative, indicating that there is an outstanding demand or deficit of that number of trained workers. For instance, if there is a projected annual demand for 50 truck drivers and last year only 30 people completed truck driving programs, there would be a projected gap, or lack, of 20 qualified truck drivers in the region in the upcoming year. A surplus of trained workers is shown as a positive number, indicating that the amount of graduates each year is beyond the needs of the regional economy.

⁵ The source for developing our list of future CWI programs includes two documents: the recommendations given by the CWI Advisory Council in September, 2008, and the CWI 8-Year Academic Plan that was completed in April, 2009.

Developing an adequate CIP-to-SOC crosswalk is one of the most complex steps in the gap analysis process. In the development of this crosswalk, EMSI relied heavily on the CIP-to-SOC crosswalk created by the National Center for Educational Statistics (NCES). However, the authors made extensive modifications using our own knowledge of labor market supply patterns both nationally and locally. After creating the customized CIP-to-SOC crosswalk, the authors also considered related CIP codes that supply graduates into roughly equivalent fields but may have a slightly different CIP definition or award level. More details on this process, along with the customized program cross-references, are available in Appendix B.

The occupational projections used in this report are based on EMSI’s best-in-class projection methodology, which use EMSI’s own labor market data combined with Idaho’s industry projections. The collegiate completer data in this report are from the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES). The most recent IPEDS data release was used in this report, which contains results from the 2008 academic year. IPEDS accurately accounts for all colleges and universities that participate or are applicants for any federal financial assistance program authorized by the Higher Education Act (HEA). The HEA includes most well-known federal loans, including Pell Grants, Stafford Loans, etc. All public colleges and universities and a number of private post-secondary schools accept federal assistance loans and therefore are included in this analysis.⁶

On a final note, all of the data necessary to repeat the gap analysis study in future years are available either in this report or by contacting EMSI. Educational supply data and, to a lesser extent, occupational demand data are subject to change on a year-to-year basis, so it is important to maintain gap analysis information that is informative and up-to-date.

Gap Analysis Highlights

The list in Table 3-1 displays the top high demand programs and the top low demand programs within the region. High demand programs include those for which there is an over 50-person shortfall of trained workers on an annual basis. There are 25 programs in this category. Low demand programs include those for which there is a 25-person surplus of trained workers on an annual basis. There are six programs in this category. The programs are color-coded to indicate whether CWI is currently offering or intending to offer the program in the near future. Programs that are currently offered are shaded blue. Programs that CWI has expressed interest in offering at some point within the next six years are shaded green. Programs that CWI currently has no plans of offering are shaded red. In order to see the detailed occupational information associated with these programs see Tables 3-5 through 3-7. Programs that are shaded blue (currently offered) are contained in Table 3-5. Programs that are shaded green (future programs) are contained in Table 3-6. Program that are shaded red (EMSI recommended) are displayed in Table 3-7.

Table 3-1: Program Gap Analysis Highlights

High Demand Programs								
CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	Median Hourly Earnings in \$	Gap/ Surplus
52.0408	General Office Occupations and Clerical Services	3	15,999	2,790	17%	677	13.58	(674)
46.9999	Construction Trades, Other	33	14,939	3,475	23%	667	14.95	(634)
custom3 ⁷	Marketing Management	14	12,185	1,971	16%	468	18.64	(454)
49.0205	Truck and Bus Driver/Commercial Vehicle Operation	17	9,872	1,628	16%	329	13.59	(312)
52.0401	Administrative Assistant and Secretarial Science, General	0	5,887	1,197	20%	213	14.81	(213)
19.0708	Child Care and Support Services Management	14	4,642	814	18%	215	7.28	(201)
52.1701	Insurance	0	3,365	1,020	30%	169	19.88	(169)

⁶ Additionally, some schools that do not allow for the use of federal financial aid such as trade schools, for-profit schools, and religious schools sometimes report to IPEDS for advertising purposes. A full list of the programs in CWI that were considered in this analysis is included in Appendix C.

⁷ This program and a few others (custom2 & custom1) did not have any approximate match among all CIP codes so EMSI created a custom program name and CIP code.

Table 3-1: Program Gap Analysis Highlights

High Demand Programs								
CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	Median Hourly Earnings in \$	Gap/ Surplus
52.0204	Office Management and Supervision	19	3,769	797	21%	157	18.47	(138)
01.0601	Applied Horticulture/Horticulture Operations, General	27	7,555	389	5%	149	9.42	(122)
15.1202	Computer Technology/Computer Systems Technology	7	2,585	518	20%	128	18.63	(121)
01.0605	Landscaping and Groundskeeping	0	2,573	856	33%	117	11.32	(117)
custom1	Team Assemblers	0	2,692	394	15%	101	14.99	(101)
52.0302	Accounting Technology/Technician and Bookkeeping	161	6,765	1,431	21%	253	13.70	(92)
19.0505	Foodservice Systems Administration/Management	0	2,298	520	23%	90	12.12	(90)
12.0503	Culinary Arts/Chef Training	5	2,075	426	21%	91	10.37	(86)
48.0703	Cabinetmaking and Millwork/Millwright	0	1,317	500	38%	86	11.55	(86)
47.0604	Automobile/Automotive Mechanics Technology/Technician	17	1,924	577	30%	98	11.96	(81)
46.0302	Electrician	0	1,688	376	22%	79	18.42	(79)
49.0299	Ground Transportation, Other	0	2,351	164	7%	76	12.64	(76)
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	0	1,740	390	22%	74	16.81	(74)
25.0301	Library Assistant/Technician	0	675	368	55%	69	11.57	(69)
47.0103	Communications Systems Installation and Repair Technology	0	1,348	409	30%	63	15.20	(63)
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	254	5,784	2,160	37%	311	26.84	(57)
46.0503	Plumbing Technology/Plumber	0	1,365	287	21%	57	15.61	(57)
47.0303	Industrial Mechanics and Maintenance Technology	2	1,465	260	18%	55	18.74	(53)
Low Demand Programs								
51.0907	Medical Radiologic Technology/Science - Radiation Therapist	52	454	122	27%	19	24.05	33
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	70	1,031	73	7%	27	25.94	43
51.0710	Medical Office Assistant/Specialist	155	637	236	37%	43	14.52	46
51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	136	1,218	387	32%	72	19.38	64
51.3501	Massage Therapy/Therapeutic Massage	109	199	-11	-6%	1	10.44	108
51.0601	Dental Assisting/Assistant	203	881	439	50%	59	14.44	144

The results of EMSI's gap analysis indicate that there are many programs that require one to two years of college education in the CWI service area that are in need of more trained workers. There are also a small number of programs that are significantly oversupplying the labor market. Some of the most notable programs that feed into undersupplied occupations include Marketing Management (custom3), Truck and Bus Driver/Commercial Vehicle Operation (49.0205), and Insurance (52.1701). Graduates of these programs are capable of entering high-paying professions with significant projected growth over the next ten years.

EMSI anticipates that graduates of the Marketing Management program will be qualified for 450 openings each year with average earnings of more than \$18 per hour. There will also be more than 300 annual openings for graduates of the Truck and Bus Driver program with average earnings of roughly \$13.50 per hour. Meanwhile, an Insurance program, if put in place by CWI, would offer a high number of openings and solid earning potential for graduates. A program that could train workers for occupations such as Claims adjusters and Insurance underwriters would offer workers almost 170 annual openings and average earnings above \$19 per hour.

Although most programs requiring one to two years of education have strong growth and earnings potential, some programs are either training for occupations that are oversupplied with workers or for occupations that are not offering enough annual openings to demand additional graduates. Some programs that train for workers in this range include Dental Assisting (51.0601) and Electrical, Electronic and Communications Engineering Technology (15.0303). In 2008, 203 individuals graduated from programs with a Dental Assisting degree or certificate and the annual demand for such workers in the CWI area is less than 60. This means that each graduate who remains in the area could be competing with two or more recently trained workers for each opening, not to mention workers who were trained in previous years. Graduates of the Electrical and Electronic Technician program are not just facing competition from individuals who graduate with two-year degrees, but also from individuals who graduate with four-year engineering degrees. Because of this, there are roughly 2.5 recently trained graduates for each annual opening as an electronic engineering technician.

As a side note, it should be mentioned that there could be programs analyzed throughout this analysis where the apparent demand is higher than the demand indicated by EMSI's labor market data. For instance, occupations where projections have been skewed by declining employment can be caused not by a lack of employer demand but rather by waning interest within the workforce. Common examples of such occupations include Welders, Electricians, and other high-skilled, blue-collar jobs. Workers with such skills are in very high demand among employers, but fewer and fewer young people are entering such professions. This can cause the projected demand for these workers to appear lower than it actually is. Unfortunately, there is no easy way to compensate for issues such as this, but it should be kept in mind when looking at programs that fit the prescribed conditions of being high-skill, middle-wage, and blue collar. A disconnect between apparent and projected demand can also occur in circumstances where a program teaches certain skills that are in high demand but the precise occupation that is being trained for is not in demand. Such an event could occur with a program like Machine Tool Technology, which trains workers to be skilled within an array of categories such as machinery, production, and general maintenance that could transfer to many different occupations and industries. As with the previous example, there is no simple way to mitigate the anomalies in these data, but this fact should be kept in mind as a possibility for programs with lower-than-expected annual openings.

Table 3-2: Current CWI Program Gap Analysis Detailed Findings

CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	Median Hourly Earnings in \$	Gap/Surplus
52.0408	General Office Occupations and Clerical Services	3	15,999	2,790	17%	677	13.58	(674)
custom3	Marketing Management	14	12,185	1,971	16%	468	18.64	(454)
49.0205	Truck and Bus Driver/Commercial Vehicle Operation	17	9,872	1,628	16%	329	13.59	(312)
52.0401	Administrative Assistant and Secretarial Science, General	0	5,887	1,197	20%	213	14.81	(213)
15.1202	Computer Technology/Computer Systems Technology	7	2,585	518	20%	128	18.63	(121)
01.0601	Applied Horticulture/Horticulture Operations, General	27	7,555	389	5%	149	9.42	(122)
52.0302	Accounting Technology/Technician and Bookkeeping	161	6,765	1,431	21%	253	13.70	(92)
12.0503	Culinary Arts/Chef Training	5	2,075	426	21%	91	10.37	(86)
47.0604	Automobile/Automotive Mechanics Technology/Technician	17	1,924	577	30%	98	11.96	(81)
46.0302	Electrician	0	1,688	376	22%	79	18.42	(79)
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	0	1,740	390	22%	74	16.81	(74)
47.0103	Communications Systems Installation and Repair Technology	0	1,348	409	30%	63	15.20	(63)
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	254	5,784	2,160	37%	311	26.84	(57)
46.0503	Plumbing Technology/Plumber	0	1,365	287	21%	57	15.61	(57)
47.0303	Industrial Mechanics and Maintenance Technology	2	1,465	260	18%	55	18.74	(53)
48.0508	Welding Technology/Welder	13	1,378	246	18%	54	13.26	(41)
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)	0	881	164	19%	32	15.12	(32)
11.0801	Web Page, Digital/Multimedia and Information Resources Design	46	1,870	245	13%	72	23.51	(26)
43.0201	Fire Protection and Safety Technology/Technician	11	625	117	19%	33	25.87	(22)
47.0603	Autobody/Collision and Repair Technology/Technician	7	718	193	27%	36	11.24	(29)
15.0612	Industrial Technology/Technician	0	229	31	14%	8	29.99	(8)
48.0501	Machine Tool Technology/Machinist	3	927	41	4%	30	14.26	(27)
47.0605	Diesel Mechanics Technology/Technician	5	740	139	19%	30	16.28	(25)
15.0404	Instrumentation Technology/Technician	2	826	-33	(4%)	27	15.59	(25)
11.0901	Computer Systems Networking and Telecommunications	117	1,943	814	42%	127	25.62	(10)
22.0301	Legal Administrative Assistant/Secretary	12	784	183	23%	31	15.25	(19)
51.0909	Surgical Technology/Technologist	15	282	97	34%	18	17.63	(3)

Table 3-2: Current CWI Program Gap Analysis Detailed Findings

CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	Median Hourly Earnings in \$	Gap/ Surplus
13.1210	Early Childhood Education and Teaching	8	624	67	11%	17	8.86	(9)
47.0606	Small Engine Mechanics and Repair Technology/Technician	3	154	54	35%	8	9.00	(5)
15.1301	Drafting and Design Technology/Technician, General	34	693	102	15%	30	20.94	4
51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	136	1,218	387	32%	72	19.38	64
51.0601	Dental Assisting/Assistant	203	881	439	50%	59	14.44	144

Once the CWI catalogue is translated into the CIP code system, there are 32 distinct programs being offered as of fall 2009. These programs as a group are training for 149 separate occupations with an annual demand of roughly 3,730 workers and earnings of over \$15 per hour. Some of the top programs in this group include Marketing Management (custom3), Administrative Assistant and Secretarial Science, General (52.0401), Computer Technology/Computer Systems Technology (15.1202), and Electricians (46.0302). As explained in the economic scan earlier in this document, the CWI area is experiencing widespread growth across a multitude of sectors. CWI is likewise training workers for a broad array of different fields, including business services, health care, personal services, construction and manufacturing. Among these 32 programs only three are pushing workers into fields where there are more workers than there are jobs. These three programs are Drafting and Design Technology/Technician, General (15.1301), Licensed Practical/ Vocational Nurse Training (51.1613), and Dental Assisting (51.0601).

It is somewhat surprising that these programs are producing more graduates than there are jobs because each of the occupations associated with the programs are projected to grow substantially in the near future. The problem stems from an overproduction of trained workers. For instance, there were 136 LPN graduates in 2008 alone. This includes a considerable number of graduates from Boise State University, Treasure Valley Community College, and other regional private institutions such as Apollo College. This highlights an important lesson in academic planning: It is possible to oversupply workers into even the highest-demand fields. This is not necessarily an indication that any of these three programs should be dropped from the academic catalogue because they are all still valuable, both to the graduates and the businesses who hire the graduates. Additional factors should also be considered in this decision, such as the quality and value of education offered at CWI compared to other institutions in the region. Even in a field with a high level of competition it is possible that some students would prefer to receive an education from CWI, and that employers would prefer students from CWI. It should not be ruled out, however, that these figures represent an imbalance in the number of graduates to openings, and that the college would be better servicing students by discouraging over-enrollment in these programs. If this were the case, this could represent an opportunity for college faculty and staff to counsel some individuals who are open to a career change into a field with a larger demand for trained workers.

Programs that perhaps are in need of even closer analysis are those that are serving occupations with low growth or decreasing employment. Some of the programs in this range include Small Engine Mechanics, Repair Technology/Technician (47.0606), and Industrial Technology/Technician. Each of the occupations that these programs train for are relatively small and are not anticipated to add a high number of new jobs. If the college is open to such changes, it is possible that these programs could be downsized or the resources committed to them could be transitioned into another high demand program area.

Table 3-3: Future CWI Program Gap Analysis Detailed Findings

CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	Median Hourly Earnings in \$	Gap/ Surplus
19.0708	Child Care and Support Services Management	14	4,642	814	18%	215	7.28	(201)
52.0204	Office Management and Supervision	19	3,769	797	21%	157	18.47	(138)
01.0605	Landscaping and Groundskeeping	0	2,573	856	33%	117	11.32	(117)
custom1	Advanced Manufacturing Technicians	0	2,692	394	15%	101	14.99	(101)
13.1501	Teacher Assistant/Aide	20	1,889	318	17%	63	11.87	(43)
46.0303	Lineworker	2	467	114	24%	26	31.30	(24)
51.0905	Nuclear Medical Technology/Technologist	0	40	8	20%	1	31.11	(1)
51.0910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	0	84	24	28%	3	28.98	(3)
51.1005	Clinical Laboratory Science/Medical Technology/Technologist	0	347	103	30%	22	18.24	(22)
43.0103	Criminal Justice/Law Enforcement Administration	134	2,598	606	23%	150	21.83	(16)
custom2	Telecommunications Line Installers and Repairers	0	313	133	43%	21	15.80	(21)
10.0202	Radio and Television Broadcasting Technology/Technician	2	252	125	50%	19	15.20	(17)
51.0806	Physical Therapist Assistant	0	287	131	46%	17	14.27	(17)
51.0808	Veterinary/Animal Health Technology/Technician and Veterinary Assistant	0	163	87	53%	14	13.80	(14)
11.0301	Data Processing and Data Processing Technology/Technician	0	312	-16	(5%)	8	16.13	(8)
12.0501	Baking and Pastry Arts/Baker/Pastry Chef	0	301	51	17%	11	11.85	(11)
51.0805	Pharmacy Technician/Assistant	39	709	253	36%	46	14.00	(7)
51.0603	Dental Laboratory Technology/Technician	0	102	32	31%	5	8.72	(5)
01.0504	Dog/Pet/Animal Grooming	0	1,107	-153	(14%)	2	8.35	(2)
51.0707	Health Information/Medical Records Technology/Technician	57	937	261	28%	46	15.00	11
51.0908	Respiratory Care Therapy/Therapist	42	513	119	23%	23	19.36	19
51.0602	Dental Hygiene/Hygienist	57	508	257	51%	35	34.68	22
51.0907	Medical Radiologic Technology/Science - Radiation Therapist	52	454	122	27%	19	24.05	33
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	70	1,031	73	7%	27	25.94	43
51.0710	Medical Office Assistant/Specialist	155	637	236	37%	43	14.52	46
51.3501	Massage Therapy/Therapeutic Massage	109	199	-11	-6%	1	10.44	108

All told, the list of CWI future programs will be training for 50 separate occupations with an annual demand for roughly 1,260 workers and earnings of around \$15 per hour. Considering both job growth and earnings potential, some of the top programs in this group include Child Care and Support Services Management (19.0708), Office Management and Supervision (52.0204), and Advanced Manufacturing Technicians (custom1). The demand for child care workers is nearly overwhelming, and with

the population growth occurring in the CWI area, this demand will only increase in coming years. Programs such as Office Management and Supervision train individuals to obtain a strong base of office skills that can be used in a variety of settings. Although there is only one occupation that this program trains for directly, First-line supervisors/managers of office and administrative support workers (43-1011), it offers high wages and is in high demand.

There are also a few programs on this list that CWI should carefully consider before adding. These programs include Massage Therapy (51.3501) and Radiological Therapy Technicians (51.0907), among others. Massage therapy is an occupation that has been en vogue over the past ten years with the growing demand for preventative health care. However, data show that this field has been declining recently, and the average earnings of \$10.44 per hour does not provide a lot of incentive for new entrants to pursue a career in the field. Radiological technicians, on the other hand, represents an occupation with projected growth of 23% over the next ten years and earnings of around \$24/hour, but there are already several colleges in the area involved in training individuals for this profession. In 2008, there were 52 graduates from Boise State with skills to enter into this profession, and in the entire CWI area there is an annual demand for only 19 such workers. This should not be taken as a direct recommendation that CWI should not offer the program, but if the college cannot prove that it would be capable of delivering a superior education for an equal or better price, there is little reason to enter into competition with BSU on this front.

Just as with the current CWI program offerings, there are some programs on this list that are in an even more precarious situation of posting little future growth and low earnings. The programs in this range include Nuclear Medical Technology/Technologist (51.0905), Diagnostic Medical Sonography and Ultrasound Technicians (51.0910), and Dog/Pet and Animal Grooming. Currently, there is little reason to justify the expansion of academic offerings for any of these programs. If further expansion occurs in the health care field, Nuclear medical technicians and Sonographers could see a growth in demand, but currently these occupations fulfill a niche within the health care industry that does not seem to be in high demand in Southwestern Idaho. Dog/Pet and Animal Grooming at one point recently could have been a strong program offering, but the recent decline among Non-farm animal caretakers (39-2021) indicates that these workers are no longer as critical to the regional economy as they once were. There is some growth among Veterinary assistants and laboratory animal caretakers (31-9096), but the oversupply of former non-farm animal caretakers could easily fill the demand for these positions with a bit of retraining, if they so desired.

Table 3-4: EMSI Recommended Programs Gap Analysis Detailed Findings

CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	Median Hourly Earnings in \$	Gap/ Surplus
46.9999	Construction Trades, Other	33	14,939	3,475	23%	667	14.95	(634)
52.1701	Insurance	0	3,365	1,020	30%	169	19.88	(169)
48.0703	Cabinetmaking and Millwork/Millwright	0	1,317	500	38%	86	11.55	(86)
49.0299	Ground Transportation, Other	0	2,351	164	7%	76	12.64	(76)
25.0301	Library Assistant/Technician	0	675	368	55%	69	11.57	(69)
03.0511	Forest Technology/Technician	0	820	140	17%	47	15.64	(47)
44.0201	Community Organization and Advocacy	0	1,126	310	28%	48	9.01	(48)
46.0101	Mason/Masonry	0	799	297	37%	46	13.19	(46)
22.0302	Legal Assistant/Paralegal	0	837	229	27%	36	19.24	(36)
19.0505	Foodservice Systems Administration/ Management	0	1,252	247	20%	34	13.05	(34)
51.1599	Mental and Social Health Services and Allied Professions, Other	59	1,724	664	38%	86	10.38	(27)
15.1102	Surveying Technology/Surveying	0	384	110	29%	18	21.81	(18)
48.0506	Sheet Metal Technology/Sheetworking	0	576	75	13%	22	17.01	(22)
50.0408	Interior Design	0	176	45	25%	18	18.19	(18)
51.0901	Cardiovascular Technology/Technologist	0	55	19	35%	3	25.04	(3)
52.1601	Taxation	0	408	49	12%	15	19.29	(15)
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	0	291	51	18%	13	17.43	(13)
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/ Technician	0	252	83	33%	13	17.36	(13)
51.3103	Dietetic Technician (DTR)	0	213	55	26%	11	17.98	(11)
01.0204	Agricultural Power Machinery Operation	0	457	54	12%	18	10.89	(18)
47.0106	Appliance Installation and Repair Technology/ Technician	0	265	93	35%	15	9.92	(15)
51.1801	Opticianry/Ophthalmic Dispensing Optician	0	169	45	27%	10	9.81	(10)

All told, the EMSI recommended programs could be training for 65 separate occupations with an annual demand for roughly 1,490 workers and earnings of around \$14 per hour. Some of the most attractive program offerings in this group include Insurance (52.1701), Library Assistants (25.0301), Forestry Technicians (03.0511), and Legal Assistant/Paralegal (22.0302). These programs are all noteworthy for their own reasons. Insurance is a program that is rarely offered at the two-year college level; according to EMSI's research, there were only a couple hundred such graduates at the national level in the latest academic year. However, from an economic perspective, it could be a great benefit to students interested in the insurance field who do not want to get a four-year accounting or finance degree. Library Assistants are often in high demand in places like Southwestern Idaho that are experiencing population growth, and offers an appealing opportunity for individuals who enjoy both teaching and learning but are not interested in entering the teaching profession. The Forest Technology/Technician program, which could also be called Field Biology or Wildlife Technicians, presents a unique opportunity for CWI. In most locations across the nation, a bachelor's degree or greater is required to work in Biology, Ecology, and Natural Resource Management. But due to the high number of state and federal agencies in Southwestern Idaho and the amount of research that is conducted by them,

there are an abundance of openings for Forest and conservation technicians (19-4093)—and this need is not being addressed by any other regional education institutions. Programs training individuals to become Paralegals are fairly common at two-year colleges, but the program is yet to be adopted by any public colleges in Southwestern Idaho.⁷ Individuals trained as legal assistants have the potential of making earnings much higher than the average two-year college graduate—at above \$19/hour in the region—and there are roughly 36 openings per year.

There are some other programs that ranked high on this list that should be considered more carefully due to additional factors unrelated to growth or earnings. For instance, the Construction Trades program (46.9999) should be considered as a program with some potential but also with a high amount of risk because the construction industry is in the midst of a major lull. Further, many, if not most, individuals in the construction field are trained on the job and not through a formal educational program. Cabinet Making Millworker/Millwright (48.0703) should be considered in a similar position. Between 2002 and 2006 the wood products manufacturing industry was growing rapidly in Southwestern Idaho, but from 2007-2009 the industry has declined precipitously in most respects. As a result of the growth several years ago, there is a strong presence of such industries in the area. The health of this industry is tied to two very uncertain factors: (1) the U.S. housing industry and (2) the policies of federal and state government regarding lumber extraction on public lands.

Just as the Southwestern Idaho economy offers an exciting array of economic opportunities, CWI has the option of facilitating the training of workers in many different aspects of the economy. It should be emphasized that these data provide a critical step in understanding the potential of new programs—but there are other important factors that cannot as easily be obtained from central data sources that should be considered before any new program decisions are made.

⁷ The recently established Brown Mackie College does offer this program but they have yet to produce any graduates, so it is hard to say how this program will affect the regional education supply.

Gap Analysis Detailed Tables by Program and Related Occupations

The U.S. Employment and Training Administration assigns average educational levels to each occupation by SOC code. The determination of average educational levels is based on a sample survey of individuals employed in each occupation. Most of the occupations analyzed in this study fall somewhere between levels of “moderate-term on-the-job training” to an associate’s degree. But there are a few occupations that are typically in the bachelor’s or above range that are mapped to programs at the two-year level. A full list of these occupations is contained in Appendix D.

Please note that any occupation marked with an asterisk is one that EMSI has identified as having green certification or retraining potential. More information about green occupations is contained in Chapter 4.

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
52.0408	General Office Occupations and Clerical Services					
43-3061	Procurement clerks	351	24	7%	17.11	10
43-4021	Correspondence clerks	34	9	27%	12.45	2
43-4031	Court, municipal, and license clerks	306	43	14%	15.34	11
43-4071	File clerks	1,035	(335)	(32%)	14.19	37
43-4151	Order clerks	571	(112)	(20%)	20.44	15
43-4161	Human resources assistants, except payroll and timekeeping	425	105	25%	16.12	14
43-4171	Receptionists and information clerks	2,443	709	29%	11.03	131
43-4199	Information and record clerks, all other	454	(8)	(2%)	15.94	12
43-5011	Cargo and freight agents	113	23	20%	21.80	5
43-5051	Postal service clerks	105	29	28%	26.36	5
43-5052	Postal service mail carriers	639	177	28%	23.12	36
43-5053	Postal service mail sorters, processors, and processing machine operators	256	41	16%	23.79	9
43-5111	Weighers, measurers, checkers, and samplers, recordkeeping	90	(16)	(18%)	16.86	2
43-9022	Word processors and typists	222	62	28%	11.36	13
43-9041	Insurance claims and policy processing clerks	509	109	21%	15.37	18

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings	
43-9051	Mail clerks and mail machine operators, except postal service	96	5	5%	13.73	4	
43-9061	Office clerks, general	7,838	1,873	24%	11.76	331	
43-9071	Office machine operators, except computer	57	13	23%	15.50	3	
43-9199	Office and administrative support workers, all other	455	38	8%	14.02	18	
Total		15,999	2,790	17%	13.58	677	
						Graduates:	3
						Gap/Surplus:	(674)
custom3	Marketing Management						
41-1011	First-line supervisors/managers of retail sales workers	5,302	802	15%	12.71	191	
41-4011	Sales representatives, wholesale and manufacturing, technical and scientific products	1,183	80	7%	31.49	42	
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	2,874	264	9%	19.41	116	
13-1023	Purchasing agents, except wholesale, retail, and farm products*	536	59	11%	22.00	17	
13-1199	Business operation specialists, all other	2,289	766	33%	24.01	101	
Total		12,185	1,971	16%	18.64	468	
						Graduates:	14
						Gap/Surplus:	(454)
49.0205	Truck and Bus Driver/Commercial Vehicle Operation						
53-3021	Bus drivers, transit and intercity*	210	20	9%	9.60	5	
53-3022	Bus drivers, school*	2,109	312	15%	13.69	59	
53-3032	Truck drivers, heavy and tractor-trailer*	5,051	912	18%	14.20	181	
53-3033	Truck drivers, light or delivery services*	1,924	310	16%	12.53	65	
53-3041	Taxi drivers and chauffeurs*	392	119	30%	8.57	17	
53-4019	Locomotive engineers and operators*	55	(13)	(24%)	21.66	1	
53-4021	Railroad brake, signal, and switch operators*	44	(17)	(38%)	20.80	0	
53-4031	Railroad conductors and yardmasters*	79	(17)	(22%)	22.72	1	
53-4041	Subway and streetcar operators	8	1	19%	20.10	0	
53-4099	Rail transportation workers, all other	1	(0)	(50%)	18.23	0	
Total		9,872	1,628	16%	13.59	329	
						Graduates:	17
						Gap/Surplus:	(312)
52.0401	Administrative Assistant and Secretarial Science, General						
43-6011	Executive secretaries and administrative assistants	3,669	927	25%	16.00	151	

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
43-6014	Secretaries, except legal, medical, and executive	2,217	270	12%	12.83	62
	Total	5,887	1,197	20%	14.81	213
					Graduates:	0
					Gap/Surplus:	(213)
01.0601	Applied Horticulture/Horticulture Operations, General					
11-9011	Farm, ranch, and other agricultural managers*	2,019	297	15%	16.40	44
11-9012	Farmers and ranchers*	5,254	(8)	(0%)	6.60	91
19-4011	Agricultural and food science technicians*	103	11	11%	18.38	3
37-3019	Grounds maintenance workers, all other	178	88	49%	8.46	11
	Total	7,555	389	5%	9.42	149
					Graduates:	27
					Gap/Surplus:	(122)
15.1202	Computer Technology/Computer Systems Technology					
15-1041	Computer support specialists	1,862	375	20%	16.22	95
15-1099	Computer specialists, all other	723	144	20%	24.82	34
	Total	2,585	518	20%	18.63	128
					Graduates:	7
					Gap/Surplus:	(121)
52.0302	Accounting Technology/Technician and Bookkeeping					
43-3021	Billing and posting clerks and machine operators	1,136	186	16%	13.56	33
43-3031	Bookkeeping, accounting, and auditing clerks	5,058	1,162	23%	13.62	195
43-3041	Gaming cage workers	20	4	20%	11.14	1
43-3051	Payroll and timekeeping clerks	428	56	13%	14.43	16
43-4011	Brokerage clerks	66	13	20%	16.66	3
43-9111	Statistical assistants	57	10	18%	15.08	3
	Total	2,585	518	20%	13.70	253
					Graduates:	161
					Gap/Surplus:	(92)
12.0503	Culinary Arts/Chef Training					
35-1011	Chefs and head cooks	519	87	17%	10.41	15
35-2013	Cooks, private household	38	10	26%	7.59	2
35-2014	Cooks, restaurant	1,464	316	22%	10.46	71
35-2019	Cooks, all other	53	13	25%	9.48	3
	Total	2,585	518	20%	10.37	91

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
					Graduates:	5
					Gap/Surplus:	(86)
47.0604	Automobile/Automotive Mechanics Technology/Technician					
49-2096	Electronic equipment installers and repairers, motor vehicles	136	10	7%	11.62	5
49-3023	Automotive service technicians and mechanics*	1,787	567	32%	11.99	93
	Total	1,924	577	30%	11.96	98
					Graduates:	17
					Gap/Surplus:	(81)
46.0302	Electrician					
47-2111	Electricians*	1,489	327	22%	19.44	71
47-3013	Helpers, electricians*	48	8	17%	9.99	2
49-2098	Security and fire alarm systems installers	66	13	20%	14.02	2
49-9097	Signal and track switch repairers	85	28	33%	8.76	4
	Total	1,688	376	22%	18.42	79
					Graduates:	0
					Gap/Surplus:	(79)
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation					
47-2071	Paving, surfacing, and tamping equipment operators	78	16	21%	16.19	3
47-2072	Pile-driver operators	79	24	30%	11.96	4
47-2073	Operating engineers and other construction equipment operators*	834	178	21%	17.17	34
47-4051	Highway maintenance workers	300	49	16%	17.19	10
47-4061	Rail-track laying and maintenance equipment operators*	24	(4)	(19%)	16.82	0
47-5021	Earth drillers, except oil and gas	73	22	29%	15.69	5
47-5041	Continuous mining machine operators*	34	16	47%	19.91	3
47-5042	Mine cutting and channeling machine operators	22	9	41%	20.59	2
47-5049	Mining machine operators, all other	20	9	43%	21.49	2
47-5099	Extraction workers, all other	34	11	32%	16.16	2
49-9096	Riggers	13	1	7%	17.29	0
53-7021	Crane and tower operators*	41	9	21%	18.45	2
53-7031	Dredge operators	24	7	30%	11.68	1
53-7032	Excavating and loading machine and dragline operators	164	45	27%	16.13	7
53-7041	Hoist and winch operators	1	0	10%	15.88	0
	Total	1,740	390	22%	16.81	74

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
					Graduates:	0
					Gap/Surplus:	(74)
47.0103	Communications Systems Installation and Repair Technology					
27-4013	Radio operators	9	2	23%	8.17	1
43-2099	Communications equipment operators, all other	8	2	33%	12.55	0
49-2021	Radio mechanics	18	5	25%	8.95	1
49-2022	Telecommunications equipment installers and repairers, except line installers	438	238	54%	19.33	35
49-2097	Electronic home entertainment equipment installers and repairers	162	25	16%	12.21	4
49-9061	Camera and photographic equipment repairers	42	16	39%	7.84	3
49-9098	Helpers--Installation, maintenance, and repair workers*	199	31	16%	9.16	8
49-9099	Installation, maintenance, and repair workers, all other*	471	89	19%	16.03	12
	Total	1,348	409	30%	15.20	63
					Graduates:	0
					Gap/Surplus:	(63)
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)					
29-1111	Registered nurses	5,784	2,160	37%	26.84	311
	Total	5,784	2,160	37%	26.84	311
					Graduates:	254
					Gap/Surplus:	(57)
46.0503	Plumbing Technology/Plumber					
47-2151	Pipelayers	365	98	27%	13.47	17
47-2152	Plumbers, pipefitters, and steamfitters	843	164	19%	17.13	34
47-3015	Helpers, pipelayers, plumbers, pipefitters, and steamfitters	91	16	18%	10.86	4
47-4071	Septic tank servicers and sewer pipe cleaners	65	9	14%	14.63	2
	Total	1,365	287	21%	15.61	57
					Graduates:	0
					Gap/Surplus:	(57)
47.0303	Industrial Mechanics and Maintenance Technology					
47-4021	Elevator installers and repairers*	46	2	3%	24.24	1
49-9011	Mechanical door repairers	24	1	2%	14.24	0
49-9012	Control and valve installers and repairers, except mechanical door	86	19	22%	17.26	3
49-9041	Industrial machinery mechanics	863	181	21%	21.27	32

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings	
49-9043	Maintenance workers, machinery	173	13	8%	15.08	4	
49-9044	Millwrights*	76	29	38%	20.29	4	
49-9045	Refractory materials repairers, except brickmasons	24	10	41%	7.10	2	
51-2031	Engine and other machine assemblers*	113	(5)	(4%)	10.81	3	
51-6062	Textile cutting machine setters, operators, and tenders	35	8	24%	10.07	3	
51-6063	Textile knitting and weaving machine setters, operators, and tenders	9	1	6%	10.46	1	
51-6064	Textile winding, twisting, and drawing out machine setters, operators, and tenders	17	2	11%	10.26	1	
Total		1,465	260	18%	18.74	55	
						Graduates:	2
						Gap/Surplus:	(53)
48.0508	Welding Technology/Welder						
51-4121	Welders, cutters, solderers, and brazers*	1,246	206	17%	13.63	47	
51-4122	Welding, soldering, and brazing machine setters, operators, and tenders	132	40	30%	9.75	7	
Total		1,378	246	18%	13.26	54	
						Graduates:	13
						Gap/Surplus:	(41)
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)						
49-9021	Heating, air conditioning, and refrigeration mechanics and installers*	881	164	19%	15.12	32	
Total		881	164	19%	15.12	32	
						Graduates:	0
						Gap/Surplus:	(32)
47.0603	Autobody/Collision and Repair Technology/Technician						
49-3021	Automotive body and related repairers	499	148	30%	9.36	27	
49-3022	Automotive glass installers and repairers	62	19	30%	10.86	4	
51-9122	Painters, transportation equipment	158	27	17%	17.33	6	
Total		718	193	27%	11.24	36	
						Graduates:	7
						Gap/Surplus:	(29)
48.0501	Machine Tool Technology/Machinist						
51-4021	Extruding and drawing machine setters, operators, and tenders, metal and plastic	11	1	11%	12.95	0	
51-4022	Forging machine setters, operators, and tenders, metal and plastic	17	(3)	(16%)	13.51	1	

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings	
51-4023	Rolling machine setters, operators, and tenders, metal and plastic	51	5	9%	9.02	2	
51-4031	Cutting, punching, and press machine setters, operators, and tenders, metal and plastic	123	8	7%	11.93	6	
51-4032	Drilling and boring machine tool setters, operators, and tenders, metal and plastic	8	(1)	(8%)	13.58	0	
51-4033	Grinding, lapping, polishing, and buffing machine tool setters, operators, and tenders, metal and plastic	43	5	11%	13.19	2	
51-4034	Lathe and turning machine tool setters, operators, and tenders, metal and plastic	33	(3)	(9%)	13.69	1	
51-4035	Milling and planing machine setters, operators, and tenders, metal and plastic*	45	(4)	(9%)	12.70	1	
51-4041	Machinists*	438	33	7%	15.35	11	
51-4081	Multiple machine tool setters, operators, and tenders, metal and plastic	21	4	20%	16.54	1	
51-4191	Heat treating equipment setters, operators, and tenders, metal and plastic	9	1	15%	13.83	0	
51-4192	Lay-out workers, metal and plastic	21	(3)	(12%)	15.40	1	
51-4193	Plating and coating machine setters, operators, and tenders, metal and plastic	28	6	23%	18.97	2	
51-4199	Metal workers and plastic workers, all other	78	(10)	(12%)	14.81	2	
Total		927	41	4%	14.26	30	
						Graduates:	3
						Gap/Surplus:	(27)
11.0801	Web Page, Digital/Multimedia and Information Resources Design						
15-1021	Computer programmers	1,102	21	2%	27.58	30	
27-1014	Multi-media artists and animators	245	83	34%	11.32	14	
27-1024	Graphic designers	523	141	27%	20.63	28	
Total		1,870	245	13%	23.51	72	
						Graduates:	46
						Gap/Surplus:	(26)
15.0404	Instrumentation Technology/Technician						
49-2093	Electrical and electronics installers and repairers, transportation equipment*	32	(0)	(1%)	27.18	1	
49-2094	Electrical and electronics repairers, commercial and industrial equipment*	137	24	18%	23.67	7	
49-2095	Electrical and electronics repairers, powerhouse, substation, and relay	27	3	12%	27.37	1	
49-9069	Precision instrument and equipment repairers, all other	58	19	33%	12.07	4	
51-2021	Coil winders, tapers, and finishers	11	(0)	(5%)	13.19	0	
51-2022	Electrical and electronic equipment assemblers*	401	(90)	(22%)	11.80	9	

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
51-2023	Electromechanical equipment assemblers*	99	3	3%	15.13	3
51-9141	Semiconductor processors	61	9	14%	15.45	3
	Total	826	-33	(4%)	15.59	27
					Graduates:	2
					Gap/Surplus:	(25)
47.0605	Diesel Mechanics Technology/Technician					
49-3031	Bus and truck mechanics and diesel engine specialists*	740	139	19%	16.28	30
	Total	740	139	19%	16.28	30
					Graduates:	5
					Gap/Surplus:	(25)
43.0201	Fire Protection and Safety Technology/Technician					
33-1021	First-line supervisors/managers of fire fighting and prevention workers	172	33	19%	29.18	9
33-2011	Fire fighters	430	80	19%	24.82	24
33-2021	Fire inspectors and investigators	17	3	19%	23.58	1
33-2022	Forest fire inspectors and prevention specialists	7	1	11%	13.42	0
	Total	625	117	19%	25.87	33
					Graduates:	11
					Gap/Surplus:	(22)
22.0301	Legal Administrative Assistant/Secretary					
43-6012	Legal secretaries	784	183	23%	15.25	31
	Total	784	183	23%	15.25	31
					Graduates:	12
					Gap/Surplus:	(19)
11.0901	Computer Systems Networking and Telecommunications					
15-1051	Computer systems analysts	636	201	32%	31.24	37
15-1071	Network and computer systems administrators	727	285	39%	21.36	45
15-1081	Network systems and data communications analysts	580	328	57%	24.81	45
	Total	1,943	814	42%	25.62	127
					Graduates:	117
					Gap/Surplus:	(10)
13.1210	Early Childhood Education and Teaching					
25-2011	Preschool teachers, except special education	504	52	10%	7.50	13
25-2012	Kindergarten teachers, except special education	120	15	13%	14.60	3

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
	Total	624	67	11%	8.86	17
					Graduates:	8
					Gap/Surplus:	(9)
15.0612	Industrial Technology/Technician					
17-3026	Industrial engineering technicians	229	31	14%	29.99	8
	Total	229	31	14%	29.99	8
					Graduates:	0
					Gap/Surplus:	(8)
47.0606	Small Engine Mechanics and Repair Technology/Technician					
49-3051	Motorboat mechanics	73	32	43%	9.04	5
49-3053	Outdoor power equipment and other small engine mechanics	81	22	27%	8.96	4
	Total	154	54	35%	9.00	8
					Graduates:	3
					Gap/Surplus:	(5)
51.0909	Surgical Technology/Technologist					
29-2055	Surgical technologists	282	97	34%	17.63	18
	Total	282	97	34%	17.63	18
					Graduates:	15
					Gap/Surplus:	(3)
15.1301	Drafting and Design Technology/Technician, General					
17-3011	Architectural and civil drafters	355	44	12%	19.82	15
17-3012	Electrical and electronics drafters	88	10	12%	18.01	4
17-3013	Mechanical drafters	156	25	16%	24.65	7
17-3019	Drafters, all other	94	22	24%	21.72	5
	Total	693	102	15%	20.94	30
					Graduates:	34
					Gap/Surplus:	4
51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)					
29-2061	Licensed practical and licensed vocational nurses	1,218	387	32%	19.38	72
	Total	1,218	387	32%	19.38	72
					Graduates:	136
					Gap/Surplus:	64

Table 3-5: Current CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
51.0601	Dental Assisting/Assistant					
31-9091	Dental assistants	881	439	50%	14.44	59
	Total	881	439	50%	14.44	59
					Graduates:	203
					Gap/Surplus:	144

Table 3-6: Future CWI Gap Analysis with Related Occupations

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
19.0708 Child Care and Support Services Management						
39-9011	Child care workers	4,642	814	18%	7.28	215
	Total	4,642	814	18%	7.28	215
					Graduates:	14
					Gap/Surplus:	(201)
52.0204 Office Management and Supervision						
43-1011	First-line supervisors/managers of office and administrative support workers	3,769	797	21%	18.47	157
	Total	3,769	797	21%	18.47	157
					Graduates:	19
					Gap/Surplus:	(138)
01.0605 Landscaping and Groundskeeping						
37-1012	First-line supervisors/managers of landscaping, lawn service, and groundskeeping workers	370	122	33%	14.48	15
37-3011	Landscaping and groundskeeping workers	1,917	610	32%	10.81	86
37-3012	Pesticide handlers, sprayers, and applicators, vegetation	285	124	43%	10.68	16
	Total	2,573	856	33%	11.32	117
					Graduates:	0
					Gap/Surplus:	(117)
custom1 Advanced Manufacturing Technicians						
51-2011	Aircraft structure, surfaces, rigging, and systems assemblers	108	8	8%	18.18	3
51-2092	Team assemblers*	1,457	267	18%	13.09	57
51-2099	Assemblers and fabricators, all other	582	76	13%	20.41	25
51-9061	Inspectors, testers, sorters, samplers, and weighers	545	42	8%	13.65	16
	Total	2,692	394	15%	14.99	101
					Graduates:	0
					Gap/Surplus:	(101)
13.1501 Teacher Assistant/Aide						
25-9041	Teacher assistants	1,889	318	17%	11.87	63
	Total	1,889	318	17%	11.87	63
					Graduates:	20
					Gap/Surplus:	(43)
46.0303 Lineworker						
49-9051	Electrical power-line installers and repairers*	467	114	24%	31.30	26

Table 3-6: Future CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
	Total	467	114	24%	26	31.30
					Graduates:	2
					Gap/Surplus:	(24)
51.1005	Clinical Laboratory Science/Medical Technology/Technologist					
29-2011	Medical and clinical laboratory technologists	137	39	29%	23.78	6
29-2012	Medical and clinical laboratory technicians	210	64	30%	14.63	16
	Total	347	103	30%	18.24	22
					Graduates:	0
					Gap/Surplus:	(22)
custom2	Telecommunications Line Installers and Repairers					
49-9052	Telecommunications line installers and repairers	313	133	43%	15.80	21
	Total	313	133	43%	15.80	21
					Graduates:	0
					Gap/Surplus:	(17)
51.0806	Physical Therapist Assistant					
31-2022	Physical therapist aides	214	92	43%	11.73	12
31-2021	Physical therapist assistants	73	39	53%	21.71	5
	Total	287	131	46%	14.27	17
					Graduates:	0
					Gap/Surplus:	(17)
10.0202	Radio and Television Broadcasting Technology/Technician					
27-4012	Broadcast technicians	154	73	47%	15.35	12
27-4031	Camera operators, television, video, and motion picture	53	28	52%	13.63	4
27-4032	Film and video editors	44	24	56%	16.60	3
	Total	252	125	50%	15.20	19
					Graduates:	2
					Gap/Surplus:	(17)
43.0103	Criminal Justice/Law Enforcement Administration					
33-1012	First-line supervisors/managers of police and detectives	174	31	18%	37.57	9
33-3021	Detectives and criminal investigators	158	51	32%	26.17	9
33-3051	Police and sheriff's patrol officers	1,282	243	19%	24.59	59
33-3011	Bailiffs	22	4	20%	13.67	1
33-3012	Correctional officers and jailers	845	244	29%	15.17	68

Table 3-6: Future CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
33-9021	Private detectives and investigators	68	16	24%	12.69	3
33-9031	Gaming surveillance officers and gaming investigators	48	16	33%	10.61	3
	Total	2,598	606	23%	21.83	150
					Graduates:	134
					Gap/Surplus:	(16)
51.0808	Veterinary/Animal Health Technology/Technician and Veterinary Assistant					
29-2056	Veterinary technologists and technicians	163	87	53%	13.80	14
	Total	163	87	53%	13.80	14
					Graduates:	0
					Gap/Surplus:	(14)
12.0501	Baking and Pastry Arts/Baker/Pastry Chef					
51-3011	Bakers	301	51	17%	11.85	11
	Total	301	51	17%	11.85	11
					Graduates:	0
					Gap/Surplus:	(11)
11.0301	Data Processing and Data Processing Technology/Technician					
43-9011	Computer operators	207	(26)	(12%)	16.40	6
51-4011	Computer-controlled machine tool operators, metal and plastic	91	9	10%	15.52	2
51-4012	Numerical tool and process control programmers	14	(0)	(2%)	16.13	0
	Total	312	(16)	(5%)	16.13	8
					Graduates:	0
					Gap/Surplus:	(8)
51.0805	Pharmacy Technician/Assistant					
31-9095	Pharmacy aides	72	17	24%	9.41	3
29-2052	Pharmacy technicians	637	236	37%	14.52	43
	Total	709	253	36%	14.00	46
					Graduates:	39
					Gap/Surplus:	(7)

Table 3-6: Future CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
51.0603	Dental Laboratory Technology/Technician					
51-9081	Dental laboratory technicians	102	32	31%	8.72	5
	Total	102	32	31%	8.72	5
					Graduates:	0
					Gap/Surplus:	(5)
51.0910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician					
29-2032	Diagnostic medical sonographers	84	24	28%	28.98	3
	Total	84	24	28%	28.98	3
					Graduates:	0
					Gap/Surplus:	(3)
01.0504	Dog/Pet/Animal Grooming					
31-9096	Veterinary assistants and laboratory animal caretakers	174	51	29%	10.39	7
33-9011	Animal control workers	54	11	19%	15.01	2
39-2021	Nonfarm animal caretakers	879	(215)	(24%)	7.54	(7)
	Total	1,107	(153)	(14%)	8.35	2
					Graduates:	0
					Gap/Surplus:	(2)
51.0905	Nuclear Medical Technology/Technologist					
29-2033	Nuclear medicine technologists	40	8	20%	31.11	1
	Total	40	8	20%	31.11	1
					Graduates:	0
					Gap/Surplus:	(1)
51.0707	Health Information/Medical Records Technology/Technician					
29-2071	Medical records and health information technicians	560	176	31%	15.59	33
31-9094	Medical transcriptionists	377	85	22%	14.12	13
	Total	937	261	28%	15.00	46
					Graduates:	57
					Gap/Surplus:	11
51.0908	Respiratory Care Therapy/Therapist					
29-1126	Respiratory therapists	302	103	34%	20.64	15
29-2054	Respiratory therapy technicians	211	16	8%	17.53	8
	Total	513	119	23%	19.36	23
					Graduates:	42

Table 3-6: Future CWI Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings	
						Gap/Surplus:	19
51.0602	Dental Hygiene/Hygienist						
29-2021	Dental hygienists	508	257	51%	34.68	35	
		Total	508	257	151%	34.68	35
						Graduates:	57
						Gap/Surplus:	22
51.0907	Medical Radiologic Technology/Science - Radiation Therapist						
29-1124	Radiation therapists	100	34	34%	25.38	5	
29-2034	Radiologic technologists and technicians	354	89	25%	23.68	14	
		Total	454	122	27%	24.05	19
						Graduates:	52
						Gap/Surplus:	33
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician						
17-3023	Electrical and electronic engineering technicians*	1,031	73	7%	25.94	27	
		Total	1,031	73	7%	25.94	27
						Graduates:	70
						Gap/Surplus:	43
51.0710	Medical Office Assistant/Specialist						
31-9092	Medical assistants	1,080	519	48%	13.64	65	
43-6013	Medical secretaries	937	286	31%	13.32	44	
		Total	2,017	805	40%	13.49	109
						Graduates:	155
						Gap/Surplus:	(10)
51.3501	Massage Therapy/Therapeutic Massage						
31-9011	Massage therapists	199	(11)	(6%)	10.44	1	
		Total	199	(11)	(6%)	10.44	1
						Graduates:	109
						Gap/Surplus:	108

Table 3-7: EMSI Recommended Program Gap Analysis with Related Occupations

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
46.9999	Construction Trades, Other					
47-1011	First-line supervisors/managers of construction trades and extraction workers	2,874	693	24%	18.64	109
11-9021	Construction managers*	2,070	566	27%	15.66	87
47-2031	Carpenters*	5,546	1,226	22%	13.88	320
47-2041	Carpet installers*	115	24	21%	13.39	4
47-2042	Floor layers, except carpet, wood, and hard tiles	125	19	15%	13.69	5
47-2043	Floor sanders and finishers	87	26	30%	12.60	4
47-2061	Construction laborers*	3,149	757	24%	13.15	99
47-2082	Tapers*	213	38	18%	16.33	7
47-2131	Insulation workers, floor, ceiling, and wall*	145	13	9%	11.86	5
47-2132	Insulation workers, mechanical*	47	5	10%	15.11	2
47-2161	Plasterers and stucco masons*	89	17	19%	13.64	4
47-2171	Reinforcing iron and rebar workers	52	6	11%	20.05	2
47-2221	Structural iron and steel workers*	142	22	15%	17.11	7
47-4031	Fence erectors	123	39	32%	11.34	6
47-4041	Hazardous materials removal workers*	102	11	11%	17.99	3
47-4099	Construction and related workers, all other	59	13	22%	13.28	3
	Total	14,939	3,475	23%	14.95	667
					Graduates:	33
					Gap/Surplus:	(634)
52.1701	Insurance					
13-1031	Claims adjusters, examiners, and investigators	532	165	31%	24.98	30
13-1032	Insurance appraisers, auto damage	85	24	28%	15.73	5
13-2053	Insurance underwriters	299	92	31%	22.19	17
13-2072	Loan officers	876	271	31%	26.59	37
41-3021	Insurance sales agents	1,573	469	30%	14.20	81
	Total	3,365	1,020	30%	19.88	169
					Graduates:	0
					Gap/Surplus:	(169)
48.0703	Cabinetmaking and Millwork/Millwright					
51-4062	Patternmakers, metal and plastic	8	4	42%	16.71	1
51-7011	Cabinetmakers and bench carpenters	529	146	28%	10.82	30
51-7031	Model makers, wood	17	(1)	(5%)	33.31	1

Table 3-7: EMSI Recommended Program Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings	
51-6093	Upholsterers	328	143	44%	8.52	22	
51-7042	Woodworking machine setters, operators, and tenders, except sawing	294	169	58%	12.68	24	
51-7032	Patternmakers, wood	16	(1)	(6%)	34.71	1	
51-7041	Sawing machine setters, operators, and tenders, wood	123	39	32%	13.54	6	
Total		1,317	500	38%	11.55	86	
						Graduates:	0
						Gap/Surplus:	(86)
49.0299	Ground Transportation, Other						
53-7011	Conveyor operators and tenders	59	3	6%	12.79	2	
53-7033	Loading machine operators, underground mining	24	7	30%	12.42	1	
53-7051	Industrial truck and tractor operators*	1,060	12	1%	12.77	30	
43-5071	Shipping, receiving, and traffic clerks*	1,169	134	11%	12.14	41	
53-6051	Transportation inspectors*	38	9	23%	24.27	2	
Total		2,351	164	7%	12.64	76	
						Graduates:	0
						Gap/Surplus:	(76)
25.0301	Library Assistant/Technician						
25-4031	Library technicians	633	370	58%	10.72	68	
25-9011	Audio-visual collections specialists	42	(1)	(3%)	24.26	1	
Total		675	368	55%	11.57	69	
						Graduates:	0
						Gap/Surplus:	(69)
44.0201	Community Organization and Advocacy						
11-9151	Social and community service managers	324	100	31%	17.82	16	
21-1099	Community and social service specialists, all other	520	168	32%	20.13	23	
43-4061	Eligibility interviewers, government programs	282	42	15%	15.50	9	
Total		1,126	310	28%	9.01	48	
						Graduates:	0
						Gap/Surplus:	(48)
03.0511	Forest Technology/Technician						
19-4093	Forest and conservation technicians*	820	140	17%	15.64	47	
Total		820	140	17%	15.64	47	
						Graduates:	0

Table 3-7: EMSI Recommended Program Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
						Gap/Surplus: (47)
46.0101	Mason/Masonry					
47-2021	Brickmasons and blockmasons*	293	112	38%	17.46	17
47-3011	Helpers, brickmasons, blockmasons, stonemasons, and tile and marble setters	126	56	45%	11.77	9
47-2022	Stonemasons	239	90	38%	14.49	14
47-2044	Tile and marble setters	141	39	28%	13.86	6
Total		799	297	37%	13.19	46
						Graduates: 0
						Gap/Surplus: (46)
22.0302	Legal Assistant/Paralegal					
23-2011	Paralegals and legal assistants	441	137	31%	19.42	19
23-2093	Title examiners, abstractors, and searchers	311	63	20%	19.99	12
23-2099	Legal support workers, all other	84	28	34%	15.51	4
Total		837	229	27%	19.24	36
						Graduates: 0
						Gap/Surplus: (36)
19.0505	Foodservice Systems Administration/Management					
35-1012	First-line supervisors/managers of food preparation and serving workers	1,252	247	20%	13.05	34
Total		1,252	247	20%	13.05	34
						Graduates: 2
						Gap/Surplus: (34)
51.1599	Mental and Social Health Services and Allied Professions, Other					
21-1093	Social and human service assistants	1,724	664	38%	10.38	86
Total		2,598	606	23%	21.83	59
						Graduates: 59
						Gap/Surplus: (27)
48.0506	Sheet Metal Technology/Sheetworking					
47-2211	Sheet metal workers*	565	73	13%	17.10	21
51-4061	Model makers, metal and plastic	11	2	16%	12.36	1
Total		576	75	13%	17.01	22
						Graduates: 0
						Gap/Surplus: (22)
15.1102	Surveying Technology/Surveying					

Table 3-7: EMSI Recommended Program Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
17-3031	Surveying and mapping technicians	384	110	29%	21.81	18
	Total	384	110	29%	21.81	18
					Graduates:	0
					Gap/Surplus:	(18)
50.0408	Interior Design					
27-1025	Interior designers	176	45	25%	18.19	18
	Total	176	45	25%	18.19	18
					Graduates:	0
					Gap/Surplus:	(18)
01.0204	Agricultural Power Machinery Operation					
45-2091	Agricultural equipment operators	318	58	18%	8.97	15
49-3041	Farm equipment mechanics	139	(3)	(2%)	15.28	2
	Total	457	54	12%	10.89	18
					Graduates:	39
					Gap/Surplus:	(18)
52.1601	Taxation					
13-2081	Tax examiners, collectors, and revenue agents	217	35	16%	25.00	9
13-2082	Tax preparers	190	14	8%	12.77	6
	Total	408	49	12%	19.29	15
					Graduates:	0
					Gap/Surplus:	(15)
47.0106	Appliance Installation and Repair Technology/Technician					
49-9031	Home appliance repairers	265	93	35%	9.92	15
	Total	265	93	35%	9.92	15
					Graduates:	0
					Gap/Surplus:	(15)
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)					
29-2041	Emergency medical technicians and paramedics	230	36	16%	18.38	10
29-2099	Healthcare technologists and technicians, all other	49	12	24%	14.53	3
53-3011	Ambulance drivers and attendants, except emergency medical technicians	12	3	25%	11.11	1
	Total	291	51	18%	17.43	13
					Graduates:	0
					Gap/Surplus:	(13)

Table 3-7: EMSI Recommended Program Gap Analysis with Related Occupations (continued)

CIP/SOC	Title	2009 Jobs	09-'19 Change	09-'19 % Change	Median Hourly Earnings in \$	Annual Openings
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician					
51-8031	Water and liquid waste treatment plant and system operators	252	83	33%	17.36	13
	Total	40	8	20%	31.11	1
					Graduates:	0
					Gap/Surplus:	(13)
51.3103	Dietetic Technician (DTR)					
29-2051	Dietetic technicians	104	30	29%	12.15	6
29-1031	Dietitians and nutritionists	109	25	23%	23.57	5
	Total	213	55	26%	17.98	11
					Graduates:	0
					Gap/Surplus:	(11)
51.1801	Opticianry/Ophthalmic Dispensing Optician					
29-2081	Opticians, dispensing	169	45	27%	9.81	10
	Total	169	45	27%	9.81	10
					Graduates:	0
					Gap/Surplus:	(10)
51.0901	Cardiovascular Technology/Technologist					
29-2031	Cardiovascular technologists and technicians	55	19	35%	25.04	3
	Total	55	19	35%	25.04	3
					Graduates:	0
					Gap/Surplus:	(3)

Chapter 4: Green Occupations

In America, how humans impact the natural environment is a growing concern. This has caused a reconsideration of the practices of individuals and businesses in every sector of the economy. As Americans are looking for more and more ways to “go green” and the federal government has passed legislation that will impact the green movement, there are more opportunities for workers to enter into a new career path, or modify their current career path in order to be greener.

There are now many occupations that can either be augmented with a “green certification,” or will be positively impacted by the green movement. In Table 4-1 EMSI has highlighted the occupations that exist in one of the three program profiles that we have previously analyzed that have some potential for green training or certification. The occupations have been selected based on two lists of green occupations, one called “Green Recovery,” published by the Center for American Progress and the Political Economy Research Institute (PERI). The other comes from the US Department of Labor, Employment and Training Administration called “Greening of the World of Work: Implications for O*NET-SOC and New and Emerging Occupations.” For the sake of simplicity, EMSI has divided these occupations into seven different groups that indicate the industry that they are most commonly related to. The industry groups that will be most affected by the greening of the workforce are: Building Retrofitting and Construction, Mass Transit, Smart Grid, Wind Power, Solar Power, Advanced Biofuels, Agriculture and Other. Based on this analysis there are 33 occupations that CWI is currently training for that will be positively impacted due to the greening of the workforce. There are three more occupations from the list of CWI future programs and 16 from the list of EMSI recommended occupations. The CIP code that these occupations are associated with is listed in this table, and the occupations can be cross-referenced in Tables 3-5 through 3-7. They are marked with an asterisk (*) at the end of the occupational title.

Lastly, Appendix E also has a list of unaffiliated green occupations that have strong potential, but which are not currently mapped to any programs analyzed in the three groups in this report.

Table 4-1: Occupations with Green Potential

SOC	Title	2009 Jobs	Change	% Change	Annual Openings	Median Hourly Earnings in \$	Program CIP	Green Family
Current CWI Occupations								
53-3032	Truck drivers, heavy and tractor-trailer	5,051	912	18%	181	14.20	49.0205	Other
49-3023	Automotive service technicians and mechanics	1,787	567	32%	93	11.99	47.0604	Other
47-2111	Electricians	1,489	327	22%	71	19.44	46.0302	Building, Transit, Solar
53-3022	Bus drivers, school	2,109	312	15%	59	13.69	49.0205	Transit
53-3033	Truck drivers, light or delivery services	1,924	310	16%	65	12.53	49.0205	Other
11-9011	Farm, ranch, and other agricultural managers	2,019	297	15%	44	16.40	01.0601	Ag, Biofuel
51-4121	Welders, cutters, solderers, and brazers	1,246	206	17%	47	13.63	48.0508	Transit, Solar
47-2073	Operating engineers and other construction equipment operators	834	178	21%	34	17.17	49.0202	Building, Transit, Grid, Wind, Solar
49-9021	Heating, air conditioning, and refrigeration mechanics and installers	881	164	19%	32	15.12	47.0201	Building
49-3031	Bus and truck mechanics and diesel engine specialists	740	139	19%	30	16.28	47.0605	Other

Table 4-1: Occupations with Green Potential

SOC	Title	2009 Jobs	Change	% Change	Annual Openings	Median Hourly Earnings in \$	Program CIP	Green Family
Current CWI Occupations								
53-3041	Taxi drivers and chauffeurs	392	119	30%	17	8.57	49.0205	Transit
49-9099	Installation, maintenance, and repair workers, all other	471	89	19%	12	16.03	47.0103	Solar
13-1023	Purchasing agents, except wholesale, retail, and farm products	536	59	11%	17	22.00	custom3	Biofuel
51-4041	Machinists	438	33	7%	11	15.35	48.0501	Grid, Wind
49-9098	Helpers--Installation, maintenance, and repair workers	199	31	16%	8	9.16	47.0103	Solar
49-9044	Millwrights	76	29	38%	4	20.29	47.0303	Wind
49-2094	Electrical and electronics repairers, commercial and industrial equipment	137	24	18%	7	23.67	15.0404	Wind, Solar
53-3021	Bus drivers, transit and intercity	210	20	9%	5	9.60	49.0205	Transit
47-5041	Continuous mining machine operators	34	16	47%	3	19.91	49.0202	Other
19-4011	Agricultural and food science technicians	103	11	11%	3	18.38	01.0601	Ag, Biofuel
53-7021	Crane and tower operators	41	9	21%	2	18.45	49.0202	Building, Transit, Wind
47-3013	Helpers, electricians	48	8	17%	2	9.99	46.0302	Building
51-2023	Electromechanical equipment assemblers	99	3	3%	3	15.13	15.0404	Solar
47-4021	Elevator installers and repairers	46	2	3%	1	24.24	47.0303	Building
49-2093	Electrical and electronics installers and repairers, transportation equipment	32	(0)	(1%)	1	27.18	15.0404	Transit
51-4035	Milling and planing machine setters, operators, and tenders, metal and plastic	45	(4)	(9%)	1	12.70	48.0501	Wind
47-4061	Rail-track laying and maintenance equipment operators	24	(4)	(19%)	0	16.82	49.0202	Transit
51-2031	Engine and other machine assemblers	113	(5)	(4%)	3	10.81	47.0303	Transit
11-9012	Farmers and ranchers	5,254	(8)	(0%)	91	6.60	01.0601	Ag, Biofuel
53-4019	Locomotive engineers and operators	55	(13)	(24%)	1	21.66	49.0205	Transit
53-4021	Railroad brake, signal, and switch operators	44	(17)	(38%)	0	20.80	49.0205	Transit
53-4031	Railroad conductors and yardmasters	79	(17)	(22%)	1	22.72	49.0205	Transit
51-2022	Electrical and electronic equipment assemblers	401	(90)	(22%)	9	11.80	15.0404	Grid, Wind, Solar
Future CWI Occupations								
51-2092	Team assemblers	1,457	267	18%	57	13.09	custom1	Grid
49-9051	Electrical power-line installers and repairers	467	114	24%	26	31.30	46.0303	Grid
17-3023	Electrical and electronic engineering technicians	1,031	73	7%	27	25.94	15.0303	Grid, Solar
EMSI Recommended Occupations								
47-2031	Carpenters	5,546	1,226	22%	320	13.88	46.9999	Building, Transit

Table 4-1: Occupations with Green Potential

SOC	Title	2009 Jobs	Change	% Change	Annual Ope- nings	Median Hourly Earnings in \$	Program CIP	Green Family
Current CWI Occupations								
47-2061	Construction laborers	3,149	757	24%	99	13.15	46.9999	Building, Transit, Grid, Solar
11-9021	Construction managers	2,070	566	27%	87	15.66	46.9999	Building, Transit, Grid, Wind, Solar
19-4093	Forest and conservation technicians	820	140	17%	47	15.64	03.0511	Ag
43-5071	Shipping, receiving, and traffic clerks	1,169	134	11%	41	12.14	49.0299	Other
47-2021	Brickmasons and blockmasons	293	112	38%	17	17.46	46.0101	Building
47-2211	Sheet metal workers	565	73	13%	21	17.10	48.0506	Wind
47-2082	Tapers	213	38	18%	7	16.33	46.9999	Building
47-2041	Carpet installers	115	24	21%	4	13.39	46.9999	Building
47-2221	Structural iron and steel workers	142	22	15%	7	17.11	46.9999	Building, Transit, Wind
47-2161	Plasterers and stucco masons	89	17	19%	4	13.64	46.9999	Building
47-2131	Insulation workers, floor, ceiling, and wall	145	13	9%	5	11.86	46.9999	Building
53-7051	Industrial truck and tractor operators	1,060	12	1%	30	12.77	49.0299	Transit, Wind, Biofuel
47-4041	Hazardous materials removal workers	102	11	11%	3	17.99	46.9999	Other
53-6051	Transportation inspectors	38	9	23%	2	24.27	49.0299	Other
47-2132	Insulation workers, mechanical	47	5	10%	2	15.11	46.9999	Building

Conclusion

Both common sense and data from the regional labor market point to the need for a strong provider of two-year educational opportunities in Southwestern Idaho. Because of this need, the College of Western Idaho has the opportunity to become a major contributor and voice in the economic future of the region.

It is critical that CWI recognize and reach out to the traditional target markets of community college education within the area, including students just out of high school and adults within the existing workforce who want to further their education. Both of these population segments are substantial and show signs of future growth. Additionally, both Canyon and Ada Counties have a high population of Hispanics with a low participation rate in existing educational opportunities. Each of these three markets is underserved in the area and this gives CWI the opportunity to serve a large group of individuals with immediate needs.

In terms of program offerings, there are certain occupations within the labor market that display a vast gap of untrained workers and others with less immediate but still sizeable demand. CWI has already begun to fill some of the most critical needs, but there are still some fields that are not being served. There are likewise some programs that have been transferred from Seland College that have traditionally served an ample need in the community but should be revisited considering occupational demand projections. The first step in making decisions about future programs is contained in this document. The next step requires detailed analysis of factors not analyzed in the gap analysis, including unanalyzed competition, program costs, and feasibility estimates.

Appendix A: CWI Program Title to CIP Crosswalk

Table A: CWI Program Title to CIP Crosswalk

CWI Program Titles	CIP Code	CIP Title
Administrative Support	52.0401	Administrative Assistant and Secretarial Science, General
Applied Accounting	52.0302	Accounting Technology/Technician and Bookkeeping
Auto Body	47.0603	Autobody/Collision and Repair Technology/Technician
Automotive Technology	47.0604	Automobile/Automotive Mechanics Technology/Technician
Maintenance & Light Repair	47.0604	Automobile/Automotive Mechanics Technology/Technician
Culinary Arts	12.0503	Culinary Arts/Chef Training
Dental Assisting	51.0601	Dental Assisting/Assistant
Drafting Technology	15.1301	Drafting and Design Technology/Technician, General
Early Childhood Education	13.1210	Early Childhood Education and Teaching
Electronics Technology	15.0404	Instrumentation Technology/Technician
Farm Business Management	01.0601	Applied Horticulture/Horticulture Operations, General
Fire Service Technology	43.0201	Fire Protection and Safety Technology/Technician
Heavy Duty Truck Technician	47.0605	Diesel Mechanics Technology/Technician
Heavy Equipment Technology	49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation
Heavy Equipment Welding and Fabrication	15.0612	Industrial Technology/Technician
Horticulture Technology	01.0601	Applied Horticulture/Horticulture Operations, General
Legal Administrative Support	22.0301	Legal Administrative Assistant/Secretary
Machine Tool Technology	48.0501	Machine Tool Technology/Machinist
Marketing Management	custom3	Marketing Management
Nursing-Practical Nurse	51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)
Nursing-Registered Nurse	51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)
Powersports & Small Engine Repair	47.0606	Small Engine Mechanics and Repair Technology/Technician
Professional Truck Driving	49.0205	Truck and Bus Driver/Commercial Vehicle Operation
Surgical Technology	51.0909	Surgical Technology/Technologist
Welding & Metals Fabrication	48.0508	Welding Technology/Welder
Wildland Fire Management	43.0201	Fire Protection and Safety Technology/Technician
Apprenticeship		

Table A: CWI Program Title to CIP Crosswalk

CWI Program Titles	CIP Code	CIP Title
Electrical Apprenticeship	46.0302	Electrician
HVAC (Heating, Ventilating & Air Conditioning) Apprenticeship	47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)
Plumbing Apprenticeship	46.0503	Plumbing Technology/Plumber
Maintenance Technician Apprenticeship	47.0303	Industrial Mechanics and Maintenance Technology
Information Technologies		
Digital Home Technology Technician	47.0103	Communications Systems Installation and Repair Technology
Information Security and Forensics	15.1202	Computer Technology/Computer Systems Technology
Information Technology Technician	15.1202	Computer Technology/Computer Systems Technology
Internetworking Associate	15.1202	Computer Technology/Computer Systems Technology
Network Administration	11.0901	Computer Systems Networking and Telecommunications
PC and Document Imaging Technician	52.0408	General Office Occupations and Clerical Services
Web Development	11.0801	Web Page, Digital/Multimedia and Information Resources Design

Appendix B: Cross-references of CIP Program Graduates

When calculating the graduates by program it was not enough to simply consider the graduates from programs with the same title and award level because each college has their own preferred CIP titles and program curricula that in many cases are very similar to other CIP titles. For instance, in some cases a Criminal Justice Program is titled “Criminal Justice/Safety Studies” and another college will title the program “Criminal Justice/Police Science.” The two programs have different CIP codes but for all practical purposes they are training individuals for the same types of occupations. Therefore, EMSI accounted for completers in programs with the same CIP title and those with similar and related CIP titles. Another adjustment that EMSI made in this process included accounting for graduates of programs that are longer or shorter than two years but are effectively training individuals for the same type of work. To a degree, these adjustments are subject to economic conditions which can cause higher level graduates to compete with lower level graduates. For instance, in the category of “Electrical, Electronic and Communications Engineering Technicians,” the authors also tabulated graduates of Boise State University’s four-year electrical engineering program. Given the current economic conditions of the Boise area, it is safe to assume that individuals with electrical engineering degrees are in competition with those with two-year electrical engineering degrees. However, if the industries which previously employed the bulk of electrical engineers ramp up to their pre-2008 condition we could assume that four-year graduates will no longer be in competition with two-year graduates for the same jobs. Table B below has a full catalogue of such program cross-references.

Key to College Name Abbreviations for Table B

Full College Name	Abbreviation
Apollo College	Apollo
Boise State University	BSU
ITT Technical Institute	ITT
Milan Institute	Milan
Northwest Nazarene University	NNU
The College of Idaho	CI
Treasure Valley Community College	TVCC
University of Phoenix- Idaho Campus	Phoenix

Table B: Cross-references of CIP Program Graduates

Current CWI Programs				
CIP	Title	Award Level	College	2008 Grads
52.0302	Accounting Technology/Technician and Bookkeeping	--	--	--
52.0301	Accounting	Bachelor's	BSU	117
52.0304	Accounting and Finance	Bachelor's	BSU	13
52.0301	Accounting	Bachelor's	NNU	6
52.0301	Accounting	Bachelor's	CI	2

Table B: Cross-references of CIP Program Graduates

Current CWI Programs				
CIP	Title	Award Level	College	2008 Grads
52.0801	Finance, General	Bachelor's	Phoenix	1
11.0901	Computer Systems Networking and Telecommunications	--	--	--
11.0401	Information Science/Studies	Bachelor's	BSU	27
11.0701	Computer Science	Bachelor's	BSU	13
11.1003	Computer and Information Systems Security	Bachelor's	ITT	13
11.0103	Information Technology	Bachelor's	BSU	2
11.0701	Computer Science	Bachelor's	NNU	2
11.0701	Computer Science	Associate's	TVCC	1
11.0901	Computer Systems Networking and Telecommunications	Bachelor's	Phoenix	1
51.0707	Health Information/Medical Records Technology/Technician	--	--	--
51.0706	Health Information/Medical Records Administration/Administrator	Bachelor's	BSU	21
51.0706	Health Information/Medical Records Administration/Administrator	One-Year Certificate	Apollo	19
51.1199	Health/Medical Preparatory Programs, Other	Bachelor's	CI	1
11.0801	Web Page, Digital/Multimedia and Information Resources Design	--	--	--
11.1004	Web/Multimedia Management and Webmaster	Bachelor's	Phoenix	11
50.0409	Graphic Design	Bachelor's	NNU	7
10.0304	Animation, Interactive Tech, Video Graphics and Special Effects	Bachelor's	ITT	6
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician			
14.1001	Electrical, Electronics and Communications Engineering	Bachelor's	BSU	22
15.1301	Drafting and Design Technology/Technician, General			
15.1302	CAD/CADD Drafting and/or Design Technology/Technician	Associate's	ITT	14
15.1301	Drafting and Design Technology/Technician, General	Three-Year Certificate	TVCC	1
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)			
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	Three-Year Certificate	TVCC	18
01.0601	Applied Horticulture/Horticulture Operations, General			
01.0104	Farm/Farm and Ranch Management	Three-Year Certificate	TVCC	11
01.0101	Agricultural Business and Management, General	Associate's	TVCC	2
43.0103	Criminal Justice/Law Enforcement Administration			
43.0104	Criminal Justice/Safety Studies	Associate's	TVCC	5
43.0107	Criminal Justice/Police Science	Three-Year Certificate	TVCC	2
11.0901	Computer Systems Networking and Telecommunications			
11.0401	Information Science/Studies	Bachelor's	BSU	27
11.0701	Computer Science	Bachelor's	BSU	13

Table B: Cross-references of CIP Program Graduates

Current CWI Programs				
CIP	Title	Award Level	College	2008 Grads
11.0103	Information Technology	Bachelor's	BSU	2
15.0404	Instrumentation Technology/Technician			
15.0613	Manufacturing Technology/Technician	Three-Year Certificate	BSU	1
Future CWI Programs				
43.0107	Criminal Justice/Police Science			
43.0103	Criminal Justice/Law Enforcement Administration	Bachelor's	BSU	98
43.0199	Corrections and Criminal Justice, Other	Bachelor's	Phoenix	4
51.0710	Medical Office Assistant/Specialist			
51.0801	Medical/Clinical Assistant	Less than One-Year Certificate	Milan	87
51.0801	Medical/Clinical Assistant	One-Year Certificate	Apollo	62
51.0801	Medical/Clinical Assistant	Associate's	Apollo	6
52.0204	Office Management and Supervision			
52.0205	Operations Management and Supervision	Bachelor's	BSU	9
52.1001	Human Resources Management/Personnel Administration, General	Less than One-Year Certificate	Phoenix	6
13.1501	Teacher Assistant/Aide			
13.1501	Teacher Assistant/Aide	Three-Year Certificate	TVCC	10
EMSI Recommended Programs				
31.0501	Health and Physical Education, General			
13.1314	Physical Education Teaching and Coaching	Bachelor's	BSU	24
31.0504	Sport and Fitness Administration/Management	Bachelor's	NNU	14
51.0913	Athletic Training/Trainer	Bachelor's	BSU	8
13.1314	Physical Education Teaching and Coaching	Bachelor's	CI	6
13.1314	Physical Education Teaching and Coaching	Bachelor's	NNU	3
51.1599	Mental and Social Health Services and Allied Professions, Other			
44.0701	Social Work	Bachelor's	BSU	47
46.9999	Construction Trades, Other			
52.2001	Construction Management	Bachelor's	BSU	30
51.0708	Medical Transcription/Transcriptionist			
51.0706	Health Information/Medical Records Administration/Administrator	One-Year Certificate	Apollo	18
51.1599	Mental and Social Health Services and Allied Professions, Other			
44.0701	Social Work	Associate's	TVCC	4
31.0501	Health and Physical Education, General			
13.1314	Physical Education Teaching and Coaching	Associate's	TVCC	2

Appendix C: Regional Post-secondary Institutions Included in the Gap Analysis

Table C: Regional Post-secondary Institutions Included in the Gap Analysis

Apollo College
Boise Bible College
Boise State University
ITT Technical Institute-Boise
Milan Institute
Northwest Nazarene University
Razzle Dazzle College Inc
Scot Lewis Schools-Paul Mitchell Partner School
The College of Idaho
Treasure Valley Community College
University of Phoenix-Idaho Campus

There are a number of public and private colleges in the Boise area that are not included in this analysis because EMSI does not have an estimate of the number of program graduates in the latest academic year. Colleges that were not included but which could have some effect on the number of regional graduates include Brown Mackie College, Stevens-Henager College, George Fox University-Boise Center, Guardian College, Idaho State University, (Meridian Health Science Center) and Leslie College Graduate School.

Most of these colleges offer all or most of their programs at the bachelor's and master's level and therefore will have little effect on the supply of graduates in CWI programs. Among these colleges, a few do offer a substantial number of opportunities at the two-year level, including Stevens-Henager College, Brown Mackie College, and Guardian College. In future gap analysis studies it would be worthwhile to seek out methods for estimating the number of graduates from these programs.

Appendix D: Occupations with Higher or Lower Average Educational Levels

As mentioned in the preface to Tables 3-5 through 3-7, there are a few occupations that are typically in the bachelor's or above range that are mapped to programs at the two-year level. Most of these occupations were chosen because there is an unusually high level of individuals who work in these occupations that have less than a bachelor's degree. This list is sorted in descending order according to the "% Associate's or Below" column, so these occupations are on the upper portion of the list.

A few occupations are in fact heavily dominated by individuals with bachelor's degrees or higher. These occupations have been included in the analysis due to recent observed changes in the industry. For instance, among all Computer programmers (15-1021) in the US, 73% have a bachelor's degree or greater so this field is obviously dominated by graduates of four-year schools. But we have observed that businesses are shifting more toward hiring Computer programmers with two-year degrees or certifications, as evidenced by the fact that in 2008 there were nearly as many Computer Programming graduates with associate's degrees as those who received bachelor's degrees.

Table D: Occupations that Require a Bachelor's Degree or Above

SOC	Title	Average Educational Level	% Associate's or Below	% Bachelor's or Above
11-9011	Farm, ranch, and other agricultural managers	Degree + work experience	74	26
11-9021	Construction managers	Bachelor's	71	29
25-2012	Kindergarten teachers, except special education	Bachelor's	58	43
13-2081	Tax examiners, collectors, and revenue agents	Bachelor's	57	43
41-3021	Insurance sales agents	Bachelor's	55	45
13-1199	Business operation specialists, all other	Bachelor's	51	49
13-2072	Loan officers	Bachelor's	51	49
15-1071	Network and computer systems administrators	Bachelor's	50	50
29-2011	Medical and clinical laboratory technologists	Bachelor's	50	51
13-2053	Insurance underwriters	Bachelor's	47	53
27-1024	Graphic designers	Bachelor's	45	55
15-1081	Network systems and data communications analysts	Bachelor's	43	57
27-1014	Multi-media artists and animators	Bachelor's	42	58
21-1099	Community and social service specialists, all other	Bachelor's	42	58
27-4032	Film and video editors	Bachelor's	42	58

15-1051	Computer systems analysts	Bachelor's	32	68
11-9151	Social and community service managers	Bachelor's	29	72
29-1031	Dieticians and nutritionists	Bachelor's	28	72
15-1021	Computer programmers	Bachelor's	27	73

Appendix E: Unaffiliated Occupations with Green Potential

Table E: Unaffiliated Occupations with Green Potential

Unaffiliated Green Occupations						
SOC	Title	2009 Jobs	Change	% Change	Annual Openings	MHE in \$
Professional & Technical						
17-3022	Civil engineering technicians	451	80	18%	17	22.98
19-4091	Environmental science and protection technicians, including health	103	40	39%	8	9.82
17-3026	Industrial engineering technicians	225	35	16%	8	30.00
19-4031	Chemical technicians	37	15	41%	3	15.70
17-3025	Environmental engineering technicians	34	13	38%	2	22.91
17-3025	Environmental engineering technicians	34	13	38%	2	22.91
19-4051	Nuclear technicians	31	8	26%	2	26.02
19-4041	Geological and petroleum technicians	15	6	40%	1	19.64
29-9012	Occupational health and safety technicians	19	6	32%	1	17.60
51-8011	Nuclear power reactor operators	12	5	42%	1	30.10
Agriculture						
45-1099	Supervisors, farming, fishing, and forestry workers	260	21	8%	7	14.11
45-2011	Agricultural inspectors	82	8	10%	3	17.57
33-3031	Fish and game wardens	44	4	9%	2	24.41
Transportation						
11-3071	Transportation, storage, and distribution managers	285	47	16%	13	29.29
43-5032	Dispatchers, except police, fire, and ambulance	296	31	10%	11	18.05
Construction						
47-2181	Roofers	355	97	27%	18	13.59
47-4011	Construction and building inspectors	302	89	29%	14	21.34
47-2011	Boilermakers	102	17	17%	5	19.71
Manufacturing						

Table E: Unaffiliated Occupations with Green Potential

Unaffiliated Green Occupations						
SOC	Title	2009 Jobs	Change	% Change	Annual Openings	MHE in \$
51-1011	First-line supervisors/managers of production and operating workers	1,226	127	10%	39	22.09
11-3051	Industrial production managers	233	17	7%	11	37.50
51-2011	Aircraft structure, surfaces, rigging, and systems assemblers	106	40	38%	6	18.18
51-2041	Structural metal fabricators and fitters	243	13	5%	6	14.87
51-9011	Chemical equipment operators and tenders	156	13	8%	5	21.31
51-4031	Cutting, punching, and press machine setters, operators, and tenders, metal and plastic	119	8	7%	5	11.93
51-9023	Mixing and blending machine setters, operators, and tenders	139	14	10%	4	14.58
51-4011	Computer-controlled machine tool operators, metal and plastic	88	8	9%	2	15.54
51-4035	Milling and planing machine setters, operators, and tenders, metal and plastic	43	(4)	(9%)	1	12.73
17-3024	Electro-mechanical technicians	34	1	3%	1	20.47
51-4032	Drilling and boring machine tool setters, operators, and tenders, metal and plastic	<10	--	--	--	--

Appendix F: About the Data

EMSI uses many components in the creation of its labor market data, but some sources are relied on more heavily than others. Beneath, under the heading “Data Sources,” is a comprehensive account of EMSI’s sources. The following is a list of our most foundational data sources. From federal data sources we utilize the Quarterly Census of Employment and Wages (QCEW), Non-Employer Statistics (NES), County Business Patterns (CBP), Regional Economic Information System (REIS), the Bureau of Labor Statistics’ Occupational Employment Statistics (OES), and Current Employment Statistics (CES). In addition, we utilize industry projections from each state’s statistical agencies. The only state source used in this report is the Idaho Department of Labor.

Using a proprietary algorithm, EMSI provides solidly-grounded estimates for government-suppressed employment numbers, which are data points not disclosed by the government to maintain employer privacy. EMSI also adds in non-payroll employment, which is not captured by QCEW, using REIS and NES, and then benchmarks its final industry data against REIS, our most accurate but low-detail data source. EMSI uses CES to move QCEW employment data forward into the most recent quarter, thus capturing recent economic changes. EMSI then harmonizes its industry and occupation data and creates regionalized staffing patterns for every industry using the OES program.

Data Sources

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Educational Master Plan 2010-2015



College of Western Idaho
Educational Master Plan
2010-2015

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CWI Canyon County Center

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CWI at Boise State University

1464 University Drive
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Phone: 208-562-2326

CWI Oak Park Center

2323 South Vista Avenue, 2nd Floor
Boise, ID 83705

CWI Professional Truck Driving School

5252 Treasure Valley Way
Nampa, ID 83687
Phone: 208-562-2050

CWI Horticulture

Old Penitentiary Historic District Guard House
2444 Old Penitentiary Road
Boise, ID 83712

January 4, 2010

Dear Colleagues:

On behalf of the College of Western Idaho, I am pleased to offer this first Educational Master Plan.

This Educational Master Plan charts our course for the next five years and will be the foundational document for many other aspects of institutional planning and decision making, including resource allocation and outcome assessment.

As Idaho's newest community college, we have a unique commitment to serve the residents of our service area by providing quality teaching and learning that's affordable and within reach, regardless of time and distance. Since its creation in May 2007, our College has achieved numerous successes in pursuit of this vision. We are currently serving over 4,000 students in various locations across Southwest Idaho!

From the foundation of excellent work that has been accomplished to date, this plan will take us to the next level and help us more fully realize the community's vision for our College by identifying current and future challenges and establishing strategies and a timeline to realize our institutional goals.

I extend my sincere thanks to the individuals whose time, energy and insights contributed to the development of this plan.

Sincerely,

A handwritten signature in black ink that reads "Bert Glandon". The signature is written in a cursive style with a large, prominent initial "B".

Bert Glandon, Ph.D.

President

Vision

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

Mission: Purpose and Constituent Group

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

Mission: Core Themes and Measures of Mission Fulfillment

Professional technical programs

- Students who complete professional technical programs are employed in a related field or transfer to a 4-year college or university.
- Students who transfer to colleges or universities as juniors earn a 2.0 GPA or higher at the transfer institution.

Lower division transfer courses/programs

- Students who complete the transfer requirements enter a 4-year college or university within 5 years.
- Students who transfer to colleges or universities as juniors earn a 2.0 GPA or higher at the transfer institution.

Basic skills courses

- Students successfully complete an Adult Basic Education course.
- Students who successfully complete a basic skills course also successfully complete the next course in the sequence or a college-level course in the same discipline.

Community outreach

- Students who complete workforce development training satisfy their goals for professional development as well as their employers' expectations.
- Participants in Community Education offerings and events rate the experience as satisfactorily meeting expectations.
- Students are provided access to CWI courses/programs at multiple locations, on multiple schedules, and through multiple delivery methods.
- The CWI student population reflects the diversity of its service area.

Approved by the College of Western Idaho Board of Trustees on December 15, 2009

Executive Summary

This *College of Western Idaho Educational Master Plan 2010-2015* presents an analysis of the College's current status and future challenges. This document is grounded in internal realities, such as the college's current programs and services, as well as external realities, such as demographic trends and the community's educational needs. This master plan is the foundation for all other institutional planning, such as the unit plans, facilities master plan, staffing plan, information technology plan, and communications plan.

College of Western Idaho's service area is unique, and the area's characteristics have implications for the future of local higher education (see Chapter 2 and the *College of Western Idaho Fact Book 2009*). The population of the College's service area is widely dispersed geographically and is projected to increase 16% in the next ten years. The primary changes in the demographics of this population are that the proportions of Hispanic residents and residents over 65 years of age will both increase dramatically. There will also be a 19% increase in the number of residents between ages 15 and 24, the traditional college-going years. Given these changes, there will be more jobs available than workers. The need for training and education will be strongest in the fields of health care and social assistance, professional and business services, and information technology.

There is strong current demand for the College's programs and services. The first semester's schedule was comprised exclusively of general education courses and a total of 1,239 students enrolled. In July 2009, the College became the professional technical college for Region III and assumed responsibility for 28 professional-technical education programs that previously were under the aegis of Boise State University. In the College's second semester these professional technical programs added 891 students to the College enrollment and the number of students enrolled in general education courses more than doubled, bringing the total unduplicated headcount to 3,618 students for fall 2009. College planning is based on an anticipated annual 20% increase in full-time equivalent students, culminating in approximately 7,000 full-time equivalent students by the end of term of this Educational Master Plan in 2015.

The College's students in this first year tend to be young (68% are 30 or under), white (64%), live in either Ada or Canyon Counties (97%), and take 12 or more units (58%).

This document includes a descriptive snapshot of each instructional and student service program (see Chapter 3). All College programs, disciplines, and services will need to grow in order to serve greater numbers of students, but all will not grow at the same rate as the projected College enrollment. Therefore, each program, discipline, and service is rated as

growing *slower than, at the same rate as, or faster than* the projected College enrollment. Each instructional and student service program has also identified programmatic changes that will occur during the term of this plan.

This educational master plan concludes with nine institutional strategic directions to guide the College's decision-making and allocation of resources for the next five years.

Each institutional strategic direction is expanded by identification of the specific action steps needed to achieve the strategic direction. Each of these action steps is presented along with the measureable benchmarks of success, timelines, and the parties responsible for completing or ensuring the completion of the action steps.

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CHAPTER ONE: INTRODUCTION

The College

The inaugural semester for the College of Western Idaho was spring 2009. The opening of these doors to the state's new comprehensive community college was preceded by two years of advocacy, effort, and funding by the Idaho Legislature, the Idaho State Board of Education, and a local committee that campaigned for its approval in a local election.

Following the election to authorize the community college district and impose an additional tax to fund its operation, a Board of Trustees was appointed and agreements were reached with:

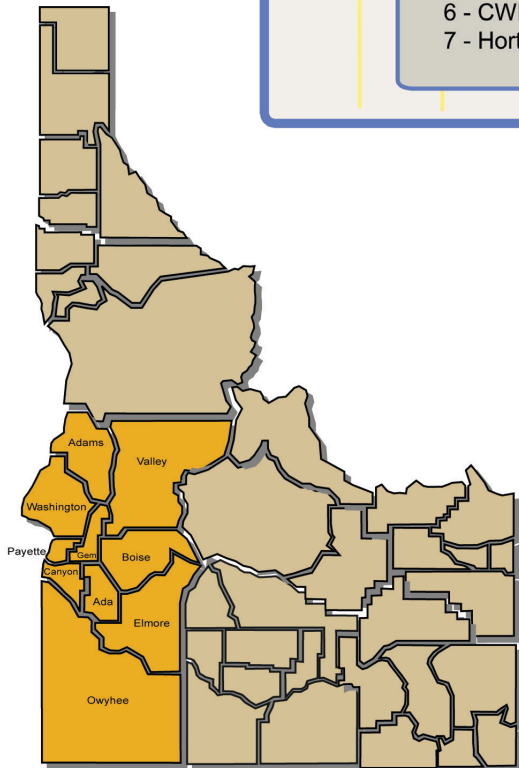
- Boise State University to transfer to the new College professional technical programs, personnel, equipment, and property, and
- The College of Southern Idaho to sponsor its accreditation.

Thanks to this support, the College of Western Idaho began offering general education credit courses in January 2009 and added the professional technical programs in July 2009. Parallel to other comprehensive community colleges, the courses culminate in one of the following associate degrees and certificates in a range of majors:

- Associate of Arts
- Associate of Science
- Associate of Applied Science
- Postsecondary Technical Certificate
- Technical Certificate
- Advanced Technical Certificate

The College mission is appropriate for a comprehensive community college and affirms that the institution's purpose is to provide opportunities for higher education to the residents of its service area. The College of Western Idaho's core themes are professional technical programs, lower division transfer courses/programs, basic skills, and community outreach.

The rigor and content of these programs comply with the requirements for associate degrees outlined by the Idaho State Board of Education and verified by the College of Southern Idaho, the College's accreditation partner. The College of Southern Idaho will award all degrees and certificates until the College of Western Idaho is independently accredited.



CWI Service Area

In addition to credit programs for lower division transfer and professional technical education, the College offers adult basic skills, English as a second language, general education development, workforce development, and community education.

The College currently offers instruction at five primary sites:

- Nampa Campus,
- Canyon County Center in Nampa,
- Ada County Campus in Boise,
- Oak Park Center in Boise,
- CWI @ Boise State University, and
- Two program-specific sites that house the horticulture and truck driving programs.

To serve students across the College's geographically dispersed service area, the College offers online instruction in most general education programs and disciplines.

A demographic profile of the communities served by the College is available in the *College of Western Idaho Fact Book 2009*

([http://cwidaho.cc/about-cwi/downloads/2009 CWI Fact Book \(10-29-09\).pdf](http://cwidaho.cc/about-cwi/downloads/2009_CWI_Fact_Book_(10-29-09).pdf))

The College is the third public community college in the state. The other two colleges are the College of Southern Idaho and Northern Idaho College. Established in the mid-1960's, the College of Southern Idaho is located in Twin Falls and serves approximately 8,300 students. Established in 1933, Northern Idaho College is located in Coeur D'Alene and serves approximately 4,800 students.

Purposes of an Educational Master Plan

College planning is data-driven and in keeping with that approach, the *College of Western Idaho Educational Master Plan 2010-2015* presents an analysis of the College's current status and future challenges. This document is grounded in internal realities, such as the college's current programs and services, as well as external realities, such as demographic trends and the community's educational needs. This master plan is the foundation for other institutional planning, such as unit plans, facilities master plan, staffing plan, information technology plan, and communications plan.

This Educational Master Plan has been developed to:

- Identify institutional strategic directions to guide the College's energies and resource allocations;

- Provide guidance for the development of plans at the unit level as well as the Facilities Master Plan, Information Technology Plan, and other institutional plans;
- Inform the public of the College’s intentions and garner support for the services provided to the community;
- Provide a common foundation for discussion about college programs and their effectiveness; and
- Demonstrate compliance with accreditation standards.

This Educational Master Plan concludes by outlining specific institutional strategic directions to address the current and foreseeable challenges and opportunities. Specific action steps have been developed to achieve the strategic directions; each action step identifies measureable benchmarks, a timeline, and the responsible parties. This is a framework for the College to evaluate progress toward achieving institutional goals and to demonstrate accountability for meeting performance outcomes grounded in the public’s expectations.

This master plan relies on quantitative and qualitative data compiled in fall 2009. The first stage of the planning process was to gather and synthesize perceptions of the community members who supported the creation of the College of Western Idaho. Approximately 60 members of the business, government, and college community were interviewed to determine these stakeholders’:

- Current satisfaction with the College of Western Idaho;
- Vision for the College’s long-range mission including their sense of what would make the College of Western Idaho distinctive among community colleges in the state and the nation; and
- Perceptions of innovations such as online education and nontraditional academic calendars.

Concurrent with the interviews, a team of researchers gathered and analyzed data to create a comprehensive portfolio. This work resulted in three documents that are foundational to all subsequent planning:

College of Western Idaho 2009 Fact Book

This document identifies the current status and projects trends by analyzing the service area’s residents and employers; presents an internal scan of the College’s current students and programs; and summarizes community members’ perceptions of the College today and their vision for the future.

[http://www.cwidaho.cc/about-cwi/downloads/2009 CWI Fact Book \(10-29-09\).pdf](http://www.cwidaho.cc/about-cwi/downloads/2009_CWI_Fact_Book_(10-29-09).pdf)

College of Western Idaho Educational Program Gap Analysis

This document describes the current industry clusters and business culture within the College's service area; presents a demographic analysis of the regional population who would benefit from a community college education; and includes a programmatic analysis that compares the number of graduates or program completers with the number of available positions in that field.

http://download.economicmodeling.com/CWI_Gap_Final.pdf

A Market Assessment of Programs Offered by the College of Western Idaho

This document is included as an appendix in the 2009 Fact Book and is based on interviews with business leaders, and thereby combines quantitative and qualitative research to provide an overview of the region's workforce needs.

In combination, all of the plans developed in 2009-2010 constitute a comprehensive strategic plan that is data-driven and relies on a cycle of planning-evaluation-improvement to ensure a dynamic process of assessing benchmarks of success and program improvement within a collaborative college culture.

CHAPTER TWO: PROFILES OF THE COLLEGE'S COMMUNITIES AND STUDENTS

This Educational Master Plan 2010-2015 is grounded in an analysis of the characteristics of the college's communities and the students.

The contents of this chapter are excerpted from the *College of Western Idaho 2009 Fact Book*, a compilation of information which

- Identifies the current status and projects future trends by analyzing the service area's residents and employers;
- Presents an internal scan of the College's current students and programs; and
- Summarizes community members' perceptions of the College today and their vision for the future.

The complete Fact Book can be found at the following web site:

[http://www.cwidaho.cc/about-cwi/downloads/2009_CWI_Fact_Book_\(10-29-09\).pdf](http://www.cwidaho.cc/about-cwi/downloads/2009_CWI_Fact_Book_(10-29-09).pdf)

The specific data elements included in this chapter are those believed to impact enrollment at the College and therefore are most compelling for consideration in the College's strategic planning.

The College Service Area

2.1 The College Service Area: 2009-2019 Population Growth by County

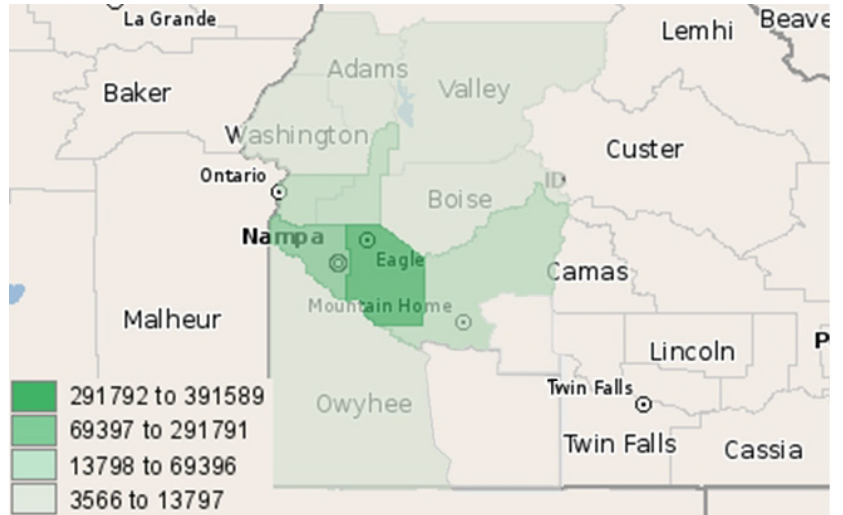
County	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Ada	391,589	452,753	61,164	16%
Canyon	191,995	235,395	43,400	23%
Payette	23,224	25,614	2,390	10%
Gem	16,864	18,392	1,528	9%
Valley	9,230	10,369	1,139	12%
Elmore	26,749	27,568	817	3%
Boise	7,806	8,567	761	10%
Washington	10,197	10,887	690	7%
Owyhee	9,848	10,472	624	6%
Adams	3,566	3,724	158	4%
CWI Area	691,068	803,741	112,671	16%
Idaho	1,553,491	1,754,011	200,520	13%
Nation	307,777,493	338,715,329	30,937,836	10%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

- The College's 10-county service area population is projected to increase 16% in the next ten years, from 691,068 in 2009 to 803,741 in 2019.
- This projected growth rate is greater than that for both the State of Idaho and the nation.
- Canyon County population will increase at the highest rate of the 10 counties, at 23%, although the largest population concentration of the service area is in Ada County.

2.2 The College Service Area: Current Population by County

County	Est. 2009 Population
Ada	391,589
Adams	3,566
Boise	7,806
Canyon	191,995
Elmore	26,749
Gem	16,864
Owyhee	9,848
Payette	23,224
Valley	9,230
Washington	10,197
CWI Area	691,068
Idaho	1,553,491
Nation	307,777,493



Source: EMSI Demographics - 2nd Quarter 2009 v. 2

- Eighty-four percent of the College’s service area population resides in Ada and Canyon Counties.
- Sixteen percent of the College’s service area population is widely dispersed over the other 8 counties, presenting challenges for student access to the College’s programs and services.

2.3 The College Service Area: Hispanic Population and Projected Growth by County

Hispanic						
County	Est. 2009 Pop	Est. 2019 Pop	Growth	% Growth	% Total 2009 Pop	%Total 2019 Pop
Ada	26,205	38,845	12,640	48%	6.7%	8.6%
Canyon	40,353	56,940	16,587	41%	21%	24%
CWI Area	79,619	112,647	33,027	41%	11.5%	14%
Idaho	156,570	218,121	61,551	39%	10%	12.4%
Nation	47,772,276	63,845,195	16,072,919	34%	15.5%	18.8%

- The Hispanic population will grow 41% and comprise 14% of the College’s total service area within ten years.

2.4 The College Service Area: Population by Age Cohort for Ada and Canyon Counties

Ada County Age	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Under 15	87,044	96,127	9,083	10%
15-24	48,999	58,256	9,257	19%
25-44	116,643	117,453	810	1%
45-64	98,510	111,821	13,312	14%
65 and up	40,394	69,097	28,702	71%

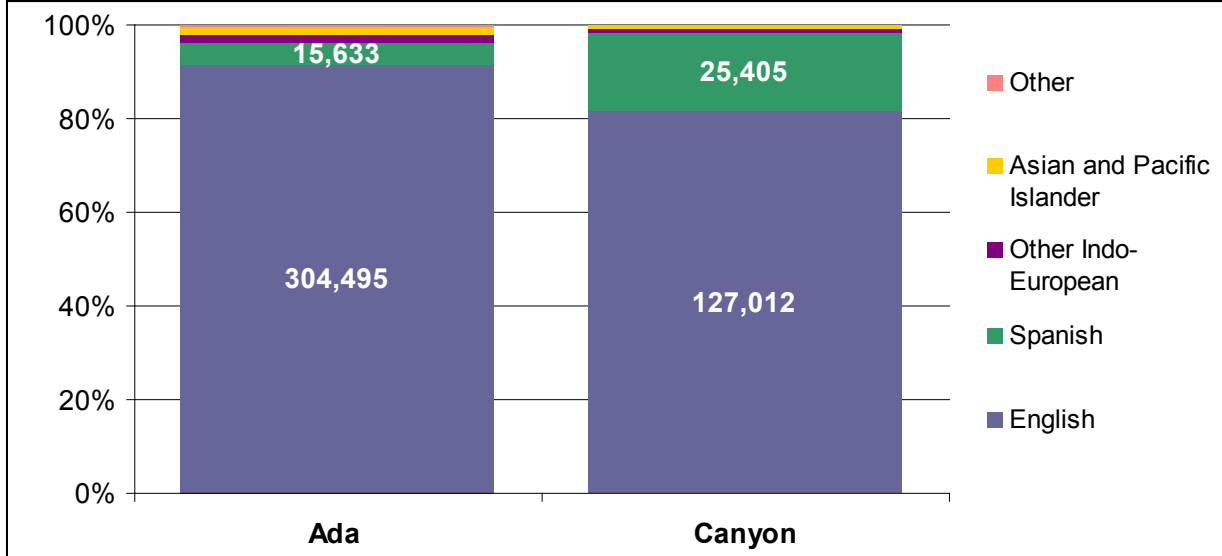
Source: EMSI Demographics - 2nd Quarter 2009 v. 2

Canyon County Age	Est. 2009 Pop.	Est. 2019 Pop.	10 Year Growth	% Growth
Under 15	51,634	64,130	12,498	25%
15-24	24,700	32,333	7,634	31%
25-44	57,938	67,787	9,848	20%
45-64	38,112	45,079	6,968	18%
65 and up	19,611	26,066	6,456	30%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2

- Significant increases in population are projected to occur across all age groups in the combined service areas of Ada and Canyon Counties.
- Members of each age cohort have unique needs for College programs and services, such as traditional transfer and professional technical education for those between 15 and 24; career shift and/or advancement for those between 25 and 64; and lifelong learning for those over age 65.

2.5 The College Service Area: Language Spoken at Home in Ada and Canyon Counties



Source: US Census Bureau, 2005-2007 American Community Survey 3-Year Estimates

- A significant number of residents in the College's most populated service areas are English language learners. Approximately 5% of the population in Ada County and approximately 17% of the population in Canyon County speak a primary language other than English.

2.6. The College Service Area: Adult Educational Attainment by County

County	Less than HS Degree		HS Degree		Some College		Associates Degree		Bachelors Degree or Above	
Ada	18,132	7%	56,827	22%	75,847	30%	18,341	7%	86,399	34%
Valley	540	8%	1,771	27%	1,921	30%	332	5%	1,879	29%
Boise	569	10%	1,736	32%	1,606	29%	372	7%	1,221	22%
Elmore	1,817	10%	4,122	24%	6,402	37%	1,944	11%	3,174	18%
Adams	396	16%	954	37%	647	25%	127	5%	424	17%
Canyon	23,473	20%	35,105	30%	31,655	27%	6,455	6%	18,974	16%
Washington	1,424	20%	2,516	36%	1,816	26%	315	4%	977	14%
Gem	1,812	16%	4,070	36%	3,291	29%	837	7%	1,447	13%
Payette	3,159	21%	4,827	32%	4,258	28%	1,079	7%	1,689	11%
Owyhee	1,987	28%	2,537	36%	1,402	20%	280	4%	783	11%
CWI Area	53,307	12%	114,464	26%	128,846	29%	30,083	7%	116,967	26%
Idaho	121,069	12%	276,845	28%	283,614	29%	72,046	7%	234,233	24%
U.S.	31,248,459	16%	58,762,191	30%	38,383,119	20%	14,392,617	7%	52,859,997	27%

Source: EMSI Demographics - 2nd Quarter 2009 v. 2, U.S. Census Bureau, 2005-2007 American Community Survey

- Compared to the other counties in the College's service area, Ada County residents have the highest level of educational attainment, with 71% having some college or above.

2.7 The College Service Area: Projected Demand for Workers 2009-2019

	2009			2009-2019		2019			% Change in Workers Per Job
	Total Jobs	Workforce Population	Workers Per Job	New Jobs Created	Estimated Retirements	Total Jobs	Workforce Population	Workers Per Job	
Adams	2,460	2,352	0.96	756	(87)	3,216	2,275	0.71	(26.0%)
Boise	2,461	5,510	2.24	701	49	3,162	5,569	1.76	(21.3%)
Valley	7,120	6,292	0.88	1,989	(302)	9,109	6,417	0.70	(20.3%)
Gem	6,191	10,512	1.70	1,666	85	7,857	10,733	1.37	(19.6%)
Owyhee	4,696	6,317	1.35	1,316	292	6,012	6,523	1.08	(19.3%)
Washing- ton	4,847	6,093	1.26	951	105	5,798	6,070	1.05	(16.7%)
Payette	9,608	14,797	1.54	2,049	579	11,657	15,869	1.36	(11.6%)
Elmore	12,985	17,912	1.38	1,976	1,338	14,962	18,277	1.22	(11.4%)
Ada	254,749	264,151	1.04	54,173	11,420	308,922	287,530	0.93	(10.2%)
Canyon	76,568	120,750	1.58	19,848	2,786	96,416	145,199	1.51	(4.5%)
CWI Area	381,684	454,688	1.19	85,426	16,266	467,110	504,462	1.08	(9.3%)
Idaho	882,094	1,014,839	1.15	179,333	30,842	1,061,427	1,083,588	1.02	(11.3%)
Nation	172.7M	206.7M	1.20	22.3M	7.8M	195M	218.5M	1.12	(6.4%)

Source: EMSI Demographics & Complete Employment - 2nd Quarter 2009 v. 2

- There will be a shift in the number of available workers in the coming decade due to the impact of this year's recession and the retirements of the baby boom generation.
- The proportion of residents between 15 and 64 years of age in the College's service area will decline over the next ten years from 66% to 63% of the total population. Therefore, the ratio of available workers per available job will decline, and fewer workers will be supporting those people who are at a non-workforce age.

2.8. The College Service Area: Projected Demand for Workers by Occupation

High Demand Programs								
CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	MHE in \$	Workers Needed
52.0408	General Office Occupations and Clerical Services	3	15,999	2,790	17%	677	13.58	674
46.9999	Construction Trades, Other	33	14,939	3,475	23%	667	14.95	634
custom3	Marketing Management	14	12,185	1,971	16%	468	18.64	454
49.0205	Truck and Bus Driver/Commercial Vehicle Operation	17	9,872	1,628	16%	329	13.59	312
52.0401	Administrative Assistant and Secretarial Science, General	0	5,887	1,197	20%	213	14.81	213
19.0708	Child Care and Support Services Management	14	4,642	814	18%	215	7.28	201
52.1701	Insurance	0	3,365	1,020	30%	169	19.88	169
52.0204	Office Management and Supervision	19	3,769	797	21%	157	18.47	138
01.0601	Applied Horticulture/Horticulture Operations, General	27	7,555	389	5%	149	9.42	122
15.1202	Computer Technology/Computer Systems Technology	7	2,585	518	20%	128	18.63	121
01.0605	Landscaping and Groundskeeping	0	2,573	856	33%	117	11.32	117
51.0603	Dental Laboratory Technology/Technician	0	2,017	805	40%	109	13.49	109
custom 1	Team Assemblers	0	2,692	394	15%	101	14.99	101
52.0302	Accounting Technology/Technician and Bookkeeping	161	6,765	1,431	21%	253	13.70	92
19.0505	Foodservice Systems Administration/Management	0	2,298	520	23%	90	12.12	90
12.0503	Culinary Arts/Chef Training	5	2,075	426	21%	91	10.37	86
48.0703	Cabinetmaking and Millwork/Millwright	0	1,317	500	38%	86	11.55	86
47.0604	Automobile/Automotive Mechanics Technology/Technician	17	1,924	577	30%	98	11.96	81
46.0302	Electrician	0	1,688	376	22%	79	18.42	79
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	0	1,740	390	22%	74	16.81	74
25.0301	Library Assistant/Technician	0	675	368	55%	69	11.57	69
49.0299	Ground Transportation, Other	0	2,351	164	7%	76	12.64	76
47.0103	Communications Systems Installation and Repair Technology	0	1,348	409	30%	63	15.20	63
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	254	5,784	2,160	37%	311	26.84	57
46.0503	Plumbing Technology/Plumber	0	1,365	287	21%	57	15.61	57
47.0303	Industrial Mechanics and Maintenance Technology	2	1,465	260	18%	55	18.74	53

Low Demand Programs								
CIP	Title	2008 Grads	2009 Jobs	09-'19 Change	% Change	Annual Openings	MHE in \$	Surplus of Workers
51.0907	Medical Radiologic Technology/Science - Radiation Therapist	52	454	122	27%	19	24.05	33
15.0303	*Electrical, Electronic and Communications Engineering Technology/Technician	70	1,031	73	7%	27	25.94	43
51.0602	Dental Hygiene/Hygienist	57	102	32	31%	5	8.72	52
51.1613	*Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	136	1,218	387	32%	72	19.38	64
51.3501	Massage Therapy/Therapeutic Massage	109	199	-11	-6%	1	10.44	108
51.0710	*Medical Office Assistant/Specialist	155	637	236	37%	43	14.52	46
51.0601	*Dental Assisting/Assistant	203	881	439	50%	59	14.44	144

* Degree or certificate offered by the College of Western Idaho

- In the College's service area, the strongest fields for occupational openings are in health care and social assistance, professional and business services, and information technology.
- The College offers degrees or certificates in 3 of the 7 programs identified as having a surplus of workers: electronics technology, practical nursing, and dental assisting. Refer to the pages for these programs in Chapter 3 for an analysis of the factors.

Profile of the College's Students

2.9. Profile of the College's Students: Enrollment and Demographics

Gender	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
Female	669	54.00	1790	49.47	167.6
Male	569	45.92	1817	50.22	219.3
Not Reported	1	0.08	11	0.30	1000.0
Totals	1239	100.00	3618	100.00	192.0
Age	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
16-19	135	10.90	779	21.53	477.0
20-22	359	28.97	763	21.09	112.5
23-30	358	28.89	946	26.15	164.2
31-40	236	19.05	648	17.91	174.6
41-54	138	11.14	428	11.83	210.1
55+	13	1.05	54	1.49	315.4
Total	1239	100.00	3618	100.00	192.0
Ethnicity/Race	Spring 2009	% of Total	Fall 2009	% of Total	% Growth
American Indian/Alaska Native	94	7.59	123	3.40	30.9
Asian	22	1.78	54	1.49	145.5
Black	15	1.21	35	0.97	133.3
Hispanic	75	6.05	261	7.21	248.0
Native Hawaiian/Pacific Islander	6	0.48	28	0.77	366.7
Not Reported	81	6.54	748	20.67	823.5
Two or More Races	4	0.32	25	0.69	525.0
White	942	76.03	2344	64.79	148.8
Total	1239	100.00	3618	100.00	192.0

- The College began offering credit instruction in January 2009. The first semester's offerings were exclusively general education courses and a total of 1,239 students enrolled. In July 2009, the College assumed responsibility for 28 professional-technical education programs that were previously under the aegis of Boise State University. This change alone added 891 students to the fall 2009 enrollment. In addition, the number of students enrolled in general education courses more than doubled, resulting in a total of 3,618 students. Between spring and fall 2009, the College's total student enrollment tripled.

- Given that the population in the communities that comprise the College's service area is anticipated to grow about 16% over the next decade and that students are still discovering this new opportunity for quality, low-cost higher education, then the College's student enrollment is projected to continue to increase. College planning is based on an anticipated annual 20% increase in full-time equivalent students, totaling approximately 7,000 full-time equivalent students by the final year of this Educational Master Plan in 2015.
- The College's student population is almost equally divided between males and females and almost 70% of them are younger than 30 years of age.
- Hispanic students are under-represented in the College's enrollment, at 7% of the student population compared to 12% in the service area population.

2.10. Profile of the College's Students: Percentage of High School Dropouts by Grade

2006-2007 SCHOOL YEAR	Grade 9	Grade 10	Grade 11	Grade 12	Average	COUNTY
IDAHO	1.57	2.29	3.08	3.76	2.68	
139 Vallivue	6.67	7.42	9.94	7.26	7.82	Canyon
453 McKenna Charter H.S.	1.16	13.1	10	4.65	7.23	Elmore
136 Melba	1.56	8.06	2.13	9.52	5.32	Owyhee
132 Caldwell	5.06	4.39	5.54	5.82	5.20	Canyon
370 Homedale/COSSA	5.69	5.50	3.26	4.12	4.64	Owyhee
003 Kuna	1.52	4.56	5	6.55	4.41	Ada
365 Bruneau-Grand View	1.96	10	5.56	0	4.38	Owyhee
134 Middleton	2.19	1.44	5.47	6.06	3.79	Canyon
131 Nampa	3.40	3.53	3.68	3.38	3.45	Canyon
193 Mountain Home	2.69	6.10	3.68	1.41	3.47	Elmore

Source: <http://www.sde.idaho.gov/Statistics/>

- The percentage of high school dropouts is higher for the College's feeder high schools than for the State of Idaho in general.
- Dropout rates for Hispanic students are significantly higher than that of White students in the three most populated school districts in the College's service area:

School District	% of student population that dropped out: Hispanic	% of student population that dropped out: White
Boise	7.6%	2.4%
Meridian	3.5%	1.8%
Nampa	6.5%	2.4%

2.11 Profile of the College's Students: Potential High School Graduates

		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	% Growth
#	STATE OF IDAHO - TOTALS	1661353	1776218	1843142	1915452	1820893	1861153	12.03%
	REGION 3 - TOTALS	6474	6943	7307	7527	7301	7592	17.27%
1	BOISE INDEPENDENT DISTRICT	1651	1610	1681	1582	1580	1553	-5.94%
2	MERIDIAN JOINT DISTRICT	1746	1885	1934	2091	2005	2187	25.26%
3	KUNA JOINT DISTRICT	273	307	321	362	352	333	21.98%
11	MEADOWS VALLEY DISTRICT	10	19	20	16	9	16	60.00%
13	COUNCIL DISTRICT	19	23	17	20	25	12	-36.84%
71	GARDEN VALLEY DISTRICT	14	18	19	18	19	15	7.14%
72	BASIN SCHOOL DISTRICT	38	27	28	31	17	33	-13.16%
73	HORSESHOE BEND SCHOOL DIST	25	23	23	17	23	25	0.00%
131	NAMPA SCHOOL DISTRICT	813	925	986	1053	1061	1121	37.88%
132	CALDWELL DISTRICT	214	320	331	377	344	321	50.00%
133	WILDER DISTRICT	18	11	19	23	18	17	-5.56%
134	MIDDLETON DISTRICT	152	162	194	229	191	206	35.53%
135	NOTUS DISTRICT	19	17	31	22	25	19	0.00%
136	MELBA JOINT DISTRICT	58	64	66	61	52	59	1.72%
137	PARMA DISTRICT	73	76	77	75	74	86	17.81%
139	VALLIVUE SCHOOL DISTRICT	273	349	376	391	412	441	61.54%
191	PRAIRIE ELEMENTARY DISTRICT						2	
193	MOUNTAIN HOME DISTRICT	188	205	279	265	227	245	30.32%
221	EMMETT INDEPENDENT DIST	211	205	199	180	159	183	-13.27%
363	MARSING JOINT DISTRICT	46	51	50	61	64	79	71.74%
364	PLEASANT VALLEY ELEM DIST		2	2	1	1		
365	BRUNEAU-GRAND VIEW JOINT DIST	26	48	28	32	36	38	46.15%
370	HOMEDALE JOINT DISTRICT	90	98	95	116	102	94	4.44%
371	PAYETTE JOINT DISTRICT	97	92	112	100	108	93	-4.12%
372	NEW PLYMOUTH DISTRICT	49	65	67	54	56	49	0.00%
373	FRUITLAND DISTRICT	119	122	120	115	124	138	15.97%
421	MC CALL-DONNELLY DISTRICT	88	76	72	83	69	74	-15.91%
422	CASCADE DISTRICT	22	21	19	25	23	24	9.09%
431	WEISER DISTRICT	111	98	114	109	110	110	-0.90%
432	CAMBRIDGE JOINT DISTRICT	7	10	14	12	5	12	71.43%
433	MIDVALE DISTRICT	24	14	13	6	10	7	-70.83%
451	VICTORY CHARTER SCHOOL		0	0	0	0	0	
452	IDAHO VIRTUAL ACADEMY	0	0	0	0	0	0	
Total		6474	6943	7307	7527	7301	7592	17.27%

- The number of high school graduates from the College's feeder high schools is expected to increase 17% over the next five years.

CHAPTER THREE: PROGRAMS, DISCIPLINES, AND SERVICES

This *Educational Master Plan 2010-2015* is grounded in an analysis of the current status and future projections of the programs and services offered to students.

A common quantitative benchmark of a college's institutional effectiveness is enrollment: how many students take advantage of the college's programs and services? The College of Western Idaho began offering credit instruction in January 2009. The first semester's offerings were exclusively general education courses and a total of 1,239 students enrolled. In July 2009, the College became the professional technical college for Region III and assumed responsibility for 28 professional-technical education programs that were previously under the aegis of Boise State University. In the College's second semester these professional technical programs added 891 students and the number of students enrolled in general education courses more than doubled, bringing the total headcount to 3,618 students for fall 2009 and the total full-time equivalent students to 2,462.

Given that the population in the communities that comprise the College's service area is anticipated to grow about 16% over the next decade and that students are still discovering this new opportunity for quality, low-cost higher education, student enrollment is projected to increase more than the overall population growth rate. College planning is based on an anticipated annual 20% increase in full-time equivalent students, culminating in approximately 7,000 full-time equivalent students by the end of term of this Educational Master Plan in 2015.

The following pages of this chapter present a description, data summary, and growth projection for each of the College's programs, disciplines, and services. Obviously all aspects of the College will need to grow in order to serve greater numbers of students, but all will not grow at the same rate as the projected total College enrollment. Therefore, in the following summaries, each program, discipline, and service is rated as growing

- slower than,
- at the same rate as, or
- faster than

the projected total College enrollment.

The final element on each of the following program pages is a set of program-specific plans for the next five years. These plans outline anticipated changes to the programs, disciplines, and services but do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications; these are included in other portions of the overall strategic plan.

In addition to providing support for the program-specific plans, the College's faculty and staff are committed to the achievement of the institutional strategic directions described in Chapter 4. The specific programmatic projections for these college-wide initiatives are dependent upon the active participation of faculty and staff in these tasks:

- Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for course placement
- Add courses as needed to align College of Western Idaho's courses with College of Southern Idaho's courses
- Articulate courses with four-year institutions as the foundational step in developing guaranteed transfer agreements
- Participate in the Basic Skills Ad Hoc Workgroup to identify and implement best practices that more effectively move students from basic skills courses into college level courses
- Collaborate with the Associate Vice President of Instruction to develop standardized time blocks for the course schedule
- Evaluate and strengthen instruction in dual-enrollment programs
- Collaborate with the Associate Vice President of Instruction to identify and institutionalize instructional strategies that have proven successful in reaching students with various learning styles that result in an increase in retention and persistence
- Participate with the Distance Education Steering Committee to develop a robust virtual college
- Implement academic calendars that offer students multiple points of entry into the college and maximize the use of facilities
- Offer the opportunity or require students to complete internship and service learning projects
- Participate in the Speakers' Bureau
- Develop strategies to mentor new full-time and part-time faculty

- Invite community members to serve as guest speakers and/or mentors to students

In this, the College's first Educational Master Plan, the following pages also serve as the initial program review for these programs, disciplines, and services. As such, this represents the initial step in standardizing data elements for program review purposes. By 2015 when the College prepares its next educational master plan, both instructional and student services programs will have a multiple-year history of data-based benchmarks to track services delivered and student achievement. These benchmarks will serve as the basis for a data-based annual or bi-annual review of each program, discipline, and service.

Academic Advising

Description

Faculty and staff collaborate to provide academic advising services. All students are invited to group advising sessions scheduled periodically in the semester. For new students, the sessions cover the basic steps in developing an education plan. For continuing students, the information is geared toward the requirements of specific majors. Upon request, students are assigned a full-time faculty advisor based on their major area of study. Full-time faculty members have 10-40 advisees contingent on other college responsibilities.

In fall 2009 full-time and adjunct faculty were invited to training sessions on how to access student records, graduation requirements, use of the online registration system, and answers to students' commonly asked questions. A follow-up training session focused on the requirements for specific majors. Faculty may access advising resources online through the College's Faculty Portal.

Two advising programs designed for students with unique needs provide additional academic advising; career, personality, strengths and other assessments; check-ins from staff through-out the semester; and workshops tailored to the needs of these special populations:

- **Personal Academic and Career Enhancement:** academic and personal support for students who
 - Have not declared a major;
 - Are underprepared as indicated by placement into zero-level math and English courses; or
 - Are struggled academically as indicated by a GPA below 2.0.
- **Center for New Directions:** academic and personal support for students who are single parents, displaced homemakers, under- or unemployed, or are entering a career field traditionally held by members of the other gender.

Programmatic Projections

- Establish Career and College Transfer Centers to provide these services in workshops and one-on-one appointments: career assessments; career databases with typical work, salary, and educational requirements; resume and cover letter review; interview practice; and application assistance for transfer.

- Implement the electronic retention alert program by which faculty and staff may to identify students as at-risk if they are underprepared, fail to attend class, fail to participate, need tutoring, are routinely late, evidence a change in his/her behavior, and pose a threat to self or others
- Implement training for faculty advising in multiple formats
- Develop online self-guided advising modules for new students and for students who are close to graduation
- Develop a peer advising program

Accounting

Description

Accounting is the systematic recording, reporting, and analysis of financial transactions of a business. Two accounting courses, financial and managerial accounting, are required for the associate degree major in business, the College's second most popular student choice for a major. In addition, an elective course in tax is also offered.

Courses in accounting are offered in the late afternoon and evening at the Nampa Campus, Ada Campus and high school campuses in both traditional and hybrid formats.

Of the College's core themes, accounting contributes to lower division transfer.

Enrollment growth in accounting courses is projected to be faster than the College's overall growth because of the popularity of the associate degree major in business.

Data

Accounting	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	2	40	160	0	2	Major not offered
Spring 2010	6					

Programmatic Projections

- Expand the course schedule to include online sections
- Explore transferring the professional technical education accounting program to general education in order to provide students with transferrable credits to fulfill baccalaureate degree requirements as well as associate degree requirements

Administrative Support

Description

Administrative Support, a professional technical program, trains students on the basic communication and business mathematics skills and attitudes necessary for employment in a variety of office positions in private industry and government. Graduates completing the one-semester postsecondary technical certificate or the one-year technical certificate have the requisite entry-level skills for routine office tasks such as filing, answering the telephone, record keeping, and using computers for word processing. Graduates completing the two-year advanced technical certificate or a two-year associate of applied science degree are prepared to use technology to perform and coordinate the administrative activities of an office and to ensure that information is collected and disseminated to staff and clients. A capstone training experience for the advanced technical certificate and associate of applied science degree is a one-semester internship in an administrative support trainee position.

Courses are scheduled during the day at the Ada County Campus. A combined cohort of students majoring in this program, legal administrative support and applied accounting is admitted each fall and spring. Forty students are admitted in the fall and 20 students in the spring.

The Administrative Support Advisory Committee meets twice a year and consists of six members who are all administrative assistants in local businesses.

Of the College's core themes, the program contributes to professional technical education.

Since the administrative support program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

Data

Business Technology*	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	21	312	920	6	1	83

* Business Technology data is an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

2007/2008 Student Summary*

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
65	31	100	96	34	71	16	14	87.50

*These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Graduates/Jobs Gap Analysis: Administrative assistant and secretarial science, general

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
0	5,887	1,197	20%	213	\$14.81	(213)

Graduates/Jobs Gap Analysis: General office occupations and clerical services

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	15,999	2,790	17%	677	\$13.58	(674)

Of the 34 students who completed a degree or certificate in 2008, 88% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on graduates' responses to a questionnaire; of the 34 students who completed the program, about half responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in administrative support skills will continue to be strong with over 200 job openings per year for the coming decade. The graduates/jobs gap is even greater in the category of general office occupations, with almost 700 job openings per year in the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day
- Develop hybrid formats for lecture courses
- Expand the advisory committee to include employers of administrative assistants

- Improve and expand data collection on program enrollment, completers, and job placement including collecting data separately on the three programs currently combined in Business Technology data
- Collaborate with other disciplines to share laboratory facilities
- Develop and initiate web-enhanced assignments

Allied Health

Description

Allied Health courses introduce health care fields with courses in nutrition, bioethics, and medical terminology. The course in medical terminology is a prerequisite to admission in the Surgical Technology Program.

Courses are taught during the day and evening at the Nampa Campus, the Ada County Campus, and online.

Of the College's core themes, courses in allied health contribute to professional technical education and general education.

Growth of allied health courses will be slower than the College's overall growth rate since the courses are of interest only to students pursuing a career in health sciences.

Data

Allied Health	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	9	279	642	1*	5	Major not offered
Spring 2010	6					

**Instructor also teaches Health and Wellness*

Anthropology

Description

Anthropology, a social science, analyzes the place of humans in the natural world and explores the cultural assumptions across the globe. Anthropology courses satisfy general education requirements for the associate degree and lower division transfer. An associate degree with a major in anthropology will be available in the coming year.

Courses in anthropology are offered online, hybrid, and in the evening at the Nampa Campus and Ada County Campus as well as at local high schools.

Of the College's core themes, anthropology contributes to lower division transfer.

Enrollment in anthropology courses will grow at about the same rate as the College's overall growth because these lecture courses are two of the options that fulfill the associate degree general education social science requirement.

Data

Anthropology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	6	158	465	0	3	Major not offered
Spring 2010	13					

Applied Accounting

Description

Applied accounting, a professional technical program, trains students on the accounting, finance, taxation and computer skills necessary to create and analyze financial statements required for entry-level positions as such as accounting technicians and payroll clerks. The courses identified as applicable to applied accounting culminate in an advanced technical certificate. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

Courses are scheduled during the day at the Ada County Campus. A combined cohort of students majoring in this program, legal administrative support and administrative support is admitted each fall and spring. Forty students are admitted in the fall and 20 students in the spring.

The Applied Accounting Advisory Committee meets twice a year and includes 8 eight members: an accounting office manager, a representative of a temporary employment agency, applied accountants, and a student.

Of the College's core themes, the program contributes to professional technical education.

Since the applied accounting program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

Data

Business Technology*	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	21	312	920	6	1	83

* Business Technology data is an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

2007/2008 Student Summary*

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
65	31	100	96	34	71	16	14	87.50

*These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
161	6,765	1,431	21%	253	\$13.70	(92)

Of the 34 students who completed a degree or certificate in 2008, 88% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on graduates' responses to a questionnaire; of the 34 students who completed the program, about half responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in applied accounting technology will continue to be strong with over 200 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day
- Develop hybrid formats for lecture courses
- Expand the advisory committee to include employers of applied accounting technicians
- Improve and expand data collection on program enrollment, completers, and job placement including separating the information on the three programs currently combined in Business Technology data
- Collaborate with other disciplines to share laboratory facilities
- Identify the pros and cons of maintaining this program in professional technical education versus shifting the program to general education
- Develop and initiate web-enhanced assignments

Assessment Services

Description

Assessment services coordinate the administration of the Computerized Adaptive Placement Assessment and Support Services which is required for placement into mathematics and English courses. In addition to this assessment which is required for all new students, assessment services are also provided for:

- students certified through disability services who need additional time, reduced distractions, a reader, or a scribe;
- competency tests administered at fire departments; and
- examinations for online courses.

Beginning in December 2009, the assessment services will include the administration of industry exams to document satisfactory completion of various professional technical programs. This new service is made possible by the College's partnership with the National Occupational Competency Testing Institute, ProMetric, Computing Technology Industry Association, and Praxis.

Assessment and Testing Centers are currently operational at the Ada County Campus and the Canyon County Center and will be operational at the Nampa Campus in early spring 2010.

Data

Approximately 1,085 Computerized Adaptive Placement Assessment and Support Services have been administered to date.

Programmatic Projections

- Increase hours of operation to include evenings and weekend
- Support developmental courses by providing diagnostic information as well as placement scores
- Collaborate with science and modern language faculty to identify and implement placement testing for these disciplines

Art

Description

The study of art and art history offers a basic understanding of the visual world and the development of critical thinking skills in a world that increasingly uses visual means to communicate. Art history courses satisfy general education requirements for the associate degree and lower division transfer.

Art history, drawing, photography, design, and computer graphics are offered in the day and evening at the Nampa Campus, in the evening at a high school site, and online.

Of the College's core themes, art contributes to lower division transfer.

Enrollment in art courses will increase at about the same rate as the College's overall growth because these lecture courses fulfill the associate degree general education humanities requirement and because studio art classes are likely to be added to the curriculum.

Data

Art	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	9	221	663	0	3	Major not offered
Spring 2010	14					

Programmatic Projections

- Offer art studio courses contingent on identifying appropriate/sufficient space on campus or through a partnership with local institutions
- Develop online and hybrid formats for lecture courses

Auto Body

Description

Auto Body, professional technical program, provides the skills necessary for employment in the collision and refinishing trade. First year training includes theory and laboratory activities in welding, minor repair, polishing, priming, panel replacement, plastic bumper repair, safety, estimating, detailing, and both structural and non-structural repair. Second year training includes theory and laboratory activities in refinishing and related equipment, blending, color match, primers, detailing, custom painting, estimating, and both structural and non-structural repair. Following one or two years of study, Auto Body courses culminate in an associate of applied science degree or one of three levels of certificates: postsecondary technical, technical, and advanced.

The program is accredited by the Inter-industry Conference of Auto-collision Repair, a nonprofit educational foundation under the umbrella of the National Automotive Technicians Education Foundation. Students who complete the program receive a certificate from this organization to include with job applications.

The auto body teaching facility is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 15 students beginning each fall.

The Auto Body Advisory Committee meets twice year and includes 12 members: owners and managers of local businesses, an insurance claims adjustor, graduates of the program, and a student.

Of the College's core themes, the program contributes to professional technical education.

Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Auto Body	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	23	289	509	2	0	20

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
25	4	22	132	14	97	0	0	0

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
7	718	193	27%	36	\$11.24	(29)

None of the 14 students who completed a degree or certificate in 2008 responded to the employment survey a year after graduation.

In terms of projected strength of the job market, the need for workers trained in auto body will continue to be strong with 36 job openings per year for the coming decade. However, the median hourly earnings indicate that graduates are unlikely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop and initiate web-enhanced assignments

Automotive Technology

Description

Automotive Technology, a professional technical program, covers theory and hands-on instruction in the diagnosis, service, and repair of automobiles and light trucks. Following one or two years of study, courses in automotive technology culminate in an associate of applied science degree or a certificate at one of three levels: postsecondary technical, technical, and advanced technical.

The postsecondary technical certificate in maintenance and light repair provides rapid skill training in regular maintenance, minor or light repairs, and parts installation on automobiles and light trucks. The postsecondary technical certificate in advanced automotive technology and the advanced technical certificate require additional coursework in technical theory and on-site work with local dealerships, independent garages, and specialty shops. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The program's partnership with Ford Motor Company provides equipment, supplies, and training opportunities for faculty. The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation.

The teaching facility for automotive technology is located at the College's site at Boise State University where the courses are offered during the day, with a new cohort of 18 students beginning each fall and spring.

The Automotive Technology Advisory Committee meets three times a year and includes 12 members: owners and managers of local businesses, two service managers for Ford dealerships, technicians, former students, and a student.

Of the College's core themes, the program contributes to professional-technical education.

Given the needs for specialized equipment and space, the automotive technology program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Automotive Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	19	245	850	4	0	92

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
65	9	40	185	21	57	6	5	83.33

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
17	1,924	577	30%	98	\$11.96	(81)

Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in automotive technology will continue to be strong with 98 jobs per year for the coming decade. However, the median hourly earnings indicate that graduates are unlikely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility
- Integrate technology for hybrid cars across the curriculum
- Develop courses or modules for training in light-duty diesel vehicles
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop and initiate web-enhanced assignments
- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day

Biology

Description

Biology, a natural science, examines and analyzes the place of various organisms in the natural world, statements about the relationships between living organisms, and the types of evidence needed to assess the validity of those statements. Biology offers a range of courses that satisfy general education requirements for an associate degree and lower division transfer as well as lead to associate of science degrees in these majors: Biology, Biology--Health Care, Biology--Natural Resources, and Pre-Pharmacy.

As a gateway to the health professions, these popular courses are offered in the day and evening at two of the College's sites: the Nampa Campus and the Canyon County Center. A biology laboratory supports instruction at both sites. One laboratory course, Biology 127, Human Structures and Functions, is offered online. One section of Biology 100, Concepts of Biology, is offered in a hybrid form. Given that staffing this number of sections has been challenging given the need to rely heavily on part-time faculty, two full-time positions are open with a start date of spring 2010.

Of the College's core themes, the biology program contributes to lower division transfer and professional technical education.

Enrollment growth in biology courses will be faster than the College's overall growth rate because biology is a prerequisite for the health sciences, including nursing and surgical technology. Growth in laboratory classes will be limited, however, until additional biology laboratories are created.

Data

Biology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	32	1,050	2,492	3	5	776
Spring 2010	56					

Programmatic Projections

- Expand offerings to include Biology 120 Environmental Science, Biology 209 General Ecology, field study, independent study, and special topics
- Collaborate with the Associate Vice President of Instruction to identify space for additional biology laboratories

Business Administration

Description

Business is a study of the practices and processes of providing the goods, services, jobs and benefits that society requires, including the consideration of ethics, social responsibility, and diversity. Courses in business administration fulfill requirements for an associate degree major, the College's second most popular student choice for a major.

Courses in business are offered in the day and evening at the Nampa Campus, the Ada County Campus and in both online and hybrid formats.

Of the College's core themes, business contributes to lower division transfer.

Enrollment in business courses will be faster than the College's overall growth because of the popularity of this area of specialization.

Data

Business Administration	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	8	212	630	3	5	226
Spring 2010	24					

Programmatic Projections

- Develop an extracurricular Business Club
- Distribute a calendar of business symposiums to provide information, inspiration and networking opportunities for business majors, the business community and other interested community members and college students
- Develop a 2 + 2 agreement with local universities

Chemistry

Description

Chemistry, a natural science, studies the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems. Chemistry courses satisfy general education requirements for the associate degree and lower division transfer. Although there is no associate degree major in chemistry, one of the courses in chemistry is a prerequisite for majors such as biology and nursing.

The catalog lists a full range of chemistry courses from Chemistry in Every Day Life to Organic Chemistry 2, but the range of chemistry courses offered is limited by the laboratory space. Courses are taught during the day and evening at the Nampa Campus, the only site with a chemistry laboratory. Given that staffing sections without a full-time faculty member has been challenging, a full-time position is currently open with a start date of spring 2010.

Of the College's core themes, the chemistry program contributes to lower division transfer and professional technical education.

Growth in chemistry courses will keep pace with the College's overall growth because of its role as a prerequisite in health science careers. However, this growth will be limited by the lack of laboratories.

Data

Chemistry	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	8	197	403	0	2	Major not offered
Spring 2010	16					

Programmatic Projections

- Collaborate with the Associate Vice President of Instruction to identify space for a chemistry laboratory at a second College site
- Create hybrid delivery of chemistry courses

Communication

Description

Communication courses focus on the study of human communication in a variety of contexts: interpersonal relationships, public discourse, argumentation, media, intercultural, and small groups. Consistent across the communication curriculum is a dual emphasis on communication theory and practical application. An example of the focus on application is the development of a forensics program, which has already proven to be an award-winning extracurricular activity.

Satisfactory completion of the Fundamentals of Oral Communication course is required for all associate degrees (associate of arts, associate of science, and associate of applied science). Other communication courses fulfill elective requirements for associate degrees.

Like other required core general education disciplines, a large number of sections are offered during the day and evening at the four primary campus sites and numerous high school sites. Given that staffing this number of sections has been challenging given the need to rely heavily on part-time faculty, three additional full-time positions are open with a start date of spring 2010.

Of the College's core themes, the communication program contributes to lower division transfer and professional technical education.

Enrollment growth in communication courses will be faster than the College's overall growth because Fundamentals of Oral Communication is the only course that fulfills the associate degree general education communication requirement.

Data

Communication	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	37	932	2,769	2	12	33
Spring 2010	50					

Programmatic Projections

- Evaluate and strengthen communication instruction in dual-enrollment programs
- Develop a 2 + 2 agreement with local universities
- Review models for offering communication courses in online and hybrid formats

Community Education

Description

The mission of Community Education is to provide lifelong learning opportunities for personal and cultural enrichment to the residents of Ada and Canyon Counties through non-credit offerings. The offerings are available at three of the College's four primary sites and include traditional lectures, hands-on workshops, online courses, and special event programs, such as the Summer 2009 Kids College.

Approximately 60 different classes, sessions and workshops are offered each semester. The lectures and hands-on workshops are clustered into three categories:

- Arts, crafts, and photography,
- Theatre, music and dance, and
- Mind, body, and spirit.

Online courses are scheduled at a variety of times and are offered in partnership with Ed2Go, a provider of online adult and continuing education courses.

Data

From March 2009 through October 2009, a total of 232 students participated in Community Education offerings. The majority of the students were female (76%). Students' ages varied, with 9% younger than 18, 36% between 26 and 50, and 48% over 50 years of age.

Programmatic Projections

- Establish a Community Education Advisory Group
- Increase community and internal College awareness of Community Education programs and benefits
- Develop courses/programs targeted to specific populations
- Tailor marketing to those defined specific populations
- Expand the number and type of online courses
- Coordinate offerings with professional technical education programs and workforce development to ensure maximum efficiency in facilities use and to avoid redundancy in training offerings
- Develop strategies to secure grant funding for community education programs and new initiatives

Computer Information Systems-Applications

Description

This discipline offers a single non-credit course, Computer Literacy Skill Development that prepares students with the skills needed to complete the College's computer literacy graduation requirement. The course provides an overview of hardware components, operating systems, e-mail, internet, networks, and application software.

Four courses are offered each semester, two during the day and two during the evening, both at the Nampa Campus.

Enrollment in this course will grow at the same rate as the overall College growth rate because the course is an option for students who want to review the basics before taking the Computer Skills Assessment.

Data

Computer Information Systems-Application	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	4	115	345	0	3	Major not offered
Spring 2010	4					

Programmatic Projections

- Divide the course into modules, each focused on a different component of computer literacy
- Identify the pros and cons of maintaining this program in general education versus shifting the program to Community Education

Criminal Justice

Description

Criminal Justice, a social science, studies criminal psychology, the components of the justice system, investigative procedures, and the community served by the justice system. Criminal justice courses satisfy general education requirements for the associate degree and lower division transfer and culminate in an associate degree major. An associate degree with a major in pre-law will be available in the coming year.

Courses in criminal justice are offered in online and hybrid formats as well as at all locations and at a wide variety of times.

Of the College's core themes, criminal justice contributes to lower division transfer and professional technical education.

Enrollment in criminal justice courses will keep pace with the College's overall growth because the introductory course is one of the options that fulfill the associate degree general education social science requirement.

Data

Criminal Justice	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	7	193	576	0	5	128
Spring 2010	20					

Programmatic Projections

- Develop 2 + 2 agreements with local universities
- Develop student internship opportunities

Culinary Arts

Description

Culinary Arts, a professional technical program, provides training for careers in the food industry through both hands-on instruction as well as theory. Following one or two years of study, the courses culminate in an associate of applied science degree or in either a technical or advanced technical certificate.

The teaching kitchen is located at the College's site on the Boise State University. Courses are offered during the day with a new cohort of 20 students beginning each fall and spring.

Of the College's core themes, the program contributes to professional technical education.

The Culinary Arts Advisory Committee meets twice a year and includes 15 members: local restaurant owners and managers, chefs, and graduates of the program.

Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Culinary Arts	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	42	399	990	3	0	74

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
71	14	65	131	25	59	2	2	100

Graduates/Jobs Gap Analysis: Culinary arts/chef training

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
5	2,075	426	21%	91	\$10.37	(86)

Of the 25 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 25 students who completed the program, only 2 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in culinary arts will continue to be strong for the coming decade, however, the median hourly earnings indicate that graduates are unlikely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility
- Collaborate with local businesses to provide students with internship opportunities
- Expand the curriculum into food service systems and administration
- Design and implement strategies to increase student retention and persistence
- Develop and initiate web-enhanced assignments
- Develop hybrid formats for lecture courses
- Improve and expand data collection on program enrollment, completers, and job placement
- Expand membership in the Advisory Committee to include restaurant owners

Dental Assisting

Description

Dental Assisting, a professional technical program, trains students through both theory and hands-on laboratory instruction to aid a dentist in the performance of generalized tasks, including chair-side aid, clerical work, reception, and some radiography and dental laboratory work. Dental assisting courses are completed in one calendar year and culminate in a technical certificate. Students earn an associate of applied science degree by completing general education requirements and two additional dental assisting courses in addition to these specialized courses.

This program is accredited by the American Dental Association Commission on Dental Accreditation and this accreditation gives graduates a hiring advantage compared to graduates of non-accredited schools. Program completers are eligible to take the Dental Assisting National Board Certification Examination. Of the 17 students who took the exam in 2008, 13 were successfully certified.

The dental assisting laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 20 students beginning each fall and spring.

The Dental Assisting Advisory Committee meets twice a year and includes 6 members: general and specialty dentists, dental assistants, and a dental supply representative.

Of the College's core themes, the program contributes to professional technical education.

Since the dental assisting program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will be slower than the College's overall growth.

Data

Dental Assisting	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	14	189	634	3	0	41

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
37	13	24	208	22	88	7	6	85.71

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
203	881	439	50%	59	\$14.44	144

Of the 22 students who completed a degree or certificate in 2008, 86% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 22 students who completed the program, only 7 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in dental assisting is weak, with a surplus of over 140 trained workers beyond the number of open positions. This trend has been consistent for several years. For example, in both 2006 and 2007 there were approximately 175 graduates and only 45 annual job openings. Although the College's program capacity is 40 students per year, the high number of graduates is no doubt the result of the dental assisting programs offered by at least two local for-profit colleges. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility
- Develop hybrid formats for lecture courses
- Develop and initiate web-enhanced assignments
- Improve and expand data collection on program enrollment, completers, and job placement

Distance Education/Virtual Campus

Description

Distance education refers to instruction in which student and faculty member interact through one or more technologies, including computers, instructional television, video or teleconferencing. The College delivers such instruction primarily online and offers courses in the general education disciplines of social and behavioral sciences, English, mathematics, and natural sciences.

Given the scope of the College's service area and students' needs for flexible delivery of instruction, the residents would be well-served by a comprehensive virtual campus that would ensure that the same quality of instruction and student services support is delivered via technology as is delivered on-site. The importance of this component is recognized in one of the College's strategic directions; refer to Chapter 4 for the specific action steps, timelines, and responsible parties.

Data

The number of sections offered exclusively via online delivery almost tripled from spring to fall 2009, from 209 to 584. These totals do not include hybrid courses that were taught in both online and on-site modalities.

Programmatic Projections

The Virtual Campus requires the development of five components:

- Online instruction with a focus on courses that can be effectively delivered online and satisfy degree or certificate requirements in both general education and professional technical programs.
- Virtual One-Stop Student Services Center so that students experience the same access to one-stop student services from off-campus that they enjoy on-campus. These services include student application, admissions, registration, financial aid, career guidance, Americans with Disabilities Act accommodations, faculty advising and academic interventions.
- Student support services tailored to supporting student retention and degree completion including electronic access to advising, library resources, tutoring, helpdesk, supplementary learning materials, proctored instructional testing, and bookstore.

- Instructional services to ensure that faculty have the necessary training to implement the best practices in online and hybrid pedagogy. These instructional services include
 - Standardized training prior to teaching;
 - Review of courses by faculty trained in online modalities for a consistent format, implementation of good practices and continuous improvement as content or technologies change; and
 - Ongoing evaluation and piloting of technological and pedagogical innovations.

- Instructional technology infrastructure including
 - email,
 - web resources,
 - telephone systems,
 - course management software such as BlackBoard,
 - student and faculty portals,
 - re-usable learning objects and media, and
 - specific communication tools such as podcasting, on-demand video and electronic development tools.

Drafting Technology

Description

Drafting Technology, a professional technical program, prepares students for employment in engineering, architecture, and manufacturing firms. With skills in computer-assisted drafting, the students are prepared to solve basic design problems and provide project support. Following one or two years of study, the program culminates in an associate of applied science degree or either a technical or advanced technical certificate.

The drafting laboratory is located at the Canyon County Center. Courses are offered primarily during the day with a new cohort of 24 students beginning each fall.

The Drafting Technology Advisory Committee meets twice a year and consists of 6 members who are drafting practitioners from local businesses.

Of the College's core themes, the program contributes to professional technical education.

Program capacity is set by the number of stations in the drafting laboratory. Given this limit, the program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Drafting	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	16	301	849	2	0	42
Spring 2010	9					

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
55	33	40	220	25	57	4	3	75

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
34	693	102	15%	30	\$20.94	4

Of the 25 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 25 students who completed the program, only 4 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in drafting will continue at a steady pace for the coming decade with the number of graduates almost exactly matching the total number of job openings. Since it is unlikely that each job openings would be filled by graduates from this program, the College is producing a surplus of graduates who will be competing for a small number of jobs. The median hourly earnings indicate that graduates will be likely to earn a living wage.

Programmatic Projections

- Integrate principles of energy efficient construction across the curriculum
- Collaborate with the Horticulture Technology Program to develop drafting modules for horticulture courses
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop hybrid formats for lecture courses
- Develop and initiate web-enhanced assignments

Dual Enrollment

Description

Through Dual Enrollment, currently enrolled high school students are invited to enroll in college classes taught at the high school site that provide students the opportunity to simultaneously receive high school and college credit. The college classes are taught by faculty at the high school with a Masters degree appropriate to the college course. Courses offered as dual enrollment are core general education requirements, such as English, mathematics, and communication.

Data

	# High Schools	# of Sections	Student enrollment
Fall 2009	3	7	50

Programmatic Projections

- Expand the program through active recruiting of high school faculty and students
- Develop strategies to remove student barriers to registration, such as providing scholarships for needy students
- Collaborate with Registration to increase the efficiency of registration in this program, such as establishing high school registration deadlines, identifying registration staff responsible for dual enrollment, and initiating memorandums of understanding with high schools to streamline data exchange
- Offer college courses to rural high schools via interactive video

Early Childhood Education

Description

Early Childhood Education, a professional technical program, prepares students for teaching and supervisory roles that provide quality care and educational services to children from birth to age eight. Through lectures and field experiences, the program emphasizes curriculum development and planning, health and safety, assessment of children's growth, program management, and parent communication. Following one or two years of study, these courses culminate in an associate of applied science degree or a certificate at one of three levels: postsecondary technical, technical, and advanced technical. Courses in this program may be used to fulfill some/all of the 120 hours of child care education required for the Child Development Associate credential offered through the Council for Professional Recognition.

The child development center, a teaching laboratory for students in the program, is located at the College's site at Boise State University. The center serves families in the community who could not otherwise afford an early childhood experience. Courses are offered at this site as well the Ada County Campus and the Canyon County Center during the day, evening, and weekend, as well as online. This program is unique among College's professional technical programs in that it serves more part-time students who are currently employed in the field than full-time students.

The Early Childhood Education Advisory Committee meets twice a year and includes 9 members who are directors and administrators of early childhood programs, high school family-and-consumer-science teachers, and staff of early childhood professional organizations.

Of the College's core themes, the program contributes to professional technical education.

Since the early childhood education program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will be slower than the College's overall growth.

Data

Early Childhood Education	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	38	232	880	3	0	42

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
17	46	34	185	22	70	1	1	100

Graduates/Jobs Gap Analysis: Early childhood education and teaching

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
8	624	67	11%	17	\$ 8.86	(9)

Graduates/Jobs Gap Analysis: Child care workers

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
14	4,642	814	18%	215	\$ 7.28	(201)

Graduates/Jobs Gap Analysis: Preschool teachers except special education

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
Not available	504	52	10%	13	\$ 7.50	Not available

Of the 22 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates' responses to a questionnaire; of the 22 students who completed the program, only 1 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in early childhood education will continue to be strong with over 200 job openings per year for the coming decade. However, the median hourly earnings for these positions are the lowest wages compared to the College's other professional technical programs; graduates are unlikely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility
- Tailor class schedules to meet the needs of students majoring in early childhood development
- Expand the use of hybrid formats to deliver instruction
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop and initiate web-enhanced assignments
- Identify the pros and cons of maintaining this program in professional technical education versus shifting the program to general education

Economics

Description

Economics, with applications in both business and the social sciences, is the study of how society uses scarce resources and choices made by individuals, firms and governments. Two economics courses are required for the associate degree major in business, the College's second most popular student choice for a major and courses in economics are a recommended elective in three other majors. In addition, the courses can fulfill social science electives for the associate degree.

Courses in economics are offered in the day and evening at the Nampa Campus, the Ada County Campus, and various high schools in traditional, hybrid and online formats.

Of the College's core themes, economics contributes to lower division transfer.

Enrollment in economics courses will keep pace with the College's overall growth because of the popularity of the associate degree major in business.

Data

Economics	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	8	227	675	2	1	Major not offered
Spring 2010	13					

Programmatic Projections

- Develop an associate degree major in economics
- Create opportunities for students to participate in behavioral economics studies

Education

Description

Education courses introduce teaching as a career and explore the philosophical and practical implications of the profession. Education courses satisfy the requirements for an associate degree in elementary education.

Courses in education are offered in the day and evening at the Nampa Campus and online.

Of the College's core themes, education contributes to lower division transfer.

Enrollment in education courses will increase at the same rate as the College's overall growth due to the popularity of this major.

Data

Education	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	6	107	245	0	3	152
Spring 2010	6					

Programmatic Projections

- Develop 2 + 2 agreements with local universities

Electronics Technology

Description

Electronics Technology, a professional technical program, provides students with knowledge and hands-on experience in digital electronics systems, electronic communications systems, electronic measurement and control systems, and instrumentation technology. Following one or two years of study, the courses culminate in an associate of applied science degree or either a postsecondary technical or advanced technical certificate.

The electronics laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 18 students beginning each fall and spring. The program also offers courses onsite at Micron Technology to meet the needs of part-time students.

The Electronics Technology Advisory Committee meets twice a year and includes 18 members: owners and managers of local businesses, a district manager, an engineering supervisor, and senior electronic technicians.

Of the College's core themes, the program contributes to professional technical education.

The electronics technology program is close to capacity in terms of student enrollment, and therefore is not likely to experience significant enrollment growth.

Data

Electronics Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	61	521	1,104	6	0	96

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
48	146	60	323	19	20	6	6	100

Graduates/Jobs Gap Analysis: Electrical/Electronic

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
70	1,031	73	7%	27	\$25.94	43

Graduates/Jobs Gap Analysis: Instrumentation Technology

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
2	826	-33	(4%)	27	\$15.59	(25)

Of the 20 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 20 students who completed the program, only 6 responded to the request for employment information.

For purposes of projecting the strength of the job market, electronics technology program graduates enter either the electrical/electronic field or the instrumentation technology field. There is currently a surplus of workers for electrical/electronics, but a need for workers in instrumentation technology, which helps explain why the curriculum has moved in the direction of instrumentation technology. Both types of jobs show little to no growth in the coming decade but continue at the moderate pace of 27 job openings per year. The median hourly earnings indicate that graduates will be able to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility
- Develop and initiate web-enhanced assignments
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop hybrid formats for lecture courses

English

Description

The study of English offers a basic understanding of reading and writing skills, an appreciation of literature, and the development of critical thinking by evaluating and incorporating information effectively to accomplish a specific purpose. English courses satisfy general education requirements for an associate degree and lower division transfer as well as culminate in an associate degree major. Composition courses that guide students in developing the writing skills necessary for success in other disciplines are offered at the college level, one level below college level, and two levels below college level. Students are placed into English composition courses based on their results on the COMPASS assessment test, which does not include a writing sample.

Like other required core general education disciplines, a large number of sections are offered during the day and evening at the four primary campus sites and numerous high school sites as well as online. Given that staffing this number of sections has been challenging given the need to rely heavily on part-time faculty, three additional full-time positions are open with a start date of spring 2010.

Of the College's core themes, the English program contributes to lower division transfer, basic skills, and professional technical education.

Enrollment in English courses will be faster than the College's overall growth rate since English is required for all degrees and certificates.

Data

English	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	62	1,471	4,477	5	20	55
Spring 2010	121					

Programmatic Projections

- Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for placement in English courses, including the addition of a writing sample

- In aligning courses with College of Southern Idaho's courses, focus on below-transfer-level English, reading, and English as a second language
- Develop services to support writing across the curriculum
- Expand services available in the Writing Center to accommodate a greater number of students, develop a more systematic approach to assisting students, and provide access through an online component
- Evaluate and strengthen English instruction in the dual enrollment program

Farm Business Management

Description

The Farm Business Management program assists farmers in improving their management, organization, and efficiency by providing training in the business and management skills needed to operate a successful farming operation during a fluctuating economic cycle. The program emphasizes operational efficiency, covering topics such as the preparation and use of daily accounting transactions through journals, ledgers, and financial statements; payroll functions; cash and accrual accounting; accounting for sole proprietorships, partnerships, and corporations; business computer applications; and business communications. The program is grant-funded and culminates in a postsecondary technical certificate.

The classroom portion of the program is held at Canyon County Center and simultaneously via distance technology to a classroom in Lewiston, Idaho. The hands-on portion of the program is one-on-one instruction on site at the participants' farms.

Of the College's core themes, the farm business management program contributes to community outreach.

Data

Farm Management	Courses Offered	# Students Duplicated Headcount	# Contact Hours
Fall 2009	3	47	2475

Programmatic Projection

- Expand the use of distance education technology to reach additional students

Finance

Description

Finance is the branch of business focused on resource allocation, management, acquisition and investment. Courses in finance are elective options for the associate degree major in business, the college's second most popular student choice for a major.

Courses in finance are offered in the day and evening at the Nampa Campus, the Ada County Campus, the Canyon County Center, various high schools, and in online and hybrid formats.

Of the College's core themes, finance contributes to lower division transfer and professional technical education.

Enrollment in finance courses will keep pace with the College's overall growth because these courses fulfill personal interest as well as elective requirements for the business administration major.

Data

Finance	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	3	68	198	0	3	Major not offered
Spring 2010	8					

Programmatic Projection

- Convert the courses to the Business Administration discipline
- Collaborate with Community Education to offer personal finance and investing courses taught by general education instructors

Financial Aid

Description

The financial aid office coordinates and distributes student aid from the federal government, state of Idaho, and other sources. The types of aid include grants, loans, scholarships, work-study, and tuition and fee waivers.

Direct services to students are provided through the One Stop Student Services Centers. One Stop and Enrollment specialists at these centers distribute financial aid information and assist students with the financial aid application process. The College's goal is to review and notify students of their financial aid eligibility within 5 business days after the completed file is submitted.

Until independently accredited, the College is authorized to offer instruction and financial aid through a partnership with the College of Southern Idaho. In this agreement, students earn college credit and ultimately their degrees and certificates from the College of Southern Idaho.

As part of the core operations, financial aid applications are likely to grow at the same rate as the College's overall growth rate. Substantial increases in financial aid applications will require new efficiencies and eventually increased staffing proportionate to growth.

Data

	# apps/ #attended	# students packaged	# / \$ Grants	# / \$ Loans	# / \$ Scholarship	# / \$ Work- Study
AY 2008- 2009	1,240/ 739	809	511 / \$814,583	907 / \$1,973,920	12 / \$26,033	30 / \$13,950
AY 2009- 2010 (YTD)	5,148/ 2321	2759	1,997 / \$6,101,130	3,950 / \$11,513,823	64 / \$24,350	127/ \$177,623

Programmatic Projections

- Establish a mechanism and process that will prepare the College to apply for Federal Title IV eligibility as an independent college

- Implement Datatel Colleague financial aid software.
- Develop a default management and counseling program for loan applicants/recipients
- Collaborate with the Foundation to develop Foundation and Institutional scholarship application/award process(es)
- Collaborate with the Marketing Department to develop financial aid literacy and outreach programs

Fire Services Technology

Description

Fire Service training offers two opportunities for volunteer and paid firefighters:

- Fire service technology program to develop and upgrade skills and knowledge in all phases of firefighting and
- Wildland fire management program to develop and upgrade the skills and knowledge needed to combat wildland fires.

The courses are delivered to firefighters in partnership with state and federal fire fighting agencies. Fire service technology courses are scheduled based on requests from Idaho Professional Technical Education. Wildland fire management courses are taught in an annual week-long academy as well as through individual courses scheduled throughout the year.

Fire service technology courses are funded through the state allocation for professional technical education. Wildland fire management classes are funded by student tuition. Courses in both programs fulfill major requirements for an associate of applied science degree.

Of the College's core themes, these fire service and wildland programs contribute to professional technical education and community outreach.

Data

Fire Services Technology	Courses Offered	# Students Duplicated Headcount	# Contact Hours
Fall 2009	27	570	1652

Programmatic Projections

- Develop a marketing campaign targeted to volunteer and paid firefighters
- Offer courses throughout the year in addition to the annual week-long academy
- Collaborate with the Bureau of Land Management, Department of Lands, and United States Forest Service to secure an appropriate site for this training once the Boise State University site is no longer available

Geography

Description

Geography is the science of space and place on earth's surface. It is a unique, multidisciplinary field bridging the gap between the social sciences (cultural geography) and the natural sciences (physical geography). Its subject matter identifies and answers the spatial distributions of the physical and human phenomena that make up the world's environment and places. Geography courses satisfy general education requirements for the associate degree and lower division transfer. An associate degree with a major in geography will be available in the coming year.

Geography courses are scheduled online as well during the evening and late afternoon at the Nampa Campus and the Ada County Campus. Laboratory exercises are accommodated by physical science laboratory on the Nampa Campus which is shared with geology, physics, and biology.

Of the College's core themes, geography contributes to lower division transfer.

Growth in geography courses will keep pace with the College's overall growth because the introductory course fulfills the associate degree general education science requirement.

Data

Geography	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	5	128	323	0	1	Major not offered
Spring 2010	9					

Geology

Description

Geology, a natural science, is the scientific study of the origin, history, and structure of the earth. Geology courses satisfy general education requirements for the associate degree and lower division transfer.

Geology courses are offered during the day and evening at the Nampa Campus, where students are supported by the physical science laboratory which is shared with geography, physics, and biology.

Of the College's core themes, geology contributes to lower division transfer.

Growth in geology courses will keep pace with the College's overall growth because the introductory course fulfills the associate degree general education science requirement.

Data

Geology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	5	128	323	0	2	Major not offered
Spring 2010	9					

Programmatic Projections

- Offer geology at sites other than the Nampa Campus
- Develop online and hybrid formats for lecture courses

Heavy Duty Truck Technology

Description

Heavy Duty Truck Technology, a professional technical program, trains students in the theory, service, diagnosis, and repair of medium and heavy duty on-highway and off-highway trucks, with an emphasis on diesel engines. The program shares portions of its curriculum with the Heavy Equipment Technology Program. Following one or two years of study, courses in heavy duty truck technology culminate in an associate of applied science degree as well as certificates at three levels: postsecondary technical, technical, and advanced technical.

The technical certificate earned in the first year of this program documents study of basic theory and repair procedures with an emphasis on hands-on instruction in the skills required for entry-level placement in heavy duty truck technician jobs. The advanced technical certificate earned in the second year of the program requires courses in advanced technical theory and real-world laboratory work on the diagnosis and repair procedures required for advanced entry level placement in the heavy duty truck technician field. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The teaching laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 14 students beginning each fall.

The Heavy Duty Truck Technology Advisory Committee meets twice a year and includes 10 members: owners and managers of local businesses, technicians, graduates of the program, a high school instructor, and a student.

Of the College's core themes, the program contributes to professional/technical education.

Given the needs for specialized equipment and space, the heavy duty truck technology program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Heavy Duty Truck Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	4	41	164	2	0	40
Spring 2010	6					

2007/2008 Student Summary for Heavy Equipment Technician and Heavy Duty Truck Technician

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
20	10	22	136	8	53	1	1	100

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
5	740	139	19%	30	\$16.28	(25)

Of the 8 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates’ responses to a questionnaire; of the 8 students who completed the program, only 1 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in heavy duty truck technology will continue to be moderately strong with 30 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility
- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day
- Integrate new government emissions regulations and the technology needed to meet these regulations across the curriculum
- Improve and expand data collection on program enrollment, completers, and job placement

Heavy Equipment Technology

Description

Heavy Equipment Technology, a professional technical program, trains students in the theory, service, diagnosis, and repair of heavy equipment used in construction and agriculture. The program shares portions of its curriculum with the Heavy Duty Truck Technology Program. Following one or two years of study, courses in heavy equipment technology culminate in an associate of applied science degree or a certificate at one of three levels: postsecondary technical, technical, and advanced technical.

The technical certificate earned in the first year of this program documents study of basic theory and repair procedures with an emphasis on hands-on instruction in the skills required for entry-level placement in heavy equipment technician jobs. The advanced technical certificate earned in the second year of the program requires courses in advanced technical theory and real-world laboratory work on the diagnosis and repair procedures required for advanced entry-level placement in the heavy equipment technician jobs. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The teaching laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 14 students beginning each fall.

The Heavy Equipment Advisory Committee, which meets twice a year, includes 10 members: owners and managers of local businesses, technicians, graduates of the program, a high school instructor, and a student.

Of the College's core themes, the program contributes to professional technical education.

Given the needs for specialized equipment and space, the heavy equipment technology program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Heavy Equipment Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	8	133	532	3	0	22

2007/2008 Student Summary for Heavy Equipment Technician and Heavy Duty Truck Technician

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
20	10	22	136	8	53	1	1	100

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
5	740	139	19%	30	\$16.28	(25)

Of the 8 students who completed a degree or certificate in 2008, 100% were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates’ responses to a questionnaire; of the 8 students who completed the program, only 1 responded to the request for employment information.

In terms of the projected strength of the job market, the need for workers trained in heavy equipment technology will continue to be moderately strong with 30 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility
- Integrate new government emissions regulations and the technology needed to meet these regulations across the curriculum
- Create a specialization in heavy duty agriculture technology by developing courses specific to agricultural equipment
- Improve and expand data collection on program enrollment, completers, and job placement
- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day

History

Description

History, a social science, studies the evolving record of human emotion, aspiration, frustration, and success and analyzes the ways that historical events, issues and human activity have shaped the world. History courses satisfy general education requirements for the associate degree and lower division transfer. An associate degree with a major in history will be available in the coming year.

Courses in history are offered in the day and evening at the Nampa Campus, the Ada County Campus, the Canyon County Center, and various high schools as well as online. Given that staffing the number of sections offered has been challenging given the need to rely heavily on part-time faculty, an additional full-time position is open with a start date of spring 2010.

Of the College's core themes, history contributes to lower division transfer.

Enrollment in history courses will keep pace with the College's overall growth because four of these courses fulfill the associate degree general education social sciences requirement.

Data

History	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	16	549	1,629	1	3	Major not offered
Spring 2010	34					

Programmatic Projections

- Collaborate as needed to strengthen and expand history instruction in the dual enrollment program
- Collaborate to add history instruction to the Community Education offerings

Horticulture Technology

Description

Horticulture Technology, a professional technical program, includes instruction in the principles in floral, garden, and landscape design as well as theory and practice in plant propagation, production, and management of nursery and greenhouse crops, planting and maintenance of landscapes, and interior-scapes. The 9-month horticulture program, intended for individuals interested in entry-level horticulture sales, floriculture, greenhouse and landscape maintenance, culminates in a technical certificate. The 2-year horticulturist program qualifies students for employment in nursery, greenhouse, and floral businesses, landscape and grounds maintenance companies, parks, golf-courses, community forestry departments and allied industries and culminates in an advanced technical certificate or an associate of applied science degree.

Courses are scheduled during the day on a 25-acre leased site near the Idaho Botanical Garden, with a cohort of 25 students beginning each fall.

The Horticulture Technology Advisory Committee meets three times a year and includes 17 members: owners and managers of local greenhouses and landscape businesses, master gardeners, and representatives of the Idaho Botanical Garden, Idaho Department of Agriculture, and the Landscape Professionals Association.

Of the College's core themes, the program contributes to professional technical education.

Since the horticulture program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth will be slower than the College's overall growth.

Data

Horticulture	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	26	281	745	3	1	51

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
42	23	53	123	21	65	6	5	83.33

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
27	7,555	389	5%	149	\$9.42	(122)

Of the 21 students who completed a degree or certificate in 2008, 83% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 21 students who completed the program, only 6 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in horticulture will continue to be strong for the coming decade with the number of job openings significantly higher than the number of graduates. However, the median hourly earnings indicate that graduates are unlikely to earn a living wage.

Programmatic Projections

- Integrate principles of sustainability across the curriculum
- Collaborate with the Drafting Technology Program to develop drafting modules for horticulture courses
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop hybrid formats for lecture courses

Humanities

Description

Humanities is the study of the ways people throughout time and across cultures have developed cultural, moral/ethical, and artistic creations in response to their world and an analysis of cultural and artistic productions in their original context. Humanities courses satisfy general education requirements for the associate degree and lower division transfer.

The humanities curriculum consists of two survey courses which are offered online and during the day and evening at the Nampa Campus.

Of the College's core themes, the humanities courses contribute to lower division transfer.

Enrollment growth in humanities courses will keep pace with the College's overall growth because two of these courses fulfill the associate degree general education humanities requirement.

Data

Humanities	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	3	80	237	0	1	Major not offered
Spring 2010	8					

Programmatic Projection

- Develop the necessary processes for faculty from related disciplines to team-teach humanities courses

Information Technology

Description

Information Technology programs train students in computer and networking skills. Courses in hardware and software provide foundational theory and hands-on experiences. From this base, students choose one of the following specializations:

- Network administration includes operating systems, database management, and maintenance of email systems. The courses culminate in an advanced technical certificate.
- Web development includes web scripting, graphics, multimedia, and authoring, as well as web site creation and design. The courses culminate in an advanced technical certificate.
- Internetworking and communication technology, Cisco Networking Academy, includes designing, building, and troubleshooting computer networks. The courses culminate in a one-year postsecondary technical certificate in internetworking or a two-year advanced technical certificate in internetworking and communication technology.
- Information security and forensics includes security measures applicable to information technology and digital forensics. The courses culminate in an advanced technical certificate.
- PC and documenting imaging technology includes knowledge, troubleshooting, and repair of personal computers, printers, copiers, and similar equipment. The courses culminate in a one-year postsecondary technical certificate or a two-year advanced technical certificate.

In each program, students earn an associate of applied science degree by completing general education requirements in addition to the specialized courses required for the certificates.

Courses are scheduled during the day and evening at the Ada County Campus. For each area of specialization a new cohort of 20 students begins each fall, with limited enrollments each spring for new students who have appropriate prerequisite skills.

There are separate Advisory Committees for each area of specialization that meet twice annually.

- The Network Administration Advisory Committee consists of three members: a network specialist, a vice president from a local business, and a help desk trainer from the City of Boise.
- The Web Development Advisory Committee consists of two members both of whom own local digital media and consulting businesses.
- The Internetworking and Communications Technology Advisory Committee consists of five members: two systems engineers from Cisco Systems, a network engineer, a chief executive officer from a local business, and a network administrator from the regional office of the federal Department of Veterans Affairs.
- The Information Security and Forensics Advisory Committee consists of three members: a security analyst, a marketing technician, and a compliance officer from a local business.
- The PC and Document Imaging Technology Advisory Committee consists of five members, all owners and managers of local office equipment businesses.

Of the College’s core themes, the program contributes to professional technical education.

Since the information technology program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

Data

Information Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	31	487	1,912	9	1	190

2007/2008 Student Summary: Computer Services Technology

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
41	13	65	83	8	30	1	1	100

2007/2008 Student Summary: Internetworking and Communications Technologies and Network Administration

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
100	40	120	117	38	54	10	9	90

Graduates/Jobs Gap Analysis: Web Page Design

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
46	1,870	245	13%	72	\$23.51	(26)

Graduates/Jobs Gap Analysis: Computer Technology

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
7	2,585	518	20%	128	\$18.63	(121)

Graduates/Jobs Gap Analysis: Computer Systems Networking

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
117	1,943	814	42%	127	\$15.62	(10)

Of the students who completed a degree or certificate in 2008, 90-100% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on graduates' responses to a questionnaire; of the students who completed the program, very few responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in information technology will continue to be strong across all the areas of specialization with between 72 – 128 openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day
- Market the program to a wider audience, including entrepreneurs
- Improve and expand data collection on program graduates including separating data for each specialization in this program

Legal Administrative Support

Description

Legal administrative support, a professional technical program, trains students in legal terminology and transcription, legal office procedures, and legal document preparation which are the entry-level skills needed for positions as a legal administrative assistant or legal word processor. In addition to coursework and laboratory experiences, students completing the two-year advanced technical certificate or the two-year associate of applied science degree will also complete a one-semester internship in a legal administrative support trainee position. Graduates are prepared to take the national Accredited Legal Secretary Test. In spring 2009, all four program completers who took the test were successful.

Courses are scheduled during the day at the Ada County Campus. A combined cohort of students majoring in this program, administrative support and applied accounting is admitted each fall and spring. Forty students are admitted in the fall and 20 students in the spring.

The Legal Administrative Support Advisory Committee meets twice a year and includes 6 members who are all legal administrative assistants in local businesses.

Of the College's core themes, the program contributes to professional technical education.

Since the legal administrative support program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will keep pace with the College's overall growth.

Data

Business Technology*	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	21	312	920	6	1	83

* Business Technology data is an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

2007/2008 Student Summary*

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
65	31	100	96	34	71	16	14	87.50

*These data are an aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
12	784	183	23%	31	\$15.25	(19)

Of the 34 students who completed a degree or certificate in 2008, 88% of them were employed in a related field a year later. However, these results are of limited use given that this research relies on graduates' responses to a questionnaire; of the 34 students who completed the program, about half responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained as a legal administrative assistant will continue to be steady with 31 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day
- Develop hybrid formats for lecture courses
- Expand the advisory committee to include employers of legal administrative assistants
- Improve and expand data collection on program graduates including separating the information on the three programs currently combined in Business Technology data
- Collaborate with other disciplines to share laboratory facilities

Library/Learning Resources

Description

The Library, located at the Nampa Campus, houses more than 1,300 books, CDs, DVDs, periodicals, and newspapers available for circulation. It also contains a varying number of current textbooks each semester, and over 170 reference titles, including 33 multiple-volume reference sets, all available for in-library use. Numerous online resources, including access to electronic reference books and scholarly journals, are available via subscriptions provided by the College Library, the Idaho Commission for Libraries, and the College of Southern Idaho Library.

In addition to the materials housed in the library, the library offers students and staff the use of eight public computers and a printer, 19 study carrels, three of which have a monitor and a VCR or DVD player, and limited small-group study space. An open-access computer lab is conveniently located across the hall from the library.

Library services include research assistance for students and staff, educational visits to classrooms upon invitation, individual and small-group bibliographic instruction in the library, and interlibrary loan services. The library provides courier services to the Ada County Campus and Canyon County Center for books and other media that are requested by telephone.

Peer tutoring in both group and drop-in sessions is provided at the four campus locations an average of 45 hours per week on a schedule tailored to the classes at each site. At least one tutoring center in each county is open four nights a week and on weekends. Three of these locations have computers for student use. Peer tutors assist students with a variety of subjects, including mathematics, sciences, writing, electronics, drafting, and accounting. In addition study skills workshops are offered throughout the semester in memory building, test taking and preparation, test and math anxiety, note-taking, textbook reading, time management and organization, and computer skills.

Library/learning resources will grow at a rate parallel to the College's growth given the essential nature of the instructional support provided. This growth in enrollment will require new efficiencies and eventually increased space and staffing.

Data

	Average student library use per day	# of library orientation sessions	Total # of students in library orientation sessions	# of student visits to tutoring centers/labs As of 11/7/2009	# of group tutoring sessions/ # of students
Fall 2009	90	6	108	11,231	17 study groups w/approximately 6 students each

Programmatic Projections

- Establish branch libraries at the Ada County Campus and Canyon County Center
- Increase the number of student computer workstations at all sites
- Increase community and internal College awareness of library/learning resources programs and benefits
- Expand library hours of service to include weekends
- Develop online tutoring
- Recruit faculty to spend a portion of office hours in the Learning Resource Labs
- Improve and increase the space for the Learning Resource Labs at the Nampa Campus and Canyon County Center
- Add information regarding Learning Resources to the catalog and Student Handbook

Machine Tool Technology

Description

Machine Tool Technology, a professional technical program, prepares students for employment as machine tool operators by providing instruction in the set-up and use of all basic machines including engine lathes, milling machines, grinders, surface grinders, and computer numerical control machines; the materials and processes used in industry; and the use of precision measurement and test equipment used in metals-manufacturing. The second year of the program offers advanced theory and laboratory work in a practicum agreement with local manufacturing and machine shops. The program follows the national standards of a 12 to 1 student-to-teacher ratio for operational safety. Machine tool technology courses culminate in an associate of applied science degree or certificates at three levels: postsecondary technical, technical, and advanced technical.

The machine tool technology laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 12 students beginning each fall.

The Machine Tool Technology Advisory Committee meets twice a year and includes 7 members: managers of local businesses, senior machinists, and program graduates.

Of the College's core themes, the program contributes to professional technical education.

Given the needs for specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Machine Tool Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	10	115	457	2	0	26

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
19	10	20	145	11	76	1	1	100

Graduates/Jobs Gap Analysis: Machine Tool Technology/Machinist

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	927	41	4%	30	\$14.26	(27)

Of the 25 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates' responses to a questionnaire; of the 11 students who completed the program, only 1 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in machine tool technology will be strong with approximately 30 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility
- Offer credit courses in the evenings to maximize facility use and provide opportunities for students who work during the day
- Improve and expand data collection on program enrollment, completers, and job placement

Marketing Management

Description

Marketing management, a professional technical program, trains students in these skills: selling, retail operations, marketing and promotion strategies, supervision and management principles and techniques, computer applications, and written and oral communication as preparation for supervisory positions in retail, finance, advertising, media, or service-oriented businesses or for ownership of a small business. Following one or two years of study, the courses culminate in a technical certificate, an advanced technical certificate or an associate of applied science degree. A capstone training experience for the advanced technical certificate and associate of applied science degree is a one-semester internship in a marketing management trainee position. Students earn an associate of applied science degree by completing general education requirements in addition to specialized courses.

Courses are scheduled during the day at the Ada County Campus, with a new cohort of 20 students beginning each fall and spring.

The Marketing Management Advisory Committee meets twice a year and includes 8 members who are employed as marketing, advertising, or public relations specialists.

Of the College's core themes, the program contributes to professional technical education.

Since the marketing management program is not at capacity in terms of student enrollment, there is potential for this program to accommodate additional students with the current space and equipment. Enrollment growth in this program will be slower than the College's overall growth.

Data

Marketing Management	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	8	109	327	1	1	35

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
43	23	50	132	9	27	0	0	0

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
14	12,185	1,971	16%	468	\$18.64	(454)

Placement data for the 9 students who completed a degree or certificate in 2008 is not available since none of the students responded to the employment questionnaire.

In terms of projected strength of the job market, the need for workers trained in marketing management will continue to be strong with over 450 job openings per year for the coming decade. There is a significant deficit of workers trained in this field. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day
- Develop hybrid formats for lecture courses
- Develop internship opportunities for students
- Create a partnership with the regional Small Business Development Center
- Expand the advisory committee to include employers of students trained in marketing management
- Improve and expand data collection on program graduates
- Identify the pros and cons of maintaining this program in professional technical education versus shifting the program to general education

Mathematics

Description

Mathematics is the study of the measurement, properties, and relationships of quantities and sets, using numbers and symbols. Mathematics courses satisfy general education requirements for the associate degree and lower division transfer. The program provides courses at the college level, one level below college level (intermediate algebra), two levels below college level (beginning algebra), and three levels below college level (pre-algebra). At each level, the courses guide students in developing the computation skills necessary for success in other disciplines.

Like other required core general education disciplines, a large number of sections are offered during the day and evening at the four primary campus sites and numerous high school sites as well as in hybrid and online formats. Given that staffing this number of sections has been challenging given the need to rely heavily on part-time faculty, three additional full-time positions are open with a start date of spring 2010.

Of the College's core themes, the mathematics program contributes to lower division transfer, basic skills, and professional technical education.

Enrollment growth in mathematics courses will be faster than the College's overall growth rate because mathematics is required for all degrees and certificates.

Data

Mathematics	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	66	1,510	4817	5*	15	Major not offered
Spring 2010	125					

**One instructor is shared with professional technical education*

Programmatic Projections

- Evaluate and strengthen mathematics instruction in the dual enrollment program
- Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for placement in mathematics courses

Modern Languages

Description

Modern languages is the study of oral and written communication and culture currently in use and include French, Spanish, and American Sign Language. Modern language courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in modern languages are offered in the day and evening at the Nampa Campus. American Sign Language is also offered at the Ada County Campus. There is no language laboratory required or offered.

A position is currently open for a full-time faculty member in the most popular of the modern languages, Spanish. Since Spanish is widely used locally and across the state, students are attracted to Spanish classes because of the immediate application in speaking with friends, co-workers, family, and on-the-job.

Of the College's core themes, modern languages contribute to lower division transfer.

Enrollment in French and sign language courses is likely to grow more slowly than the College's overall growth while the enrollment in Spanish is likely to keep pace with the College's overall growth. Modern language courses fulfill the associate degree general education humanities requirement.

Data

American Sign Language	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	3	48	192	0	1	Major not offered
Spring 2010	2					

French	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	2	25	100	0	1	Major not offered
Spring 2010	2					

Spanish	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	7	155	616	0	4	Major not offered
Spring 2010	10					

Programmatic Projections

- Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for placement for Modern Languages
- Expand the course schedule to include hybrid or online sections

Music

Description

Music is the process or product of deliberately arranging elements in a way that appeals to the senses or emotions, encompassing diverse modes of making sound with voice or instruments. Music courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in music include music appreciation, a survey course of jazz and pop, and a methods course for elementary school teachers. These are offered during the day and evening at the Nampa Campus.

Of the College's core themes, music courses contribute to lower division transfer.

Enrollment in music courses will increase at about the same rate as the College's overall growth because these lecture courses fulfill the associate degree general education humanities requirement and because music performance classes are likely to be added to the curriculum.

Data

Music	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	4	121	360	0	1	Major not offered
Spring 2010	7					

Programmatic Projections

- Develop online and hybrid formats for lecture courses
- Offer music performance courses contingent on identifying appropriate/sufficient space on campus or through a partnership with local institutions

One Stop Student Services Centers

Description

One Stop Student Services Centers are a unique approach of providing student-focused support across the College's multiple sites. This model requires the establishment of cross-functional teams and an institutional priority of the needs of students over the program-specific silos common to community colleges.

A One Stop Student Services Center is located at each of the College's four primary sites. The lead staff member for each Center is a senior enrollment specialist. This generalist functions as a team leader with enrollment and one-stop specialists from each of these units: Registration, Financial Aid, and Student Enrichment. The staff at each location directly processes or facilitates the processing of the majority of students' requests, relying on the expertise of the specialists as needed. The team members are the point people for each student service provided at their assigned One Stop Student Service Center. Team members communicate with each other by instant messaging to provide efficient and timely responses to students' questions.

The Centers are open from 8 am to 5 or 6 pm daily. Although Centers were operational at all four sites for fall 2009, the systems were overloaded by the level of student demand. Part of the reason for this high demand was the College's newness; all students had to be admitted to the College as well as register, including former Boise State University students who were continuing in professional technical programs. This demand will not be repeated in future semesters, and on-line registration is increasingly available to students.

This model is grounded in the principle that higher rates of contact with students contribute to student retention and persistence. Systems are being developed to track students' matriculation through the College.

This service will grow at the same rate as the college given that students are likely to take advantages of the services more than once each semester. This growth in enrollment will require new efficiencies and eventually increased staffing. As the Virtual Campus matures, the demand for a Virtual One-Stop with electronic student services will be needed. Such a Virtual One-Stop will serve students at a distance as well as benefit local students who prefer to access services without traveling to campus.

Data

Fall 2009	# of students served daily during registration	# of students served regularly	# of staff
Nampa Campus	200-500 visits 500-1,000 calls	200 contacts	6
Ada County Campus	25-50 visits	25-50 contacts	2
Canyon County Ctr	50-100 visits	25-50 contacts	3
Oak Park	25-50 visits	15-25 contacts	1
CWI@BSU	20-40 visits	10-20 contacts	2

Programmatic Projections

- Develop a system to temporarily increase staff working at One Stop Student Services Centers during peak periods such a registration
- Establish the call center to support the One Stop Student Services Centers
- Develop a seamless process to handle recruiting contact through the first registration process
- Develop a Virtual One-Stop Student Services Center

Philosophy

Description

Philosophy is the study of the nature, causes, or principles of reality, knowledge, or values through a critical analysis of fundamental assumptions or beliefs. Philosophy courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in philosophy are offered in the day and evening at the Nampa Campus, at various high schools, and in online and hybrid formats.

Of the College's core themes, philosophy courses contribute to lower division transfer.

Enrollment in philosophy courses will increase at about the same rate as the College's overall growth because these courses fulfill the associate degree general education humanities requirement.

Data

Philosophy	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	7	188	561	0	3	Major not offered
Spring 2010	10					

Physical Education

Description

Physical education courses foster healthy lifestyle choices through fitness. Courses in this discipline earn college credit that count toward the associate degree.

Courses in physical education are offered in the day and evening at the Nampa Campus, and one course, Health and Wellness, is a popular online course.

Of the College's core themes, physical education contributes to lower division transfer.

The College does not currently have space or equipment to offer a wide range of activity courses. Assuming that partnerships will allow for increased diversity in activity courses, enrollment in the popular physical education courses will be faster than the College's overall growth.

Data

Physical Education	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	13	290	668	0	5	Major not offered
Spring 2010	23					

Programmatic Projections

- Develop a partnership with a neighboring school district or business to share space and equipment in order to expand the range of offerings in this discipline

Physics

Description

Physics, a natural science, is the study of matter and energy and of interactions between the two. Physics courses satisfy general education requirements for the associate degree and lower division transfer and are required for students majoring in biology and pre-pharmacy.

The only course offered, a survey course in physics with an optional corresponding laboratory, is available during the day at the Nampa Campus which is the location of the College's physics laboratory.

Of the College's core themes, physics courses contribute to lower division transfer.

Enrollment growth in physics courses will keep pace with the College's overall growth rate because these courses fulfill the associate degree general education science requirement.

Data

Physics	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	2	58	116	1*	0	Major not offered
Spring 2010	4					

**Instructor is shared with mathematics*

Programmatic Projections

- Expand student access by offering evening and hybrid sections
- Expand the physics offerings to include the two courses in general physics

Political Science

Description

Political science, a social science, studies the structures of government and analyzes issues that governments face in developing policies in the current domestic and global context. Political science courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in political science are offered during the evening at the Nampa Campus, the Ada County Campus, various high schools, and online.

Of the College's core themes, political science courses contribute to lower division transfer.

Enrollment in political science courses will keep pace with the College's overall growth rate because three of these lecture courses fulfill the associate degree general education social science requirement.

Data

Political Science	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	6	113	333	0	2	0
Spring 2010	17					

Programmatic Projections

- Develop units on local and state political organizations for courses as appropriate
- Develop student internship opportunities

Power Sports and Small Engine Repair Technology

Description

Power Sports and Small Engine Repair Technology, a professional technical program, provides students with knowledge and experience to maintain and repair a variety of 2- and 4-cycle engines and equipment used on recreational vehicles and outdoor power equipment, including snowmobiles, motorcycles, four-wheelers, and watercraft.

The first year of the curriculum, which addresses basic skills in engines, drive trains, and electrical and fuel systems, culminates in a postsecondary technical or technical certificate. The second year of the curriculum includes additional theory and a practicum with a local industry and culminates in an advanced technical certificate. The second year of the program is designed for students, in consultation with the instructor, to specialize in advanced areas of the program. In addition to advanced technical theory and laboratory, the second year may include laboratory work in a practicum agreement with local industry. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The program's partnership with STIHL, a power tool manufacturing company, contributes equipment, supplies, and training for both students and instructors.

The teaching laboratory is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of students beginning each fall. Since the total program enrollment is capped at 22 due to the space limitations, the size of each fall's incoming cohort is contingent on the number of students continuing to the second year.

The Power Sports and Small Engine Repair Technology Advisory Committee meets twice a year and includes 10 members: owners and managers of local businesses as well as a regional program manager from STIHL Corporation, a retired instructor, and a student.

Of the College's core themes, the program contributes to professional technical education.

The power sports and small engine repair technology program is at capacity in terms of student enrollment. This fall interested students were turned away from enrolling because the program was at capacity. Therefore it is likely that this program will not experience enrollment growth.

Data

Power Sports and Small Engine Repair	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	8	80	544	2	0	18

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
23	0	22	105	20	87	2	2	100

Graduates/Jobs Gap Analysis: Small Engine Mechanics and Repair Technology

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	154	54	35%	9	\$ 10.68	(6)

Graduates/Jobs Gap Analysis: Motorcycle Mechanics and Recreational Vehicle Service Technicians

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
3	151	181	20%	Not available	\$ 12.61	Not available

Of the 20 students who completed a degree or certificate in 2008, 100% were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates' responses to a questionnaire; of the 20 students who completed the program, only 2 responded to the request for employment information. A recent informal survey of the 16 second-year students who completed the program in 2008 indicated that all of them were employed in the field or in a related field. By fall 2009, of these 16 students, 15 are still employed and in addition to working, four were working on a baccalaureate of applied science degree at Boise State University.

The graduate/jobs gap analysis combines two occupations:

- Motorboat mechanics, and
- Outdoor power equipment and other small engine mechanics.

In this combination, the projected strength of the job market is weak with 9 job openings per year for the coming decade. Program completers may also be qualified for jobs as motorcycle mechanics or recreational vehicle service technicians. However, the median hourly earnings in all of these occupational categories indicate that graduates are unlikely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility
- Improve and expand data collection on program enrollment, completers, and job placement
- Develop and initiate web-enhanced assignments

Practical Nursing

Description

Practical nursing, a professional technical program, offers instruction in theory augmented by laboratory and clinical experiences to prepare students to provide routine patient care under the direction of a registered nurse or a physician. Following 18 months of study, courses in practical nursing culminate in an advanced technical certificate.

The Practical Nursing program is approved by the Idaho State Board of Nursing, the standard for practical nursing programs in Idaho. Graduates are eligible to sit for the National Council Licensure Examination for Practical Nursing and thereby become licensed to practice as a Licensed Practical Nurse. The most recent graduating class earned a 90% passing rate on this examination, up from 82% the year before.

Courses are scheduled during the day at the Canyon County Center with clinical experiences offered at local health care facilities. A new cohort of 40 students begins each spring.

The Practical Nursing Advisory Committee meets twice a year and includes 8 members: directors of nursing, head nurses, the associate dean of nursing at Boise State University, and a former student.

Of the College's core themes, the program contributes to professional technical education.

Given the needs for specialized equipment and clinical experiences, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Practical Nursing	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	14	284	1,389	5	0	50

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
70	16	44	195	35	81	12	12	100

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
136	1,218	387	32%	72	\$19.38	64

Of the 35 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 35 students who completed the program, only 12 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in practical nursing is weak. Although the number of annual job openings is projected to be 72 per year, there is a surplus of workers trained in this field given the high number of graduates. The number of graduates doubled between 2006 and 2008, from 60 graduates to 136 graduates at the same time that the number of annual job openings has remained steady in the range of 1,186 to 1,218. This increase in graduates may be the result of the practical nursing programs offered by at least two local for-profit colleges. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Develop hybrid formats for lecture courses
- Incorporate hand-on simulation activities across the curriculum
- Improve and expand data collection on program graduates

Professional Truck Driving

Description

Professional Truck Driving, a professional technical program, prepares students for employment as an over-the-road entry-level driver through instruction and practice in the skills and procedures for handling freight, dock backing, trailer combinations and negotiating large rigs in traffic and over the highway. The courses include Department of Transportation and interstate rules and requirements, the Federal Commercial Driver's License law, log-keeping, accident avoidance, and reporting procedures. The 9 weeks of formal instruction is followed by a 6-week internship. The program culminates in a postsecondary technical certificate.

Courses are scheduled during the day at a leased truck-driving range, with a new cohort of 8 students beginning every three weeks. A weekend schedule is also offered.

The Professional Truck Driving Advisory Committee, which meets every nine weeks, includes 10 members: owners and managers of local businesses and representatives of national truck companies, the state police, and the port of entry.

Of the College's core themes, the program contributes to professional technical education.

The Professional Truck Driving program is at capacity in terms of student enrollment, and will therefore not experience enrollment growth.

Data

Professional Truck Driving	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	24	157	696	1	0	31

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
115	29	180	80	26	36	1	1	100

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
17	9,872	1,628	16%	329	\$13.59	(312)

Of the 26 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates' responses to a questionnaire; of the 26 students who completed the program, only 1 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in professional truck driving will continue to be strong with over 300 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify space for this program on land owned by the College

Psychology

Description

Psychology, a social science, is the scientific study of thinking, emotion, and behavior. Psychology courses satisfy general education requirements for the associate degree and lower division transfer as well requirements for an associate degree major.

A popular general education choice, courses in psychology are offered in the day and evening at the College's four primary sites, high schools, and in online and hybrid formats. Given that staffing the number of sections offered has been challenging given the need to rely heavily on part-time faculty, an additional full-time position is open with a start date of spring 2010.

Of the College's core themes, psychology courses contribute to lower division transfer.

Enrollment in psychology courses will keep pace with the College's overall growth rate because of personal interest and because the introductory course fulfills the associate degree general education social science requirement.

Data

Psychology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	16	494	1.476	2	3	97
Spring 2010	31					

Programmatic Projection

- Evaluate and strengthen psychology instruction in the dual enrollment program

Registered Nursing

Description

Registered nursing, a professional technical program, prepares students for this applied health sciences profession that provides care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. Students must have completed prerequisite courses in chemistry, English, mathematics, and biology prior to applying for admission. The culmination of the lecture courses and clinical experiences is in an associate of science degree.

The Registered Nursing program is approved by the Idaho State Board of Nursing and has been approved for candidacy by the National League for Nursing Accreditation Commission which enables the program to complete its application for accreditation within two years. Graduates of the program are eligible to take the examinations required to become licensed as a Registered Nurse.

Courses are scheduled during the day at the Canyon County Center, with clinical experiences offered at local health care facilities. A cohort of 30 students will be accepted each fall. The 30 students in the College's inaugural class in fall 2009 were selected from more than 200 applicants. Students who are not admitted may re-apply.

The Registered Nursing Advisory Committee will meet twice a year and includes 8 members: nursing directors from the clinical affiliates, head nurses, and a student.

Of the College's core themes, the program contributes to professional technical education.

This program currently admits one class of 30 students per year; enrollment growth is limited until the College admits a second class in a year.

Data

Registered Nursing	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	16	240	450	2	0	38

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
254	5,784	2,160	37%	311	\$26.84	(57)

In terms of projected strength of the job market, the need for workers trained in registered nursing will continue to be strong with over 300 openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Complete the application for accreditation to the National League for Nursing Accreditation Commission
- Develop hybrid formats for lecture courses
- Incorporate hand-on simulation activities across the curriculum
- Admit a spring cohort of students
- Create a professional development process to support potential nursing faculty who want to complete their master's degrees

Registration

Description

The Registrar's office is responsible for student enrollment, maintenance of student records, transcript evaluation, graduation, production of class schedules and catalogs, and enrollment reporting as required by federal and state agencies.

Direct services to students are provided at the One Stop Student Services Centers. Enrollment specialists at these centers support registration transactions by processing a number of student records forms and assisting students in accessing online services such as transcript request and enrollment verifications.

Until independently accredited, the College is authorized to offer instruction and financial aid in partnership with the College of Southern Idaho. In this agreement, students register through the College of Southern Idaho. Given the College's goals to become independently accredited, student information is entered twice, once for each college.

This service will grow at the same rate as the college given that all students register. Growth in enrollment will require new efficiencies and eventually increased staffing.

Data

	# of Students Registered	Enrollment Status	# of Students Registered Online	Special Services/Populations
Spring 2009	1239	Data not available	Data not available	# Transfer Students: 826
				# Graduation Applications: 0
				# Veterans Certified: 26
				#International Students: 0
				#Students Awarded Test Credit: 0
Fall 2009	3618	Full-time: 1468 Part-time: 2150	2916 or 80%	# Transfer Students: 2171
				# Graduation Applications: 60
				# Veterans Certified: 137
				#International Students: 1
				#Students Awarded Test Credit: 117

Programmatic Projections

- Enhance online registration by refining wait listing and prerequisite checking
- Implement a degree audit system to support student advising and program completion
- Standardize the data elements to be included in routine reports and determine a schedule for the distribution of these reports for use in college-wide decision-making, such as recognizing achievement or academic distress
- Collaborate with Dual Enrollment to increase the efficiency of registration in this program, such as establishing high school registration deadlines, identifying registration staff responsible for dual enrollment, and initiating memorandums of understanding with high schools to streamline data exchange

Sociology

Description

Sociology, a social science, studies human interactions and the dynamics associated with living in groups. Sociology courses satisfy general education requirements for the associate degree and lower division transfer as well as requirements for an associate degree major. An associate degree with a major in social work will be available in the coming year.

A popular general education choice, courses in sociology are offered in the day and evening at the College's four primary sites, various high schools, and online.

Of the College's core themes, sociology courses contribute to lower division transfer.

Enrollment in sociology courses will keep pace with the College's overall growth rate because of personal interest and because the introductory course fulfills the associate degree general education social science requirement.

Data

Sociology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 <small>On 11/11/2009</small>	17	463	1,389	1	6	27
Spring 2010	27					

Student Enrichment

Description

The student enrichment program includes disability services, student government, student clubs, and student discipline.

Disability services encompass the provision of accommodations for disabled students and advocacy support.

The policies and procedures to guide student clubs, student government, and student discipline are in the developmental stages. Grounded in the observation that activities outside of class contribute to student retention and persistence and thanks to faculty enthusiasm, seventeen clubs have been established in fall 2009. Club/organization members promote their club/organization by advertising on campus, participating in student activity fairs at the four primary CWI locations, and hosting events on campus. Student clubs/organizations fall into four categories: academic interest, professional technical, honors society, and special interest.

An organization for student government, to be called the Student Senate, will be initiated by the end of fall 2009.

The growth of these services will be slower than the College's overall growth rate since only certain cohorts of students will take advantage of the offered opportunities.

Data

Clubs and Student Organizations

	# of clubs	# of student members
Fall 2009	17	110

Student Disability Services

# of student applicants for disability services	# of disability services provided	# of student applicants with physical disabilities	# of student applicants with psychological disabilities	# of student applicants with learning disabilities
63	54	12	24	18

Programmatic Projections

- Provide accommodations and academic advising to students who qualify for disability services
- Establish a student government
- Develop and publicize procedures for student clubs
- Document procedures for student discipline
- Participate in planning for a Student Center that would provide space for student activities

Surgical Technology

Description

Surgical technology, a professional technical program, prepares students to serve as the members of a surgical team responsible for preparing the operating room; gathering necessary equipment and supplies; opening sterile supplies; preparing the sterile field including the back table and Mayo stand set-ups; performing counts; assisting in applying sterile drapes; anticipating the needs of the surgeon during the procedure; passing instrumentation and supplies to the surgeon; caring for specimens; applying sterile dressings; preparing the operating room for the next procedure; and ensuring that all members of the surgical team adhere to aseptic techniques. Courses include classroom, laboratory, and clinical instruction and culminate in a technical certificate. Students earn an associate of applied science degree by completing general education requirements in addition to these specialized courses.

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs. Graduates are eligible to take the National Board of Surgical Technology and Surgical Assisting certification test. All 16 students who took this test in 2008 passed.

The surgical technology laboratory is located at the College's site on the Boise State University with clinical experiences offered at St. Luke and St. Alphonsus Hospitals. Courses are offered during the day with a new cohort of 16 students beginning each summer.

The Surgical Technology Advisory Committee meets twice a year and includes 8 members who are a surgeon, surgical technologists, and operating room nurses from clinical affiliates.

Of the College's core themes, the program contributes to professional technical education.

Given the needs for specialized equipment and clinical experiences, this program is at capacity by admitting 16 students per year; the program will not experience enrollment growth.

Data

Surgical Technology	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009	10	146	414	1	4	18

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
18	13	16	194	15	97	2	1	50

Graduates/Jobs Gap Analysis

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
15	282	97	34%	18	\$17.63	(3)

Of the 15 students who completed a degree or certificate in 2008, 100% of them were employed in a related field a year later. However, these results are meaningless given that this research relies on graduates' responses to a questionnaire; of the 15 students who completed the program, only 1 responded to the request for employment information.

In terms of the projected strength of the job market, the need for workers trained in surgical technology will be stable with 18 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility
- Develop hybrid formats for lecture courses
- Improve and expand data collection on program graduates

Theatre

Description

Theatre is the study and appreciation of history, performance and the technical requirements of productions. Theatre courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in theatre are offered in the late afternoon and evening at the Nampa Campus and the Ada County Campus.

Of the College's core themes, theatre courses contribute to lower division transfer.

Enrollment in theatre courses will keep pace with the College's overall growth because three of these courses fulfill the associate degree general education humanities requirement and because theatre performance classes may be added to the curriculum.

Data

Theatre	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full- Time Faculty	Part- Time Faculty	Students Enrolled by Major
Fall 2009 On 11/11/2009	4	88	264	0	2	Major not offered
Spring 2010	4					

Programmatic Projection

- Offer theatre performance courses contingent on identifying appropriate/sufficient space on campus or through a partnership with local institutions
- Develop online and hybrid formats for lecture courses

Welding and Metals Fabrication

Description

Welding and Metals Fabrication, a professional technical program, provides students with instruction, practical experience, and related theory in a variety of welding modes, brazing, soldering, gouging, and cutting as well as the application of blueprints and other layout tools to computer numerically controlled metal working equipment. These courses culminate in an associate of applied science degree or either a postsecondary technical or an advanced technical certificate.

The welding teaching facility is located at the College's site at Boise State University. Courses are offered during the day with a new cohort of 18 students beginning each fall. Student demand for this program exceeds the laboratory space; there is a generally a waiting list of 6-10 students each fall.

The Welding and Metals Fabrication Technology Advisory Committee meets twice a year and includes 16 members: owners and managers of local businesses, senior technicians, and two high school instructors.

Of the College's core themes, the program contributes to professional technical education.

Given the limits on the specialized equipment and space, this program is at capacity in terms of student enrollment and will not experience enrollment growth.

Data

Welding and Metals Fabrication	Sections	Total Enrollment Duplicated headcount	Credit Hours Enrollment x units	Full-Time Faculty	Part-Time Faculty	Students Enrolled by Major
Fall 2009	18	334	872	2	0	50

2007/2008 Student Summary

Full Time	Part Time	Program Capacity	% Enrollment	Completers	% Completion	Total Response	Positive Placement	% Placement
39	1	36	111	21	105	4	3	75

Graduates/Jobs Gap Analysis: Welding Technology

2008 Grads	2009 Jobs	2009-19 Change	% Change	Annual Openings	Median Hourly Earnings	Gap/ Surplus
13	1,378	246	18%	54	\$13.26	(41)

Of the 21 students who completed a degree or certificate in 2008, 75% of them were employed in a related field a year later. However, these results are limited by the consideration that this research relies on graduates' responses to a questionnaire; of the 21 students who completed the program, only 4 responded to the request for employment information.

In terms of projected strength of the job market, the need for workers trained in welding and metal fabrication will continue to be strong with about 50 job openings per year for the coming decade. The median hourly earnings indicate that graduates are likely to earn a living wage.

Programmatic Projections

- Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility
- Expand the second year curriculum in metals fabrication to respond to industry needs for advanced welders and fabrication technicians
- Offer credit courses in the evenings to maximize facility use and provide opportunities for students who work during the day
- Incorporate non-destructive testing techniques across the curriculum
- Improve and expand data collection on program enrollment, completers, and job placement

Workforce Development

Description

The Center for Workforce Development creates a competitive advantage for the regional economy by providing training programs that produce an educated and skilled workforce. Operating in an entrepreneurial manner, these fee-based short-term classes and accelerated training programs are taught in a variety of locations throughout southwest Idaho generally by instructors who are currently working in the field. Courses are offered primarily in business, information technology, health, public safety, construction, and manufacturing.

In collaboration with businesses, government, non-profit agencies, and other educational institutions, the Center for Workforce Development:

- Matches skilled workers with the needs of local industries;
- Prepares displaced workers for growing industries;
- Improves education and training so students can find local jobs;
- Evaluates shifts in the job market;
- Works in partnership with economic development groups to attract new industries to the region; and
- Provides workforce quality to match business and industry's identified knowledge and skill needs.

The Center is currently piloting three programs: training Transportation Security Administration agents for Homeland Security; training K-12 teachers on video conferencing using the Idaho Education Network; and training guardians and conservators for The State of Idaho court system.

The College's plans for fiscal stability rely in part on the Center increasing offerings and customized training. This strategy has the potential to generate profit that could support other College functions.

Of the College's core themes, the Center for Workforce Development contributes to community outreach.

Data

Workforce Development	Courses Offered	# Students Duplicated Headcount
July 1– December 31, 2009	509	3,544

Programmatic Projections

- Coordinate offerings with professional technical education programs and community education to ensure maximum efficiency in facilities use and avoid redundancy in training offerings
- Increase community and internal College awareness of the Center for Workforce Development programs and benefits
- Expand the number and type of online courses
- Collaborate with information technology to link Aceware with Datatel
- Expand offerings in support of the Idaho Education Network and video teleconferencing nationwide
- Develop a training program for supervisory and management positions
- In collaboration with professional technical education, establish a statewide program and curriculum to train employees in green energy efficiency

CHAPTER FOUR: INSTITUTIONAL STRATEGIC DIRECTIONS 2010-2015

This Educational Master Plan is grounded in the vision that gave birth to the College, community members' perceptions of the College's current status, and an analysis of the College's position within the region and state. This master plan will assist the College of Western Idaho to address this rich array of challenges and opportunities.

This chapter presents the College's institutional strategic directions for 2010 - 2015. Approved by the Board of Trustees and confirmed through various College meetings, these nine institutional strategic directions are intended to guide the College's decision-making and allocation of resources for the next five years. From this list of nine, the Board prioritized the first four; the remaining five institutional strategic directions are equally weighted in terms of priority.

1. Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

2. Board Priority #2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.

3. Board Priority #3: Implement Practices for Fiscal Stability

The College of Western Idaho will

- Operate within its available resources by institutionalizing a number of practices to improve operating efficiencies and
- Implement strategies to increase revenue.

4. Board Priority #4: Connect the College to the Community

The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.

5. Complete the Nampa Campus Supplemented by Sites Distributed Across the Two Counties

The College of Western Idaho will provide higher education opportunities to residents by building out the Nampa Campus as a comprehensive community college that supports an active student life with accommodations such as a student union, an arts and cultural center, and sports activities. This site will be supplemented by a

substantial site in Ada County and by courses offered in a variety of locations near population centers.

6. Become a Sustainable College

The College of Western Idaho will build its facilities and ancillary projects in a manner that is cost-effective while maximizing sustainability and minimizing operating expenditures. The College will adopt operating practices through partnerships with public utilities that minimize the use of public energy resources, public water systems, public waste disposal and attempt to move the College towards a closed system. The College will also develop educational programs and curriculum that train tomorrow's workforce in alignment with the community's industries related to sustainability.

7. Establish a Collaborative College Culture

The College of Western Idaho will implement internal practices that embody the spirit and principles of participatory governance and acknowledge that members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the College.

8. Implement an Innovative Academic Calendar

After studying the feasibility of optional academic calendars, the College of Western Idaho will begin to offer classes on academic calendars that offer students multiple points of entry into the college and maximize the use of facilities.

9. Increase Student Enrollment

As a way to fulfill the College's potential, gain economies of scale, and establish a stable fiscal base, the College of Western Idaho will focus institutional energy on increasing student enrollment.

Each institutional strategic direction is intentionally broad enough to cover the five-year term of this Educational Master Plan. Each institutional strategic direction is then expanded by identification of the specific action steps needed to achieve the strategic direction. Each of these action steps is presented with the measureable benchmarks of success, timelines, and the parties responsible for completing or ensuring the completion of the action steps.

This chapter defines a robust agenda for institutional development. The opportunities for progress and the strengths of the College's faculty and staff are equal to these challenges. These institutional strategic directions supply the guidance needed to keep the College's energies focused on the realization of measurable long-term goals to benefit its communities and students.

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

1. Develop an effective mandatory course placement system, including accurate assessments and prerequisites.

Responsible Parties: Associate Vice President of Instruction in collaboration with the Curriculum Committee; Dean of Enrollment and Student Services

Fall 2010 – Spring 2011	<p>The Associate Vice President of Instruction and the Curriculum Committee collaborate with faculty to conduct a review of all courses to identify:</p> <ul style="list-style-type: none"> • Courses that should include a prerequisite to maximize student success • The type and level of prerequisite: a passing grade in another course, a score on a specific assessment measure, or a specific skill set
Fall 2011	<p>Course revisions needed as a consequence of the prior year review and decision-making are prepared and processed by the departments and Curriculum Committee.</p> <p>Executive Vice President collaborates with local K-12 counterparts to develop a plan to assess high school students using the CWI assessment/placement tool. <i>(coordinate with the collaboration outlined in the first Increase Student Enrollment strategic direction)</i></p>
Spring 2012	<p>The necessary changes in prerequisites are made to the catalog and fall schedule.</p> <p>The Dean of Enrollment and Student Services implements the plan developed in the fall. Students are advised of their assessment and placement in college-level English and mathematics. This information is integrated into the student recruitment campaign that encourages students to enroll early for the coming fall semester either as a full-time college student or through concurrent enrollment.</p>
Fall 2012	<p>The newly established course prerequisites are implemented.</p> <p>Dean of Enrollment and Student Services meets with local K-12 counterparts to review and improve the spring 2012 plan</p>

	that assessed high school students using the CWI assessment/placement tool.
Spring 2013	Dean of Enrollment and Student Services implements the plan revised in fall 2012 and coordinates CWI staff assessing students on their high school campuses. Students are advised of their assessment and placement in college-level English and mathematics. This information is integrated into the student recruitment campaign that encourages students to enroll early for the coming fall semester either as a full-time college student or through concurrent enrollment.
Fall 2013	<p>The Associate Vice President of Instruction analyzes data for fall 2012 and spring 2013 to determine the extent to which the addition of the prerequisites</p> <ul style="list-style-type: none"> • Improved the rate at which students successfully passed the courses and • Impacted enrollment in all courses. <p>Revisions to the prerequisites are made as needed.</p>

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational goals.

- 2. Implement best practices in basic skills instruction and support services that are effective in moving students from basic skills into college-level courses.

Responsible Party: Associate Vice President of Instruction

<p>Spring 2010</p>	<p>The Associate Vice President of Instruction meets with the Department Chairs of Language & Arts and Science & Mathematics to:</p> <ul style="list-style-type: none"> • Compare CWI’s course offerings in below-transfer-level English, reading, and mathematics to offerings at CSI • Import courses from CSI into CWI’s curriculum as deemed appropriate to fill any perceived gap
<p>Fall 2010 – Spring 2011</p>	<p>CWI offers the newly added courses in the below-transfer-levels of English, reading, and mathematics.</p> <p>In fall 2010 the Associate Vice President of Instruction convenes a Basic Skills Workgroup, an ad hoc group of interested faculty from English, mathematics, study skills, Adult Basic Education, and representatives from tutorial and student services to define “basic skills” for the College of Western Idaho.</p>
<p>Fall 2011</p>	<p>The Basic Skills Workgroup begins regular meetings to:</p> <ul style="list-style-type: none"> • Analyze data on students’ matriculation from English and mathematics courses below the transfer level through successful completion of the transfer-level courses • Identify community colleges with a history of success in moving students from basic skills courses into college-level courses • Identify the best practices from the selected community colleges

Spring 2012	The Basic Skills Workgroup develops a plan and timeline to revise CWI practices and/or curriculum based on the identified best practices.
Fall 2012 – Spring 2013	CWI implements the plan such as preparing curriculum changes, adding supporting services, and revising instructional and student services practices.
Fall 2013	The Basic Skills Workgroup analyzes data for fall 2012 and spring 2013 to determine the effectiveness of the basic skills plan. Program improvements in instruction, curriculum, and student services are made as warranted by the data.
Fall 2014	The Basic Skills Workgroup analyzes data for fall 2012 and spring 2013 to determine the effectiveness of the basic skills plan. Program improvements in instruction, curriculum, and student services are made as warranted by the data.

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

3. Implement best practices and implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.

Responsible Parties: Associate Vice President of Instruction, Dean of Enrollment and Student Services, and Professional Development Coordinator (*see the strategic direction: Develop a Center for Teaching and Learning for reference to this position*)

Fall 2012 – Spring 2013	<p>The Associate Vice President of Instruction and the Professional Development Coordinator convene a group of interested faculty to identify:</p> <ul style="list-style-type: none"> • Strategies in instruction and student services that have proven successful in reaching students with various learning styles that result in an increase in retention and persistence. • Specific elements from those programs that could be implemented at CWI • Strategies for sharing the techniques with colleagues and tracking faculty use of one of the new approaches
Fall 2013	<ul style="list-style-type: none"> • Fall in-service is dedicated to dissemination of the information learned during the prior year • The Center for Teaching and Learning conducts workshops in October, November, and December to share the identified successful strategies in greater detail • Faculty are asked to implement one of the suggested strategies in spring 2014
Spring 2014	<p>The Professional Development Coordinator tracks the volunteer faculty/staff and asks for feedback on the use and effectiveness of the strategy(ies).</p>
Fall 2014	<ul style="list-style-type: none"> • Fall in-service is dedicated to reports from faculty and staff who experimented with one of the strategies • The Center for Teaching and Learning conducts workshops in October, November, and December to

	<p>share the identified successful strategies in greater detail</p> <ul style="list-style-type: none"> • Faculty and staff are asked to volunteer to implement at least one new strategy
Spring 2014	The Professional Development Coordinator tracks the volunteer faculty/staff and asks for feedback on the use and effectiveness of the strategy(ies).
Summer 2014	<p>The Professional Development Coordinator prepares a report summarizing the</p> <ul style="list-style-type: none"> • Instruction and student services strategies that were adopted by CWI faculty and staff, • The results, and • Identified strategies that have proven successful at other colleges but have not yet been tried at CWI.
Fall 2014	<ul style="list-style-type: none"> • Fall in-service is dedicated to a review of the report and to encouraging faculty/staff to adopt one of the promising but untried strategies • The Center for Teaching and Learning conducts workshops in October, November, and December to share the identified successful strategies in greater detail

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

4. Develop a Transfer Admissions Guarantee with universities.

Responsible Party: Dean of Enrollment and Student Services

Spring 2010	<p>The Dean of Enrollment and Student Services meets with counterparts at Boise State University to develop an agreement that CWI students who complete the set of courses specified by Boise State University will be admitted to the University.</p> <p>The agreement is for guaranteed admission into the University and does not commit the University to admission into specific majors/programs in the University.</p>
Fall 2010	<p>The CWI-BSU Transfer Admissions Guarantee is implemented. Students meet with Boise State University counselors on site at CWI and have the opportunity to sign agreements regarding the required sequence of courses, the grades required, the timeline, and the University's commitment to the student.</p> <p>The Dean of Enrollment and Student Services works with the Marketing Department to ensure that the CWI-BSU Transfer Guarantee is featured in the student recruitment campaign.</p>
Fall 2010 - Spring 2011	<p>The Dean of Enrollment and Student Services recruits two additional public and two private universities to enter into a Transfer Admissions Guarantee with CWI.</p>
Fall 2011	<p>CWI offers students a total of five Transfer Admissions Guarantees.</p>

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

5. Develop a structured First Semester Program to achieve these goals:
 - a. Orient students to college and to college-level work including study skills
 - b. Identify each student's purpose for attending college
 - Require at least two meetings with a faculty advisor or counselor.
 - Create a plan to follow up with each student once he/she completes 30 units to affirm his/her educational goal and provide support as needed.
 - c. Provide support at the first sign of academic distress

Responsible Party: Dean of Enrollment and Student Services

Fall 2010	The Dean of Enrollment and Student Services convenes an ad hoc group of appropriate faculty and staff to <ul style="list-style-type: none"> • Review parallel programs at other colleges and • Structure a CWI program that would fulfill the goals listed above.
Spring 2011	The CWI First Semester Program is piloted with all students who are new to CWI in spring 2011.
Summer 2011	Adjustments are made in the CWI First Semester Program based on lessons learned from the pilot
Fall 2011 – Spring 2012	The CWI First Semester Program is implemented for all students who are new to CWI in fall 2011 and spring 2012.
Summer 2012	The First Semester Ad Hoc group improves the program based on lessons learned from the first year of implementation.
Fall 2012 – Spring 2013 Fall 2013 – Spring 2014	Components of the CWI First Semester Program are assigned to specific faculty/staff and thereby the program is implemented each semester for students new to the College.

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational goals.

- 6. Develop partnerships with local employers for CWI students to have priority access to open positions.

Responsible Party: Dean of Professional Technical Education

Spring 2010	<p>The Dean of Professional Technical Education</p> <ul style="list-style-type: none"> • Meets the PTE Department Chairs draft the components of such an agreement • Meets with each program’s Advisory Committee to review the draft and garner their feedback • Collaborates with the PTE Department Chairs to revise the agreement which is then sent to all Advisory Committee members with a request that they partner with CWI in the Priority Access Guarantee.
Fall 2010	<p>Students in professional technical programs are advised of which local businesses and industries are the College’s partners in the Priority Access Guarantee.</p>
Spring 2011	<p>As students complete the professional technical programs and apply for positions, they are encouraged to</p> <ul style="list-style-type: none"> • Attach a copy of the Priority Access Guarantee to their resumes • Report their placement in a job with one of the College’s partners <p>The Dean of Professional Technical Education works with the Marketing Department to ensure that the Priority Access Guarantee is featured in the student recruitment campaign.</p>
Spring 2012	<p>The Dean of Professional Technical Education</p> <ul style="list-style-type: none"> • Reviews the placement data with the Department Chairs and each Advisory Committee • Adjusts the Priority Access Guarantee based on feedback from Advisory Committee members and students.

Board Priority #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

7. Encourage student internships and/or service learning
 - a. Ask business leaders serving on advisory committee to provide opportunities for paid or unpaid student interns
 - b. Partner with local service agencies and non-profit organizations to provide opportunities for student interns or service learning projects.
 - c. Solicit slots for student interns in federal programs, such as those organized by the U.S. Department of the Interior.

Responsible Parties: Associate Vice President of Instruction

Summer 2013	The Associate Vice President of Instruction creates and advocates for a 10-month position for an Internship/Service Learning Coordinator CWI recruits, screens, and selects a person to staff this position.
Fall 2013	The Internship/Service Learning Coordinator <ul style="list-style-type: none"> • Studies resources to support internship/service learning programs, such as the Service Learning Clearing House hosted by the American Association of Community Colleges • Recruits local businesses, service agencies, and non-profit organizations to establish a range of internship and service learning opportunities for students • Recruits faculty to offer or require that students complete internship and service learning projects
Spring 2014	The Internship/Service Learning Coordinator <ul style="list-style-type: none"> • Places students at various sites • Surveys students, faculty, and community mentors regarding their satisfaction with the experience • Improves the program based on the feedback
Fall 2014	The Internship/Service Learning Coordinator continues the cycle of remaining current on best practices from other colleges, recruiting placement sites and faculty, and assessing the results in order to improve the program.

Board Priority #2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.

1. Make excellence in instruction and customer service a College priority through resource allocation, evaluations, and needed support and training.

Responsible Parties: Executive Vice President and Vice President of Finance and Administration in collaboration with the College Council

Task 1: Focus on resource allocation

Spring 2010	<p>The Executive Vice President leads the College Council to:</p> <ul style="list-style-type: none"> • Review its charter to make recommendations to the College President regarding the Educational Master Plan, the Facilities Master Plan, and parameters for the College budget • Review the strategic directions approved in this Educational Master Plan, with a focus on this strategic direction to ensure that excellence in instruction and student services is a priority in resource allocation • Develop assumptions and guidelines for the development of the FY11 College budget based on the priorities set in the strategic directions <p>The Executive Vice President and the Vice President of Finance and Administration forward the Council’s recommendations to the College President who</p> <ul style="list-style-type: none"> • Reviews the recommendations in light of the College’s strategic plan • Provides feedback to the College Council once the FY11 budget is ready for Board approval <p>Once the FY11 budget is developed, the College Council reviews the allocations to verify that those allocations align with the College’s priorities as developed through the planning process.</p>
Fall 2010	The College Council develops a committee calendar to

	ensure that their recommendations are developed in a timely manner given the budget development calendar.
Spring 2011 Spring 2012 Spring 2013 Spring 2014	The College Council develops budget assumptions and recommendations at the appropriate point in each budget cycle to fulfill the functions described in its charter.
<u>Task 2: Focus on evaluations</u>	
Fall 2010	<p>The Executive Vice President and Vice President of Finance and Administration convene an ad hoc group to:</p> <ul style="list-style-type: none"> • Draft statements defining expectations for faculty, staff, and administrators that describe CWI standards of excellence in instruction and customer service for specific employee categories, such as front-line staff, on-campus faculty, faculty teaching online courses, and administrators • Circulate the draft statements college-wide with a request for feedback no later than November 30, 2010 • Review and integrate the feedback as appropriate
Spring 2011	<p>The Executive Vice President and Vice President of Finance and Administration continue the ad hoc group to accomplish these tasks:</p> <ul style="list-style-type: none"> • Compare the completed statements of expectations for excellence in instruction and student services to job descriptions in each category • Recommend changes in job descriptions as needed to align these with the statements of expectations • Compare the revised job descriptions to the standards in CWI employee evaluations • Recommend changes in employee evaluations as needed to align these with the statements of expectations • Recommend strategies to support faculty and staff acquiring the skills identified as needed in order to achieve a higher level of excellence in instruction and/or customer service, such as attendance at

	activities at the Center for Teaching and Learning and/or specific workshop activities
Fall 2011	<p>The Executive Vice President and the Vice President of Finance and Administration forward the recommendations to the College President who</p> <ul style="list-style-type: none"> • Reviews recommended changes in job descriptions and employee evaluations in light of this strategic direction • Provides feedback to the ad hoc group • Recommends changes in policy and procedure as deemed appropriate to support/fulfill this strategic direction
<p><u>Task 3: Focus on support and training</u></p> <p><i>Note: Since excellence in instruction is addressed in the Structure Student Success strategic direction related to basic skills and retention/persistence, the plan in this strategic direction focuses on excellence in customer service.</i></p>	
<p>Spring 2010 Spring 2011 Spring 2012 Spring 2013 Spring 2014</p>	<p>Each spring the Associate Vice President of Instruction and the Dean of Enrollment and Student Services convene independent ad hoc groups to plan the content and schedule for a series of 2 fall and 2 spring training sessions for staff to be held in the coming academic year</p> <p>The Associate Vice President of Instruction and the Dean of Enrollment and Student Services review the resulting plans and integrate the activities where possible. Faculty/staff are assigned responsibility for the specific tasks to be accomplished in order to implement the plans.</p>
<p>Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014</p>	<ul style="list-style-type: none"> • Each fall a schedule of in-service activities is distributed college-wide with an open invitation to all staff • Reminders of the activities are sent college-wide prior to each activity • Participant satisfaction is surveyed at each activity • Feedback is used to plan future activities

Board Priority #2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.

2. Develop a Center for Teaching and Learning.

Include faculty learning opportunities beyond conferences, such as internships in local businesses, agencies, and non-profit organizations.

Responsible Parties: Associate Vice President of Instruction in collaboration with the Faculty Senate

Fall 2010	The Associate Vice President and Faculty Senate President will lead an ad hoc group to study models of Centers for Teaching and Learning in other community colleges.
Spring 2011	<p>Under the leadership of the Associate Vice President of Instruction, the ad hoc group will</p> <ul style="list-style-type: none"> • Develop a model for the CWI Center for Teaching and Learning that <ul style="list-style-type: none"> ➤ identifies services to be provided including faculty learning opportunities beyond conferences ➤ develops a job description for a Professional Development Coordinator to operate the Center, and ➤ develops an operational budget for 2012-2013 • Present the model, job description, and budget in appropriate College groups for their feedback and approval • Collaborate with the College’s Executive Team to identify funding to support the CWI Center for Teaching and Learning
Fall 2011	The CWI Center for Teaching and Learning begins operation.
Spring 2012	The Associate Vice President and Faculty Senate President survey faculty to assess their level of satisfaction with the services provided by the Center for Teaching and Learning.

	Areas of dissatisfaction are addressed in an improvement plan which is implemented in 2013-2014.
Spring 2013 Spring 2014	The cycle of assessment → plan to improve → implement plan continues with an annual assessment each spring and implementation of improvements each fall.

Board Priority #2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.

3. Create a program to recognize faculty and staff excellence.

Responsible Parties: Executive Vice President in collaboration with the Faculty Senate and representatives of the staff organization

Fall 2011	<p>The Executive Vice President, the President of the Faculty Senate, and representatives of the staff organization review systems for recognizing faculty and staff excellence at other colleges.</p> <p>Following this research, the three leaders collaborate with each other and with colleagues in the Executive Team, the Faculty Senate, and representatives of the staff organization to identify a model most fitting for CWI. The model is to include participation in CWI activities, such as the Center for Teaching and Learning and other staff development workshops.</p>
Spring 2012	<p>Executive Vice President distributes the proposed plan for recognizing faculty and staff excellence college-wide for feedback and changes are made as warranted.</p> <p>The Executive Vice President, the President of the Faculty Senate, and representatives of the staff organization present the recommended model for recognizing faculty and staff excellence to the College President.</p> <p>Contingent on the College President's reaction to the model, it is returned to the group for further work or it is returned to the group to assign faculty/staff members responsible for implementation.</p>
Fall 2013	<p>CWI implements the planned ways to recognize faculty and staff excellence.</p>

Board Priority #4: Connect the College to the Community

The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.

1. Develop and support the College’s Community Education program

Responsible Parties: Associate Vice President of Instruction and the Director for Community Education

Spring 2010	<p>The Associate Vice President and Director for Community Education convene an ad hoc group of community members to meet monthly to:</p> <ul style="list-style-type: none"> • Identify potential students and courses to shape a direction for Community Education programming for Fall 2010 and Spring 2011 by conducting a community survey or focus groups • Develop online and on-ground courses tailored to the identified audiences • Collaborate with the CWI Marketing Department to develop and produce online and print marketing materials tailored to these courses and audiences • Collaborate with enrollment services to implement processes for both online and in-class registration • Participate in the decisions regarding the distribution of marketing materials
Fall 2010 – Spring 2011	<p>Director for Community Education implements the plan by:</p> <ul style="list-style-type: none"> • Offering the new series of courses • Scheduling and completing a speaking tour of local service clubs to promote Community Education • Surveying students in fall 2010 to determine their satisfaction with the mix of courses, location and instructor performance
Spring 2011	<p>Director for Community Education reconvenes the Community Education Advisory Group to:</p> <ul style="list-style-type: none"> • Analyze class enrollments to determine the effectiveness of the marketing materials and the speaking tour

	<ul style="list-style-type: none"> • Recommend changes to the marketing campaign and courses for Fall 2011/Spring 2012 • Establish benchmarks for community participation in Community Education for the next three years • Survey students in spring 2011 to determine their satisfaction with mix of courses, location and instructor performance
<p>Fall 2011- Spring 2012 Fall 2012 – Spring 2013 Fall 2013 – Spring 2014</p>	<p>Director for Community Education continues the annual cycle of:</p> <ul style="list-style-type: none"> • Offering courses each fall and spring; • Collaborating with the Marketing Department to develop and implement marketing campaigns; • Recruiting students through speaking engagements; • Comparing enrollment data to established benchmarks and making adjustments as needed in the courses offered, the schedule and location of the courses, and the marketing campaign.

Board Priority #4: Connect the College to the Community

The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.

2. Host events such as exhibits of the work of local artists and the National Poetry Competition as a way to encourage CWI student participation in such national competitions and to give the College national attention.

Responsible Parties: Associate Vice President of Instruction and Marketing Department

Fall 2011	<p>The Associate Vice President of Instruction leads the Executive Team in identifying the types of support that the College would provide to faculty members interested in initiating events such as art exhibits and competitions.</p> <p>Once the types of support are identified, the Associate Vice President of Instruction, Faculty Senate, and Department Chairs encourage faculty interested in taking the lead in CWI hosting events that would encourage CWI student participation and highlight the College.</p>
Ongoing	<p>Each semester the Associate Vice President of Instruction, Faculty Senate, and Department Chairs encourage interested faculty.</p> <p>Once such projects are identified, the Marketing Department designs and implements a campaign to promote the event.</p>

Board Priority #4: Connect the College to the Community

The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.

3. Invite community leaders/members to be guest speakers in classes and to serve as mentors for students.

Responsible Parties: Associate Vice President of Instruction, Dean of Professional Technical Programs, Department Chairs, and Marketing Department

<p>Fall 2011</p>	<p>The Associate Vice President of Instruction and Dean of Professional Technical Programs collaborate with the Department Chairs to identify community members who may be interested in speaking in CWI classes and/or serving as mentors for CWI students.</p> <p>Marketing Department staff</p> <ul style="list-style-type: none"> • Prepare a letter asking community members to serve in one or both of these capacities • Follow up the letter with phone calls • Based on this feedback, prepare a list of community members who are willing to provide speaking and/or mentoring support to the College
<p>Fall 2011 Spring 2012 Fall 2013</p>	<p>The Associate Vice President of Instruction and Dean of Professional Technical Programs distribute the list to all faculty and encourage them to take advantage of the community members’ willingness to support the College as speakers and/or mentors.</p>
<p>Spring 2012 Fall 2013 Spring 2014</p>	<p>The Associate Vice President of Instruction and Dean of Professional Technical Programs survey the faculty to track which community members were asked to speak in a CWI class and to assess the faculty/students’ evaluation of the speaker.</p>
<p>Spring 2014</p>	<p>Based on the feedback from three semesters, Marketing Department staff</p> <ul style="list-style-type: none"> • Collaborate with the Associate Vice President of Instruction and the Dean of Professional Technical Programs to prepare a new list of community members

	<ul style="list-style-type: none"> • Send a letter asking community members to continue and/or begin serving as a guest speaker and/or mentor • Follow up the letter with phone calls • Based on this feedback, prepare a list of community members who are willing to provide speaking and/or mentoring support to the College
Fall 2014	<p>The Associate Vice President of Instruction and Dean of Professional Technical Programs distribute the list to all faculty and encourage them to take advantage of the community members' willingness to support the College as speakers and/or mentors.</p>

Complete the Nampa Campus Supplemented by Sites Distributed Across the Two Counties

The College of Western Idaho will provide higher education opportunities to residents by building out the Nampa Campus as a comprehensive community college that supports an active student life with accommodations such as a student union, an arts and cultural center, and sport activities. This site will be supplemented by a substantial site in Ada County and by courses offered in a variety of locations near population centers.

Courses are offered

- At local high schools during the afternoon and evenings;
- At job training locations operated by local businesses and state agencies such as the Department of Labor; and
- Through the development of a virtual campus. A robust program of courses/degrees offered through online instruction and student services is a strategy for the College to provide access to higher education for students who cannot readily attend classes at any location. This program is to be supported by training for faculty and students as well as the necessary technical infrastructure.

Responsible Parties: Executive Vice President and Associate Vice President of Instruction

Task 1: Distribution of classes across sites

Ongoing

Each semester the Associate Vice President of Instruction analyzes the schedule of course offerings to ensure that higher education opportunities are distributed across numerous sites in Ada and Canyon Counties.

Task 2: Maximize use of existing facilities

January - February 2010

Associate Vice President of Instruction collaborates with Department Chairs to

- Establish standardized time blocks for course offerings
- Develop enrollment management guidelines for scheduling classes within those time blocks (such as deviations from the established time blocks are only allowed after 2 pm; deviations from the established time blocks are allowed only at a specific site)

March - April 2010	Associate Vice President of Instruction ensures that Fall 2010 course offerings adhere to the standardized time blocks and the enrollment management guidelines.
Fall 2010	Associate Vice President of Instruction and the Department Chairs analyze the standardized time blocks and the enrollment management guidelines and make adjustments for Spring 2011 scheduling as needed.
Ongoing	Associate Vice President of Instruction ensures that Fall 2010 course offerings adhere to the standardized time blocks and the enrollment management guidelines.
<u>Task 3: Develop a robust distance education program through the development of a Virtual Campus</u>	
Responsible Parties: Associate Vice President of Instruction, Dean of Enrollment and Student Services, Executive Director of Information Technology and Facilities	
Spring 2010	<p>Associate Vice President of Instruction and the Executive Director of Information Technology and Facilities form a constituency-based committee to serve as the collaborative body to recommend the direction, policies, and procedures of the Virtual Campus. The first-semester tasks of the Virtual Campus Steering Committee (VCSC) are to:</p> <ul style="list-style-type: none"> • Develop a mission, goals, and set of guiding principles for the Virtual Campus • Identify process for assigning online courses and evaluating online instructors • Prepare a calendar of national and regional conferences on online education for 2010-2011 and recommend teams of CWI faculty and staff to attend and report back to campus contingent on funding • Establish a sub-committee devoted to ongoing evaluation of educational implications of new technologies • Recommend an organizational structure for the Virtual Campus indicating the position of the Virtual Campus within the College structure as well as job descriptions for recommended new positions, such as Virtual Campus Director and Instructional Technologist • Collaborate with the Vice President of Finance and Administration and the Executive Director of Information

	<p>Technology and Facilities to develop a multi-year budget for Virtual Campus operations that includes:</p> <ul style="list-style-type: none"> - Staffing including release time - Software for delivery and development of online courses - Hardware - Conference attendance - Stipends for course development - Membership in organizations specializing in online education such as the Western Cooperative for Educational Telecommunications, Educause or Sloan-C. <p>Co-chairs of the VCSC</p> <ul style="list-style-type: none"> • Present the recommendations from the VCSC on the role/responsibilities of the Virtual Campus within the College structure to the College Council and the Executive Team • Present feedback from these groups to VCSC and make changes in the proposal as needed • Advocate for the new positions to be created and filled as funding allows <p>Associate Vice President of Instruction submits an institutional membership to the Idaho Electronic Campus (http://www.idahoe-campus.state.id.us) to market the College's online programs</p> <p>Director of Institutional Effectiveness and Grants studies the Northwest Commission on College and Universities to identify appropriate benchmarks for online instruction and collects data on those benchmarks for Spring 2010 as the first step in a longitudinal tracking of students participating in the Virtual Campus</p> <p>Executive Director of Information Technology and Facilities collects and analyzes technical support data, such as timing and nature of calls to help desk and response time</p> <p>Dean of Enrollment and Student Services conducts an audit of online student services through the Center for Transforming Student Services (www.centss.org) and develops a list of areas for improvement that will be implemented in Fall 2010</p>
--	---

Fall 2010	<p>VCSC</p> <ul style="list-style-type: none"> • identifies target programs for online degrees and a schedule over the next three years that ensures that all courses required for the targeted majors will be online within four years • reviews training program for online instructors and make recommendations including augmenting CWI training program with outside workshops such as those offered by Sloan-C • review student online orientation and make recommendations for Spring 2011 orientation <p>Executive Director of Information Technology and Facilities continues to monitor help desk policies and procedures including possible temporary staffing during peak periods of demand</p>
Fall 2010 Spring 2011 Ongoing each semester	Associate Vice President of Instruction schedules and staffs training for new cohort of online faculty
Spring 2011 Spring 2012 Spring 2013 Spring 2014	<p>Associate Vice President of Instruction, the Dean of Enrollment and Student Services, and Executive Director of Information Technology and Facilities repeat surveys of online instruction, technical support, and student services</p> <p>VCSC reviews current best practices</p> <p>Based on the above information, the VCSC makes recommendations to improve online instruction, technical support, and student services for next semester</p>

Implement an Innovative Academic Calendar

After studying the feasibility of optional academic calendars, the College of Western Idaho will begin to offer classes on academic calendars that offer students multiple points of entry into the College and maximize the use of facilities.

Responsible Party: Executive Vice President

Spring 2010	<p>Executive Vice President convenes a group of faculty and staff to</p> <ul style="list-style-type: none"> • Identify models of academic calendars used at other community colleges that offer instruction in shorter-than-17 week semesters • Use that information to draft a revised academic calendar for CWI • Identify the impact of the calendar change on both instruction and student services
Fall 2010	<p>Executive Vice President</p> <ul style="list-style-type: none"> • Reviews the draft revised CWI academic calendar and projected impacts with the Faculty Senate and the Executive Team • Uses the feedback to revise the draft CWI academic calendar if warranted • Circulates the draft revised CWI academic calendar college-wide • Recommends the adoption of the new CWI academic calendar to the College President by December 2010
Spring 2011	<p>All College programs/disciplines/services make plans to accommodate the new calendar beginning in fall 2011</p> <p>Associate Vice President of Instruction and Department Chairs schedule fall 2011 classes according to the revised academic calendar</p>
Fall 2011	CWI implements the revised academic calendar
Spring 2011 Spring 2014	Executive Vice President assesses the revised calendar and adjusts the calendar as needed

Increase Student Enrollment

As a way to fulfill the College's potential, gain economies of scale, and establish a stable fiscal base, the College of Western Idaho will focus institutional energy on increasing student enrollment.

1. Increase the community's college-going rate by partnering with K-12 districts to develop programs that:
 - i. Admit qualified 11th and 12th grade students into core general education and PTE courses (dual enrollment and concurrent enrollment), and
 - ii. Give each high school junior and senior one CWI experience, such as touring the campus and taking one class.

Responsible Parties: Executive Vice President and Marketing Department

Spring 2010	<p>Executive Vice President meets with counterparts at local K-12 districts to <i>(coordinate with the collaboration outlined in the first Structure Student Success strategic direction)</i></p> <ul style="list-style-type: none"> • Identify high school faculty who are qualified to participate in dual enrollment courses with CWI • Collaborate on strategies to encourage concurrent enrollment in both general education and PTE courses <p>Executive Vice President works with the Marketing Department on a comprehensive campaign to encourage concurrent enrollment</p> <p>With the Associate Vice President of instruction, the Executive Vice President sets goals for the number of dual enrollment sites</p>
Fall 2011 and Ongoing	The marketing campaign is implemented and includes direct mail to high school juniors and seniors, online recruitment, and on-site registration at the high schools.
Spring 2011 Spring 2012 Spring 2013 Spring 2014	<p>Executive Vice President analyzes data for dual and concurrent enrollment.</p> <p>Executive Vice President collaborates with the Associate Vice President of Instruction, the Dean of Enrollment and Student Services and the Marketing Department to revise and improve the marketing plan as needed.</p>

APPENDIX: INSTITUTIONAL STRATEGIC DIRECTIONS 2015-2020

1. Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

- a. Conduct College assessments in high schools and other community locations as well as on-campus.
- b. Assess high school students at the end of 10th grade so the students have sufficient time to correct identified gaps in their readiness for college.
- c. Integrate basic skills instruction into the curriculum for professional technical programs.
- d. Develop a "Finish in Two" agreement for students who wish to complete their degrees in two years.
- e. Develop strategies to connect students and faculty outside of the classroom such as student jobs, mentorships, and sharing meals.
- f. Link courses across disciplines.
- g. Develop a middle college high school, a high school that draws 11th and 12th graders from all nearby K-12 districts who are united by their gifts or goals, such as an arts high school.
- h. Find CWI solutions to these common barriers to student access:
 - Financial barriers beyond tuition, such as the cost of books, food, and transportation
 - Physical barriers of students who are homebound or live in remote areas
 - Barriers created by work obligations, such as minimum wage earners who need to work two jobs in order to survive and therefore have little/no time to gain the skills needed for living wage jobs
 - Social barriers of disconnected youth who neither work nor go to school

2. Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.

- a. Link each faculty member's passion to a voluntary activity that benefits students, the community, and the College
- b. Initiate occasions to bring the faculty and staff together at one site for meaningful activities
- c. Provide on-site support for faculty, staff, and students at all locations
- d. Create programs in which faculty voluntarily exchange teaching without compensation for a benefit that they design, such as the services of a reader/grader or course tutor.

3. Connect the College to the Community

The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.

- a. Sell student products and services, such as automotive repairs, photography services, interior design services, and catering
- b. Provide a kids' camp during the summer session so parents can bring their children with them as they take a class
- c. Craft an activity attractive to middle-school students (such as a football clinic taught by the BSU head coach) that children can attend only if their parents attend a workshop on "Preparing your middle-school child for college" at the same time
- d. Organize competitions for high school or community college students, such as a Geography Bowl or an art fair
- e. Develop low-cost athletic programs, such as cross-county, golf, or tennis
- f. Connect the College with state initiatives in ways that the College can become a pilot or demonstration site for innovations
- g. Use the College as an incubator or model of best practices for the larger community, such as creating a community noted for its civility in daily interactions or a community that has integrated the practices that promote health and fitness into their daily routines
- h. Develop an alumni association

4. Become a Sustainable College

The College of Western Idaho will build its facilities and ancillary projects in a manner that is cost-effective while maximizing sustainability and minimizing operating expenditures. The College will adopt operating practices through partnerships with public utilities that minimize the use of public energy resources, public water systems, public waste disposal and attempt to move the College towards a closed system. The College will also develop educational programs and curriculum that train tomorrow's workforce in alignment with the community's industries related to sustainability.

- Create a community college research center on sustainability and an information clearing house on optimum college and community practices

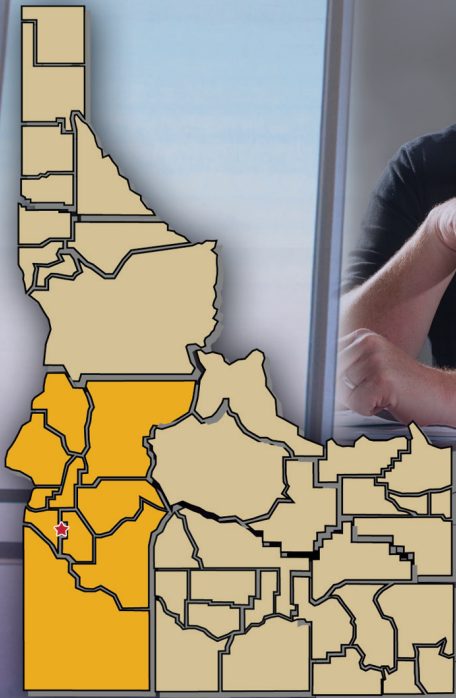
5. Manage Student Enrollment

Manage the size of College enrollment by including this parameter in planning discussions. The goal of thoughtful dialogue/decisions about CWI's optimum size is to keep the College at a size that is large enough to remain fiscally viable while offering breadth in curriculum and services at the same time that it is small enough to be innovative, personal, and focused on students.





Making Decisions 2010



Making Decisions

at the

College of Western Idaho

2010

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INTRODUCTION: MAKING DECISIONS AT THE COLLEGE OF WESTERN IDAHO 2010

The purpose of this document is to describe the structure and operating agreements for making decisions at CWI. These processes put into practice the mechanisms through which the voices of the college's constituent groups are heard in making decisions.

This document describes the four primary facets of the college decision-making process:

- Section 1: The college culture
- Section 2: Type and structure of groups that develop recommendations
- Section 3: Timelines and sequences for key college decisions
- Section 4: College planning and assessment

The contents of this document represent the collegial consultation structure and procedures that have been agreed upon by the faculty and administrative representatives of CWI.


College President


Faculty Senate President

(Staff and student sign-offs will be added when their respective associations have been established.)

SECTION 1: THE COLLEGE CULTURE

Operating Agreements for Making Decisions

The college culture impacts decisions in both formal and informal ways. The following points describe the philosophy and practices that define the operating agreements of CWI processes.

Culture of Collegiality

The college culture is marked by collegiality and respect for others' roles. This is demonstrated by the practice that committees are co-chaired by a faculty member and an administrator. With the exception of the Curriculum Committee, the faculty co-chair is selected by the rest of the committee. Administrative co-chairs are appointed by the Executive Vice President or Vice President.

Culture of Dialogue

Sharing ideas is valued. Meetings often begin with committee co-chairs presenting the issues to be resolved. Whether or not a solution is proposed, the second step in committee work is brainstorming. Committee members ask questions and suggest ideas with the expectation that other group members will withhold criticism until the final stages of developing a recommendation. Divergent views are fully explored in keeping with the belief that the best decisions are reached once the group has explored options. Final recommendations are typically reached by consensus rather than voting.

Culture of Inclusiveness

The college strives to provide open access to information and transparency in decision making, operations, and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation.

The schedule for committee meetings is distributed college-wide and committee meetings are usually open to all members of the campus community. In addition, committee minutes are posted on the college intranet. Frequent all-users emails and open discussion meetings are vehicles to keep the college community involved and updated on issues and decisions. Town Hall meetings are convened at least once a semester as a venue for general discussions of current interest.

Culture of Evidence

The college relies on evidence to make decisions. This operating agreement to rely on evidence is institutionalized through two key mechanisms:

- Standardized data for decision-making.
Recommending groups use the annual Fact Book and other college developed data for foundational data in making recommendations. Since college groups rely on the same data, there is ease in transfer of information from one group to another and greater accuracy in the interpretation of the data.
- Planning cycle of college committees.
Each committee establishes goals at the beginning of the year and documents progress toward those goals in an end-of-year report. The annual reports are distributed college-wide each fall to launch the next year's committee work and are archived on the college intranet to facilitate communication and provide the history of how/when/where decisions are recommended.

Culture of Innovation

The college community is proud of its reputation as an institution that supports innovation in instructional programs and student services. This support is evident in:

- A college atmosphere that encourages and rewards inventive problem solving as well as creative programmatic development; and
- A no-fault approach to the analysis of results produced by the innovations, articulated by supporting those who experiment.

Culture of Student Learning

The organizational structure of CWI is based on a goal of serving students more effectively by integrating instruction and student services. This student learning philosophy is drawn from several concepts in educational theory, research, and organizational theory:

- The student is the center of the learning enterprise.
- Institutions unwittingly create barriers for students by dividing a college into two houses: instruction and student services.
- The emphasis in education shifts from strategies to improve teaching to those that improve learning.
- The responsibility for learning shifts to students while the institution remains accountable to document that the enriching activities and assignments truly result in student learning.
- To be maximally effective, colleges must be learning institutions both horizontally and vertically.

Culture of Partnership

The college adopts an approach which embraces partnerships in order to benefit from opportunities provided by working with entities outside of the college. In many cases these opportunities would only exist or would only be affordable by entering into partnerships. These possible partners include businesses, K-12 districts, other colleges and universities, state agencies, and non-profit organizations.

Roles of Faculty and Administrators in Making Decisions

Decisions at CWI are shaped in an open structure that puts into practice the spirit and principles of participatory governance and a student-learning approach.

Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the college. The scope for each constituent group as outlined below is derived from the Idaho Code of Regulations, the CWI Board Policies, Faculty Senate Constitution, and the Northwest Accreditation Commission standards.

Role of Faculty

Full-time and adjunct faculty members are provided with opportunities to participate in the formulation and development of college recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

For purposes of college governance, faculty members are represented by the **Faculty Senate**. CWI's Faculty Senate was formed to represent the faculty in making recommendations to the college administration on instructional and professional matters, which are specifically defined as:

- curriculum, including establishing prerequisites and placing courses within disciplines;
- degree and certificate requirements;
- grading policies;
- standards or policies regarding student preparation and success;
- college governance structures, as related to faculty roles;
- faculty roles and involvement in accreditation processes, including self-study and annual reports;
- policies for faculty professional development activities;
- personnel policies that concern faculty including faculty workload and expectations of faculty;

- processes for program review;
- other instructional/professional matters, mutually agreed upon between the college president and the Faculty senate

The President of CWI agrees to function with the colleges' Faculty Senate in instructional and professional matters by mutual agreement, which means that faculty and administrators will work in good faith to reach agreement on instructional and professional matters. In instances where mutual agreement with the Faculty Senate is not reached, the President commits that his/her decision will be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context.

Role of Administrators

Drawing from job descriptions approved by the Board of Trustees for each administrative position, and in addition to the supervision of budgets, personnel, and related operational responsibilities, college administrators are responsible to:

- Provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall academic direction for the college,
- Plan, organize, direct and evaluate the activities of the college pursuant to college mission and goals as set forth by the Board of Trustees; report on college achievement of college goals;
- Plan and recommend the instructional and student services programs, college budget, and organizational structure of the college;
- Prepare and maintain an educational master plan and support institutional research related to student learning, development, and outcomes;
- Remain current on emerging services, methodologies, and technologies relevant to the college's educational programs and student services;
- Establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of curriculum and programs;
- Serve as a resource to and collaborate with faculty and staff in developing, coordinating, and evaluating the college's programs and services;
- Ensure that the college's educational programs and student services comply with the state and federal regulations, accreditation standards, college policies, and articulation agreements;
- Serve as a resource to the Board of Trustees, college faculty and staff for college's educational, and student service programs; and
- Promote the appropriate inclusion of students, faculty, and staff in participatory decision-making processes.

SECTION 2: TYPE AND STRUCTURE OF GROUPS THAT DEVELOP RECOMMENDATIONS

The decision-making process at CWI is grounded in respect for the roles and scope of authority of each of the college's constituencies. This is most clearly demonstrated by committee members' understanding and acceptance that their work product is a recommendation to a specific person or group.

At CWI, groups that contribute recommendations to the decision-making processes are organized into three categories based on the group's responsibilities and their source of authority. The groups in all three categories are essential to the involvement of the college community in making decisions and being informed about issues of college-wide importance.

Types of Groups

Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.

Recommendations developed by governance groups flow through on-campus processes in a sequence before being forwarded to the College President (refer to Section 3 for this timeline/sequence for key college decisions). The College President reviews the recommendations, and either returns the recommendation for further consideration by the governance group or directs implementation of the recommendation.

Governance Groups: Senates

The Faculty Senate is a senate-of-the-whole, meaning that their membership includes all members of the faculty. Therefore, the voices of the faculty are heard in college conversations through their representatives who are the elected officers that were elected by the faculty at large.

Governance Groups: Standing Senate Committees

In addition to the Faculty Senate officers, the Faculty Senate has authorized 4 standing committees to execute their responsibilities on academic and professional matters. The specific charter and membership for each of these standing committees are detailed later in this section.

Although the Faculty Senate is not required to approve recommendations made by the Standing Committees, it regularly reviews committee reports.

Organizational Groups

Two councils have been developed at CWI to coordinate and fulfill operational, procedural, and policy implementation in the college. The purpose of the groups is to assist the College President in implementing the strategic plans and policies of the Board of Trustees, and the authority for the members of each group is derived from the Board of Trustees by appointment to positions within the college.

- Executive Team
- Extended Executive Team
- Finance Committee
- College Council: Please see the charter on page 8 for a description of the composition and purpose.

Advisory Committees

Advisory committees are formed at CWI as a venue for college wide conversations on topics chosen by the college as important and worthy of concentrated college-wide energy. These groups are not required by law or regulation. The groups are charged by the College President to perform specific functions that benefit the college community. For the current academic year, the advisory committees are:

- Curriculum Committee
- Facilities Committee
- Safety Committee

Project Groups

Project groups are formed at CWI to complete a specific task that has college-wide impact and benefits the college community. For the current academic year, the project groups are:

- (Example) Multi-cultural Day: This group plans and implements an alternative learning day that is presented in mid-April to expand multi-cultural awareness and education.

Membership in College Groups

College groups are populated through various methods contingent on the source of authority on which the group is based.

- Governance Groups: Faculty Senate: The senate is a senate-of-the-whole. The faculty elects its representatives and officers.
- Governance Groups: Standing College Committees:
 - The membership of each standing committee is outlined in the next section.
 - Members are selected as follows:
 - Faculty members are appointed by the Faculty Senate President.
 - Administrators are appointed by the Executive Vice President or Vice President, Finance and Administration.
- Organizational Groups: Membership is determined by the position held within the college.
- Advisory Committees: Membership is voluntary. These committees are generally representative of the college constituencies most appropriate to the charge of the group.
- Project Groups: Membership is voluntary.

Organizational Groups

Deans' Council

A. Charter

The purpose of the Deans' Council is to

- Share responsibility for and resolve site-related issues;
- Share responsibility and perspectives on operational issues;
- Maintain a focus on strategic plans; and
- Enrich collaboration between and among areas of responsibility.

B. Membership

Chair: Executive Vice President

Members:

Dean of General Education
Dean of Professional Technical Education
Dean of Enrollment and Student Services
Dean of Distributed Learning

The Deans' Council meets weekly.

Executive Team

A. Charter

The purpose of the Executive Team is to share information across administrative functions.

B. Membership

Chair: President

Members: Executive Vice President
Vice President, Finance and Administration
Vice President, Institutional Advancement
Executive Director, Information Technology and Facilities
Budget Director
Dean of General Education
Dean of Professional Technical Education
Dean of Enrollment and Student Services
Dean of Distributed Learning

The Executive Team meets once a month or less frequently as needed.

President's Cabinet

A. Charter

The purpose of the President's Cabinet is to:

- Execute Board of Trustee directives.
- Monitor implementation of the Strategic Plan.
- Create and review policies to present to the Board of Trustees.
- Recommend agenda items for the Board of Trustee meeting.
- Finalize budget recommendations for the Board of Trustees.
- Share information across functions.

B. Membership

Chair: President

Members: Executive Vice President
Vice President, Finance and Administration
Vice President, Institutional Advancement
Executive Director, Information Technology and Facilities

The President's Cabinet meets once a week.

Charters for Standing College Committees

Finance Committee

A. Charter

The purpose of the Finance Committee is to:

- Ensure compliance to all policies related to the Business Office.
- Develop financial reports for the Board of Trustee.
- Provide financial oversight to a Board member and a community liaison on a more detail level when requested.
- Provide updates on the state level budget discussions.
- Discuss policies that need to be developed and presented to the Board of Trustees.
- Recommend agenda items for the Board of Trustee meetings to the President.

B. Membership

Membership is by appointment by the Board of Trustees and meets once a month.

Members:

Trustee Board Member

Member of the business community appointed by the Board of
Trustee Chair

Vice President, Finance and Administration

Controller

Budget Director

College Council

A. Charter

The purpose of the College Council makes recommendations to the President regarding:

- Development and implementation of the Strategic Plan – including the Educational Master Plan and the Facilities Master Plan.
- Institutional financial parameters for the development and implementation of the college budget.
- The accreditation documents to be submitted to NWCCU.
- Review of the program review process and integration of them into future college plans.

B. Membership

Co-chairs: Two members of the College Council will be elected as Co-chairs with the stipulation that each person must come from a different constituency. The College Council meets twice a month.

Members:

Executive Vice President
Vice President, Finance and Administration
Executive Director, Information Technology and Facilities
Associate Vice President, Instruction
Dean, Enrollment & Student Services
President, Faculty Senate
Vice President, Faculty Senate
Faculty Ombudsperson
Adjunct Faculty member (appointed by the Faculty Senate)
One PTE department chair (elected by the PTE department chairs)
One Gen Ed department chair (elected by the Gen Ed department chairs)
Two Staff representatives chosen by the Staff Association(s)
Two Students (chosen by the Student Association)

The College President will have an open agenda item at all meetings and will participate as invited on other agenda items.

Council support will be provided by the administration.

Curriculum Committee

A. Charter

The purpose of the CWI Curriculum Committee, a standing college committee, is to review, approve, and recommend to the College President, all CWI curriculum in the form of courses, programs, and degrees. The committee will ensure appropriate instructional design, integrity, and implementation. The Curriculum Committee reviews and recommends all new courses, new programs, modifications to existing courses and programs, and graduation requirements. Committee's charge:

- Integrity of curriculum, including establishment of prerequisites, outcomes and placement of courses within disciplines.
- Degree and certificate programs demonstrate coherent design; are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning and assessment of learning outcomes.
- Addition, modification and removal of courses and programs.

B. Membership

Participants make a minimum 2-year commitment to serve on the Curriculum Committee. Members are identified in the spring of each year. Training required for serving on this committee is conducted during fall In-Service week. The Curriculum Committee has nine (9) voting members and meets once a month during the academic year (9 times).

Chair: Faculty member appointed by the Faculty Senate and College Council.

Voting Members: Curriculum Chair and Department Chairs from each of the instructional departments.

Non-Voting Members:

Associate VP of Instruction
Registrar
Dean(s) and Faculty Chair
Director of Library/Learning Resources
Director of Financial Aid
Representative from Information Technology
Articulation Officer

Facilities Committee

A. Charter

The purpose of the CWI Facilities Committee, a standing college committee, is to plan for all CWI facility needs as well as program location and relocation. The Facilities Committee reviews all new plans and modifications to existing facilities making recommendations directly to the President.

Committee's charge:

- Integrity of . . .
- Demonstrated. . . .
- Addition, modification and removal of

B. Membership

Participants are appointed based on position and person on an ongoing basis. There are 13 people on the Facilities Committee which meets weekly.

Co-Chairs: Executive Director of Facilities and IT and Special Assistant to the President. Appointed by the President.

Members:

Assistant Vice President

PTE Department chair

PTE Department Chair, Business Management and Administration, IT Dept.

Director, Center for Workforce Development

Community Education Director

Director, Adult Basic Education

Assistant to the President for Community and Governmental Relations and Economic Development

Budget Director

Safety Committee

A. Charter

The purpose of the CWI Safety Committee, a standing college committee, is to identify and analyze safety and security issues and make recommendations for changes, when and where warranted, to the College Council. Committee's charge:

- Identify and analyze safety and security issues.
- Make recommendations to the College Council.

B. Membership

Participants are appointed based on position and person on an ongoing basis. There are five (5) members on the committee which meets twice monthly. One of the members is appointed by the Faculty Senate.

Chair: Appointed by the Vice President, Finance and Administration

Members:

Director of Human Resources
Executive Director of Facilities and IT
Lab Materials Supervisor
Security Manager
Faculty Representative

SECTION 3: TIMELINES AND SEQUENCES IN KEY COLLEGE DECISIONS

The charts in this section present the sequence in key college decisions and a timeline for the processes.

Allocating resources:

- #1 How is the priority list developed for full-time faculty?
- #2 How is the priority list developed for full-time staff?
- #3 How is the next fiscal year's budget developed for priorities other than staffing?

Program review and planning:

How does the college participate in the development and review of program plans?

Allocating resources:

#1 How is the priority list developed for full-time faculty?

September

College programs review and up-date the tentative Annual Program Plans submitted in spring. Final Annual Program Plans due in late September.

Deans and Directors ensure that faculty and staff in their area participate in developing and up-dating the Annual Program Plans.

October

In early October, Deans and the Faculty Senate Executive Committee receive copies of all program plans that include requests for full-time faculty positions.

The requests for full-time faculty positions are reviewed within the context of that program's overall plan and college-wide needs.

On mid/late October, the Deans and the Faculty Senate officers jointly evaluate the full-time faculty requests and prepare a list of recommended priorities of full-time faculty positions to be hired.

October

College programs submit Annual Program Plans. Deans ensure that faculty and staff in his/her area have an opportunity to participate in developing and reviewing the Annual Program Plans. In Business Services programs, Directors ensure that staff members have an opportunity to participate in developing and reviewing the Annual Program Plans.

Justifications for full-time faculty are based on the educational master plan and program review as these relate to the institutional goals identified in the educational master plan.

Allocating resources:

#2 How is the priority list developed for full-time staff?

November/December

In Student Learning Divisions, faculty, staff, and Deans collaboratively identify needs for full-time staff.

In College Services areas, Supervisors and staff collaboratively identify needs for full-time staff.

Justifications are based on college planning documents and program reviews.

January/February

Deans, Supervisors, and appropriate faculty/staff present justifications to the College Council.

The College Council reviews requests and prepares prioritized list of needed full-time positions.

To ensure campus-wide communication, the prioritized list is presented to Divisions/Department/Programs.

March

The priority list is presented to the College President for review and approval.

The College President will consult with the College council if the President's final decision differs from the College Council recommendations.

The College President will distribute the list college wide and will determine the number and timing of positions to be announced.

Allocating resources:

#3 How is the next fiscal year's budget developed for priorities other than staffing?

October through December

College programs submit Annual Program Plans. Deans ensure that faculty and staff in his/her area have an opportunity to participate in developing and reviewing the Annual Program Plans. In Business Services programs, Directors ensure that staff members have an opportunity to participate in developing and reviewing the Annual Program Plans.

The College Council reviews the college Annual Program Plans for college-wide goals to identify which college objectives identified in the educational master plan require funding.

March/April

In Student Learning Divisions, faculty, staff, and Deans collaboratively verify that the fiscal needs identified in the Annual program Plans still reflect programmatic needs.

In Business Services programs, staff, Supervisors, and Directors collaboratively verify that the fiscal needs identified in the Annual Program Plans still reflect programmatic needs.

April/May

VP of Business Services prepares tentative budgets based on current Annual Program Plans.

Budgets are distributed for each Dean's/Director's review and returned to the VP of Business Services. Any changes are reviewed by the EVP and VP, and changes are made in areas of agreement. Budgets are then distributed to Divisions/Departments/Programs.

The College Council reviews tentative budgets with consideration of budget guidelines and college objectives.

May/June

Tentative budget is reviewed at various levels at the college including a review by the College President and the Extended Executive Team prior to being submitted for Board approval.

SECTION 4: COLLEGE PLANNING AND ASSESSMENT

Planning

The narrative that follows explains each element in the College's planning process.

Mission/Vision

Every conversation/decision is grounded in the college mission and vision.

External Environment

External scans include feedback from economic forecast reports, community reports, and advisory committees. This information is summarized for the college in the Institutional Effectiveness Report and at the fall planning retreat.

Internal Environment

Each program completes a program review each year in which the productivity data and other indices of program effectiveness are summarized.

College Master Plans

The Educational Master Plan is revised every five years to project a college roadmap of students' future needs for each college program. This master plan is the foundational document for the Facilities and Technology Master Plans. This integration of the three master plans keeps the college on a consistent course guided by the needs of the college's future students.

The Educational Master Plan includes a summary of multiple-year trends in external scans, status of the college's work on the identified strategic directions, and the status of each program including projections of short-term and long-term growth. This mix of quantitative and qualitative information is filtered through the college mission and vision to provide a logical structure for ordered growth.

The Facilities Master Plan links projections for the growth of each college program to the college's physical plant. The Technology Master Plan links projections for growth of each college program to needs for supporting technology.

Strategic Directions

At the fall planning retreat, representatives of the college community reviewed current information from external and internal scans, and within the context of the college's mission, formulated strategic directions that serve as the college goals for 5 years.

Action Plans

Specific plans for actions are derived from the strategic directions.

- at the college level through work by the Executive Vice President and appropriate college groups; and
- at the program level as required in the Program Plans.

Links between Planning, Program Plans, and College Decisions

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources.

In addition, Program Plans are used to determine each program's status. The Executive Vice President, Vice President, Finance and Administration, the Dean, the Department Chair, and interested faculty/staff meet to:

- Validate the budget requests in the Program Plan, and
- Determine each program's status.

The program status is determined to be as *stable*, *growth*, or *attention* based an analysis of these factors:

- Three-year trends in program review data elements:
 - student enrollment
 - number of sections offered
 - productivity (WSCH/FTEF)
 - full-time/part-time faculty ratio
- Environmental scans data relevant to the specific program.
- Need for facilities rated as:
 - Impacted facilities with plans to accommodate or
 - Impacted facilities with no plans to accommodate
- Need for equipment rated as:
 - Major needs with plans to meet
 - Major needs that no plans to meet
 - Minor needs

For example, using this rubric, a program rated as *attention* would demonstrate upward or downward trend in program review data elements with wide margins. For example, such a program may have growth potential but the college has insufficient resources and/or facilities to support that growth.

The Executive Vice President prepares a summary of the college program evaluations which is then presented to key college committees, the Faculty Senate, and then the President and the Board of Trustees.

APPENDIX I: FACULTY SENATE CONSTITUTION AND BY-LAWS

CWI Faculty Senate Constitution

Unanimously ratified by the full faculty on August 17, 2009

Article I (Identification and Purpose)

1. The Faculty Senate is the official representation of the faculty of the College of Western Idaho, hereinafter referred to as “the College.”
2. The Senate considers and recommends policy relating to the Faculty and College.
3. The Senate provides a forum for faculty concerns. All faculties, full-time and adjunct, may present concerns to the Senate. The Faculty Senate considers all faculty concerns that are brought before it.

Article II (Membership)

1. The membership of the Senate consists of officers, adjunct senators elected at-large, and representatives elected by teaching departments. Eligible departments are specified in the Faculty Senate By-laws.
2. The representatives will be apportioned as described in the Faculty Senate By-Laws.
3. The Terms of the Senators are specified in the By-laws.
4. Dismissal of any Senator requires an affirmative vote of a majority of the College faculty.

Article III (Officers)

1. The faculty will elect a President, Vice-President, and Secretary according to the election procedures specified in the By-laws.
2. Functions and terms of the officers are specified in the By-laws. There are no term limits.
3. Dismissal of any officer requires an affirmative vote of a super-majority of the Senate.

Article IV (Meetings)

1. A meeting of the Senate requires a quorum of members, as specified in the By-laws.
2. There shall be at least one meeting monthly each long semester held during the academic year and at least once per summer semester.
3. Additional meetings may be called by the Senate President.
4. Additional meetings may also be called by petition from at least ten percent of the senators.

- a. Upon receipt of such a petition, the Senate President must call a meeting within one week.

Article V (Revisions)

1. This Constitution may be changed by an affirmative vote of at least two-thirds of the voting College faculty.
2. The Senate may adopt, remove, or change By-laws to this Constitution by an affirmative vote of a majority of the members present at a meeting.

CWI Faculty Senate By-Laws

Unanimously ratified by the full faculty on August 17, 2009

Membership

All full-time and adjunct faculty are eligible to be elected members of the Faculty Senate, hereinafter referred to as the Senate.

Election Procedures for Senators

1. Each department of the College will be allotted one Senator. At the time of ratification, there are 8 departments within CWI Instruction (Health Professions and Early Childhood Education; Manufacturing, Horticulture and Culinary Arts; Information Technology / Business Management and Administration; Transportation; Business and Economics; Language and Arts; Math and Science; Social and Behavioral Sciences).
2. Two adjunct senators will be elected by the adjunct faculty at large.
3. Each spring, prior to the end of the semester, the departments of the College will elect new Senators after the campus-wide officer election. The new Senators will take office at the end of the spring semester.
4. Each department will develop its own process for electing senators from their full-time and/or adjunct faculty.
5. Senators will serve a one-year term.

Election Procedures for Officers and at-large Senate seats

1. Senate officers and at-large Senators will be elected, at large, during the Spring semester before the departmental senate elections take place.
2. All tie votes are decided by the toss of a coin by the Secretary of the Senate or other officer in the Secretary's absence.
3. All elected officers serve a one-year term.

Untimely Vacancies

1. Any untimely vacancy within the President, Vice-President, Secretary offices, or at-large seats shall be filled by a vote of the Senate.
2. A vacant Senate seat may be filled by the affected department.
3. Persons filling vacancies shall serve out the remainder of the term of the original occupant of the vacant position.

Responsibilities of Officers

1. The Faculty Senate President shall
 - a. Conduct scheduled Faculty Senate meetings.
 - b. Schedule Faculty Senate meetings and communicate this schedule to the faculty at large.
 - c. Determine the agenda for Faculty Senate meetings.
 - d. Attend regularly scheduled Board of Trustees meetings.
 - e. Act as liaison between the faculty and administration.
 - f. Ensure that the faculty handbook is up to date and available to faculty.
 - g. Meet with the President of the College on a regular basis to discuss faculty concerns and serve as the general representative of the faculty body.
 - h. Report to the senate the topics and discussions held with the administration.
2. The Faculty Senate Vice-President shall
 - a. Perform the duties of the President in the President's absence.
 - b. Attend regularly scheduled Board of Trustees meetings.
3. The Faculty Senate Secretary shall
 - a. Take minutes.
 - b. Write up minutes and send draft to Faculty Senate President for review.
 - c. Set up e-mail distribution list for everyone in the Faculty Senate.
 - d. After approval, send out minutes to the entire faculty (via e-mail).
 - e. Save e-mail.
 - f. Send hard copies to President, Vice-Presidents, Instructional Deans, and the Library.
 - g. Retain hard copy for record.
 - h. Retain any handouts distributed during the meeting.

Meeting procedure

1. For a Meeting of the Faculty Senate to take place, over 50% of the Senators and officers must be in attendance.
2. Faculty Senate decisions shall be made by simple majority (more than fifty percent) of those members present and voting at any regularly scheduled or properly announced Senate meeting.
3. All new issues brought before the Senate shall be tabled for debate and vote until the next scheduled meeting unless two-thirds of the Senate deem it significant for immediate action.
4. Parliamentary procedures as in Roberts Rules of Order shall be used for all Senate meetings.

Committees

1. The Senate President may convene ad hoc committees to address special issues and appoint willing Senate members to serve on campus-wide committees.

APPENDIX II: PROPOSED PROGRAM REVIEW PROCESS

Purpose for Program and Unit Review

In accordance with the Idaho State Board of Education, the goals of program review are: 1) maintenance and enhancement of the quality of instruction, research, and public service efforts, 2) assurance of the postsecondary education system's responsiveness to changing societal and state needs, 3) promotion of effective and efficient management of the state's resources, and 4) assisting institutions in defining how effective their programs and units are.

Further, at CWI, Program and Unit review is a continuous and collaborative assessment process which places emphasis on (1) continuing to improve the quality of programs and services, (2) linking the program or unit to the community it serves, and (3) connecting reviews to planning, decision-making, and resource allocation at the departmental and college level.

This process is accomplished by (1) gathering information about a program or unit, (2) reviewing and analyzing this information, (3) synthesizing all available information and making assessments about overall program and unit quality, (4) making recommendations for improvement, and (4) following up to ensure that the program, department or unit is fully supported in its efforts to address the outcomes of the review. The review process is twofold: Annual Program Plans and In-depth Reviews. In-depth Reviews occur (options here: (1) every 5 years or (2) when the annual program plan indicates a need for "attention"). Written Annual Program Plan reports and In-depth Reviews shall be submitted October through December.

Major Areas of Annual Program Plans

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources.

Instructional and professional program plans should include but not be limited to the following data:

- Three year trends in: student enrollment, number of sections offered, productivity, full-time/part-time faculty ratio
- Environmental scans data relevant to the specific program

Unit Annual Plans should include but not be limited to:

- Evidence of effective and efficient management of the state's resources
- Evidence of appropriate support for the instructional and professional programs

- Clearly defined administrative objectives
- A method of assessment
- Methods for identifying and implementing change based on assessment results

Program and Unit needs should include as appropriate:

- Need for facilities rate as: impacted facilities with plans to accommodate or impacted facilities with no plans to accommodate
- Need for equipment rated as: major needs with plans to meet, major needs with no plans to meet, minor needs
- Needs for full-time faculty
- Needs for full-time staff

Status of Programs based on Annual Program Plans

Program Plans are used to determine each program's status. Program status is determined to be "stable," "growth," or "attention." A program rated "attention" would demonstrate upward or downward trends in program review data elements with wide margins. The Executive Vice-president, Vice-president, Finance and Administration, the Dean, the Department Chair, and interested faculty/staff meet to:

- Validate the budget requests in the Program Plan, and
- Determine each program's status based on the major areas of Annual Program Plans (above)

Major Areas of In-depth Review

- Program Portfolio
- Resources: students, faculty, administration, library, facilities, student support
- Outcomes: Indicators of Program Quality, Assessment data/report, Summary and recommendations
- Requests for Augmentation: Personnel, Equipment, Facilities
- Annual Program Plans

Program Review Process and Portfolio

All instructional and professional programs and units will (options (1) be scheduled for an In-depth review once every five years or (2) complete an In-depth Review when the Annual Program Plan indicates a need for "attention.") If a unit also experiences periodic peer review for purposes of accreditation, the internal and external review processes will be carefully coordinated to minimize duplication of faculty time and effort. Administrative units may be scheduled more frequently. Written In-depth Reviews shall be submitted October through December.

For instructional and professional units' In-depth Reviews, the program chair and representative faculty will present the Program Portfolio using the Criteria for Program Portfolio and a summary and analysis of the annual reviews to the College Council. Administrative units will complete in-depth reviews using the Criteria for Program Portfolio that are applicable. The supervisor of the unit will present the Program Portfolio to the College Council.

Criteria for Program Portfolio

Every effort will be made to standardize the formats of the various requests for information directed to campus units for purposes of planning, resource allocation, and program evaluation. The campus office of Institutional Research will be able to assist department chairs and faculty in assembling the appropriate information for In-depth Reports. The program or unit portfolio outline that follows is meant to be suggestive rather than prescriptive. Not all measures will be applicable to unit reviews. Each department or unit may have additional information to include and may choose a different order for parts of the narrative.

Program and Unit Portfolio

Brief History of the Program or Unit-Origin and significant events in its development

Mission and Goals

- Statement of mission, including relationship to college and campus missions
- Specific goals in the areas of teaching and learning
- Evidence of external demand and internal linkage (is the program a provider of general education?)

Program or Unit Content

- Distinctive characteristics of the program or unit
- Structure, breadth, and depth of curricular offerings, including interdisciplinary programs
- Desired learning outcomes for students
- Extent to which the department provides instructional support to the colleges "program of general education"
- Extent to which the department provides instructional support for other majors
- Evidence of regular review and adherence to Curriculum Committee policies, regulations, and procedures for program and course changes

Outcomes Assessment

- Summary of department or unit policy
- Program level summary report

Resources

Students (Data for the past 3 years)

- Characteristics of students in the program (general demographics to include age, gender, race, family status, first generation attendees, prior educational experience, language spoken at home). Self-declared original education goals: undecided on goal; complete credits for high school diploma; improve basic skills; educational development; maintain certificate or license; advancement in current job/career, prepare for new career; discover career interest, plans, goals; vocational certificate w/o transfer; vocational certificate with transfer; transfer w/o an AA; AA and transfer to a 4 year college and student load: number of units taken each semester, total number completed.
- Description of recruitment practices and admissions criteria (if applicable)

Faculty

- General description of faculty, including year hired
- Faculty development completed in the past 5 years
- Evidence of Faculty accomplishments, including participation in College and other campus-wide initiatives, and teaching evaluations obtained from students, graduates, and peers
- Curriculum vitae for each faculty member, including list of courses taught, description of advising/mentoring responsibilities
- Student-faculty ratio
- Full-time, part-time faculty ratio

Library

Evidence that the program requires the use of the library and other information sources

Facilities

Overview of the physical environment for the program, including instructional technologies, other equipment and supplies

Technology

Evidence that appropriate support is provided for student, faculty, services, and administration to facilitate student success and effective and efficient management of the state's resources

Student Support

Description of student course placement instruments and procedures, including numbers recommended for placement into developmental skills courses, levels of developmental courses in mathematics, reading, and English, retention numbers for those with developmental skills needs, success in other courses for those enrolled in and those completing development skills courses, success rates correlated with course levels.

Description of orientation, advising, tutoring, mentoring, monitoring of progress, out-of-class contact with faculty, internships/field experiences, professional experiences, professional organizations and clubs, and other out-of-class learning opportunities.

Evidence that developmental skills requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses.

Opportunities for student involvement in program planning and evaluation

Description of efforts made to place graduates (if applicable)

Description of efforts to support entering students, including first-year seminars and learning communities

Evidence the program's courses are scheduled for optimum learning and student accessibility. Data should include when and how often courses are offered, the number of under-enrolled and over-enrolled courses, the number of courses added late, numbers and percentages of on-line and hybrid course, and the number and percentages of off-campus courses

Outcomes

Indicators of Program Quality

- Evidence of student demand for entry/transfer into the program
- Evidence of student retention in the program
- Number of graduates
- Evidence of student achievement of specified learning outcomes in the major
- Evidence of faculty analyses and responses to achieved learning outcomes
- Evidence of student learning in service courses (if offered)

- Evidence of transfer into higher education including numbers, percentages, and destination colleges
- Evidence of graduates placed in employment in the field
- Numbers of licensure, certificates, degrees awarded
- Alignment with industry standards, and current and future market conditions
- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, community members or agencies

Indicators of Unit Quality

- Evidence of effective and efficient management of the state's resources
- Evidence of appropriate support for the instructional program
- Clearly defined administrative objectives
- A method of assessment
- Methods for identifying and implementing change based on assessment results

Assessment data/report

A summary report of programs, course, and unit outcomes including how they were assessed and what course of action (if any) is warranted

Summary and Recommendations

This section gives the program or unit an opportunity to recap its strengths, areas of concern, and make recommendations for the future.

- Previous In-depth Reviews and Annual Program Plan recommendations
- Current Program strengths
- Areas of Concern
- Program Recommendations for the Current Review



College of Western Idaho

Unit Plans 2010-2015

May 18, 2010

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College of Western Idaho
Unit Plans 2010- 2015
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Introduction to College of Western Idaho Unit Plans 2010 – 2015

The following plans describe each unit's specific goals for the next five years.

The instructional and student services unit plans are a logical progression from the Educational Master Plan.

The unit plans for instructional programs include:

- Projection of each program's growth rate compared to the College's overall growth: faster than the College, the same as the College, or slower than the College;
- Current full-time equivalent students;
- Full-time equivalent students projected to 2014-2015;
- A description of how this growth target will be achieved while maintaining and/or improving efficiency;
- Current full-time equivalent faculty and staff;
- Full-time equivalent faculty and staff projected to 2014-2015;
- The resources necessary to generate the growth; and
- The cost of department-specific programmatic projections.

The unit plans for student services programs include:

- Projection of each program's growth rate compared to the College's overall growth: faster than the College, the same as the College, or slower than the College.
- A description of how this growth target will be achieved while maintaining and/or improving efficiency;
- Current full-time equivalent staff;
- Full-time equivalent staff projected to 2014-2015;
- The resources necessary to generate the growth; and
- The cost of department-specific programmatic projections.

Comparing this table of contents to the programs described in the Educational Master Plan, unit plans were not prepared for the:

- Center for Workforce Development,
- The for-credit instructional programs under theegis of this Center (fire services technology and farm business management);
- Community Education; and
- Distance Education/Virtual Campus.

The rationale for omitting these programs from Unit Plans 2010-2015 is:

- Both the Center for Workforce Development and Community Education are intended to be self-supporting components of the college; as such their plans for future development are expected to be independent of the College's fiscal resources.
- The two for-credit programs supervised by the Center for Workforce Development are primarily funded by agencies external to the College.
- The *College of Western Idaho Educational Master Plan 2010-2015* includes the action steps and timelines for the College's Distance Education/Virtual Campus; a unit plan for this program would have been redundant.

Unit plans for two administrative services are included: Fiscal Services and Human Resources. These plans review current staffing and project staffing needs for the next five years.

Information from all of the unit plans provided the data needed to complete other plans, such as the projected assignable square footage in the Facilities Plan and the projections of personnel and other costs that are the essential in the *Finance Plan 2010-2015*. The attachments to the *Finance Plan 2010-2015* include the cost estimates derived from the unit plans.

The unit plan for technology infrastructure, hardware, and software was prepared by a separate consulting group (SIG) and is not included in this binder.

Unit Plan for Academic Advising

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

- Add staff (see below)
- Implement Virtual One-Stop Student Services Centers with the self-guided advising modules to serve students who self-declare and online students
- Make the Virtual One-Stop Student Services available through student kiosks
- Offer the advising workshops in larger rooms to accommodate a greater number of students per workshop
- Implement the Continuation Contract process in which an advisor meets once or twice with a student to develop an educational plan for the student's matriculation; this will reduce the number of academic advising sessions needed

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: 3

Full-time equivalent staff needed for 2014-15: 7

- Add 2 advisors in order to have an advisor on site at each of the College's primary locations to serve both the students and the faculty at these locations
- Add 2 specialist positions for the Career and College Transfer Centers

Cost of department-specific programmatic projections

Project	Cost
Establish Career and College Transfer Centers to provide these services in workshops and one-on-one appointments: career assessments; career databases with typical work, salary, and educational requirements; resume and cover letter review; interview practice; and application assistance for transfer.	Salaries for 2 specialist positions
Implement the electronic retention alert program by which faculty and staff may identify students as at-risk if they are underprepared, fail to attend class, fail to participate, need tutoring, are routinely late, evidence a change in his/her behavior, and pose a threat to self or others	-0-

Implement training for faculty advising in multiple formats	-0-
Develop online self-guided advising modules for new students and for students who are close to graduation	-0-
Develop a peer advising program	-0-

Unit Plan for Accounting

1. Data

Projected growth rate compared to overall College growth rate:

Faster rate than the overall College growth: 30% each year for 5 years

FTES Fall 2009: 10.7

FTES 2015 target: 39.7

2. What strategies will this department use to reach the 2015 target FTES and to increase FTES/FTEF?

- Increase online offerings
- Offer additional courses in the catalog which are currently not being offered
- Increase marketing and outreach, including offering community business symposiums
- Work with the Mathematics Department to improve retention in math courses prerequisite to accounting courses
- Increase average class size

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	0.5
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (20.1)	2.0
With a class size of 30	1.3
With a class size of 35	1.1
With a class size of 40	1.0

Cost of department-specific programmatic projections

Project	Cost
Expand the course schedule to include online sections	-0-
Explore transferring the professional technical education accounting program to general education in order to provide students with transferrable credits to fulfill baccalaureate degree requirements as well as associate degree requirements	-0-

Unit Plan for Administrative Support

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years*

FTES Fall 2009: 61.3*

FTES 2015 target: 152.5*

2. What strategies will this department use to reach the 2015 target FTES?

- Create multiple points of entry to increase student access
- Offer evening and summer classes, which may require reassigning faculty
- Provide more flexible delivery of instruction
- Add a specialization in medical administrative support
- Offer more classes in a hybrid format with facilitated online learning
- Raise the capacity of the student cohort from 20 to 28
- Reduce the requirements to create a one-year program

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 4.2*

Average class size = 14.6

Full-time equivalent faculty needed for Fall 2014:

With class size of 15 10.2*

With class size of 20 7.6*

With class size of 25 6.1*

*The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Cost of department-specific programmatic projections

Project	Cost
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-
Develop hybrid formats for lecture courses	-0-
Expand the advisory committee to include employers of administrative assistants	-0-
Improve and expand data collection on program enrollment, completers, and job placement including separating the information on the three programs currently combined in Business Technology data	-0-

Collaborate with other disciplines to share laboratory facilities	-0-
Develop and initiate web-enhanced assignments	-0-

Unit Plan for Allied Health

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 42.9

FTES 2015 target: 69.1

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 1.5

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (29.3) 2.4

With a class size of 30 2.3

With a class size of 35 2.0

With a class size of 40 1.7

Cost of department-specific programmatic projections

No programmatic projections

Unit Plan for Anthropology

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 31.2

FTES 2015 target: 77.6

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	1.9
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (26.0)	3.0
	With a class size of 30	2.6
	With a class size of 35	2.2
	With a class size of 40	1.9

Cost of department-specific programmatic projections

No programmatic projections

Unit Plan for Applied Accounting

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years*

FTES Fall 2009: 61.3*

FTES 2015 target: 152.5*

2. What strategies will this department use to reach the 2015 target FTES?

- Reduce prerequisites to broaden student entry
- Put videos of projects on YouTube to generate student interest
- Collaborate with the Marketing Department to promote the program
- Teach courses in a hybrid format to increase student access
- Promote certification as a professional bookkeeper (American Institute of Professional Bookkeepers)

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 4.2*

Average class size = 14.6

Full-time equivalent faculty needed for Fall 2014:

With class size of 15 10.2*

With class size of 20 7.6*

With class size of 25 6.1*

*The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Cost of department-specific programmatic projections

Project	Cost
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-
Develop hybrid formats for lecture courses	-0-
Expand the advisory committee to include employers of applied accounting technicians	-0-
Improve and expand data collection on program enrollment, completers, and job placement including separating the information on the three programs currently combined in Business Technology data	-0-

Collaborate with other disciplines to share laboratory facilities	-0-
Identify the pros and cons of maintaining this program in professional technical education versus shifting the program to general education	-0-
Develop and initiate web-enhanced assignments	-0-

Unit Plan for Assessment Services

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

- Increase for-fee services to convert this unit into a profit center
- Increase the range of services such as proctoring examinations for online courses

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: 4

Full-time equivalent staff needed for 2014-15: 6

2 staff positions contingent on a fee being charged for Virtual Campus;
staff will increase the hours of operation

Cost of department-specific programmatic projections

Project	Cost
Increase hours of operation to include evenings and weekend	2 staff positions (see above)
Support developmental courses by providing diagnostic information as well as placement scores	-0-
Collaborate with science and modern language faculty to identify and implement placement testing for these disciplines	-0-

Unit Plan for Art

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 44.2

FTES 2015 target: 110.0

2. What strategies will this department use to reach the 2015 target FTES and to increase FTES/FTEF?

- Increase online offerings
- Add new courses to curriculum, including photography and graphic arts, leading to a new commercial art major
- Recruit more students with the goal of transferring to Boise State University as art majors
- Increase average class size in lecture courses

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	1.9
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (22.9)	4.8
	With a class size of 30	3.7
	With a class size of 35	3.1
	With a class size of 40	2.7

Cost of department-specific programmatic projections

Project	Cost
Offer art studio courses contingent on identifying appropriate/sufficient space on campus or through a partnership with local institutions	To be determined
Develop online and hybrid formats for lecture courses	-0-

Unit Plan for Auto Body

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 33.9

FTES 2015 target: 33.9

2. What strategies will this department use to reach the 2015 target for FTES/FTEF?

- Promote the professional technical certificate which can be completed in one year
- Offer advanced classes on weekends and evenings to appeal to students currently working in the field

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 4.6

Average class size = 7.3

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 2.3

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Develop and initiate web-enhanced assignments	-0-

Unit Plan for Automotive Technology

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 57.5

FTES 2015 target: 57.5

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Offer advanced classes on weekends and evenings to appeal to students currently working in the field
- Relocate the program to a larger facility to increase safety and capacity
- Design a marketing program to make the public more aware of this educational opportunity

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 3.8

Average class size = 15.1

Full-time equivalent faculty needed for Fall 2014: 3.8

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility	To be determined
Integrate technology for hybrid cars across the curriculum	-0-
Develop courses or modules for training in light-duty diesel vehicles	Grants/ partnerships
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Develop and initiate web-enhanced assignments	-0-
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-

Unit Plan for Biology

1. Data

Projected growth rate compared to overall College growth rate:

Faster rate than overall College growth: 30% each year for 5 years

FTES Fall 2009: 166.7
FTES 2015 target: 618.9

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum leading to an associate degree in biology
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	6.1
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (27.2)	22.8
	With a class size of 30	20.6
	With a class size of 35	17.7
	With a class size of 40	15.5
	Full-time equivalent lab materials technicians in Fall 2009	2.0
	Serves labs for biology, chemistry, physics, geology, geography on Nampa Campus and biology lab at Canyon County Center	
	Full-time equivalent lab materials technicians needed for Fall 2014	4.0
	Contingent on the number of additional labs	

Cost of department-specific programmatic projections

Project	Cost
Expand offerings to include Biology 120 Environmental Science, Biology 209 General Ecology, field study, independent study, and special topics	-0-
Collaborate with the Associate Vice President of Instruction to identify space for additional biology laboratories	Facilities costs to be determined; Supplies estimate = \$17K

Unit Plan for Business Administration

1. Data

Projected growth rate compared to overall College growth rate:

Faster rate than overall College growth: 30% each year for 5 years

FTES Fall 2009: 42.2

FTES 2015 target: 156.7

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase online offerings
- Offer additional courses in the catalog which are currently not being offered
- Increase marketing and outreach, including offering community business symposiums
- Work with the Mathematics Department to improve retention in mathematics courses that are prerequisites to business administration courses
- Increase average class size

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	1.6
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (26.4)	5.9
With a class size of 30	5.2
With a class size of 35	4.5
With a class size of 40	3.9

Cost of department-specific programmatic projections

Project	Cost
Develop an extracurricular Business Club	-0-
Distribute a calendar of business symposiums to provide information, inspiration and networking opportunities for business majors, the business community and other interested community members and college students	-0-
Develop a 2 + 2 agreement with local universities	-0-

Unit Plan for Chemistry

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 26.9

FTES 2015 target: 66.9

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum leading to an associate degree major in chemistry
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 1.4

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (19.2) 3.5

With a class size of 30 2.2

With a class size of 35 1.9

With a class size of 40 1.7

Full-time equivalent lab materials technicians in Fall 2009 2.0

Serves labs for biology, chemistry, physics, geology, geography on Nampa Campus and biology lab at Canyon County Center

Full-time equivalent lab materials technicians needed for Fall 2014 4.0

Contingent on the number of additional labs

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to identify space for a chemistry laboratory at a second College site	Cost contingent on site
Create hybrid delivery of chemistry courses	-0-

Unit Plan for Communication

1. Data

Projected growth rate compared to overall College growth rate:

Faster rate than overall College growth: 30% each year for 5 years

FTES Fall 2009: 187.6

FTES 2015 target: 696.5

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size in some courses
- Increase online offerings
- Offer courses in the catalog not currently taught
- Develop student internship opportunities

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	7.0
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (26.8)	26.0
	With a class size of 30	23.2
	With a class size of 35	19.9
	With a class size of 40	17.4

Cost of department-specific programmatic projections

Project	Cost
Evaluate and strengthen communication instruction in dual-enrollment programs	-0-
Develop a 2 + 2 agreement with local universities	-0-
Review models for offering communication courses in online and hybrid formats	-0-

Unit Plan for Computer Information Systems--Applications

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 23.2

FTES 2015 target: 58.0

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Project the proportion of the College's student population that need this course to successfully pass the College's Computer Skills Assessment
- Consider adding additional courses to this discipline

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 0.8

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (29.0) 2.0

With a class size of 30 1.9

With a class size of 35 1.6

With a class size of 40 1.4

Cost of department-specific programmatic projects

Project	Cost
Divide the course into modules, each focused on a different component of computer literacy	-0-
Identify the pros and cons of maintaining this program in general education versus shifting the program to Community Education	-0-

Unit Plan for Criminal Justice

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 38.4
FTES 2015 target: 95.6

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	1.4
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (27.4)	3.5
With a class size of 30	3.2
With a class size of 35	2.7
With a class size of 40	2.4

Cost of department-specific programmatic projections

Project	Cost
Develop 2 + 2 agreements with local universities	-0-
Develop student internship opportunities	-0-

Unit Plan for Culinary Arts

1. Data

Projected growth rate compared to overall College growth rate:
At capacity with current space

FTES Fall 2009: 65.7

FTES 2015 target: 65.7

2. What strategies will this department use to reach the 2015 target for FTES/FTEF?

- Analyze the number, kinds, and scheduling of courses and sections
- Improve relationships with related business and industry
- Improve marketing and recruiting
- Improve retention

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009 7.4

Average class size = 7.8

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 4.4

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Collaborate with local businesses to provide students with internship opportunities	-0-
Expand the curriculum into food service systems and administration	-0-
Design and implement strategies to increase student retention and persistence	-0-
Develop and initiate web-enhanced assignments	-0-
Develop hybrid formats for lecture courses	-0-
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Expand membership in the Advisory Committee to include restaurant owners	-0-

Unit Plan for Dental Assisting

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 42.3

FTES 2015 target: 68.1

2. What strategies will this department use to reach the 2015 target FTES?

- Improve retention by increasing entrance standards
- Improve College marketing and recruiting processes, highlighting the program's accreditation and certification
- Offer certification in expanded functions for students who have completed non-accredited programs at other colleges
- Offer continuing education credits for dental assistants already working in the field

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 2.6

Average class size = 16.3

Full-time equivalent faculty needed for Fall 2014: 4.2

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Develop hybrid formats for lecture courses	-0-
Develop and initiate web-enhanced assignments	-0-
Improve and expand data collection on program enrollment, completers and job placement	-0-

Unit Plan for Drafting Technology

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 56.4

FTES 2015 target: 56.4

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Develop a strong marketing program

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 2.6

Average class size = 21.7

Full-time equivalent faculty needed for Fall 2014: 2.6

Cost of department-specific programmatic projections

Project	Cost
Integrate principles of energy efficient construction across the curriculum	-0-
Collaborate with the Horticulture Technology Program to develop drafting modules for horticulture courses	-0-
Improve and expand data collection on program enrollment, completers and job placement	-0-
Develop hybrid formats for lecture courses	-0-
Develop and initiate web-enhanced assignments	-0-

Unit Plan for Dual Enrollment

1. Data

Projected growth rate compared to overall College growth rate:

Slower than rate of College growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

Add .50 dual enrollment coordinator position

Increase director's position to 100%

Provide professional development opportunities that would link high school teachers to the College

Provide classroom sets of textbooks and supplies for high school science labs or new high school courses

Develop a structure for full-time faculty to mentor high school faculty teaching dual enrollment courses

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: .75

Director's position is assigned .75 to dual enrollment

Full-time equivalent staff needed for 2014-15: 1.50

- Add a full-time director
- Add a .50 position dual enrollment coordinator position

Cost of department-specific programmatic projections

Project	Cost
Expand the program through active recruiting of high school faculty and students	Staff increase (see above)
Develop strategies to remove student barriers to registration, such as providing scholarships for needy students	-0-
Collaborate with Registration to increase the efficiency of registration in this program, such as establishing high school registration deadlines, identifying registration staff responsible for dual enrollment, and initiating memorandums of understanding with high schools to streamline data exchange	-0-
Offer courses to rural high schools via interactive video	-0-

Unit Plan for Early Childhood Education

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 58.1

FTES 2015 target: 93.6

2. What strategies will this department use to reach the 2015 target FTES and reach the target FTES/FTEF?

- Revise current curriculum to offer two-track program: a technical track and an academic track
- Improve marketing and recruiting
- Develop additional partnerships with the community
- Increase class size

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 7.6

Average class size = 7.6

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 6.2

With a class size of 20 4.7

With a class size of 25 3.7

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Tailor class schedules to meet the needs of students majoring in early childhood development	-0-
Expand the use of hybrid formats to deliver instruction	-0-
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Develop and initiate web-enhanced assignments	-0-
Identify the pros and cons of maintaining this program in professional technical education versus shifting the program to general education	-0-

Unit Plan for Economics

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 45.2

FTES 2015 target: 112.5

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Increase marketing and outreach, including offering community business symposiums

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	1.4
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (32.3)	3.5
	With a class size of 30	3.7
	With a class size of 35	3.2
	With a class size of 40	2.8

Cost of department-specific programmatic projections

Project	Cost
Develop an associate degree major in economics	-0-
Create opportunities for students to participate in behavioral economics studies	-0-

Unit Plan for Education

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 16.3

FTES 2015 target: 40.8

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size in some courses
- Increase online offerings
- Offer courses in the catalog not currently being taught
- Offer associate degrees in Physical Education and Early Childhood Education using courses and programs currently in the College of Southern Idaho catalog

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	1.1
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (26.3)	2.7
	With a class size of 30	1.4
	With a class size of 35	1.2
	With a class size of 40	1.0

Cost of department-specific programmatic projections

Project	Cost
Develop 2 + 2 agreements with local universities	-0-

Unit Plan for Electronics Technology

1. Data

Projected growth rate compared to overall College growth rate:
At capacity with current space

FTES Fall 2009: 72.3

FTES 2015 target: 72.3

2. What strategies will this department use to reach the 2015 target for FTES/FTEF?

- Analyze course scheduling
- Strengthen relationships with related business and industry
- Improve marketing and recruiting
- Implement strategies to increase retention

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	11.8
Average class size = 6.1	
Full-time equivalent faculty needed for Fall 2014:	
With a class size of 15	4.8

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility	To be determined
Develop and initiate web-enhanced assignments	-0-
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Develop hybrid formats for lecture courses	-0-

Unit Plan for English

1. Data

Projected growth rate compared to overall College growth rate:

Faster rate than the overall College growth: 30% each year for 5 years

FTES Fall 2009: 280.5

FTES 2015 target: 1,041.5

2. What strategies will this department use to reach the 2015 target FTES?

- Add developmental/bridge courses in English as Second Language and courses equivalent to adult basic education
- Bring from the College of Southern Idaho courses in Reading, English as a Second Language, and English literature
- Increase fill rate
- Increase online offerings

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	11.9
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (23.6)	44.1
With a class size of 30	34.7
With a class size of 35	29.8
With a class size of 40	26.0

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for placement in English courses, including the addition of a writing sample	Cost of COMPASS e-write
In aligning courses with College of Southern Idaho's courses, focus on below-transfer-level English, reading, and English as a second language	-0-
Develop services to support writing across the curriculum	-0-
Expand services available in the Writing Center to accommodate a greater number of students, develop a more systematic approach to assisting students, and provide access through an online component	See unit plan for Library and Learning Resources
Evaluate and strengthen English instruction in the dual-enrollment program	-0-

Unit Plan for Finance

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 13.4

FTES 2015 target: 33.3

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase online offerings
- Add transferable courses to the curriculum
- Increase marketing and outreach, including offering community business symposiums
- Increase average class size

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	0.6
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (22.3)	1.5
	With a class size of 30	1.1
	With a class size of 35	1.0
	With a class size of 40	0.8

Cost of department-specific programmatic projections

Project	Cost
Convert the courses to the Business Administration discipline	-0-
Collaborate with Community Education to offer personal finance and investing courses taught by general education instructors	-0-

Unit Plan for Financial Aid

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

Like registration, the Financial Aid unit processes applications; direct services to students are provided at the One Stop Student Services Centers.

3. Resources needed to generate growth

Personnel	Full-time equivalent staff in 2009-10:	6
	Full-time equivalent staff needed for 2014-15:	8

Cost of department-specific programmatic projections

Project	Cost
Establish a mechanism and process that will prepare CWI to apply for Federal Title IV eligibility as an independent college	\$ 30,000
Implement Datatel Colleague financial aid software	-0-
Develop a default management and counseling program for loan applicants/recipients	-0-
Collaborate with the Foundation to develop Foundation and Institutional scholarship application/award process(es)	-0-
Collaborate with the Marketing Department to develop financial aid literacy and outreach programs	-0-

Unit Plan for Geography

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 21.7

FTES 2015 target: 54.0

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum
- Collaborate with the Science Department Chair to determine whether Geographical Information Systems should be placed in Geology or Geography

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	0.9
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (23.3)	2.3
	With a class size of 30	1.8
	With a class size of 35	1.5
	With a class size of 40	1.3
	 Full-time equivalent lab materials technicians in Fall 2009	2.0
	Serves labs for biology, chemistry, physics, geology, geography on Nampa Campus and biology lab at Canyon County Center	
	 Full-time equivalent lab materials technicians needed for Fall 2014	4.0
	Contingent on the number of additional labs	

Cost of department-specific programmatic projections

No programmatic projections

Unit Plan for Geology

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 20.3

FTES 2015 target: 50.5

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase hybrid and online offerings
- Add courses to the curriculum, including those needed to create an associate degree major in geology
- Collaborate with the Social & Behavioral Science Department Chair to determine whether Geographical Information Systems should be placed in Geology or Geography

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	1.2
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (16.9)	3.0
With a class size of 30	1.7
With a class size of 35	1.4
With a class size of 40	1.3
 Full-time equivalent lab materials technicians in Fall 2009	2.0
Serves labs for biology, chemistry, physics, geology, geography on Nampa Campus and biology lab at Canyon County Center	
 Full-time equivalent lab materials technicians needed for Fall 2014	4.0
Contingent on the number of additional labs	

Cost of department-specific programmatic projections

Project	Cost
Offer geology courses at sites other than the Nampa Campus	To be determined
Develop online and hybrid formats for lecture courses	-0-

Unit Plan for Heavy Duty Truck Technology

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 10.7

FTES 2015 target: 10.7

2. What strategies will this department use to reach the 2015 target for FTES/FTEF?

- Pursue partnership with Caterpillar
- Expand current offerings contingent on space
- Relocate the program to a larger facility to increase safety and capacity
- Design a marketing program to make the public more aware of this educational opportunity

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009 0.8

Average class size = 13.4

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 0.7

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-
Integrate new government emissions regulations and the technology needed to meet these regulations across the curriculum	-0-
Improve and expand data collection on program enrollment, completers, and job placement	-0-

Unit Plan for Heavy Equipment Technology

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 35.2

FTES 2015 target: 35.2

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Pursue partnership with Caterpillar
- Expand current offerings contingent on space
- Relocate the program to a larger facility to increase safety and capacity
- Design a marketing program to make the public more aware of this educational opportunity

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 1.6

Average class size = 22

Full-time equivalent faculty needed for Fall 2014: 1.6

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility	To be determined
Integrate new government emissions regulations and the technology needed to meet these regulations across the curriculum	-0-
Create a specialization in heavy duty agriculture technology by developing courses specific to agricultural equipment	Partnership
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-

Unit Plan for History

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 108.4

FTES 2015 target: 269.7

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings, to include offering the associate degree with a history major online
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 3.0

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (36.1) 7.5

With a class size of 40 6.7

Cost of department-specific programmatic projections

Project	Cost
Collaborate as needed to strengthen and expand history instruction in the dual enrollment program	-0-
Collaborate to add history instruction to the Community Education offerings	-0-

Unit Plan for Horticulture Technology

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 49.7

FTES 2015 target: 80.0

2. What strategies will this department use to reach the 2015 target FTES and the target FTES/FTEF?

- Analyze course scheduling patterns to determine the best pattern for students
- Improve marketing and recruiting
- Analyze retention patterns

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 4.8

Average class size = 10.3

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 5.3

Cost of department-specific programmatic projections

Project	Cost
Integrate principles of sustainability across the curriculum	-0-
Collaborate with the Drafting Technology Program to develop drafting modules for horticulture courses	-0-
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Develop hybrid formats for lecture courses	-0-

Unit Plan for Humanities

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 15.8

FTES 2015 target: 39.3

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 0.6

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (26.3) 1.5

With a class size of 30 1.3

With a class size of 35 1.1

With a class size of 40 1.0

Cost of department-specific programmatic projections

Project	Cost
Develop the necessary processes for faculty from related disciplines to team-teach humanities courses	-0-

Unit Plan for Information Technology

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 127.5

FTES 2015 target: 317.3

2. What strategies will this department use to reach the 2015 target FTES?

- Eliminate the cohort model to provide students with multiple points of entry into the program
- Develop courses in a hybrid format
- Survey students in Spring 2010 classes to determine their recommendations to changes to scheduling and course offerings
- Offer evening courses
- Offer specialized courses during the evening and weekends and market these to people currently working in information technology

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 6.2

Average class size = 20.6

Full-time equivalent faculty needed for Fall 2014: 15.4

Cost of department-specific programmatic projections

Project	Cost
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-
Market the program to a wider audience, including entrepreneurs	-0-
Improve and expand data collection on program graduates including separating data for each specialization in this program	-0-

Unit Plan for Learning Resources

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

- Add an 11-month writing tutor coordinator to train and evaluate peer writing tutors, coordinate on-line writing lab, and conduct student study skill workshops on topics such as avoiding plagiarism, APA/MLA formatting, developing an outline, writer's block, and researching and evaluating sources of information. (See reference to writing center needs in the English unit plan).
- Add full-time 11-month learning resources coordinators for each CWI primary site
- As tutoring needs increase due to the development of the virtual campus, add a tutoring coordinator for the virtual campus and online tutoring
- Increase the number of peer tutors
- Add a specialist in basic skills tutoring
- Link online tutoring to technology resources, such as Blackboard

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: 2.25*

*Current staffing is 2 learning resources coordinator, one serving Nampa Campus and Canyon County Center and the other serving Ada County Center and CWI@BSU; the Director position is .25 dedicated to learning resources.

Full-time equivalent staff needed for 2014-15: 6.75

- Increase Director position to .75 dedicated to learning resources;
- Add 1 learning resources coordinator so that these coordinators can each serve one of the 3 primary CWI sites;
- Add a specialist in basic skills tutoring;
- Add a writing center coordinator;
- Add an online tutoring coordinator

Cost of department-specific programmatic projections

Project	Cost
Develop online tutoring	-0-
Recruit faculty to spend a portion of office hours in the Learning Resource Labs	-0-
Improve and increase the space for the Learning Resource Labs at the Nampa Campus and Canyon County Center	To be determined
Add information regarding Learning Resources to the catalog and Student Handbook	-0-

Unit Plan for Legal Administrative Support

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years*

FTES Fall 2009: 61.3*

FTES 2015 target: 152.5*

2. What strategies will this department use to reach the 2015 target FTES?

- Explore the feasibility of adding a major in paralegal given that BSU has discontinued this program
- Tailor legal classes for working administrative assistants
- Reduce the requirements to create a one-year program

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 4.2*

Average class size = 14.6

Full-time equivalent faculty needed for Fall 2014:

With class size of 15 10.2*

With class size of 20 7.6*

With class size of 25 6.1*

*The current and projected data represents the aggregate of three programs: Administrative Support, Legal Administrative Support, and Applied Accounting.

Cost of department-specific programmatic projections

Project	Cost
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-
Develop hybrid formats for lecture courses	-0-
Expand the advisory committee to include employers of legal administrative assistants	-0-
Improve and expand data collection on program enrollment, completers, and job placement including separating the information on the three programs currently combined in Business Technology data	-0-
Collaborate with other disciplines to share laboratory facilities	-0-

Unit Plan for Library

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

- Purchase additional online resources with 24/7 access for students and faculty
- Purchase large Opening Day Collection of print and non-print resources for main library
- Establish library departments in order to assure judicious purchases of library resources, assure proper marketing of those resources, and to more efficiently implement patron services:
 - Reference/Library Instruction (Research help and instruction on use of library and online resources)
 - Collection Development/Acquisitions (Selection, ordering, and purchasing library materials)
 - Technical Services (Cataloging and processing of physical library materials, including Reserves and Inter-Library Loans)
 - Circulation (Lending and maintenance of library materials, including Reserves and ILLs)
 - Distance Learning /Online Resources/Instructional Technology
 - Administration (Management, Personnel, Marketing, Accounting)

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: 2

Full-time equivalent staff needed for 2014-15: 8

4 for Nampa Campus; 2 each for Ada County Campus and Canyon County Center

Cost of department-specific programmatic projections

Project	Cost
Establish branch libraries at the Ada County Campus and Canyon County Center	-0-
Increase the size of the main library by at least 5 times present size	To be determined

Expand library hours of service to include weekends at main library and 40 hours per week at the Ada County Campus and Canyon County Center	Contingent on additional staffing
Increase the number of student computer workstations at all sites 10 @ \$ 1,500 each for Nampa Campus 12 @ \$ 1,500 each for Ada County Campus 12 @ \$ 1,500 each for Canyon County Center	\$15,000 \$18,000 \$18,000
Increase community and internal College awareness of library programs and benefits	-0-
Collaborate with Instructional Support Department about possibility of sharing space and resources	-0-

Unit Plan for Machine Tool Technology

1. Data

Projected growth rate compared to overall College growth rate:
At capacity with current space

FTES Fall 2009: 30.6

FTES 2015 target: 30.6

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Develop a strong marketing program
- Develop curricular modules to offer courses in the evening

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 2.0

Average class size = 15.3

Full-time equivalent faculty needed for Fall 2014: 2.0

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Offer credit courses in the evenings to maximize facility use and provide opportunities for students who work during the day	Additional equipment and supplies
Improve and expand data collection on program enrollment, completers, and job placement	-0-

Unit Plan for Marketing Management

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 22.0

FTES 2015 target: 35.4

2. What strategies will this department use to reach the 2015 target FTES?

- Promote the program with the Small Business Development Center
- Revise the curriculum to remove prerequisites to broaden student access

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 1.8

Average class size = 12.2

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 2.4

Cost of department-specific programmatic projections

Project	Cost
Expand the schedule for credit courses to evenings to maximize facility use and provide opportunities for students who work during the day	-0-
Develop hybrid formats for lecture courses	-0-
Develop internship opportunities for students	-0-
Create a partnership with the regional Small Business Development Center	-0-
Expand the advisory committee to include employers of students trained in marketing management	-0-
Improve and expand data collection on program graduates	-0-
Identify the pros and cons of maintaining this program in professional technical education versus shifting the program to general education	-0-

Unit Plan for Mathematics

1. Data

Projected growth rate compared to overall College growth rate:

Faster rate than the overall College growth: 30% each year for 5 years

FTES Fall 2009: 324

FTES 2015 target: 1,203

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase online offerings
- Offer courses in the catalog not currently taught
- Improve success and persistence in developmental mathematics courses by hiring instructors attuned to the needs of developmental students
- Increase class size

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	14.1
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (22.9)	52.5
	With a class size of 30	40.1
	With a class size of 35	34.4
	With a class size of 40	30.1

Cost of department-specific programmatic projections

Project	Cost
Evaluate and strengthen mathematics instruction in the dual enrollment program	-0-
Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for placement in mathematics courses	-0-

Unit Plan for Modern Languages

1. Data

American Sign Language

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 12.8

FTES 2015 target: 20.6

French

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 6.7

FTES 2015 target: 10.8

Spanish

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 40.8

FTES 2015 target: 101.5

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase fill rates, especially in second semester courses
- Increase online offerings
- Offer other foreign languages, including Japanese

3. Resources needed to generate growth

American Sign Language

Personnel Full-time equivalent faculty in Fall 2009: 0.8

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (16.0) 1.3

With a class size of 30 0.7

With a class size of 35 0.6

With a class size of 40 0.5

French

Personnel Full-time equivalent faculty in Fall 2009: 0.5

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (12.6)	0.9
With a class size of 30	0.4
With a class size of 35	0.3
With a class size of 40	0.3

Spanish

Personnel Full-time equivalent faculty in Fall 2009:	1.9
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (21.9)	4.6
With a class size of 30	3.4
With a class size of 35	2.9
With a class size of 40	2.5

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Associate Vice President of Instruction and the Curriculum Committee to review the measures and scores for placement for Modern Languages	-0-
Expand the course schedule to include hybrid or online sections	-0-

Unit Plan for Music

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 24.0

FTES 2015 target: 59.7

2. What strategies will this department use to reach the 2015 target FTES and to increase FTES/FTEF?

- Increase online offerings
- Add performance courses to curriculum
- Increase class size
- Develop outreach and marketing
- Develop community partnerships

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	0.8
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (30.0)	2.0
With a class size of 35	1.7
With a class size of 40	1.5

Cost of department-specific programmatic projections

Project	Cost
Develop online and hybrid formats for lecture courses	-0-
Offer music performance courses contingent on identifying appropriate/sufficient space on campus or through a partnership with local institutions	To be determined

Unit Plan for One Stop Student Service Centers

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

The strategies identified in the programmatic projections will extend this service to a greater number of students.

3. Resources needed to generate growth

Personnel	Full-time equivalent staff in 2009-10:	28
	Full-time equivalent staff needed for 2014-15:	29
	(add Director of Admissions)	

Cost of department-specific programmatic projections

Project	Cost
Develop a system to temporarily increase staff working at One Stop Student Services Centers during peak periods such a registration	-0-
Establish the call center to support the One Stop Student Services Centers	-0-
Develop a seamless process to handle recruiting contact through the first registration process	-0-
Develop a Virtual One-Stop Student Services Center	To be determined

Unit Plan for Philosophy

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 37.4

FTES 2015 target: 93.1

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum leading to an associate degree in philosophy

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 1.4

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (26.7) 3.5

With a class size of 30 3.1

With a class size of 35 2.7

With a class size of 40 2.3

Cost of department-specific programmatic projections

No programmatic projections

Unit Plan for Physical Education

1. Data

Projected growth rate compared to overall College growth rate:

Faster than College growth rate: 30% each year for 5 years

FTES Fall 2009: 44.3

FTES 2015 target: 164.5

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size in some courses
- Increase online offerings
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	2.2
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (20.1)	8.2
With a class size of 30	5.5
With a class size of 35	4.7
With a class size of 40	4.1

Cost of department-specific programmatic projections

Project	Cost
Develop a partnership with a neighboring school district or business to share space and equipment in order to expand the range of offerings in this discipline	To be determined

Unit Plan for Physics

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 7.7

FTES 2015 target: 19.2

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase hybrid and online offerings
- Add courses to the curriculum leading to an associate degree major in physics
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 0.3

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (23.1) 0.8

With a class size of 30 0.6

With a class size of 35 0.5

With a class size of 40 0.5

Full-time equivalent lab materials technicians in Fall 2009 2.0

Serves labs for biology, chemistry, physics, geology, geography on
Nampa Campus and biology lab at Canyon County Center

Full-time equivalent lab materials technicians needed for Fall 2014 4.0

Cost of department-specific programmatic projections

Project	Cost
Expand student access by offering evening and hybrid sections	-0-
Expand the physics offering to include the two courses in general physics	-0-

Unit Plan for Political Science

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 22.0

FTES 2015 target: 54.7

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009:	1.0
Full-time equivalent faculty needed for Fall 2014:	
With same class size as Fall 2009 (22.0)	2.5
With a class size of 30	1.8
With a class size of 35	1.6
With a class size of 40	1.4

Cost of department-specific programmatic projections

Project	Cost
Develop units on local and state political organizations for courses as appropriate	-0-
Develop student internship opportunities	-0-

Unit Plan for Power Sports and Small Engine Repair Technology

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 36.3

FTES 2015 target: 36.3

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Offer alternative schedules as appropriate contingent on space
- Relocate the program to a larger facility to increase safety and capacity
- Design a marketing program to make the public more aware of this educational opportunity

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 1.6

Average class size = 22.7

Full-time equivalent faculty needed for Fall 2014: 1.6

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to conduct a program analysis and based on that analysis potentially relocate the program from its current facility	To be determined
Improve and expand data collection on program enrollment, completers, and job placement	-0-
Develop and initiate web-enhanced assignments	-0-

Unit Plan for Practical Nursing

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 92.6

FTES 2015 target: 92.6

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Develop a marketing campaign to offset competition from proprietary schools

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 2.8

Average class size = 33.1

Full-time equivalent faculty needed for Fall 2014: 2.8

Cost of department-specific programmatic projections

Project	Cost
Develop hybrid formats for lecture courses	-0-
Incorporate hands-on simulation activities across the curriculum	-0-
Improve and expand data collection on enrollment, retention, job placement, and earnings	-0-

Unit Plan for Professional Truck Driving

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 45.5

FTES 2015 target: 45.5

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Identify and improve enrollment methods
- Continue current level of marketing

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 4.8

Average class size = 9.5 (classes begin every 3 weeks)

Full-time equivalent faculty needed for Fall 2014: 4.8

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to identify space for this program on land owned by the College	To be determined

Unit Plan for Psychology

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 98.6

FTES 2015 target: 245.3

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings, to include offering the associate degree with a psychology major online
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	3.2
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (30.8)	8.0
	With a class size of 30	8.2
	With a class size of 35	7.0
	With a class size of 40	6.1

Cost of department-specific programmatic projections

Project	Cost
Evaluate and strengthen psychology instruction in the dual enrollment program	-0-

Unit Plan for Registered Nursing

1. Data

Projected growth rate compared to overall College growth rate:

Slower rate than overall College growth: 10% each year for 5 years

FTES Fall 2009: 30.0

FTES 2015 target: 48.3

2. What strategies will this department use to reach the 2015 target FTES and the target FTES/FTEF?

- Add “Practical Nursing to Registered Nursing Bridge” to mitigate attrition rates
- Admit a spring cohort of students
- Increase RN cohort to 40 students

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 3.2

Average class size = 9.4

Full-time equivalent faculty needed for Fall 2014: 5.2

Due to clinical site limitations on the faculty/student ratio, the benchmark average class size of 15 is waived.

Cost of department-specific programmatic projections

Project	Cost
Complete the application for accreditation to the National League for Nursing Accreditation Commission	\$2,500 fee to apply
Develop hybrid formats for lecture courses	-0-
Incorporate hand-on simulation activities across the curriculum	-0-
Admit a spring cohort of students	Cost of faculty
Create a professional development process to support potential nursing faculty who want to complete their master's degrees	\$20,000/year

Unit Plan for Registration

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

The direct service to students is delivered through the One Stop Student Services Centers; this unit is the back-office processes for registration services. One action to accommodate student enrollment growth is to continue to improve the online registration process.

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: 11

Full-time equivalent staff needed for 2014-15: 11

Cost of department-specific programmatic projections

Project	Cost
Enhance online registration by refining wait listing and prerequisite checking	-0-
Implement a degree audit system to support student advising and program completion	-0-
Standardize the data elements to be included in routine reports and determine a schedule for the distribution of these reports for use in college-wide decision-making, such as recognizing achievement or academic distress	-0-
Collaborate with Dual Enrollment to increase the efficiency of registration in this program, such as establishing high school registration deadlines, identifying registration staff responsible for dual enrollment, and initiating memorandums of understanding with high schools to streamline data exchange	-0-

Unit Plan for Sociology

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 93.2

FTES 2015 target: 231.9

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Increase online offerings
- Add courses to the curriculum
- Offer courses in the catalog not currently taught

3. Resources needed to generate growth

Personnel	Full-time equivalent faculty in Fall 2009:	3.4
	Full-time equivalent faculty needed for Fall 2014:	
	With same class size as Fall 2009 (27.4)	8.5
	With a class size of 30	7.7
	With a class size of 35	6.6
	With a class size of 40	5.8

Cost of department-specific programmatic projections

No programmatic projections

Unit Plan for Student Enrichment

1. Data

Projected growth rate compared to overall College growth rate:

Same rate of growth

2. What actions are needed to serve students given the projected growth?

(Consider economies of scale that will be realized as the College's student enrollment increases.)

- Develop student-run conduct system
- Develop working relationship with faculty through student government and student clubs; this will increase student access to a wider range of mentors

3. Resources needed to generate growth

Personnel Full-time equivalent staff in 2009-10: 2

Full-time equivalent staff needed for 2014-15: 4

Additional staff needed to offer student enrichment activities and accommodations for disabled students onsite at Ada County Center and Canyon County Center

Cost of department-specific programmatic projections

Project	Cost
Provide accommodations and academic advising to students who qualify for disability services	-0-
Establish a student government	-0-
Develop and publicize procedures for student clubs	-0-
Document procedures for student discipline	-0-
Participate in planning for a Student Center that would provide space for student activities	-0-

Unit Plan for Surgical Technology

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 27.6

FTES 2015 target: 27.6

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Improve the College's marketing and recruiting
- Partner with St. Luke's Hospital to offer regional surgical technology training

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 2.0

Average class size = 13.8

Full-time equivalent faculty needed for Fall 2014:

With a class size of 15 1.8

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility	To be determined
Develop hybrid formats for lecture courses	-0-
Improve and expand data collection on job placement and earnings	-0-

Unit Plan for Theatre

1. Data

Projected growth rate compared to overall College growth rate:

Same rate as College growth: 20% each year for 5 years

FTES Fall 2009: 17.6

FTES 2015 target: 43.8

2. What strategies will this department use to reach the 2015 target FTES and increase FTES/FTEF?

- Increase class size
- Develop online offerings
- Add courses to the curriculum

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 0.8

Full-time equivalent faculty needed for Fall 2014:

With same class size as Fall 2009 (22.0) 2.0

With a class size of 30 1.5

With a class size of 35 1.3

With a class size of 40 1.1

Cost of department-specific programmatic projections

Project	Cost
Offer theatre performance courses contingent on identifying appropriate/sufficient space on campus or through a partnership with local institutions	To be determined
Develop online and hybrid formats for lecture courses	-0-

Unit Plan for Welding and Metals Fabrication

1. Data

Projected growth rate compared to overall College growth rate:

At capacity with current space

FTES Fall 2009: 57.6

FTES 2015 target: 57.6

2. What strategies will the department use to maintain and/or improve the current level of efficiency?

- Develop a strong marketing program
- Develop curricular modules to offer courses in the evening

3. Resources needed to generate growth

Personnel Full-time equivalent faculty in Fall 2009: 3.6

Average class size = 16

Full-time equivalent faculty needed for Fall 2014: 3.6

Cost of department-specific programmatic projections

Project	Cost
Collaborate with the Executive Vice President to identify sufficient and appropriate space to relocate the program from its current facility	To be determined
Expand the second year curriculum in metals fabrication to respond to industry needs for advanced welders and fabrication technicians	\$20K in equipment
Offer credit courses in the evenings to maximize facility use and provide opportunities for students who work during the day	\$8,000 in materials
Incorporate non-destructive testing techniques across the curriculum	\$25K in equipment
Improve and expand data collection on program enrollment, completers, and job placement	-0-

Unit Plan for Fiscal Services

Fiscal Services Department Functions

The College's Fiscal Services unit is responsible for all functions typically associated with such a unit, such as budgeting, payroll, accounting, accounts payable, accounts receivable, purchasing and bookstore operations. As support for a start-up College, the Fiscal Services unit was initially challenged in three unique ways:

- To develop and document operational processes and procedures while simultaneously completing usual operational transactions, such as building a budget, processing payroll, paying vendors and creating an accounting system;
- To implement an integrated software package on a fast-paced schedule which required significant periods of systems and software training for all staff; and
- To transfer professional technical education program budgets and fiscal processes from Boise State University to the College.

Fiscal Services Staff and Organization in 2009 - 2010

The number of and assignment of staff are still in transition; assignments have been made in part to balance workload, and these assignments are unlikely to continue once the infrastructure is more established. Refer to the *Organizational Plan 2010- 2015* in this binder to see the recommended structure for this unit.

The overall staff size is large relative to the current size of the district. However, some positions in this unit are transitional and will be discontinued or redesigned as needed to serve on-going College operational needs.

Fiscal Services Staff and Organization from 2010 - 2015

In addition to the structuring of positions as noted above, the following describes the aspects of the fiscal services unit operations that require attention in the next five years.

Risk Management: The College needs to establish a formal role for risk management by integrating these duties into someone's job description and supporting that assignment with the necessary training and adjusted compensation if appropriate. Risk management includes both property/liability issues as well as issues related to staff, such as worker's compensation, workplace safety, and hazardous materials training. These decisions on how and when to make such assignments and provide training is contingent on the College's decisions regarding outsourcing as referenced in the *Organizational Plan 2010 -2015*.

Student Accounts Receivable: In keeping with the accreditation partnership agreement, the College of Western Idaho student fees are collected by the College of Southern Idaho, but the College of Western Idaho staff members are responsible for fee deferrals including processing the initial agreements and monitoring the payment schedules. Since 40 - 50% of the students are on payment plans, the amount of staff time dedicated to this task is significant. In addition to the concern about the amount of staff time allocated to this task, the College's cash flow situation would be significantly improved with fewer deferrals. Two possible strategies to remove this burden from College staff are:

- Discourage students from seeking payment deferrals by adding an administrative cost for payment deferrals.
- Make arrangements with an external agency, such as NelNet, to contract directly with students for payment deferrals.

Reducing the number of student deferrals or eliminating the College's responsibility for establishing and monitoring these payment plans is essential for the College's fiscal future both in terms of cash flow and the effective use of staff resources.

Cross Training Staff: In some positions a single person is assigned to a particular function. For example, the processing of the College's twice-monthly payroll is currently assigned to one person. As the College expands, cross-training staff within Fiscal Services is essential to continue effective and efficient operations, especially in key areas such as payroll.

Bookstore Operation: As part of the accreditation partnership agreement, the College of Southern Idaho currently operates the College's bookstore. Within the next 18 months, the College will have the option to buy out the College of Southern Idaho's financial interests in the bookstore. In exercising this option, the College will have the opportunity to determine the benefits of outsourcing bookstore operations as referenced in the *Organizational Plan 2010 -2015* compared to retaining operations in-house; the latter choice will require numerous operational decisions regarding staffing and accounting practices.

Unit Plan for Human Resources

Human Resources Department Functions

The following human resources functions are performed by staff in the Human Resources Department:

- Employee records: Store, maintain, archive, and dispose of employee records, both hard copy and electronic records; analyze, prepare data, and present data regarding staffing, health benefits, salary, etc.
- Hiring: Develop and maintain job descriptions; recruit applicants for open positions through advertisement and job fairs; develop and train faculty, staff, and administrators on a systematic process for conducting unbiased screening of applications; verify minimum qualifications for selected candidates; support the interviewing process; prepare Board agenda items
- Retention of employees: Conduct new staff orientation programs; maintain the employee handbooks; maintain evaluation schedule and records; facilitate staff development programs
- Employee compensation: Develop salary schedules; place new and continuing staff on the salary schedules; maintain the total cost of compensation for all employees; maintain records and advise staff on health and welfare benefits
- Termination of employees: Train staff on progressive discipline; facilitate disciplinary hearings; serve as the liaison with Legal Counsel on employment-related issues; conduct exit interviews
- Policy development and revisions: Develop, update, and revise human resources policies in response to changing laws and Board policy
- Administration of complaints and grievances: Investigate and facilitate resolution of complaints and grievances including complaints of sexual harassment and discrimination

Human Resources Department Staff in 2009 - 2010

The five positions in the Human Resources Department at the College of Western Idaho are:

Director of Human Resources (currently filled on an interim basis)
Employee Relations Manager
HR Generalist-Analyst
HR Generalist
Administrative Assistant

The are approximately 230 full-time employees and 350 part-time employees at the College. Using the benchmark of one human resources staff member for each 100 employees, these five human resources positions are sufficient to perform the tasks required of this department. As the student population grows, and the numbers of employees grow to serve those students, the Human Resources Department will need to add staff—in either the HR Generalist category or the HR Generalist Analyst category--to maintain the necessary record keeping.

Human Resources Department Staff in 2014 - 2015

The *Educational Master Plan 2010 – 2015* projects that the full-time equivalent students will reach approximately 7,000 by 2014 – 2015 and that the number of full-time equivalent faculty will grow to 282 to serve those students.

The number of support staff that will be needed based on these projections can be projected through comparisons with other community colleges. The following chart identifies the number and classification of employees in four California community college districts that serve between 6,500 and 8,000 full-time equivalent students.

District	FTEs	FT Non-Exempt	PT Non-Exempt	Managers & Supervisors	Total Non-Teaching Staff
MiraCosta CCD	6490	212	60	37	309
Desert CCD	7568	148	51	40	239
Hartnell CCD	7836	117	14	34	165
Shasta Tehama CCD	8086	161	31	43	235
	Average				237

Adding the average number of non-teaching staff in these California districts (237) to the projected number of full-time equivalent faculty (282), the projected total of College of Western Idaho employees in 2014 – 2015 is 519. Add to that total are employees that would not be included in the above chart, such as non-credit instructors, exempt employees, tutors, and student workers, the projected total of College of Western Idaho employees is approximately 800 by 2014-15.

Using the ratio of one human resources staff member for every 100 employees, three additional HR Generalists will be needed in 2014-15:

- Director of Human Resources
- Employee Relations Manager
- HR Generalist-Analyst (3)
- HR Generalist (assignment -- all teaching staff)

HR Generalist (assignment -- all non-teaching staff)
Administrative Assistant

In addition to increasing the size of the human resources staff, the College will no doubt implement strategies to increase the level of productivity such as:

- increasing computerization of information and functions,
- using short-term employees,
- hiring lower-level, lower-paid employees,
- eliminating unnecessary tasks and reports,
- eliminating duplication within and without department,
- staggering employee work schedules,
- providing forms and processes through the employee portal,
- use a computerized telephone tree for answering the department phone,
- cross training employees, and
- decreasing paper usage.

College of Western Idaho

Organizational Plan 2010-2015

**Presented to Dr. Berton Glandon
President, College of Western Idaho**

April 7, 2010

College of Western Idaho Organization Plan 2010 – 2015
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To: Bert Glandon, President of the College of Western Idaho
From: Darroch Young and Eva Conrad
CCBT Consultants
Re: *College of Western Idaho Organization Plan 2010 – 2015*
Date: April 7, 2010

As one component of the College of Western Idaho comprehensive strategic plan, you asked us to recommend an organizational structure suitable for the next five years which will be a unique period of growth in this young College's development.

You gave us four criteria to use in developing the recommendations. You asked that we:

- Develop these recommendations as impartial outsiders with the goal of strengthening communication and uniting the College;
- Ignore the College's history and any individual's performance in his/her current position;
- Base our recommendations on our own experiences as well as our observations of community college across the nation; and
- Consider the current and projected fiscal constraints.

We added a fifth guideline based on the previously approved strategic directions:
Develop an organizational structure that serves students effectively/efficiently by integrating instruction and student services.

To accomplish this charge, we began with a review of the current CWI organizational charts dated January 2010. With your guidelines in mind we then developed a preliminary set of recommendations for the College's organizational structure from the level of the President through the Department Chairs.

We visited the College in mid-March to review those recommendations in one-on-one and small group meetings with you and with the:

- Vice President of Instruction (former title: Associate Vice President of Instruction)
- Vice President of Finance & Administration
- Executive Director of Information Technology and Facilities
- Dean of Enrollment and Student Services
- Interim Dean of General Education
- Dean of Professional Technical Programs
- Academic Senate President and Vice President
- Professional Technical Education Department Chairs
- General Education Department Chairs

The purpose of these meetings was to discuss the rationale of our preliminary recommendations and provide current CWI faculty and staff with an opportunity to give us feedback on the recommendations before we crafted our final recommendations to you.

This *College of Western Idaho Organization Plan 2010- 2015* includes our final recommendations, the rationale for those recommendations, and one or more organizational charts that illustrate the recommendations. The final two sections of this document present recommendations on two issues that cut across the organization: outsourcing and assistants.

President

Recommendation #1: Reinstate Executive Vice President Model

We recommend that you to reinstate the Executive Vice President model in which the responsibilities of this position include oversight of

- general education,
- professional technical education,
- enrollment and student services,
- instructional technology, and
- accreditation and planning.

As the College's accreditation liaison officer, the Executive Vice President is responsible for all documents and processes related to compliance with accreditation standards. Related to planning, the Executive Vice President is responsible for monitoring the College's dedicated focus on and implementation of the institutional plans. These responsibilities are more completely defined in the section on the Executive Vice President.

There are two significant advantages to this model. First, this model is a partial fulfillment of the strategic direction to integrate academic, professional technical education, and enrollment/student services. Second, this model provides you with a clear second-in-command, on-site chief operation officer to free you from myriad daily details, and thereby to create the time needed for you to more appropriately focus on college/community partnerships.

Recommendation #2: Eliminate the Vice President of Institutional Advancement Position in Fall 2011

We recommend that the position of Vice President of Institutional Advancement be eliminated when the position is vacated in fall 2011.

For this year and the next year, the development of the foundation and communications/marketing are of paramount importance. You attended to this need by establishing the position of the Vice President of Institutional Advancement. It is anticipated that the fledgling foundation and communications functions currently guided by this Vice President will become mature enough to operate effectively with less direct support and supervision within the next 18 months.

We recommend that the responsibilities currently under the supervision of the Vice President of Institutional Advancement be assigned as follows beginning fall 2011:

- The Director of Communications & Marketing and the Director of Resource development report to the President and
- The Director of Institutional Effectiveness and the Grant Writer report to the Executive Vice President.

Recommendation #3: Revise the Executive Director of Information Technology & Facilities Position Contingent on the Extent of Capital Construction

Expansion of the College's physical plant is likely in the next five years. Given that the extent of capital construction cannot be known until funding is identified and that the College does not have in-house expertise in capital construction, we recommend that the amount of capital construction determine how the position of the Executive Director of Information Technology & Facilities is restructured.

If there is minor capital construction, the College could efficiently and effectively oversee that construction by using a consultant to provide the needed expertise. If there is major capital construction, we recommend that the College's needs for oversight would be better served by the creation and staffing of a Vice President of Facilities position. The qualifications for this position would include extensive experience in the oversight of capital construction projects and budgets.

Assuming Minor Capital Construction

- Maintain the current organizational structure and
- Add a capital construction consultant as a direct report to the President.

Assuming Major Capital Construction

- Replace the Executive Director of Information Technology & Facilities position with a Vice President of Facilities who will assume hands-on responsibility for oversight of capital construction oversight and coordination and
- Add a Director of Information Technology position.

While the expertise of the executive position will change contingent on the extent of ongoing capital construction, information technology will continue to play a critical role in the future of the College.

Recommendation #4: Restructure the Organizational Teams

We recommend several changes in the membership and meeting schedule for the College's organizational teams:

1. Establish a **President's Cabinet** that will meet weekly. The members of your Cabinet will be:
 - Executive Vice President
 - Vice President of Finance & Administration
 - Vice President of Institutional Advancement
 - Executive Vice President of Information Technology or Vice President of Facilities

2. Include only the Deans and above on the **Executive Team** and convene this group on a monthly basis unless circumstances do not require such frequent meetings.

3. Eliminate the **Expanded Executive Team**.

The reasons for these recommendations are:

1. This meeting structure and schedule defines your core team (President's Cabinet). The senior administrators are your first-line of support in problem-solving and implementing the Board's directives. In turn, the senior administrators will form organizational teams with those who report to them, and thereby develop unity and partnership within their units, such as the Deans' Council described in the next section of this document. This approach conveys your support for the senior administrators who report to you.

2. This meeting structure and schedule distances you from the operational details that you have assigned to senior administrators and reduces the likelihood that you will micromanage those delegated responsibilities.

3. The College has reached a point in its development when this change will use everyone's time more efficiently and will convey your support for centering the problem-solving of operational issues within the units you've established.

Appendix II of this document offers a revised section of the *Making Decisions at the College of Western Idaho 2010*, replacing the sections on the **Executive Team** and the **Expanded Executive Team** with descriptions of the **President's Cabinet** and the **Executive Team**.

The organizational charts that depict the variations described in Recommendations 2 and 3 are:

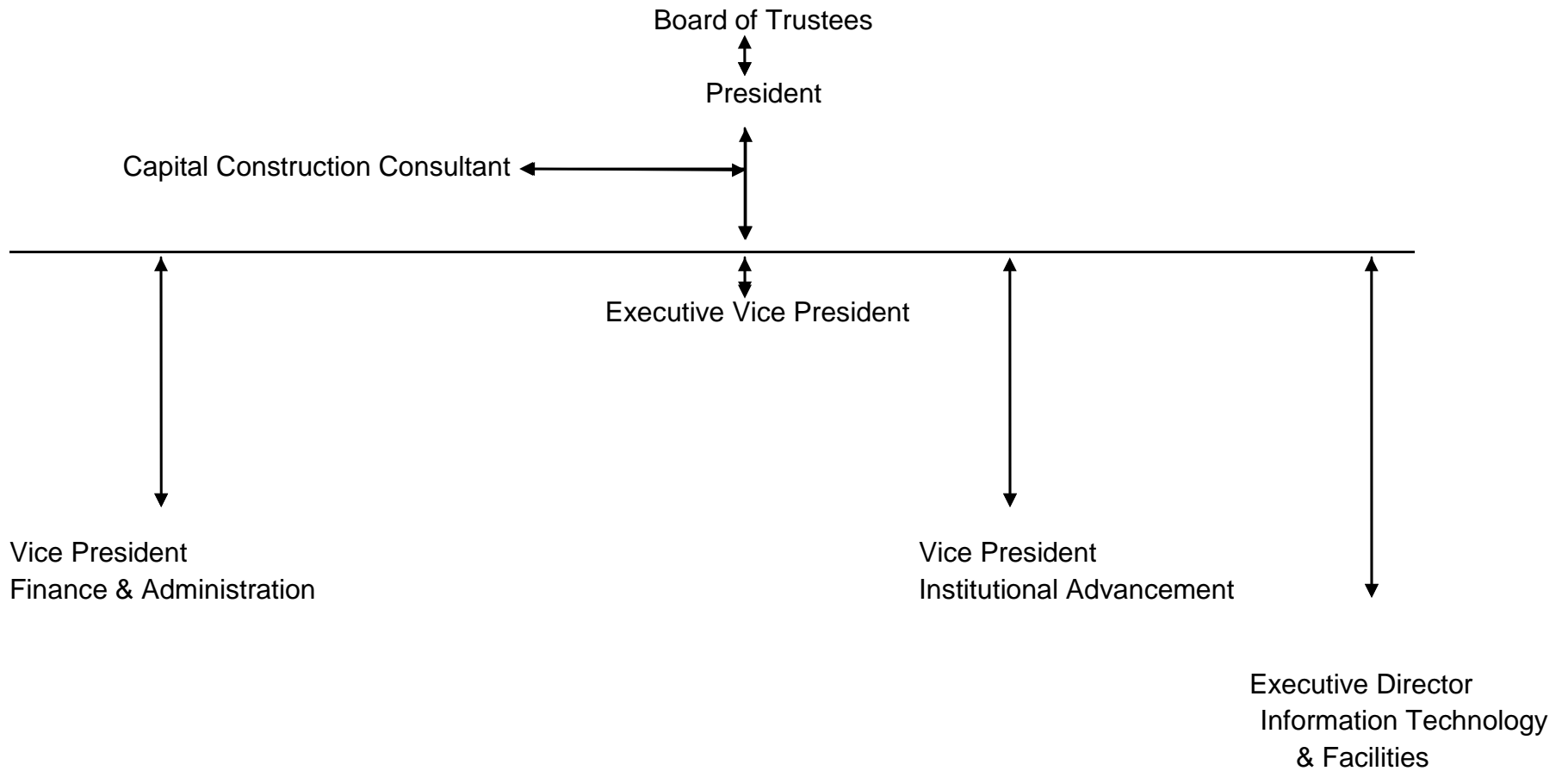
President 2010-2011 Assuming Minor Capital Construction

President 2011-2015 Assuming Minor Capital Construction

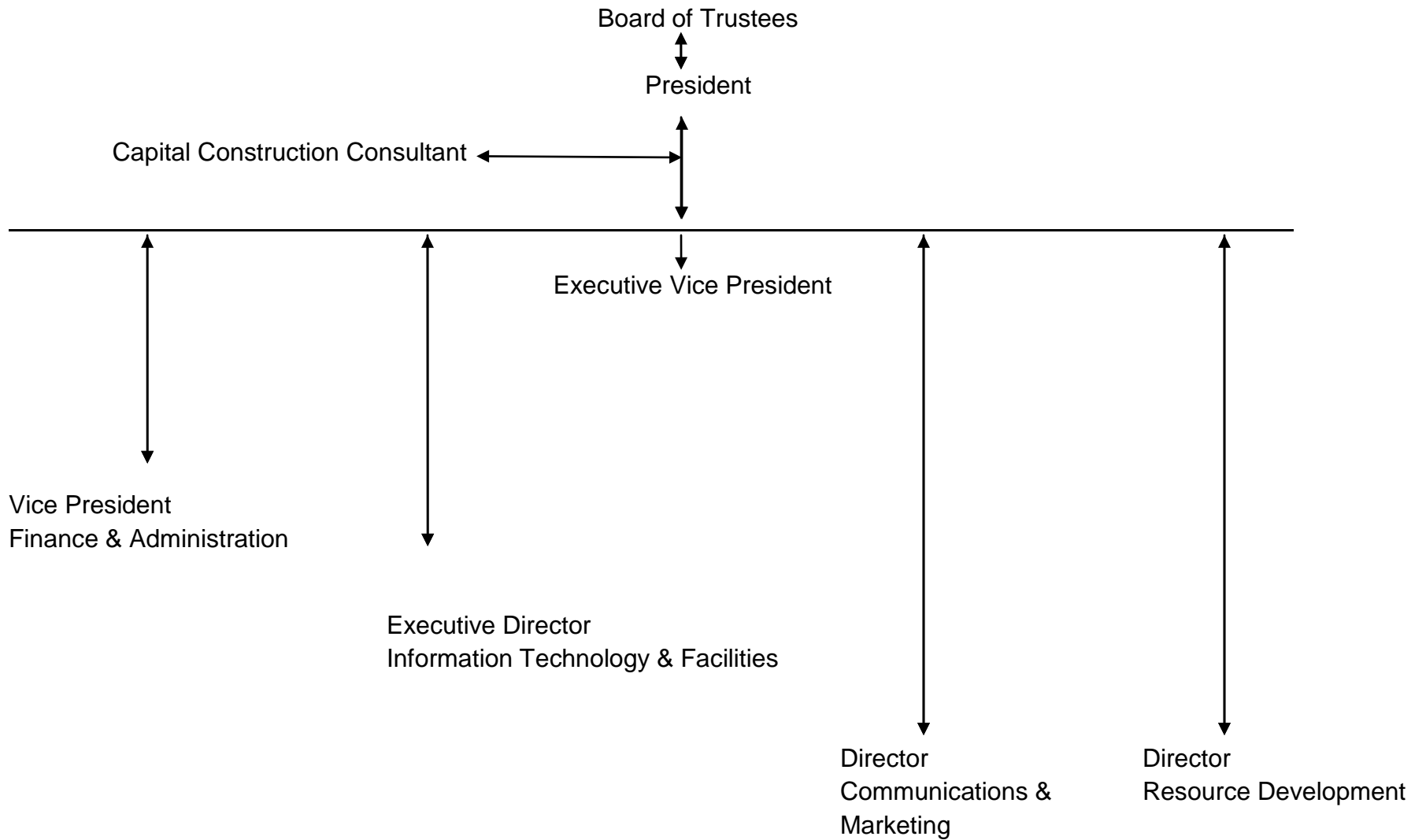
President 2010-2011 Assuming Major Capital Construction

President 2011-2015 Assuming Major Capital Construction

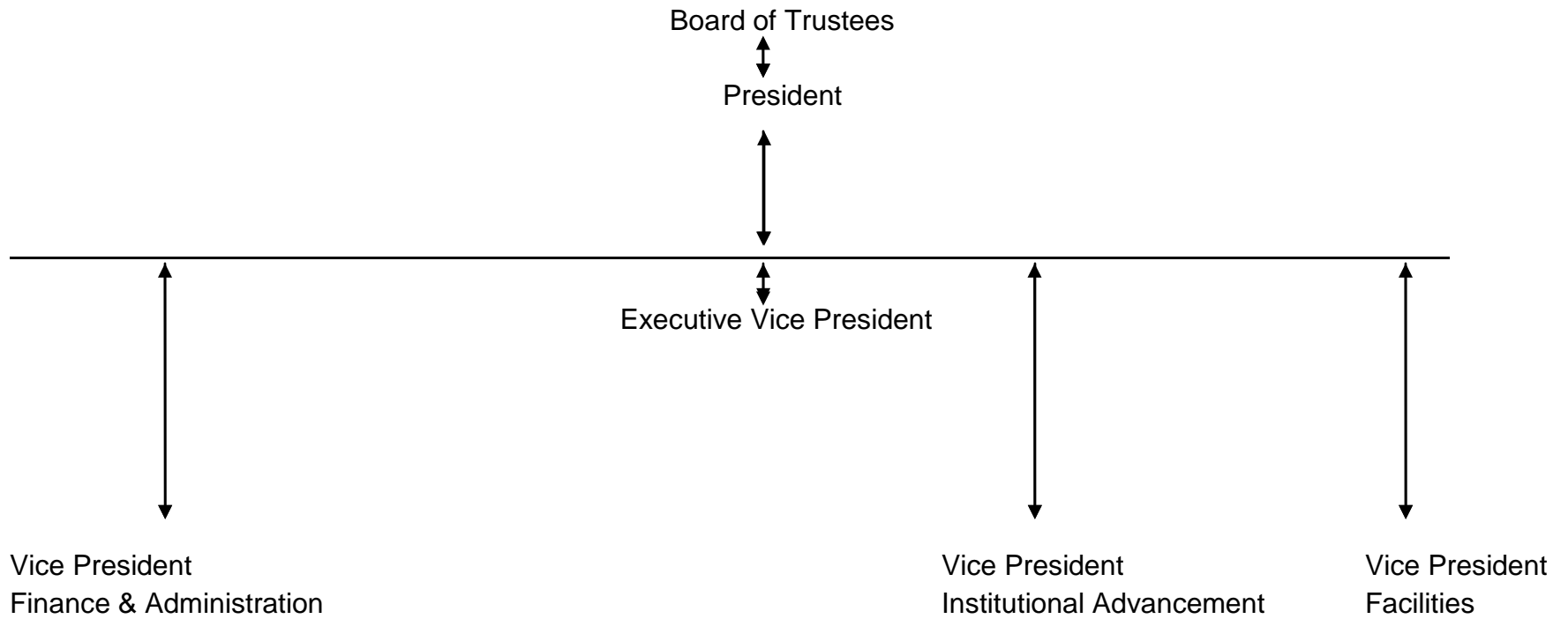
President 2010-2011 With Assumption of Minor Capital Construction



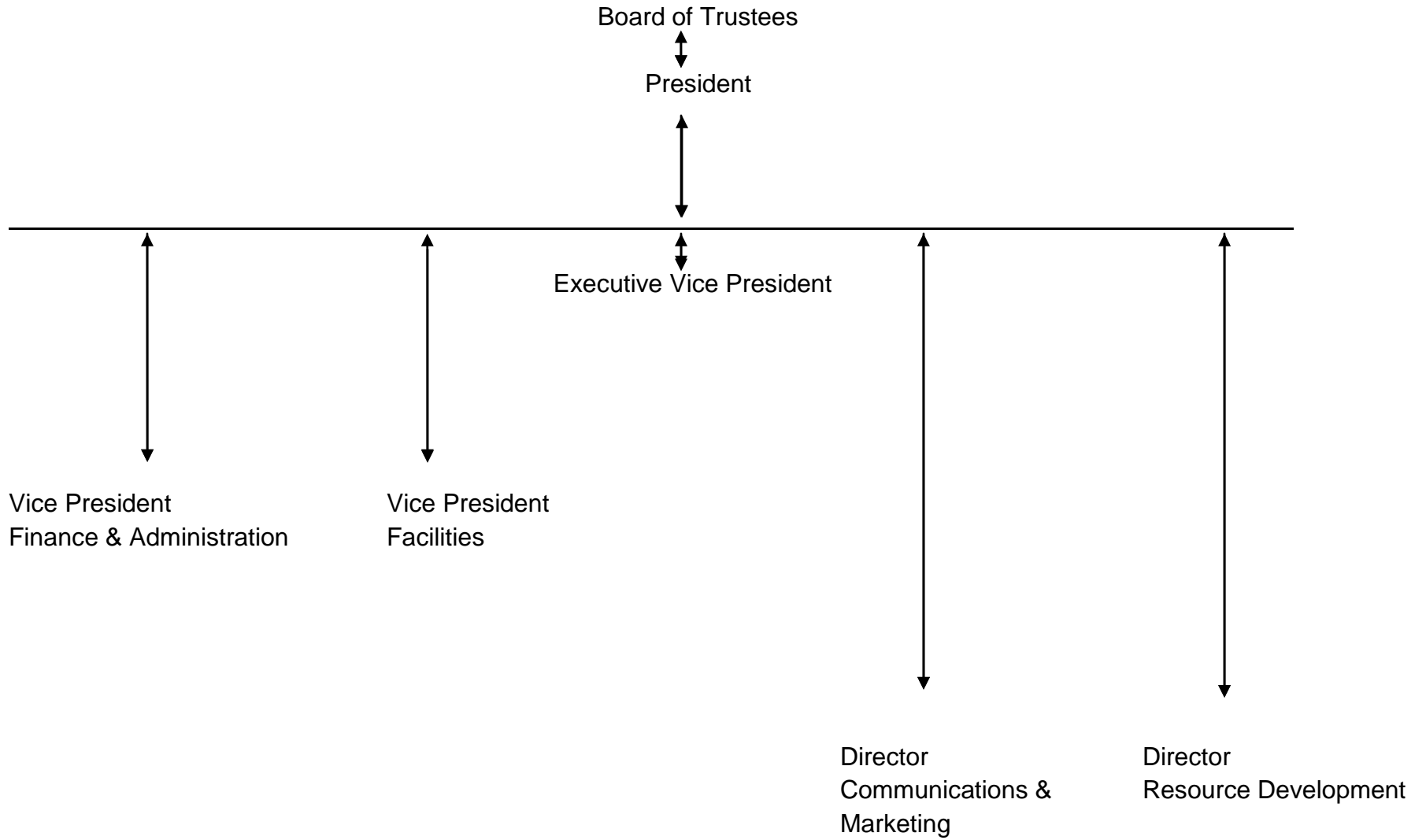
President 2011-2015 With Assumption of Minor Capital Construction



President 2010-2011 With Assumption of Major Capital Construction



President 2011-2015 With Assumption of Major Capital Construction



Executive Vice President

Recommendation #5: Integrate Instruction and Student Services

An Executive Vice President model is based on the belief that the integration of instruction and student services serves students more effectively by uniting the institution in a holistic focus on the factors that contribute to student success. This student learning philosophy is drawn from several concepts in educational theory and research:

- The student is the center of the learning enterprise.
- Institutions unwittingly create barriers for students by dividing a college into two houses: instruction and student services.
- The emphasis in education shifts from strategies to improve *teaching* to those that improve *learning*. The responsibility for learning shifts to students while the institution remains accountable to document that the enriching activities and assignments truly result in student learning.

You embraced this concept through the adoption of the following strategic direction:

Develop an organizational structure that serves students effectively/efficiently by integrating instruction and student services.

You requested that we recommend organizational strategies that would maximize this integration.

Ideally, we would recommend that instruction and student services be integrated structurally through the creation of Deans of Student Learning positions. In such positions, the responsibilities for each Dean include at least one academic/transfer program, one professional technical program, and one student service. This approach removes significant silos that are common in an institution of higher education. Deans become advocates for all programs and the similarities in their assignments enhance collaboration.

However given the College's intention to create program-specific sites, this type of student learning model will be inefficient. In lieu of such a structurally integrated model, we recommend two strategies to enhance this integration:

Assign site responsibility:

Add site management to the other administrative duties for three of the Deans. In this capacity, these administrators will serve as the advocate

for the students taking classes at these sites and are responsible for identifying and resolving site-specific issues that are a barrier to students' success. The Dean of General Education is exempt from this assignment for the next five years given that the majority of the student enrollment and faculty growth will occur within general education.

Establish a Deans' Council:

Through a joint weekly meeting of the Executive Vice Presidents with the Deans, these instructional and student services administrators develop a greater awareness of the many ways that students need to connect with the college for success. As these colleagues interact, the members of this core team expand their range of knowledge about previously unfamiliar aspects of the college.

We recommend that the membership and purpose of this organizational group be documented in *Making Decisions at the College of Western Idaho 2010*; a draft of this addition to the governance manual is included in Appendix II.

Recommendation #6: Assign Responsibility for Accreditation, Planning, and Research to the Executive Vice President

In addition to supervising and integrating the instructional and student services provided to students, we recommend that the Executive President be assigned responsibility for accreditation and planning, two benchmarks of institutional effectiveness. The actions that the Executive Vice President should take to fulfill these responsibilities are:

Accreditation:

- Serve as the College's accreditation liaison officer;
- Ensure the production of all documents related to compliance with accreditation standards; and
- Monitor and facilitate processes related to compliance with accreditation standards.

Planning:

- Ensure follow-through on the directions articulated in the comprehensive strategic plan;
- Require an annual review of progress on strategic directions and programmatic projections identified in the unit plans;

- Ensure that as part of that annual review process changes are made to the plans as needed, such as reviewing the *Making Decisions at the College of Western Idaho 2010* to identify processes that are successful and processes that need to be changed;
- Ensure that the appropriate groups/individuals are involved in this review process, such as the Faculty Senate reviewing the *Making Decisions* document and the College Council reviewing the *Educational Master Plan* strategic directions; and
- Facilitate an annual institutional review of the College's strategic plan and adjust timelines and resource allocations as needed to support achievement of the strategic directions.

Beginning fall 2011 when the Vice President of Institutional Advancement position is vacated and eliminated, the Director of Institutional Effectiveness and the grant writer will report to the Executive Vice President. At this time, we recommend that the Executive Vice President assume oversight for research, a function that is central to both accreditation and planning and expand the responsibilities of this position to include:

Research:

- Supervise the Director of Institutional Effectiveness
- Develop an annual research agenda to include:
 - data collection for compliance with state, national, and accreditation standards;
 - data collection for decision-making, such as program review; and
 - data needed for special projects such as grants
- Ensure that the data are presented to the college in a useful form and accompanied by appropriate analyses

Recommendation #7: Establish a Dean of Distributed Learning Position

We recommend that the Associate Vice President of Instruction position be replaced with a Dean of Distributed Learning position. In addition to supporting the Executive Vice President in accreditation activities, the Dean of Distributed Learning will oversee:

- Instructional Technology
- Library Services
- Community Education
- Virtual Campus
- Center for Teaching & Learning

The primary reasons for this recommendation are to:

- Eliminate an administrative layer between the Deans and the Executive Vice President;
- Ensure appropriate attention and supervision to the College's unique strategies to offer instruction and student services and support for faculty and staff; and
- Reduce the number of direct reports to the Executive Vice President and thereby create a reasonable workload for the Executive Vice President.

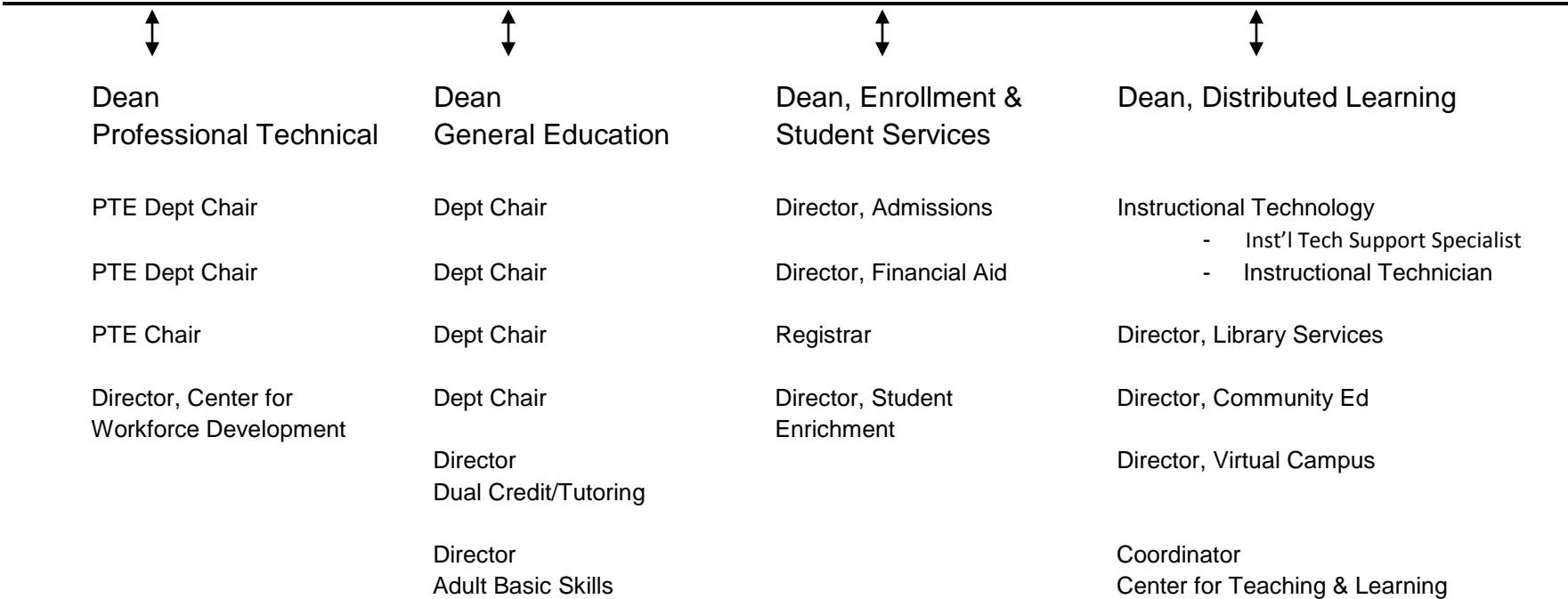
Recommendations related to the Executive Vice President are illustrated in the following two charts:

Executive Vice President 2010-2011

Executive Vice President 2011- 2015

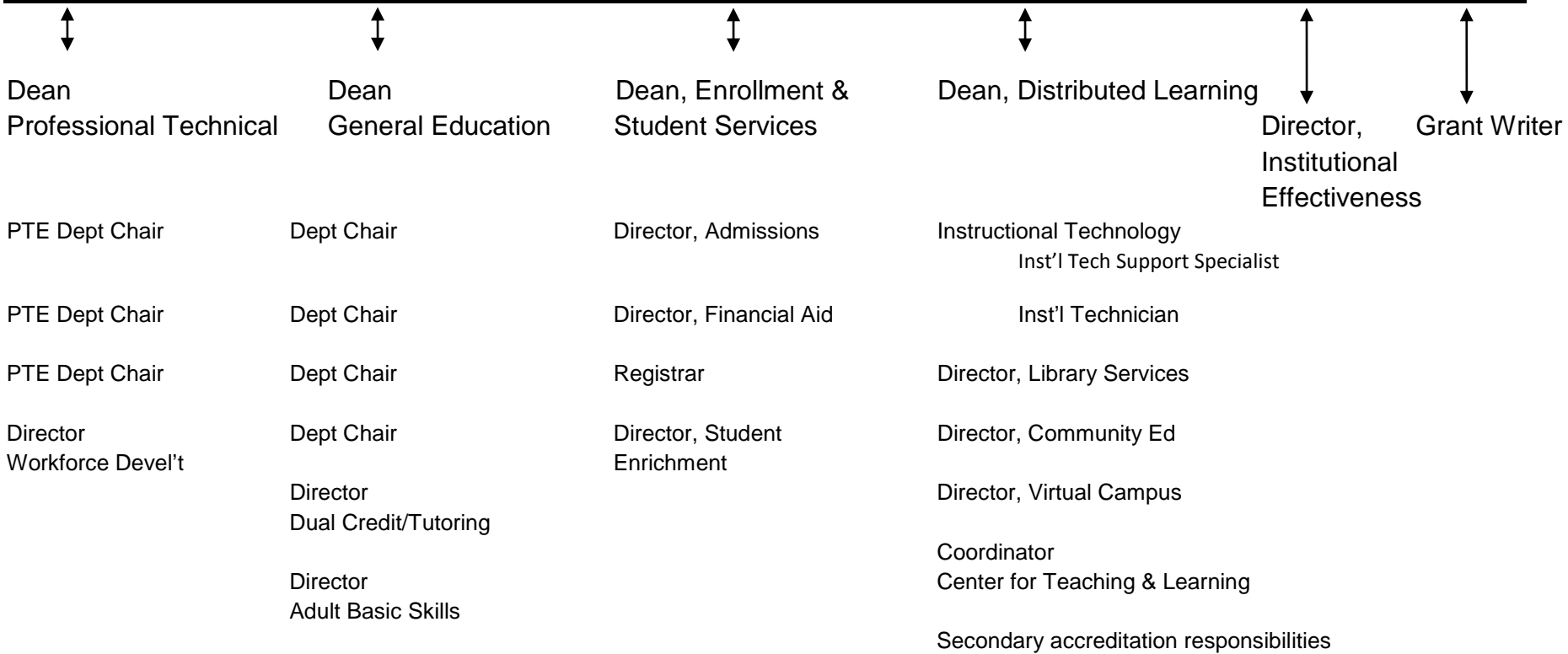
Executive Vice President 2010- 2011

President
 ↓
 Executive Vice President



Executive Vice President 2011- 2015

President
 ↓
 Executive Vice President



Vice President of Finance & Administration

Recommendation #8: Reduce the Number of Direct Reports to the Vice President of Finance & Administration

We recommend that the number of staff who report directly to the Vice President of Finance & Administration be reduced so that the person in this position can devote less time to daily operating issues, thereby freeing time to focus on institutional financial planning.

It is critical that the College's finance plan is continually revised and monitored to match the fluctuating external and internal conditions. These responsibilities for Vice President of Finance & Administration include:

- Projecting state revenue, local tax levies and tuition revenue;
- Insuring that the College operates within its revenue limits by setting targets for growth in student enrollment, support staff, productivity and economies of scale;
- Researching and implementing additional structural methods of expenditure control such as outsourcing;
- Researching and seeking alternative revenue sources such as public/private partnerships and alternative energy generation; and
- Developing a plan for the acquisition of the funds needed to implement the facilities master plan.

We recommended the following changes in the direct reports to the Vice President of Finance & Administration:

- The Management Systems Coordinator/Trainer report to the Director of the Budget and
- The PTE Business Office team (manager, accountant, and financial technician) report to the Controller.

Recommendation #9: Change the title to the Vice President of Finance & Administrative Services

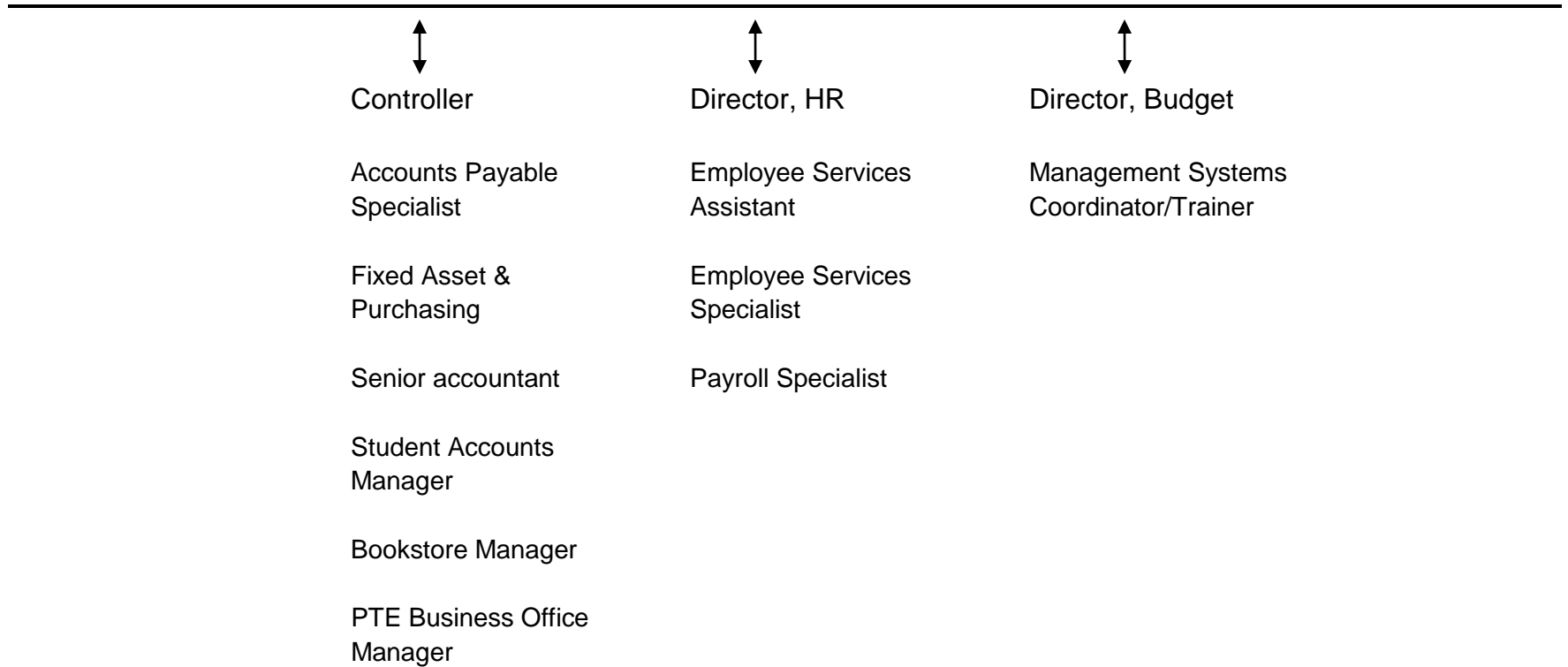
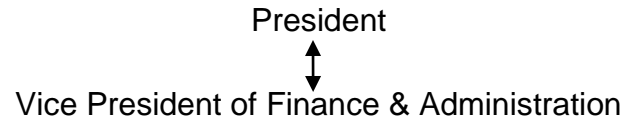
We recommend that this Vice President's title be changed to Vice President of Finance & Administrative Services to more accurately describe the unique responsibilities of this position. Since the College includes several types of

administrators, the current title of Vice President of Finance & Administration may be confusing to those outside of the College community.

These recommendations are illustrated in the following chart:

Vice President of Finance & Administrative Services 2010-2015

Vice President of Finance & Administration 2010- 2015



Vice President of Institutional Advancement

Refer to Recommendation #2: Eliminate the Vice President of Institutional Advancement Position in Fall 2011

We recommend that the current reporting structure for the areas supervised by the Vice President of Institutional Advancement continue until fall 2011 when this Vice Presidential position is vacated. At that time, we recommend that this position be eliminated and the areas currently reporting to this Vice President be assigned as follows:

- The Director of Communications & Marketing and the Director of Resource development report to the President, and
- The Director of Institutional Effectiveness and the Grant Writer report to the Executive Vice President.

This recommendation is illustrated on the following charts that are included in prior sections of this document:

President 2010-2011 Assuming Minor Capital Construction

President 2011-2015 Assuming Minor Capital Construction

President 2010-2011 Assuming Major Capital Construction

President 2011-2015 Assuming Major Capital Construction

Executive Vice President 2010-2011

Executive Vice President 2011-2015

**Executive Director of Information Technology & Facilities/
Vice President of Facilities**

Refer to Recommendation #3: Revise the Executive Director of Information Technology & Facilities Position Contingent on the Extent of Capital Construction

The College lacks in-house expertise in capital construction. Given the anticipation of an expansion of the College's physical plant and the uncertainty of funding, we recommend that the revision of the management structure for this area of the College be contingent on the extent of the capital construction. If the capital construction is minor, the College could efficiently and effectively oversee that construction with expertise provided by a consultant. If the capital construction is major, we recommend that the College's needs for oversight would be better served by creating a Vice President of Facilities position and staffing that position with someone who has extensive experience in the oversight and budgeting of capital construction.

Assuming Minor Capital Construction

- Maintain the current organizational structure and
- Add a capital construction consultant as a direct report to the President.

Assuming Major Capital Construction

- Replace the Executive Director of Information Technology & Facilities position with a Vice President of Facilities who will assume hands-on responsibility for oversight of capital construction oversight and coordination and
- Add a Director of Information Technology position.

These variations are illustrated in the organizational charts presented in the **President** section of this document.

This recommendation does not denigrate the importance of information technology; rather it is an acknowledgement of the College's need for capital construction expertise at the executive level. In both of the options presented in this recommendation, information technology will continue to play a critical role in the future of the College.

In the event that a Vice President of Facilities position is created, a Director of Information Technology position must also be created to provide in-house Information Technology expertise at the management level. This position is not

needed if the Executive Director of Information Technology & Facilities position continues.

Recommendations regarding the organizational structure within Information Technology have been provided by SIG, a consulting group that specializes in information technology. Therefore we do not have recommendations for the organizational structure below the director level.

Recommendation #10: Make the Security Operations Supervisor a Direct Report to the Executive Director/Vice President

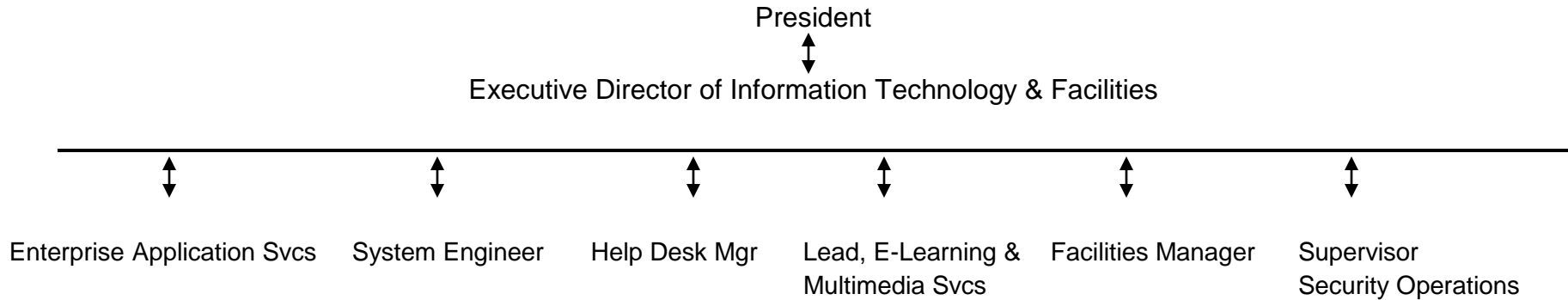
Under either of the two options above, we recommend that the Security Operations Supervisor report to the Executive Director of Information Technology & Facilities or the Vice President of Facilities. Such a direct reporting structure ensures more efficient and rapid communication regarding situations and concerns that impact student and staff safety.

Recommendations #3 and #10 are illustrated on the following charts:

**Executive Director of Information Technology & Facilities 2010-2015
Assuming Minor Capital Construction**

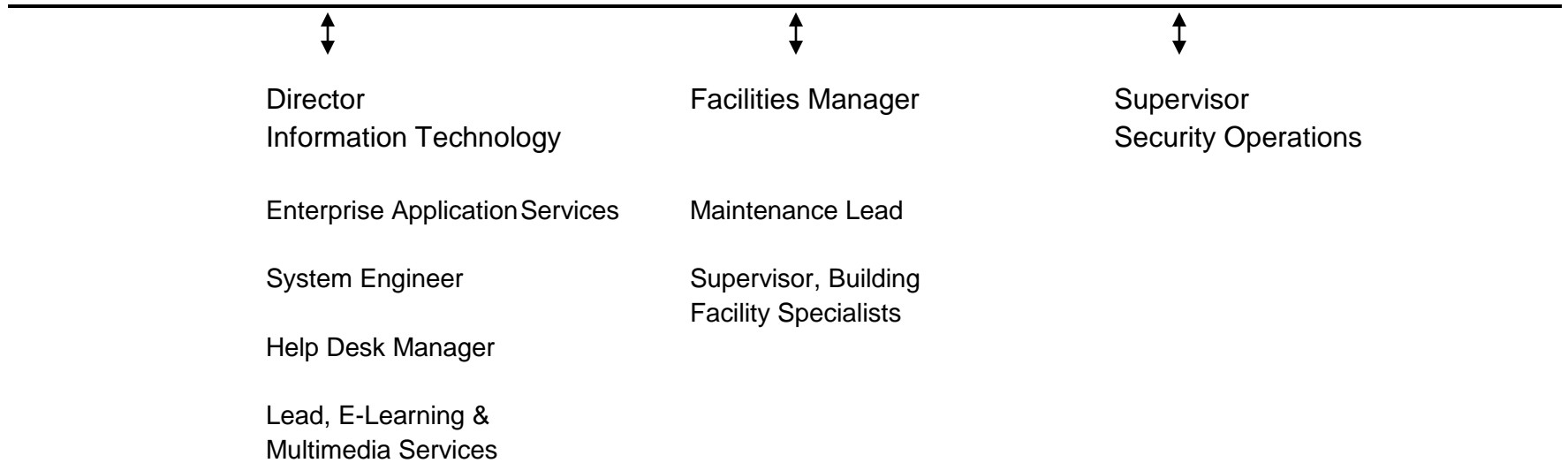
**Vice President of Facilities 2010-2015 Assuming Major Capital
Construction**

**Executive Director of Information Technology & Facilities 2010-2015
Assuming Minor Capital Construction**



**Vice President of Facilities 2010-2015
Assuming Major Capital Construction**

President
↕
Vice President of Facilities



Deans

Refer to Recommendation #5: Integrate Instruction and Student Services

As described in Recommendation #5, we recommend that the Executive Vice President be supported in the institutional goal of integrating instruction and student services through two processes: (1) the assignment of site responsibilities to three Deans and (2) the establishment of a Deans' Council.

Refer to Recommendation #7: Establish a Dean of Distributed Learning Position

As described in Recommendation #7, we recommend that a fourth dean position be created, a Dean of Distributed Learning. The reasons for this recommendation are:

- To eliminate an administrative layer between the Deans and the Executive Vice President;
- To ensure appropriate attention and supervision to the College's unique strategies to offer instruction and student services and support for faculty and staff; and
- To provide reduce the number of direct reports to the Executive Vice President and thereby create a reasonable workload for the Executive Vice President.

Recommendation #11: Assign Director-level Direct Reports to Deans

We recommend that Directors of various programs and services be reassigned to report to one of the Deans. With four Deans reporting to the Executive Vice President, there are sufficient mid-level managers to oversee specific programs and more appropriately allocate the time of senior administrators to issues appropriate to their responsibilities.

Specifically the direct reports for each Dean are:

- Dean, Professional Technical Education
 - Professional Technical Education Department Chairs (3)
 - Director, Center for Workforce Development
- Dean, General Education
 - General Education Department Chairs (4)
 - Director, Dual Credit and Tutoring
 - Director, Adult Basic Skills
- Dean, Enrollment & Student Services
 - Director, Admissions (*when filled*)
 - Director, Financial Aid

Registrar
Director, Student Enrichment

- Dean, Distributed Learning
 - Instructional Technology Support Specialist and Technician
 - Director, Library Services
 - Director, Community Education
 - Director, Virtual Campus (*when filled*)
 - Coordinator, Center for Teaching & Learning (*when filled*)

These assignments are made based on the consideration of appropriate clusters of partnerships. The intention of these assignments is not to diminish the importance of any program, but to strengthen the entire College by integrating programmatic needs. For example, the effectiveness of both the Center for Workforce Development and Professional Technical Education programs will be enhanced by a closer working relationship in which program leaders coordinate community outreach and schedules for sharing instructional equipment.

Recommendation #12: Assign the Dean of Professional Technical Education to Oversee All Credit Professional Technical Programs

We recommend that the College's credit programs in Professional Technical Education be assigned to a Department Chair in that unit. Currently, the credit programs in Farm Business Management and Fire Services Technology are assigned to the Center for Workforce Development. This reassignment would bring credit programs together, and thereby release time and energy for the Center for Workforce Development to focus on its primary mission of developing non-credit programs to meet emergent industry needs.

These recommendations are illustrated in the Executive Vice President organizational charts.

Department Chairs

Recommendation #13: Maintain Department Chairs as Faculty Positions

We recommend that Department Chairs remain as faculty positions in order to maintain the credibility of these positions as a voice of faculty. With this structure from the faculty perspective, faculty are represented by peers without being separated from the Dean by an additional administrative layer. From both faculty and administrative perspectives, this structure establishes greater trust in the issues raised by Department Chairs because the Chairs' workload includes serving as an active faculty member with ongoing classroom experiences.

Recommendation #14: Establish a Department Chair Job Description

We recommend that one dimension of treating all of the College's Department Chairs fairly and consistently is to establish a single job description that outlines the responsibilities and expectations for employees in this position. Job descriptions are an important means of articulating expectations and setting boundaries for both the Chairs and their supervisors. The draft of such a job description that is in Appendix I of this document incorporates suggestions from current Department Chairs. This description integrates the responsibilities of General Education and Professional Technical Department Chairs; therefore, a few of the cited responsibilities will not be applicable for all Chairs.

Recommendation #15: Set a Maximum Size for Departments

We recommend that a benchmark of department size be established based on the number of full-time equivalent faculty. For example, if 35 FTEF is set as the maximum department size, reaching this target would serve as the trigger for the Dean and Executive Vice President to consider collaborating with the Department Chairs to reconfigure the departmental structure.

Recommendation #16: Establish a Compensation Schedule for Department Chair

Regarding compensation for Department Chairs, we recommend that:

- All Department Chairs be compensated consistently across the College;
- The form of compensation is reassigned time with the addition of a stipend for the largest departments; and
- The amount of reassigned time is based on an adjustable scale to accommodate uniqueness in workload.

We recommend that the two parameters are:

- The number of full-time equivalent faculty and
- Unique workload considerations, such as the responsibility for equipment and laboratories.

We propose this scale for the number of full-time equivalent faculty:

<u>FTEF</u>	<u>Compensation</u>
0 – 10 FTEF	20% reassigned time
10.1 – 20 FTEF	40% reassigned time
20-35 FTEF	60% reassigned time + \$1,000 per semester

To accommodate unique workload considerations, a factor of 1.25 to 1.50 is applied to the FTEF calculation, such as:

- 10.5 FTEF multiplied by 1.25 = 13.5 FTEF or 40% reassigned time for a General Education program such as Science or
- 10.5 FTEF multiplied by 1.50 = 15.75 FTEF or 40% reassigned time for a Professional Technical program.

We recommend that the Executive Vice President set the workload factors for departments, adjusting factors annually as needed to create equitable and consistent compensation, such as:

A workload factor of 1.25 could be used to compensate Department Chairs for faculty evaluations if the ratio of full-time to part-time faculty in that department exceeds 70% part-time. Once the full-time to part-time faculty ratio is less than 70% part-time, the workload factor would be eliminated.

Recommendation #17: Reduce the Number of Professional Technical Education Department Chairs

We recommend that the number of Professional Technical Department Chairs be reduced from 4 to 3 to establish consistency in workload for Department Chairs across the College. Currently, the professional technical education departments are comparable to or smaller than the general education departments. These differences will continue given that the majority of the College's growth in students and faculty will occur in General Education. Reducing the number of Professional Technical Department Chairs to 3 more closely aligns the workload of the department chairs across the College.

Outsourcing

Recommendation #18: Outsource Ancillary Services

We recommend that the College identify the feasibility and fiscal consequences of outsourcing ancillary services, such as those for:

- Student payment plans;
- Bookstore;
- Custodial;
- Grounds;
- Information technology;
- Maintenance, such as plumbers, painters, carpenters; and
- Security.

An analysis of the pros and cons of establishing contract services for these functions is likely to reveal significant cost savings compared to hiring, supervising, and compensating in-house employees. There is potential for this action to generate significant ongoing cost-savings.

Assistants

Recommendation #19: Implement a Rubric for Determining the Assignment of Assistants

We recommend that the College establish a rubric for determining the assignment of assistants. Currently assistants are assigned unevenly across the institution and the total number of assistants is excessive compared to similar institutions of higher education.

Toward the goals of cost containment and consistency, we recommend this rubric:

- One assistant for each administrator from the President through the Deans;
and
- One assistant for every two Department Chairs.

Our analysis of the College's structure focused on the assistants for administrative positions, but we encourage a comprehensive review of the number and assignment of assistants throughout the organization followed by the development of a rubric to guide staffing decisions.

Appendix I: Department Chair Job Description

PN:

FLSA Status: Full-time Faculty

Responsible to: Dean of General Education

POSITION SUMMARY

Provide leadership in maintaining and promoting a high quality educational program with a focus on improving teaching and learning, meeting accreditation standards, programmatic development, and supporting department faculty, staff, and students.

ESSENTIAL FUNCTIONS OF THE JOB

- Teaches assigned courses.
- Evaluates department faculty and staff.
- Develops fall, spring, and summer schedules for all CWI locations.
- Recommends budget items to the Dean of General Education.
- Ensures qualified and well trained faculty are assigned to courses.
- Acts as first point of contact for student complaints and other department-related issues.
- Determines the department's changing curriculum needs from departmental input, revises the course outlines accordingly, and presents these to the curriculum committee.
- Represents the department in CWI meetings as assigned as well and with other colleges and universities.
- Provides a regular flow of information between faculty and administration.
- Schedules and conducts department meetings.
- Schedules and conducts community advisory committee meetings at least twice per academic year.
- Orients and supports adjunct faculty members.
- Assists in faculty search committees and makes recommendations for faculty appointments.
- Ensures that course syllabi and course outlines are current and in compliance with accreditation standards including the assessment of student learning outcomes.
- Coordinates faculty advising.
- Performs other duties as assigned.

QUALIFICATIONS

- Master's Degree in area of discipline.
- Experience teaching in higher education.
- Ability to work in a collegial setting as a team member.
- Management training or equivalent experience.

PHYSICAL REQUIREMENTS

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions which include:

- Ambulating around the work place.
- Sitting.
- Use of hands to handle or feel.
- Reaching with hands and arms.
- Talking and hearing.
- Close and distant vision.

WORKING ENVIRONMENT

The working environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is usually working indoors with some outdoor exposure when transferring between locations. The noise level in the work environment is generally quiet, but varies based upon activity.

ACKNOWLEDGEMENT

I acknowledge I have read the above job description and have received a copy.

Employee

Date

Manager/Supervisor

Date

Appendix II:
Revisions to *Making Decisions at the College of Western Idaho 2010*

Replace the sections on the **Executive Team** and the **Expanded Executive Team** with descriptions of the **President's Cabinet** and the **Executive Team**.

Add the section describing the **Deans' Council**.

President's Cabinet

A. Charter

The purpose of the President's Cabinet is to:

- Execute Board of Trustee directives.
- Monitor implementation of the Strategic Plan.
- Create and review policies to present to the Board of Trustees.
- Recommend agenda items for the Board of Trustee meeting.
- Finalize budget recommendations for the Board of Trustees.
- Share information across functions.

B. Membership

Chair: President

Members: Executive Vice President
Vice President, Finance and Administration
Vice President, Institutional Advancement
Executive Director, Information Technology and Facilities

The President's Cabinet meets once a week.

Executive Team

A. Charter

The purpose of the Executive Team is to share information across administrative functions.

B. Membership

Chair: President

Members: Executive Vice President
Vice President, Finance and Administration
Vice President, Institutional Advancement
Executive Director, Information Technology and Facilities
Budget Director
Dean of General Education
Dean of Professional Technical Education
Dean of Enrollment and Student Services
Dean of Distributed Learning

The Executive Team meets once a month or less frequently as needed.

Deans' Council

A. Charter

The purpose of the Deans' Council is to

- Share responsibility for and resolve site-related issues;
- Share responsibility and perspectives on operational issues;
- Maintain a focus on strategic plans; and
- Enrich collaboration between and among areas of responsibility.

B. Membership

Chair: Executive Vice President

Members:

Dean of General Education
Dean of Professional Technical Education
Dean of Enrollment and Student Services
Dean of Distributed Learning

The Deans' Council meets weekly.

College of Western Idaho

Finance Plan

2010 – 2015

Administrative Offices

6056 Birch Lane

Nampa, ID 83687

Phone: 208-562-3500

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GENERAL STATEMENT OF PURPOSE

The CWI financial plan is intended to recognize and implement the educational unit, staffing, organization plans and to some extent the facilities master plan elements as presented in the strategic plan prepared by CCBT. The financial plan incorporates a set of assumptions necessary to build the models that support the analysis and subsequent recommendations for the College.

Approach to Building the Financial Plan

The assumptions have been identified and articulated in a way that presents a realistic potential for success. Regarding the revenue components, the assumptions are conservative in that they reflect increases only in those areas of control by the College. Revenues from the state are not increased in the financial plan due to the level of uncertainty regarding their status. To the degree the state revenues improve or local property taxes are added beyond the 3% annual increase allowed, the College will have a stronger revenue base with which to work. The opposite is also true. It is quite possible that the state legislature may find it necessary to actually decrease revenues from the state in 2010-11.

While it is desirable to include in the financial plan new expenditure items to support and sustain the instructional, student services, administrative and operational units within the College, the limitations on available revenues hamper that possibility and require that the College establish priorities for allocating scarce resources. Clearly, funding the faculty levels necessary to serve the growth in student FTE is a primary objective of the financial plan. A significant and substantive effort has been made in the development of the five-year need for each instructional discipline linked to the expected growth in student FTE. This required the establishment of anticipated student growth patterns for general education and PTE with a corresponding assessment of the faculty FTE required. The analysis of that data is included as part of this financial plan document. It has been articulated with the instructional strategic plan in terms of student FTE and faculty FTE. The work in this regard is the linchpin for the balance of the financial plan because student fees/tuition and faculty costs are the two largest contributors to revenues and expenses going forward. Various staffing options were identified so that the College can see the implications of the decisions to be made; however, at the conclusion of this narrative, a set of recommendations are offered to the College that provide a level of fiscal strength and stability that is reachable and sustainable.

Discussion with CCBT consultants and CWI administration added detail to the financial plan numbers based on the department/divisional unit plans developed for the College. In at least one case, there is not specificity on staffing actions needed but rather general statements of need. This is intentional in that the College should be allowed to make further operational decisions that best serve its long-term needs. Having very prescriptive recommendations can be a hindrance to that goal and can impede creative thinking on the part of CWI staff. In most cases, specific recommendations will be made.

FINANCIAL PLAN OVERVIEW

It is important to see the big picture view of what the cumulative impact of the various decisions will be on the College over the next five years. To do that, a budget that starts with the expected 2009-10 outcome is presented. It is structured much like the College's existing budget for ease of use and reference. Each of the next five years is included with adjustments to revenues and expenditures based on the underlying analysis and assumptions used to construct the strategic plan. This attachment has been labeled the Five-Year Budget Comparison. It should be noted that the presentation of data in the Five-Year Budget Comparison incorporates the recommendations identified in this financial plan narrative.

For some of the line items in the Five-Year Budget Comparison, there is supplemental information that supports the numbers. This supplemental information is also included as part of this financial plan document so the reader can see how the numbers were determined.

Attachments

The set of schedules and documents attached are:

- Five-Year Budget Comparison (Attachment #1)
- Five-Year Faculty Costs (Attachment #1A)
- Support staff and operational costs from the unit plans (Attachment #1B)
- Identification of Facility Operating Costs Related to Five-Year Growth Model (Attachment #1C)
- Projections of Student Growth, Sections Needed and Cost (Attachment #2)
- Impact of the Five-Year Student Growth Plan on Faculty Staffing and Related Revenues (Attachment #2A)
- Strategic Directions Summary (Attachment #3)
- Unit Plan Cost Summary (Attachment #4)

- Full-Time Equivalent Students (FTES) and Full-Time Equivalent Faculty(FTEF) per Instructional Discipline Analysis and Glossary defining column data (Attachment #5)

The documents identified on page 4 along with this narrative comprise the financial plan. The strategic directions summary identifies activities that might incur costs, but there is no concrete estimate of what those may be. The strategic directions summary is included as an appendix to the financial plan. Other documents which served as a resource in the development of the financial plan are also included as appendices.

OBSERVATIONS

The general level of funding per student for the College with student FTE of about 2,800 is much better than what the College will experience as it grows. Additional revenue will be much less on a per-student basis, meaning it will take more of the new revenue to cover the direct instructional costs before considering the many other operational needs of a college growing to 250% of its current size. This will require the College to make hard decisions about where to place scarce resources. Further, it will be vital for the College to establish performance targets that are real and achievable. The College will need to monitor progress toward them. With a much lower level of new revenue per student, efficiency in use of staff and faculty is going to make the difference in terms of overall success in implementing the strategic plan. The student FTE and faculty FTE analysis in Attachment #2 shows an average faculty class size of 30 compared to 20 will save approximately \$3.6 million by the fifth year of the plan. These saved funds are then a resource available to address other operational needs of the College. If additional sources of revenue materialize during the next five years, the impact upon the financial plan can be readily measured and incorporated.

Over the next five years the College will be moving from conception to maturity, growing from a modest student FTE level to one that exceeds the other two existing state community colleges. This is a significant undertaking in a short period of time. To make this possible, the College had to build an administrative structure that could respond to such a challenge, meaning greater proportional costs in the early stages for this component which will be a lesser percentage as the student FTE growth occurs and the related faculty and support costs are added. Keeping that fact in mind, the recommendations related to added costs are focused less on administration and more on operational support.

In this start-up phase of the College, one-time funds through the Albertson's Foundation have been used to help get the College off to an aggressive beginning. These funds will not be sustained long term and, as such, the related expenditures will not continue. In the Five-Year Comparison, the Albertson's Foundation revenues and costs have been delineated so that the College's on-going sources of revenues and expenditures are not exaggerated.

Another element of the start-up phase is that the College has utilized contracted services in lieu of hired staff. An example of this is the security services for which the College has provided through a third party. CWI has flexibility in this regard; and, as it expands support over the next five years, the College may want to continue or extend the use of contract services if they prove to be the better option. Examples include bookstore operations, student fee collection, custodial, maintenance and grounds services.

The plan documents move forward incrementally year by year over the five-year span measuring revenues and costs. This helps the College evaluate the rate of increase for both revenues and costs to determine if the cash flow is sufficient to move at the pace identified. As circumstances change, the yearly impact must be reviewed to evaluate the College's ability to pay for the anticipated costs. Due to projected operating deficits in the first few years, the new staff, via the unit plans, has been added only sparingly in the 2010-11 and 2011-12 fiscal years.

At this point, the modeling assumes that the base year of 2009-10 is balanced in terms of having adequate on-going revenues to pay for on-going costs. To the degree that is not the case and there is a structural deficit, then the new revenues identified may be called upon to make up this deficit, leaving less available to fund new costs.

The modeling does not address the size and need for building a cash reserve. The College does have reserve funds based on the current budget size but has not yet established a reserve goal. Finding funds to improve the general reserve of the College may also be a draw against new limited revenues.

Taking into account the analysis, review and input from a variety of sources, the following recommendations are submitted to the College.

RECOMMENDATIONS

1. CWI target productivity levels for new hire general education faculty at an overall average class size of 30 and for PTE a minimum class size of 15, preferably higher.
2. CWI work to increase the average class sizes for existing faculty to the same levels identified in recommendation number one. This could and should occur early in the five-year cycle.
3. New faculty hires related to growth in student FTE be made in ratios no greater than 50% full time and 50% part time.
4. Student fee/tuition increases be planned and implemented sooner than 2011-12, if possible, to allow for some increase of reserves to offset potential deficit spending.
5. College policies and procedures regarding the student fee structure be changed to charge full cost for all units taken.

6. College policies and procedures regarding payment of student fees be modified to discourage payment plans and consider the use of a third-party vendor for collection and monitoring fee payments.
7. The financial plan documents be monitored and updated for progress made and changes needed over the next five years.
8. Establish a reserve target based on some percentage of the expenditure budget of the College.
9. Adopt the position that on-going costs must be paid for by on-going revenues and, conversely, one-time revenues be used for one-time or limited time costs.
10. Continue to ensure that the uses of the Albertson Foundation grant are clearly identified as one time funds.
11. Consider the continued or expanded use of contract support services as circumstances warrant.
12. Take action to capture savings identified in the organizational review and plans developed, in particular those related to administrative staff positions and faculty department chair release-time assignments.

ILLUSTRATION OF THE IMPACT OF SELECTED RECOMMENDATIONS

Some of the recommendations made above, apart from some context, are hard to understand and evaluate. With that in mind, the impact of recommendations 1, 2, and 3 are illustrated below.

Data taken from Projections of Student Growth, Sections Needed and Cost Report (Attachment #2)

Fifth Year Student Fees/Tuition (2014/15)	\$16,428,991
Fifth Year Faculty Costs for General Ed/PTE (based on gen ed class size of 20, and 17 for PTE)	<u>- 13,933,375</u>
Available New Revenue for Operational Costs	\$ 2,495,616
Impact of Implementing Recommendation #1	3,577,815
Impact of Implementing Recommendation #2	1,900,000
Impact of Implementing Recommendation #3	<u>450,000</u>
Adjusted New Revenue for Other Operational Costs	\$ 8,423,431

Recommendations 4, 5, and 6 don't add revenue but rather help ensure that the dollar values used in the projection model have a greater chance of being correct.

Recommendation 7 is intended to help make the model functional over time so that the College will have another tool to evaluate progress on its strategic plan.

Recommendations 8, 9, and 10 are intended to ensure fiscal stability over time.

Recommendation 11 provides flexibility in responding to changing College needs in a quick, efficient manner.

Recommendation 12 will reduce costs and lower the operating deficit.

SUBSEQUENT DEVELOPMENTS

Events this spring have changed the budget landscape significantly. CWI was notified that state funding for general education and PTE were permanently reduced in the 2009-10 fiscal year by about \$800,000 and that the College's augmentation request of \$1.1 million was not funded. These actions, coupled with CWI's decision to increase course offerings in the spring, translate into a base budget for fiscal year 2010-11 in deficit. This development creates tremendous financial pressure on the College as it attempts to move forward with its strategic plan. It should be noted that the financial plan itself, apart from the starting base deficit for 2010-11, actually contributes resources to reduce the deficit level of the plan each year, and by the fifth year eliminates it. The modeling presented in the financial plan works, but because of the starting deficit, requires the use of reserves or other one-time funds which the College may not have.

Neither the initial assessment nor the recommendations have been changed in case the deficit can be mitigated. Further, since the plan aids in bringing the deficit under control, it is still viable. However, in light of the circumstances, additional steps the College may want to consider have been identified. These are listed separately as Additional and/or Alternative Recommendations. Clearly, some of the initial recommendations take on a greater sense of urgency if they contribute to the reduction of the deficit.

ADDITIONAL AND/OR ALTERNATIVE RECOMMENDATIONS (CONTINGENT ON THE SIZE OF THE DEFICIT)

1. To the extent possible in years 1, 2 and 3 of the plan, hire hourly rather than permanent faculty and support staff as called for in the unit plans.
2. Limit any budget augmentations to items that are absolutely necessary.
3. Establish a plan to draw upon reserves over the next four years and indicate how those reserves might be rebuilt.

4. Definitely consider increasing student fees for the 10/11 fiscal year. Since originally proposed it should be noted that the College has acted to implement a fee increase for the 10/11 fiscal year.
5. Limit PTE program to be no larger than the state funds will support or acquire additional external resources to meet community training needs. PTE is a much higher cost operation than general education and in tight financial times the College must measure carefully the costs of each program element.
6. There are contributing factors to the possible 10/11 base deficit. The state's actions to reduce funding for PTE (over \$500,000) and the general apportionment (an over 7% mid-year reduction), along with the denial of the Governor's recommended \$1 million augmentation to bring CWI into parity with the other two community colleges was one major factor. In anticipation that the college would receive the aforementioned state revenue the College, in response to student demand, experienced a rapid increase in student FTE in 09/10. Our modeling starts from a student FTE base of 2,800 and builds from there. The College has stated that the base 10/11 budget had to be increased by about \$2.4 million to sustain that 2,800 figure. That coupled with the state's actions have generated the possible 10/11 base deficit. Accordingly, because of these funding challenges, the College must limit its future growth in FTE students and FTE faculty to its available resources. (Moved last three sentences to item 8)
7. Again because of the short term deficits anticipated, carefully assess the ability to afford student FTE growth in light of the model assumptions contained in this financial plan. To the degree the assumptions change the College must assess the impact quickly to ensure the fiscal viability of its anticipated decisions.
8. It should be noted that the College has already initiated corrective steps to mitigate the base operating deficit. That is why this set of additional recommendations is contingent on the results of related actions and developments. They may or may not be needed based on the outcome.

ATTACHMENT #1

**College of Western Idaho
Five Year Budget Comparison
Base Year of 2009/10 Extended Through 2014/15
Projections Linked to Strategic Plan Assumptions**

	Adjusted	Base Adj	Budget Year	Budget Year	Budget Year	Budget Year	Budget Year
	<u>09/10 Bdgt</u>	<u>2010/11*</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>
<u>Budget Category</u>							
Revenues							
Gen Ed State Allocation	\$ 4,463,200		\$ 4,463,200	\$ 4,463,200	\$ 4,463,200	\$ 4,463,200	\$ 4,463,200
State Funds for PTE	\$ 6,718,812		\$ 6,718,812	\$ 6,718,812	\$ 6,718,812	\$ 6,718,812	\$ 6,718,812
Property Taxes	\$ 5,270,000		\$ 5,428,100	\$ 5,590,943	\$ 5,758,671	\$ 5,931,431	\$ 6,109,374
Student Fees/Tuition	\$ 9,600,000		\$ 11,181,556	\$ 13,656,852	\$ 16,810,375	\$20,842,278	\$26,028,991
Workforce Training	\$ 2,031,000		\$ 2,531,000	\$ 2,531,000	\$ 2,531,000	\$ 2,531,000	\$ 2,531,000
One-Time Funds (inc. JKAF)	\$ 2,651,833		\$ 3,760,367	\$ 220,000	\$ -	\$ -	\$ 1,824,000
Grants	\$ 1,952,959		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000
Other Miscellaneous	\$ 407,000		\$ 175,000	\$ 200,000	\$ 220,000	\$ 240,000	\$ 260,000
Total Revenues	\$33,094,804		\$ 36,258,035	\$ 35,380,807	\$ 38,502,058	\$42,726,721	\$49,935,377

Expenditures							
General Ed							
Instructional Faculty	\$ 4,232,100	\$2,457,548	\$ 6,998,319	\$ 8,015,992	\$ 9,366,212	\$11,147,287	\$13,495,404
Academic Support	\$ 3,390,497	\$(320,174)	\$ 3,070,323	\$ 3,185,823	\$ 3,476,198	\$ 3,702,761	\$ 3,765,511
Student Services	\$ 2,643,000	\$ (68,087)	\$ 2,574,913	\$ 2,678,413	\$ 2,872,913	\$ 3,028,163	\$ 3,131,663
Institutional Support	\$ 5,302,248	\$(869,237)	\$ 4,654,662	\$ 4,809,662	\$ 5,029,412	\$ 5,257,299	\$ 5,493,731
One-Time Funds (inc. JKAF)	\$ 1,695,633		\$ 3,760,367	\$ 220,000			\$ 1,824,000
Facilities	\$ 5,128,555	\$(420,000)	\$ 5,158,536	\$ 5,838,536	\$ 6,748,536	\$ 7,658,536	\$ 8,368,536
General Ed Totals	\$22,392,033	\$ 780,050	\$ 26,217,120	\$ 24,748,426	\$ 27,493,271	\$30,794,046	\$36,078,844
PTE							
Instructional Faculty	\$ 5,021,028	\$(296,160)	\$ 4,903,948	\$ 5,110,392	\$ 5,347,572	\$ 5,619,254	\$ 5,929,639
Academic Support	\$ 1,102,423		\$ 1,102,423	\$ 1,102,423	\$ 1,102,423	\$ 1,102,423	\$ 1,102,423
Student Services	\$ 471,022		\$ 471,022	\$ 471,022	\$ 471,022	\$ 471,022	\$ 471,022
Institutional Support	\$ 124,339		\$ 124,339	\$ 124,339	\$ 124,339	\$ 124,339	\$ 124,339
Facilities	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
PTE Totals	\$ 6,718,812		\$ 6,601,732	\$ 6,808,176	\$ 7,045,356	\$ 7,317,038	\$ 7,627,423
Workforce Training	\$ 2,031,000		\$ 2,371,000	\$ 2,371,000	\$ 2,371,000	\$ 2,371,000	\$ 2,371,000
Grants	\$ 1,952,959		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000
Expenditure Totals	\$33,094,804		\$ 37,189,852	\$ 35,927,602	\$ 38,909,627	\$42,482,084	\$48,077,267
Operating Results	\$ -		\$ (931,817)	\$ (546,795)	\$ (407,568)	\$ 244,638	\$ 1,858,110
* The base adjustment represents the level of increase in faculty costs required to sustain the initial student FTE of 2,800 and the removal of one-time costs that apply only to the 09/10 year and are not part of the base for 10/11							

ATTACHMENT 1A

**College of Western Idaho
Five Year Projection
Faculty Salaries and Benefits**

Budget Year	09/10	10/11	11/12	12/13	13/14	14/15	Five Year
	spring x2						Total Change
Base Fac Sal/Ben	\$11,745,888	\$11,745,888	\$11,902,267	\$13,126,384	\$14,713,784	\$16,766,541	
PTE Reduction		-\$331,372					
PTE Growth							
50/50 new hires							
class size ave 17		\$179,080	\$206,444	\$237,180	\$271,682	\$310,385	\$1,204,771
GE Growth							
50/50 new hires							
class size ave 30		\$688,671	\$1,397,673	\$1,730,220	\$2,161,075	\$2,728,117	\$8,705,756
Cost reduction of							
moving current							
staff to class size of							
30		-\$380,000	-\$380,000	-\$380,000	-\$380,000	-\$380,000	-\$1,900,000
Adjusted Fac Sal/Ben		\$11,902,267	\$13,126,384	\$14,713,784	\$16,766,541	\$19,425,043	\$8,010,527

ATTACHMENT 1B

**Five-Year Budget Comparison
Base Year of 2009/10 Extended Through 2014/15
Cost of Additional Positions and Operating Costs**

Proposed Additional Staff Per Unit Plans

Dept	Title	Total Positions	Budget Year	Budget Year	Budget Year	Budget Year	Budget Year
			<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>
HR	Generalists	3.00			\$ 57,000	\$ 57,000	\$ 57,000
Science	Lab Tech	2.00		\$ 45,000		\$ 45,000	
Library	Technicians	6.00		\$ 43,000	\$ 43,000	\$ 86,000	\$ 86,000
Student Services	Enrichment	2.00		\$ 51,750	\$ 51,750		
	Assessment	2.00			\$ 39,250	\$ 39,250	
	Admissions	1.00				\$ 64,250	
	Financial Aid	2.00			\$ 51,750		\$ 51,750
	Academic Advising Specialist	4.00		\$ 51,750	\$ 51,750	\$ 51,750	\$ 51,750
General Education	Service Learning	1.00			\$ 63,000		
Tutoring	Tutoring specialist	1.00			\$ 45,500		
	Tutoring coordinator	3.00			\$ 51,750	\$ 51,750	\$ 51,750
	Director	0.50			\$ 32,125		
Dual Enrollment	Dual Enrollment Dir	0.25			\$ 12,500		
	Dual Enrollment Coordinator	0.75				\$ 38,813	
Sub Total:		28.50		\$ 191,500	\$ 499,375	\$ 433,813	\$ 298,250

Proposed Additional Operating Costs Per Unit Plans					
Facility/Equipment maintenance		\$ 75,000	\$ 78,750	\$ 82,688	\$ 86,822
College operations		\$ 80,000	\$ 84,000	\$ 88,200	\$ 92,610
Unit Plan Supplies and Materials	ongoing	\$ 25,000	\$ 20,000		
	one-time	\$ 2,500	\$ 22,500	\$ 75,000	
Sub Total:		\$ 182,500	\$ 205,250	\$ 245,888	\$ 179,432
Grand total:		\$ 374,000	\$ 704,625	\$ 679,700	\$ 477,682

ATTACHMENT 1C

**College of Western Idaho
Five Year Budget Comparison
Facility Lease Cost Schedule**

Facility Lease Payments: FY 2011 - 2010

<u>Location</u>	fiscal year					
	<u>fy 11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	
Aspen Creek	\$ 356,110	\$ 356,110	\$ 356,110	\$ 356,110	\$ 356,110	no escalator
Pintail	\$ 918,806	\$ 936,052	\$ 953,820	\$ 972,111	\$ 990,925	tenant improvements included
Oak Park	\$ 349,792	\$ 349,792	\$ 349,792	\$ 349,792	\$ 349,792	no escalator
BSU - Prof Tech (several)	\$ 710,064	\$ 1,420,128	\$2,130,192	\$2,840,256	\$ 2,840,256	escalator included fy 15
PTE Warden's House (ISHS)	\$ 16,000	\$ 16,480	\$ 16,974	\$ 17,484	\$ 18,008	escalator included
PTE Growing Field (ISHS)	\$ 2,625	\$ 2,704	\$ 2,785	\$ 2,868	\$ 2,954	escalator included
PTE Dairy Barn (ISHS)	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	
PTE Truck Driving	\$ 29,100	\$ 29,973	\$ 30,872	\$ 31,798	\$ 32,752	escalator included
High schools	\$ 10,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	estimated
Total leases:	\$ 2,401,997	\$ 3,135,739	\$3,865,045	\$4,594,919	\$ 4,615,298	

ATTACHMENT #2

**College of Western Idaho
Projections of Student Growth, Sections Needed and Cost
Five Years Out Starting 2010/11**

Full Time Equivalent Students (FTES)

	Base Year	Growth	Growth	Growth	Growth	Growth
	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Gen Ed	1878	2361	2967	3730	4689	5898
PTE	<u>1016</u>	<u>1087</u>	<u>1163</u>	<u>1245</u>	<u>1332</u>	<u>1425</u>
Total FTES	2894	3448	4131	4975	6020	7323

Assumes growth of 7% per year compounded for PTE and 25.7% for Gen Ed

Projected Net Growth In FTES

Gen Ed	483	607	763	959	1210
PTE	<u>71</u>	<u>76</u>	<u>81</u>	<u>87</u>	<u>93</u>
Net Annual Growth	554	683	844	1046	1303

Calculation of Sections Needed For Growth Based on Various Seat Counts (Note: 30 units equals 1 FTES)

	FTES Per Section
17 Students per section x 3 units equals 51 units	1.7
20 Students per section x 3 units equals 60 units	2
25 Students per section x 3 units equals 75 units	2.5

30 Students per section x 3 units equals 90 units						3
35 Students per section x 3 units equals 105 units						3.5
40 Students per section x 3 units equals 120 units						4
Sections Needed to Reach Growth Targets Based on Class Size Options Identified						
PTE is assumed to be no higher than 20 or 25 seats per class, Faculty costs increased 4% per year starting 2011-12						
General Ed Analysis of Sections Needed						
Data for each year represents that year's values with the cumulative 5 year totals listed in the summary column						
Base Expenditures 2009-10	\$11,746,000					
Inflation Factor of 4% Starting in 2011-12	1.04					
Factor for 2011-12	1.04					
Factor for 2012-13	1.0816					
Factor for 2013-14	1.124864					
Factor for 2014-15	1.16985856					Fifth Year
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>Annual Cost</u>
Class Size of 20						
Sections Needed	241	303	381	479	605	
FTE Faculty Needed	24.1	30.3	38.1	47.9	60.5	
60% FT Hires	\$825,325	\$1,078,930	\$1,410,464	\$1,843,872	\$2,419,836	\$7,578,426
40% PT Hires	\$276,189	\$361,057	\$472,002	\$617,039	\$809,782	\$2,536,069
Adjustments to Base**	<u>\$0</u>	<u>\$513,901</u>	<u>\$592,056</u>	<u>\$691,037</u>	<u>\$817,115</u>	<u>\$2,614,108</u>
Totals	\$1,101,514	\$1,953,888	\$2,474,523	\$3,151,948	\$4,046,732	\$12,728,604
Class Size of 25						
Sections Needed	193	243	305	383	484	
FTE Faculty Needed	19.3	24.3	30.5	38.3	48.4	
60% FT Hires	\$660,260	\$863,144	\$1,128,371	\$1,475,097	\$1,935,869	\$6,062,741
40% PT Hires	\$220,951	\$288,845	\$377,602	\$493,631	\$647,825	\$2,028,856
Adjustments to Base**	<u>\$0</u>	<u>\$505,088</u>	<u>\$571,372</u>	<u>\$654,465</u>	<u>\$759,393</u>	<u>\$2,490,319</u>
Totals	\$881,211	\$1,657,078	\$2,077,345	\$2,623,194	\$3,343,087	\$10,581,915

Class Size of 30						
Sections Needed	161	202	254	320	403	
FTE Faculty Needed	16.1	20.2	25.4	32.0	40.3	
60% FT Hires	\$550,216	\$719,287	\$940,309	\$1,229,248	\$1,613,224	\$5,052,284
40% PT Hires	\$184,126	\$240,705	\$314,668	\$411,359	\$539,854	\$1,690,713
Adjustments to Base**	<u>\$0</u>	<u>\$499,214</u>	<u>\$557,582</u>	<u>\$630,084</u>	<u>\$720,912</u>	<u>\$2,407,792</u>
	\$734,343	\$1,459,205	\$1,812,560	\$2,270,692	\$2,873,990	\$9,150,789
Class Size of 35						
Sections Needed	138	173	218	274	346	
FTE Faculty Needed	13.8	17.3	21.8	27.4	34.6	
60% FT Hires	\$471,614	\$616,532	\$805,980	\$1,053,641	\$1,382,763	\$4,330,529
40% PT Hires	\$157,822	\$206,318	\$269,716	\$352,594	\$462,732	\$1,449,183
Adjustments to Base**	<u>\$0</u>	<u>\$495,017</u>	<u>\$547,732</u>	<u>\$612,669</u>	<u>\$693,425</u>	<u>\$2,348,844</u>
	\$629,437	\$1,317,867	\$1,623,427	\$2,018,904	\$2,538,921	\$8,128,556
Class Size of 40						
Sections Needed	121	152	191	240	302	
FTE Faculty Needed	12.1	15.2	19.1	24.0	30.2	
60% FT Hires	\$412,662	\$539,465	\$705,232	\$921,936	\$1,209,918	\$3,789,213
40% PT Hires	\$138,095	\$180,528	\$236,001	\$308,520	\$404,891	\$1,268,035
Adjustments to Base**	<u>\$0</u>	<u>\$491,870</u>	<u>\$540,345</u>	<u>\$599,608</u>	<u>\$672,810</u>	<u>\$2,304,634</u>
	\$550,757	\$1,211,864	\$1,481,578	\$1,830,063	\$2,287,619	\$7,361,882

PTE Analysis of Sections Needed						
Data for each year represents that year's values with the cumulative 5 year totals listed in the summary column						
						Fifth Year
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>Annual Cost</u>
Class Size of 17						
Sections Needed	42	45	48	51	55	
FTE Faculty Needed	4.2	4.5	4.8	5.1	5.5	
50% FT Hires	\$119,231	\$132,680	\$147,646	\$164,301	\$182,834	\$746,691
50% PT Hires	\$59,850	\$66,601	\$74,113	\$82,473	\$91,776	\$374,813
Adjustments to Base**	<u>\$0</u>	<u>\$7,163</u>	<u>\$15,421</u>	<u>\$24,908</u>	<u>\$35,775</u>	<u>\$83,268</u>
	\$179,080	\$206,444	\$237,180	\$271,682	\$310,385	\$1,204,771
Class Size of 20						
Sections Needed	36	38	41	44	47	
FTE Faculty Needed	3.6	3.8	4.1	4.4	4.7	
50% FT Hires	\$101,346	\$112,778	\$125,499	\$139,655	\$155,409	\$634,687
50% PT Hires	\$50,872	\$56,611	\$62,996	\$70,102	\$78,010	\$318,591
Adjustments to Base**	<u>\$0</u>	<u>\$6,089</u>	<u>\$13,108</u>	<u>\$21,172</u>	<u>\$30,409</u>	<u>\$70,778</u>
	\$152,218	\$175,477	\$201,603	\$230,930	\$263,827	\$1,024,055
Class Size of 25						
Sections Needed	28	30	33	35	37	
FTE Faculty Needed	2.8	3.0	3.3	3.5	3.7	
50% FT Hires	\$81,077	\$90,222	\$100,399	\$111,724	\$124,327	\$507,750
50% PT Hires	\$40,698	\$45,288	\$50,397	\$56,082	\$62,408	\$254,873
Adjustments to Base**	<u>\$0</u>	<u>\$4,871</u>	<u>\$10,486</u>	<u>\$16,938</u>	<u>\$24,327</u>	<u>\$56,622</u>
	\$121,775	\$140,382	\$161,283	\$184,744	\$211,062	\$819,244

Combined Costs of Gen Ed and PTE Staff						
Data for each year represents that year's values with the cumulative 5 year totals listed in the summary column						
			Fifth Year			Fifth Year
	Gen Ed	PTE at 20	<u>Total Cost</u>		PTE at 17	<u>Total Cost</u>
Gen Ed Class Sizes						
Class Size of 20	\$12,728,604	\$1,024,055	\$13,752,660		\$1,204,771	\$13,933,375
Class Size of 25	\$10,581,915	\$1,024,055	\$11,605,971		\$1,204,771	\$11,786,686
Class Size of 30	\$9,150,789	\$1,024,055	\$10,174,844		\$1,204,771	\$10,355,560
Class Size of 35	\$8,128,556	\$1,024,055	\$9,152,612		\$1,204,771	\$9,333,327
Class Size of 40	\$7,361,882	\$1,024,055	\$8,385,937		\$1,204,771	\$8,566,653
New Revenues from Student Fees and Tuition (increased 4% per year starting 2011-12)*						
Data for each year represents that year's values with the cumulative 5 year totals listed in the summary column						
Base revenue in 2009-10	\$9,600,000					
						Fifth Year
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>Annual Rev</u>
Gen Ed	\$1,378,437	\$1,802,003	\$2,355,723	\$3,079,589	\$4,041,550	\$12,657,302
PTE	\$203,119	\$226,031	\$251,527	\$279,899	\$311,472	\$1,272,047
Adjustments to Base**	<u>\$0</u>	<u>\$447,262</u>	<u>\$546,274</u>	<u>\$672,415</u>	<u>\$833,691</u>	<u>\$2,499,642</u>
Total New Revenue	\$1,581,556	\$2,475,296	\$3,153,523	\$4,031,903	\$5,186,713	\$16,428,991
* The revenue numbers are overstated for two reasons; they do not take into account student defaults on payments . Currently the tuition/fees are constant for students taking between 12 and 18 units. There is no way to measure that in these calculations.						
** The adjustments to base represent application of the new 4% increase to the then base student revenue for the existing student population. The base is increased each year as growth occurs. The same is true for salary costs						

General Ed Analysis of Sections Needed					2010-11	2011-12	2012-13	2013-14	2014-15
Class size of 20					244	296	359	435	527
Class size of 25					195	236	287	348	421
Class size of 30					162	197	239	290	351
Class size of 35					139	169	205	249	301
Class size of 40					122	148	179	218	263

ATTACHMENT #2A

College of Western Idaho

Impact of the Five Year Student Growth Plan on Faculty Staffing and Related Revenues Comment on and Analysis of Attachment #2

As an element of its strategic plan, CWI has adopted a student FTE growth goal of approximately 20% per year, compounded, for the next five years. It is important to understand the impact this would have on faculty staffing needs, the cost of those staff and what the related revenues might be to support those costs.

A spreadsheet was developed with the goal of modeling this plan element to allow the College an opportunity to better assess this strategy. A number of assumptions were made to facilitate the model. Those assumptions are:

- A full time faculty person would cost \$57,000 per year in 2010/11
- A full time equivalent part time faculty person would cost \$28,612 per year in 2010/11
- These costs would be increased by 4% per year starting in 2011/12 for new hires
- The ratio of growth for PTE was assumed to be at a lower rate than general education, with the overall combined rate of just over 20%. The rate used for PTE was 7% and the general education rate was 25.7%
- The ratio of new hires per year for general education was assumed to be 60% full time and 40% part time. For PTE the ratio was assumed to be 50% full time and 50% part time. These ratios are intended to move the college toward a more balanced split between full time and part time faculty. They are not established end targets.
- The growth in student tuition and fees was assumed to increase 4% per year starting in 2011/12
- One full time equivalent student is 30 units of instruction
- One full time annual faculty teaching load is 10, 3 unit classes

To be able to construct a reasonable model the types of assumptions made above were necessary. Several of those need some explanation. The 4% increase in faculty costs is in recognition of the fact that we cannot assume costs will stay static for the next five years. Whether the true rate is 4% or something else we do not know. The goal is to approximate something reasonable. By applying the same rate of increase to the student revenues we can mitigate the true variance.

Currently CWI has an imbalance between PTE and general education faculty ratios. One of the strategic goals is to create greater balance between the two in regards to the full time /part

time faculty ratios. Given that fact the assumed rate of full time new hires in general education was at a higher ratio than part time to move the College toward that goal, 60% full time hires and 40% part time hires. Again no set ratio has been established by the College. The ratios identified here are intended to move the College toward a better balance over the next five years. For PTE the number of anticipated hires is much lower but even there with a 50/50 ratio there would be a small movement toward a better balance. Due to expectations by the state related to PTE the ability to shift the full time/part time ratio in a substantial way is greatly limited.

The full time cost of a part time faculty member is based on \$2,625 per section, plus 9% for fringe costs times 10 sections per year.

There is another element to the model that has a significant impact on the ultimate cost which is; what is the expected average class size for the new programs and sections? To illustrate this fact the model uses average class sizes of 20, 25, 30, 35 and 40 for general education and 17, 20 and 25 for PTE. This allows the reader to see how costs are impacted as productivity is improved.

The focus of the model is on new student FTE and faculty costs but it should be noted that improved productivity in existing classes can also accommodate growth in student FTE without adding costs. To the degree that is accomplished the number of new hire FTEF can be reduced.

The instructional unit plans which look at the five year outlook for each discipline assume an average general education program class size of 30 for new and existing faculty loads and for PTE an average class size of 15 or better for new and existing faculty loads.

This detailed unit level modeling of FTES growth and equivalent faculty requirements projects a total faculty in five years that is fewer in number by 12.7 for general education and 18.5 for PTE as a result of improved efficiency for current faculty.

Translating these savings into dollars the annual value in five years could exceed \$1.9 million. It is important to factor that into the college planning related to class size goals for faculty assignments going forward. The financial health of CWI is very much linked to the efficient use of its staff both in and out of the classroom.

The estimates of revenue are only for student tuition and fees. It is the major guaranteed source of income for new student FTE. The amounts calculated assume that each FTE generates the full value of tuition and fees. We know that this is unlikely for two reasons. The first is that CWI has in place currently a practice that states students taking 12 to 18 units will only pay fees at the 12 unit value. This means that a student could take a 50% higher load and not pay additional fees. We are unable to determine the impact of this on the related

revenues. The second factor is that CWI allows students to make payments over time for fees owed. There is no incentive for students to pay up front so a significant percentage of students opt for the deferred payment plan. This increases operating costs but also suggests that defaults will be greater and a portion of the accounts receivable will be written off as bad debt expense. Again we are unable to determine the impact this may have on anticipated revenues.

Regarding the two points identified above the College may want to reconsider the fee payment structure and charge fees for all units taken or at least move the threshold to 15 units which would be in line with the full time student definition. There is no real incentive for students to pay their fees up front. In the analysis of the fiscal services unit, this same issue is addressed and includes two possible solutions. They may not be the solutions desired by the College but are intended to provide examples of how this issue could be addressed.

The revenue estimates indicate that after 5 years, \$16,400,000 will be added annually as new revenue to the college. Depending on class size decisions faculty costs for the new growth FTES will range from a high of \$13,900,000 to a low of \$8,400,000. Clearly this is a significant difference in cost and has a major bearing on CWI's ability to afford other costs related to serving new students. Absent any additional local or state funding, supporting growth to 250% of its current size in the student population will put a great deal of budgetary pressure on the college.

ATTACHMENT #3

**College of Western Idaho
Directory for Institutional Strategic Directions 2010- 2015**

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projection
<p>Board Priority #1: Structure Student Success The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.</p>		
<p>1. Develop an effective, mandatory course placement system including accurate assessment and course prerequisites.</p>	<i>Educational Master Plan 2010-2015</i>	-0-
<p>2. Implement best practices in basic skills instruction and student services that are effective in moving students from basic skills into college-level courses.</p>	<i>Educational Master Plan 2010-2015</i>	Contingent on plan that is to be developed
<p>3. Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.</p>	<i>Educational Master Plan 2010-2015</i>	-0-
<p>4. Develop a Transfer Admissions Guarantee program with universities.</p>	<i>Educational Master Plan 2010-2015</i>	-0-
<p>5. Develop a structured First Semester Program to achieve these goals: 5.a. Orient students to college and to college-level work including study skills 5.b. Identify each student's purpose for attending college</p>	<i>Educational Master Plan 2010-2015</i>	Staffing needs to be met by the increase in staff identified in the unit plan for

<ul style="list-style-type: none"> - Require at least two meetings with a faculty advisor or counselor. - Once a student completes 30 units, follow up with each student to affirm educational goals. <p>5.c. Provide support at the first sign of academic distress</p>		Academic Advising
<p>6. Develop partnerships with local employers for CWI students to have priority access to open positions.</p>	<i>Educational Master Plan 2010-2015</i>	-0-
<p>7. Encourage student internships and/or service learning</p> <ul style="list-style-type: none"> a. Ask business leaders serving on advisory committee to provide opportunities for paid or unpaid student interns b. Partner with local service agencies and non-profit organizations to provide opportunities for student interns or service learning projects. c. Solicit slots for student interns in federal programs, such as those organized by the U.S. Department of the Interior. 	<i>Educational Master Plan 2010-2015</i>	Establish a 10-month Internship/Service Learning Coordinator position in 2013
<p>8. Increase student engagement with the campus by supporting student government.</p>	<i>Student Enrichment (Student Activities) Unit Plan 2010-2015</i>	Staffing included in the Student Enrichment unit plan

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Board Priority #2: Develop Systems to Support Faculty and Staff</p> <p>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success.</p>		
<p>1. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.</p>	<i>Educational Master Plan 2010-2015</i>	Supplies and facilitators for training workshop
<p>2. Develop a Center for Teaching Excellence. Include faculty learning opportunities beyond conferences, such as internships in local businesses, agencies, and non-profit organizations and tuition.</p>	<i>Educational Master Plan 2010-2015</i>	<p>Establish and fill a Professional Development Coordinator position in 2011</p> <p>Supplies as needed to support the Center for Teaching and Learning</p>
<p>3. Create a program to recognize faculty and staff excellence.</p>	<i>Educational Master Plan 2010-2015</i>	Contingent on plan that is to be developed

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Board Priority #3: Implement Practices for Fiscal Stability</p> <p>The College of Western Idaho will</p> <ul style="list-style-type: none"> • Operate within its available resources by institutionalizing a number of practices to improve operating efficiencies and • Implement strategies to increase revenue. 		
<p>1. Determine how to fund growth out of existing allocations</p> <p style="padding-left: 40px;">Increase productivity by achieving cost-efficient class size comparable to other community colleges</p>	<p><i>Finance Plan 2010 - 2015</i></p>	<p style="text-align: center;">-0-</p>
<p>2. Explore methods of increasing revenue to fund college operations and the build out of the College through many options such as:</p> <ul style="list-style-type: none"> ▪ Secure additional state funding; ▪ Expand the college’s tax base; ▪ Solicit additional funds from private sources, such as foundations; and ▪ Create a CWI Foundation to launch a capital campaign. 	<p><i>Finance Plan 2010 - 2015</i></p> <p><i>Institutional Advancement Plan 2010 - 2015</i></p>	<p style="text-align: center;">The Albertson Foundation has funded the establishment of the foundation</p>
<p>3. Develop decision-making processes that include consideration of the fiscal implications of all proposals.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p style="text-align: center;">-0-</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Board Priority #4: Connect the College to the Community</p> <p>The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.</p>		
<p>1. Develop and support the College’s Community Education program</p>	<p><i>Educational Master Plan 2010-2015</i></p>	<p>Contingent on plan that is to be developed</p>
<p>2. Host events such as exhibits of the work of local artists and the National Poetry Competition as a way to encourage CWI student participation in such national competitions and to give the College national attention.</p>	<p><i>Educational Master Plan 2010-2015</i></p>	<p>Nominal – prize money, judges, promotional</p>
<p>3. Invite community leaders/members to be guest speakers in class and to serve as mentors.</p>	<p><i>Educational Master Plan 2010 - 2015</i></p>	<p>-0-</p>
<p>4. Request that faculty and staff volunteer to serve as guest speakers for local organizations. Recruit speaking engagements for the CWI speakers’ bureau.</p>	<p><i>Communications Plan 2010 - 2015</i></p>	<p>Nominal – promotional material</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Complete the Nampa Campus Supplemented by Sites Distributed Across the Two Counties</p> <p>The College of Western Idaho will provide higher education opportunities to residents by building out the Nampa Campus as a comprehensive community college that supports an active student life with accommodations such as a student union, an arts and cultural center, and sports activities. This site will be</p> <ul style="list-style-type: none"> • Expanded by acquiring additional acreage and • Supplemented by a substantial site in Ada County and by courses offered in a variety of locations near population centers. 	<p><i>Facilities Master Plan 2010- 2015</i></p> <p><i>Finance Plan 2010-2015</i></p>	<p>To be determined</p>
<p>Courses are offered</p> <ul style="list-style-type: none"> - At local high schools during the afternoon and evenings; - At job training locations operated by local businesses and state agencies such as the Department of Labor; and - Through distance education. A robust program of courses/degrees offered through online instruction and student services is a strategy for the College to provide access to higher education for students who cannot readily attend classes at any location. This program is to be supported by training for faculty and students as well as the necessary technical infrastructure. 	<p><i>Educational Master Plan 2010-2015</i></p>	<p>For Virtual Campus:</p> <ul style="list-style-type: none"> -Conference attendance - Faculty release time to serve as coordinator until a full-time 10-month position can be established and filled -Stipends for course development

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Become a Sustainable College</p> <p>The College of Western Idaho will build its facilities and ancillary projects in a manner that is cost-effective while maximizing sustainability and minimizing operating expenditures. The College will adopt operating practices through partnerships with public utilities that minimize the use of public energy resources, public water systems, public waste disposal and attempt to move the College towards a closed system. The College will also develop educational programs and curriculum that train tomorrow's workforce in alignment with the community's industries related to sustainability.</p>		
<p>1. Design buildings to meet eligibility for LEED Gold or Platinum buildings</p>	<p><i>Facilities Master Plan 2010-2015</i></p>	<p>To be determined</p>
<p>2. Through partnership with Idaho Power, become energy self sufficient by minimizing energy consumption and generating the college's own electricity</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>To be determined</p>
<p>3. Use practices that minimize the use of fresh water through landscaping, use of reclaimed water and the capture of water runoff</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>-0-</p>
<p>4. Implement a recycling program</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>To be determined</p>
<p>5. Purchase furniture, carpet, and building materials made from recycled and sustainable components</p>	<p><i>Facilities Master Plan 2010- 2015</i></p>	<p>-0-</p>
<p>6. Explore the development of new PTE programs and the adaptation of existing programs to meet the green workforce needs of the greater Boise area</p>	<p><i>Units Plans for related disciplines programs 2010-15</i></p>	<p>To be determined</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projections
<p>Establish a Collaborative College Culture</p> <p>The College of Western Idaho will implement internal practices that embody the spirit and principles of participatory governance and acknowledge that members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the college.</p>		
<p>1. Develop an organizational structure that serves students effectively/efficiently by integrating instruction and student services.</p>	<p><i>Organizational Plan 2010 - 2015</i></p>	<p>-0-</p>
<p>2. Nurture innovation by being a college that works toward “yes” and adopts a no-fault approach to the results of innovations by reassuring those who experiment with, “It’s OK.”</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>3. Rely on evidence to make decisions.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>4. Strive for inclusiveness, transparency, and a no-secrets approach to decision-making and communication.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>5. Value dialogue by encouraging brainstorming, exploring divergent perspectives, and working toward consensus.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>
<p>6. Adopt a culture of partnership in order to benefit from opportunities with entities outside of college, such as businesses, K-12 districts, universities, state agencies, and non-profit organizations.</p>	<p><i>Making Decisions at the College of Western Idaho 2010</i></p>	<p>-0-</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projection
<p>Implement an Innovative Academic Calendar</p> <p>After studying the feasibility of optional academic calendars, the College of Western Idaho will begin to offer classes on academic calendars that offer students multiple points of entry into the college and maximize the use of facilities.</p>	<p><i>Educational Master Plan 2010- 2015</i></p>	<p>-0-</p>

Institutional Strategic Direction 2010-2015	Action Steps In	Cost Projection
<p>Increase Student Enrollment</p> <p>As a way to fulfill the College’s potential, gain economies of scale, and establish a stable fiscal base, the College of Western Idaho will focus institutional energy on increasing student enrollment.</p>		
<p>1. Develop and implement an ongoing and aggressive student recruitment campaign.</p>	<i>Communications Plan 2010 - 2015</i>	Contingent on plan that is to be developed
<p>2. Increase the community’s college-going rate by partnering with K-12 districts to develop programs that:</p> <ul style="list-style-type: none"> i. Admit qualified 11th and 12th grade students into core general education classes (dual enrollment and concurrent enrollment), ii. Admit 11th and 12th grade students into PTE courses, and iii. Give each high school junior and senior one CWI experience, such as touring the campus and taking one class. 	<p><i>Educational Master Plan 2010 – 2015</i></p> <p><i>Communications Plan 2010 - 2015</i></p>	Loss of revenue for each high school junior or senior who takes advantage of the free class
<p>3. Develop and implement practices to bring high school counselors and teachers, agency partners, and businesses to the campus to raise awareness of opportunities at CWI for their students.</p>	<i>Communications Plan 2010 - 2015</i>	-0-
<p>4. Develop programs and practices that ensure that all segments of the population are proportionately represented in the college’s student population.</p>	<i>Unit Plan for Enrollment Services 2010- 2015</i>	-0-

Future Institutional Strategic Directions

Institutional Strategic Directions 2015-2020	Action Steps Likely to be in
<p>Structure Student Success The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational goals.</p>	
1. Conduct college assessments in high schools and other community locations as well as on-campus.	<i>Educational Master Plan 2015-2020</i>
2. Assess high school students at the end of 10 th grade so the students have sufficient time to correct identified gaps in their readiness for college.	<i>Educational Master Plan 2015-2020</i>
3. Integrate basic skills instruction into PTE curriculum.	<i>Educational Master Plan 2015-2020</i>
4. Develop a “Finish in Two” agreement for students who wish to complete their degrees in two years.	<i>Educational Master Plan 2015-2020</i>
5. Develop strategies to connect students and faculty outside of the classroom such as student jobs, mentorships, and sharing meals.	<i>Educational Master Plan 2015-2020</i>
6. Link courses across disciplines.	<i>Educational Master Plan 2015-2020</i>
7. Develop a middle college high school, a high school that draws 11 th and 12 th graders from all nearby K-12 districts who are united by their gifts or goals, such as an arts high school.	<i>Educational Master Plan 2015-2020</i>

<p>8. Find CWI solutions to these common barriers to student access:</p> <ul style="list-style-type: none"> ▪ Financial barriers beyond tuition, such as the cost of books, food, and transportation ▪ Physical barriers of students who are homebound or live in remote areas ▪ Barriers created by work obligations, such as minimum wage earners who need to work two jobs in order to survive and therefore have little/no time to gain the skills needed for livable wage jobs. ▪ Social barriers of disconnected youth who neither work nor go to school. 	<p><i>Educational Master Plan 2015-2020</i></p>
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Institutional Strategic Direction 2015-1020	Action Steps Likely to be in
<p>Develop Systems to Support Faculty and Staff</p> <p>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.</p>	
<p>1. Link each faculty member’s passion to a voluntary activity that benefits students, the community, and the college.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>2. Initiate occasions to bring the faculty and staff together at one site for meaningful activities.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>3. Provide on-site support for faculty, staff, and students at off-campus locations.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>4. Create programs in which faculty voluntarily exchange teaching without compensation for a benefit that they design, such as the services of a reader/grader or course tutor.</p>	<p><i>Educational Master Plan 2015-2020</i></p>

Institutional Strategic Direction 2015-2020	Action Steps Likely to be in
<p>Connect the College to the Community</p> <p>The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.</p>	
<p>1. Sell student products and services, such as automotive repairs, photography services, interior design, and catering.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>2. Provide a kid camp during the summer session so parents can bring their children with them as they take a class.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>3. Craft an activity attractive to middle-school students (such as a football clinic taught by the BSU head coach) that children can attend only if their parents attend a workshop on “Preparing your middle-school child for college” at the same time.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>4. Organize competitions for high school or community college students, such as a Geography Bowl or an art fair.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>5. Develop low-cost athletic programs, such as cross-country, golf, or tennis.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>6. Connect the college with state initiatives in ways that the college can become a pilot or demonstration sites for innovations.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>7. Use the college as an incubator or model of best practices for the larger community, such as creating a community noted for its civility in daily interactions or a community that has integrated the practices that promote health and fitness into their daily routines.</p>	<p><i>Educational Master Plan 2015-2020</i></p>
<p>8. Develop an alumni association.</p>	<p><i>Institutional Advancement Plan</i></p>

Institutional Strategic Direction 2015- 2020	Action Steps Likely to be in
<p>Manage Student Enrollment</p> <p>Manage the size of college enrollment by including this parameter in planning discussions. The goal of thoughtful dialogue/decisions about CWI’s optimum size is to keep the college at a size that is large enough to remain fiscally viable while offering breadth in curriculum and services at the same time that it is small enough to be innovative, personal, and focused on students.</p>	<p><i>Educational Master Plan 2015-2020</i></p>

Institutional Strategic Direction 2015-2020	Action Steps Likely to be in
<p>Become a Sustainable College</p> <p>The College of Western Idaho will build its facilities and ancillary projects in a manner that is cost-effective while maximizing sustainability and minimizing operating expenditures. The college will adopt operating practices through partnerships with public utilities that minimize the use of public energy sources, public water systems, public waste disposal and attempt to move the college towards a closed system. The college will also develop educational programs and curriculum that train tomorrow’s workforce in alignment with the community’s industries related to sustainability.</p>	
<p>1. Create a community college research center on sustainability and an information clearing house on optimum college and community practices</p>	<p><i>Organizational Plan</i></p>

ATTACHMENT 4

Personnel Needs Identified in Unit Plans and Strategic Directions

Unit	Current Staff	Projected Need	Total in Fall 2014	Cost estimate
Human Resources	<p>5 total</p> <ul style="list-style-type: none"> - HR Director - Employee Relations Manager - HR Generalist-Analyst - HR Generalist - Administrative Assistant 	3 additional	8	Level of generalist
Sciences: <ul style="list-style-type: none"> - Biology - Chemistry - Physics - Geology - Geography 	2 lab materials technicians	2 additional	4	Level of lab materials technician
Library	2 total	6 additional <ul style="list-style-type: none"> - 2 additional for Nampa Campus - 2 each for Ada County Campus and Canyon County Campus contingent on the development of libraries at these sites 	8	Level of library technician

Personnel Needs Identified in Unit Plans and Strategic Directions (cont'd)

Unit	Current Staff	Projected Need	Total in Fall 2014	Cost estimate
Student Enrichment	2 total	2 additional - Additional staff needed to offer student enrichment activities and accommodations for disabled students onsite at Ada County Center and Canyon County Center	4	Level of enrollment specialist
Assessment Services	4 total	2 staff positions to increase the hours of operations; these positions are contingent on the addition of a fee being charged for Virtual Campus	6	Level of assessment specialists
One Stop Student Services Centers	28 total	Add the Director of Admissions	29	Level of a director
Financial Aid	6 total	2 additional to accommodate the increase in student enrollment	8	Level of enrollment specialists

Personnel Needs Identified in Unit Plans and Strategic Directions (cont'd)

Unit	Current Staff	Projected Need	Total in Fall 2014	Cost estimate
General Education	No current position	Add a 10-month position: Internship/Service Learning Coordinator	1	Level of a coordinator
Learning Resources	2.25 total: - .25 of Director's time assigned to learning resources - 2 10-month learning resources coordinators	Add 4 positions and increase director assignment for learning resources: - Increase Director position to .75 - Add 1 each: 1. learning resources coordinator 2. specialist in basic skills tutoring; 3. writing center coordinator; 4. online tutoring coordinator	4.50	Level of specialists and coordinators
Dual Enrollment	.75	- Add 1 position: - Increase director time to 100% - Add a .75 position dual enrollment coordinator position	1.75	Level of coordinator

Personnel Needs Identified in Unit Plans and Strategic Directions (cont'd)

Unit	Current Staff	Projected Need	Total in Fall 2014	Cost estimate
Academic Advising	3 total	4 additional - Add 2 advisors in order to have an advisor on site at each of the College's primary locations to serve both the students and the faculty at these locations - Add 2 specialist positions for the Career and College Transfer Centers	7	Level of enrollment specialist

Facilities Needs Identified in Unit Plans and Strategic Directions

Unit	Projected Need	Cost estimate
All PTE Programs @ BSU: - Auto Body - Automotive Technology - Culinary Arts - Dental Assisting - Early Childhood Ed - Electronics Technology - Machine Tool Technology - Power Sports & Sml Engine Repair - Heavy Duty Truck Tech - Heavy Equipment Tech - Surgical Technology - Welding & Metals Fabrication	Move to different facility	To be determined
- Art - Music - Theatre	Studio and performance space in order to increase variety of class offerings	To be determined
- Biology - Chemistry - Geology - Geography (for geographic information systems)	Laboratories in order to increase class offerings at Nampa Campus and other sites	To be determined
Professional Truck Driving	Currently housed on leased land	To be determined

Facilities Needs Identified in Unit Plans and Strategic Directions (cont'd)

Unit	Projected Need	Cost estimate
Computer Information Systems - Application	Laboratory space contingent on student enrollment	To be determined
Library	Establish libraries at Ada County Campus and Canyon County Center Increase library space for Nampa Campus	To be determined
Learning Resources	Increase and improve learning resources labs at Nampa Campus and Canyon County Center	To be determined

Other Projected Costs Identified in Unit Plans and Strategic Directions

Unit	Projected Need	Cost estimate
Biology Chemistry	Laboratories in order to increase class offerings	Supplies: \$17,000
Machine Tool Technology	Increase in supplies in order to offer evening/weekend classes	Supplies: To be determined
Welding & Metals Fabrication	Increase in supplies in order to offer evening classes Expand curriculum to respond to industry needs Incorporate non-destructive testing techniques	Supplies: \$8,000 Equipment: \$20,000 Equipment: \$25,000
Geography	Equipment to offer courses in Geographic Information Systems	To be determined
Physical Education	Lease/share space to expand activity courses	To be determined
English	Purchase COMPASS e-write to add a writing sample to the placement testing	To be determined
Registered Nursing	Apply for National League for Nursing accreditation Create a professional development process to support potential nursing faculty who want to complete their master's degrees	\$2,500 one-time application fee \$20,000 per year

Other Projected Costs Identified in Unit Plans and Strategic Directions (cont'd)

Unit	Projected Need	Cost estimate
Library	Increase # of available computers for student use	Nampa Campus: \$ 4,500 \$18,000 each site contingent on the development of libraries at Ada County Campus and Canyon County Center
Financial Aid	Costs associated with application for Federal Title IV eligibility	\$30,000
Executive Vice President's Office	<ul style="list-style-type: none"> - Costs of supplies and facilitators to staff training workshops - Add a Professional Development Coordinator position - Cost of supplies as needed to support the Center for Teaching and Learning - Costs of prize money, judges, promotion for hosting events such as an art exhibit - Cost of materials to promote a CWI speakers' bureau 	<p>\$?</p> <p>\$ Salary</p> <p>\$?</p> <p>\$ Nominal</p> <p>\$ Nominal</p>
Virtual Campus	<ul style="list-style-type: none"> -Conference attendance - Faculty release time to serve as coordinator until a full-time 10-month position can be established and filled -Stipends for course development 	<p>\$?</p> <p>\$?</p> <p>\$?</p>

Other Projected Costs Identified in Unit Plans and Strategic Directions (cont'd)

Unit	Projected Need	Cost estimate
Learning Resources	<ul style="list-style-type: none"> - Provide classroom sets of textbooks and science supplies to high schools - Provide professional development opportunities for high school teachers 	\$?
Academic Advising	<ul style="list-style-type: none"> - Install student kiosks 	\$?

ATTACHMENT #5

CWI FTEF and FTES 2009-10 and F2014-15 PTE

Subject Code	Credits Taught	Fall 2009 FTEF	Credits Hours	2009-10 FTES	Rate of Growth	2014-15 FTES	2009 -10 TES/FTEF	2014-15 FTEF
APPA	18	1.2	53	3.5	1.6	5.6	2.9	1.9
ATBD	69	4.6	509	33.9	1.0	33.9	15.0	2.3
AUTO	57	3.8	863	57.5	1.0	57.5	15.1	3.8
BSTC	63	4.2	920	61.3	2.5	152.5	15.0	10.2
CULI	126	8.4	985	65.7	1.0	65.7	15.0	4.4
DENT	39	2.6	634	42.3	1.6	68.1	16.3	4.2
DRFT	39	2.6	846	56.4	1.0	56.4	21.7	2.6
ECED	114	7.6	872	58.1	1.6	93.6	15.0	6.2
ELTC	177	11.8	1085	72.3	1.0	72.3	15.0	4.8
HRTC	72	4.8	745	49.7	1.6	80.0	15.0	5.3
HTEC	24	1.6	528	35.2	1.0	35.2	22.0	1.6
INTC	93	6.2	1912	127.5	2.5	317.3	20.6	15.4
IPDT	72	4.8	682	45.5	1.0	45.5	9.5	4.8
MACH	30	2.0	459	30.6	1.0	30.6	15.3	2.0
MKTC	27	1.8	330	22.0	1.6	35.4	15.0	2.4
NRSP	42	2.8	1389	92.6	1.0	92.6	33.1	2.8
NURS	48	3.2	450	30.0	1.6	48.3	9.4	5.2
PSER	24	1.6	544	36.3	1.0	36.3	22.7	1.6
SURG	30	2.0	414	27.6	1.0	27.6	15.0	1.8
TTEC	12	0.8	160	10.7	1.0	10.7	15.0	0.7
WEMF	54	3.6	864	57.6	1.0	57.6	16.0	3.6
TOTAL	1230	82	15244	1016.3		1422.8		87.6

CWI FTEF and FTES 2009-10 and 2014-15 Gen Ed

Subject Code	Credits Taught	Fall2009 FTEF	Credits Hours	2009-10 FTES	Rate of Growth	2014-15 FTES	2009-2010 FTES/FTEF	2014-2015 FTEF w/current Class Size	2014-2015 FTEF w/30 Class Size	2014-2015 FTEF w/35 Class Size	2014 – 2015 FTEF w/40 Class Size
ACCT	8	0.5	160	10.7	3.7	39.7	20.1	2.0	1.3	1.1	1.0
ALLH	22	1.5	644	42.9	1.6	69.1	29.3	2.4	2.3	2.0	1.7
ANTH	18	1.2	468	31.2	2.5	77.6	26.0	3.0	2.6	2.2	1.9
ARTS	29	1.9	663	44.2	2.5	110.0	22.9	4.8	3.7	3.1	2.7
BIOL	92	6.1	2500	166.7	3.7	618.9	27.2	22.8	20.6	17.7	15.5
BUSA	24	1.6	633	42.2	3.7	156.7	26.4	5.9	5.2	4.5	3.9
CHEM	21	1.4	403	26.9	2.5	66.9	19.2	3.5	2.2	1.9	1.7
CISA	12	0.8	348	23.2	2.5	57.7	29.0	2.0	1.9	1.6	1.4
COMM	105	7.0	2814	187.6	3.7	696.5	26.8	26.0	23.2	19.9	17.4
CRIJ	21	1.4	576	38.4	2.5	95.6	27.4	3.5	3.2	2.7	2.4
ECON	21	1.4	678	45.2	2.5	112.5	32.3	3.5	3.7	3.2	2.8
EDUC	16	1.1	245	16.3	2.5	40.6	15.3	2.7	1.4	1.2	1.0
ENGL	178	11.9	4207	280.5	3.7	1041.5	23.6	44.1	34.7	29.8	26.0
FINA	9	0.6	201	13.4	2.5	33.3	22.3	1.5	1.1	1.0	0.8
FREN	8	0.5	100	6.7	1.6	10.8	12.6	0.9	0.4	0.3	0.3
GEOG	14	0.9	326	21.7	2.5	54.0	23.3	2.3	1.8	1.5	1.3
GEOL	18	1.2	304	20.3	2.5	50.5	16.9	3.0	1.7	1.4	1.3
HIST	45	3.0	1626	108.4	2.5	269.7	36.1	7.5	9.0	7.7	6.7
HUMA	9	0.6	237	15.8	2.5	39.3	26.3	1.5	1.3	1.1	1.0
MATH	212	14.1	4860	324.0	3.7	1203.0	22.9	52.5	40.1	34.4	30.1
MUSI	12	0.8	360	24.0	2.5	59.7	30.0	2.0	2.0	1.7	1.5
PHIL	21	1.4	561	37.4	2.5	93.1	26.7	3.5	3.1	2.7	2.3
PHYE	33	2.2	664	44.3	3.7	164.5	20.1	8.2	5.5	4.7	4.1
PHYS	5	0.3	116	7.7	2.5	19.2	23.1	0.8	0.6	0.5	0.5
POLS	15	1.0	330	22.0	2.5	54.7	22.0	2.5	1.8	1.6	1.4
PSYC	48	3.2	1479	98.6	2.5	245.3	30.8	8.0	8.2	7.0	6.1

SIGL	12	0.8	192	12.8	1.6	20.6	16.0	1.3	0.7	0.6	0.5
SOCY	51	3.4	1398	93.2	2.5	231.9	27.4	8.5	7.7	6.6	5.8
SPAN	28	1.9	612	40.8	2.5	101.5	21.9	4.6	3.4	2.9	2.5
STUS	12	0.8	200	13.3	1.6	21.4	16.6	1.3	0.7	0.6	0.5
THEA	12	0.8	264	17.6	2.5	43.8	22.0	2.0	1.5	1.3	1.1
TOTAL	1131	75.4	28169	1878		5899.8		237.7	196.7	168.6	147.5

CWI FTEF and FTES 2009-10 and 2014-15 Total College							
Subject Code	Credits Taught	Fall2009 FTEF	Credits Hours	2009-10 FTES	Rate of Growth	2014-15 FTES	2009-10 FTES/FTEF
ACCT	8	0.5	160	10.7	3.7	39.7	20.1
ALLH	22	1.5	644	42.9	1.6	69.1	29.3
ANTH	18	1.2	468	31.2	2.5	77.6	26.0
APPA	18	1.2	53	3.5	1.6	5.6	2.9
ARTS	29	1.9	663	44.2	2.5	110.0	22.9
ATBD	69	4.6	509	33.9	1.0	33.9	15.0
AUTO	57	3.8	863	57.5	1.0	57.5	15.1
BIOL	92	6.1	2500	166.7	3.7	618.9	27.2
BSTC	63	4.2	920	61.3	2.5	152.5	15.0
BUSA	24	1.6	633	42.2	3.7	156.7	26.4
CHEM	21	1.4	403	26.9	2.5	66.9	19.2
CISA	12	0.8	348	23.2	2.5	57.7	29.0
COMM	105	7.0	2814	187.6	3.7	696.5	26.8
CRIJ	21	1.4	576	38.4	2.5	95.6	27.4
CULI	126	8.4	985	65.7	1.0	65.7	15.0
DENT	39	2.6	634	42.3	1.6	68.1	16.3
DRFT	39	2.6	846	56.4	1.0	56.4	21.7
ECED	114	7.6	872	58.1	1.6	93.6	15.0
ECON	21	1.4	678	45.2	2.5	112.5	32.3
EDUC	16	1.1	245	16.3	2.5	40.6	15.3
ELTC	177	11.8	1085	72.3	1.0	72.3	15.0
ENGL	178	11.9	4207	280.5	3.7	1041.5	23.6
FINA	9	0.6	201	13.4	2.5	33.3	22.3
FREN	8	0.5	100	6.7	1.6	10.8	12.6
GEOG	14	0.9	326	21.7	2.5	54.0	23.3
GEOL	18	1.2	304	20.3	2.5	50.5	16.9
HIST	45	3.0	1626	108.4	2.5	269.7	36.1

HRTC	72	4.8	745	49.7	1.6	80.0	15.0
HTEC	24	1.6	528	35.2	1.0	35.2	22.0
HUMA	9	0.6	237	15.8	2.5	39.3	26.3
INTC	93	6.2	1912	127.5	2.5	317.3	20.6
IPDT	72	4.8	682	45.5	1.0	45.5	9.5
MACH	30	2.0	459	30.6	1.0	30.6	15.3
MATH	212	14.1	4860	324.0	3.7	1203.0	22.9
MKTC	27	1.8	330	22.0	1.6	35.4	15.0
MUSI	12	0.8	360	24.0	2.5	59.7	30.0
NRSP	42	2.8	1389	92.6	1.0	92.6	33.1
NURS	48	3.2	450	30.0	1.6	48.3	9.4
PHIL	21	1.4	561	37.4	2.5	93.1	26.7
PHYE	33	2.2	664	44.3	3.7	164.5	20.1
PHYS	5	0.3	116	7.7	2.5	19.2	23.1
POLS	15	1.0	330	22.0	2.5	54.7	22.0
PSER	24	1.6	544	36.3	1.0	36.3	22.7
PSYC	48	3.2	1479	98.6	2.5	245.3	30.8
SIGL	12	0.8	192	12.8	1.6	20.6	16.0
SOCY	51	3.4	1398	93.2	2.5	231.9	27.4
SPAN	28	1.9	612	40.8	2.5	101.5	21.9
STUS	12	0.8	200	13.3	1.6	21.4	16.6
SURG	30	2.0	414	27.6	1.0	27.6	15.0
THEA	12	0.8	264	17.6	2.5	43.8	22.0
TTEC	12	0.8	160	10.7	1.0	10.7	15.0
WEMF	54	3.6	864	57.6	1.0	57.6	16.0
TOTAL	2361	157.4	43413	2894.3		7322.6	

Appendix I: Link Between Plans and Accreditation

The College of Western Idaho will prepare a self-study in support of candidacy for accreditation by the Northwest Commission on Colleges and University during 2010-2011.

This appendix supports that institutional effort by identifying which components of this *Comprehensive Strategic Plan 2010-2015* address specific accreditation standards.

NWCCU Eligibility Requirement	Evidence
3. MISSION AND CORE THEMES	<ul style="list-style-type: none"> - Revised mission printed in the <i>Educational Master Plan 2010-2015</i> and posted on the College website. - Revised mission approved by the Board of Trustees on te December 15, 2009. - Process for revising the mission described in the Introduction to this <i>Comprehensive Strategic Plan 2010-2015</i>.
13. LIBRARY AND INFORMATION RESOURCES	<ul style="list-style-type: none"> - See Library and Learning Resources sections of the <i>Educational Master Plan 2010- 2015</i> and the corresponding unit plan for evidence of intention to expand services to provide equivalent services at all sites.
19. FINANCIAL RESOURCES	<ul style="list-style-type: none"> - See the <i>Finance Plan 2010-2015</i> for evidence of the College’s plans to ensure short-term solvency and long-term financial sustainability. This plan anticipates the costs of growth, projects revenues, and provides recommendations for fiscal stability.
23. INSTITUTIONAL EFFECTIVENESS	<ul style="list-style-type: none"> - See the <i>Fact Book 2009</i> and the <i>Educational Program Gap Analysis October 2009</i> for evidence of the College’s assessment of (1) progress on achieving mission fulfillment, (2) distributing information to constituencies, and (3) monitoring internal and external environments. - See the strategic directions in the <i>Educational Master Plan 2010- 2015</i> (Chapter 4) for evidence of the institutional planning. The College’s goals (strategic directions) include measurable action steps and responsible parties assigned to ensure plan implementation.
24. SCALE AND SUSTAINABILITY	<ul style="list-style-type: none"> - See the programs, disciplines, and services chapter in the <i>Educational Master Plan 2010- 2015</i> (Chapter 3) and the corresponding unit plans for evidence that the College is managing growth by setting a growth target and requiring each unit to identify how it will achieve that target while maintaining efficiency.

NWCCU Accreditation Standard	Evidence
1.A Mission 1.B Core themes	<ul style="list-style-type: none"> - Revised mission is printed in the <i>Educational Master Plan 2010-2015</i> and posted on the College website. - Revised mission approved by the Board of Trustees on December 15, 2009. - Process for revising the mission is described in the Introduction to the <i>Comprehensive Strategic Plan 2010- 2015</i>.
2.A.1 Governance	<ul style="list-style-type: none"> - <i>Making Decisions at the College of Western Idaho 2010</i> is evidence of the College providing clearly-defined authority, roles, and responsibilities for faculty, staff, administrators, and students. This document includes descriptions of the College's decision-making structures and processes that were designed to ensure that the voices of College faculty, staff, administrators, and students are considered on matters in which they have a direct and reasonable interest. - See <i>Making Decisions at the College of Western Idaho 2010</i> for the operating agreements related to collaboration.
2.A.9. and 2.A.11 Leadership and Management	<ul style="list-style-type: none"> - Refer to the <i>Organizational Plan 2010-2015</i> as evidence of the College's examination of, and adjustments in, administrative workload as needed to ensure effective communication and to ensure that administrative attention is dedicated to the tasks of planning, managing the institution and assessing its achievements and effectiveness. - Refer to the recommendations related to restructuring organizational groups in the <i>Organizational Plan 2010-2015</i> as evidence of instituting processes that foster collaboration across institutional functions and units.

NWCCU Accreditation Standard	Evidence
<p>2.A.16 POLICIES AND PROCEDURES: Students</p>	<ul style="list-style-type: none"> - Evidence of the College's goals related to student assessment and placement is in the following strategic direction in the <i>Educational Master Plan 2010- 2015</i>: <i>The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals. (1) Develop an effective mandatory course placement system, including accurate assessments and prerequisites and (2) Implement best practices in basic skills instruction and support services that are effective in moving students from basic skills into college-level courses.</i> - Work-to-date on these strategic directions is evidence of the College following through on the institution's goals related to this standard.
<p>2.A.21 POLICIES AND PROCEDURES: Institutional Integrity</p>	<ul style="list-style-type: none"> - Two examples of evidence related to the College representing itself clearly, accurately and consistently are (1) the posting of planning and accreditation documents on the College website and (2) the review of the planning process and products at the CSI Board of Trustees' meeting on May 17, 2010 and the CWI Board of Trustees' meeting on May 18, 2010.
<p>2.B.3 HUMAN RESOURCES</p>	<ul style="list-style-type: none"> - Evidence of the College's goals related to professional development for faculty and staff is in the following strategic direction in the <i>Educational Master Plan 2010- 2015</i>: <i>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success. (1) Make excellence in instruction and customer service a College priority through resource allocation, evaluations, and needed support and training. (2) Develop a Center for Teaching and Learning.</i> - Work-to-date on these components of this strategic direction provides evidence of the College following through on the institution's goals related to this standard.

NWCCU Accreditation Standard	Evidence
2.B.6 HUMAN RESOURCES	<ul style="list-style-type: none"> - Evidence that the College supports the use of faculty evaluations to support teaching effectiveness is the work done toward the fulfillment of this strategic objective in the <i>Educational Master Plan 2010 – 2015</i>: <i>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success. (1) Make excellence in instruction and customer service a College priority through resource allocation, evaluations, and needed support and training: Task 2: Focus on evaluations</i>
2.C.1 EDUCATION RESOURCES	<ul style="list-style-type: none"> - Evidence that the College is providing programs with content and rigor consistent with its mission is the College's effort and achievement related to these two components of the following strategic direction in the <i>Educational Master Plan 2010-2015</i>: <i>The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals. (4) Develop a Transfer Admissions Guarantee with universities and (6) Develop partnerships with local employers for CWI students to have priority access to open positions.</i>
2.C.5 EDUCATION RESOURCES	<ul style="list-style-type: none"> - Evidence of the College providing well-defined structures and processes with clearly-defined authority and responsibility for faculty related to curriculum development and revision is found in the roles for faculty in the <i>Making Decisions at the College of Western Idaho 2010</i>. - An example of faculty fulfilling this role by taking on curriculum review and revision is any work that has been accomplished on this strategic direction: <i>The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals. (2) Implement best practices in basic skills instruction and support services that are effective in moving students from basic skills into college-level courses.</i>

NWCCU Accreditation Standard	Evidence
2.D.1 and 2.D.10 STUDENT SUPPORT RESOURCES	<ul style="list-style-type: none"> - Evidence of the College’s goals related to providing appropriate levels of student support is the following two strategic directions in the <i>Educational Master Plan 2010- 2015</i>: <ul style="list-style-type: none"> <i>The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational goals. (5) Develop a structured First Semester Program to achieve these goals:</i> <ul style="list-style-type: none"> <i>a. Orient students to college and to college-level work including study skills</i> <i>b. Identify each student’s purpose for attending college</i> <ul style="list-style-type: none"> - <i>Require at least two meetings with a faculty advisor or counselor.</i> - <i>Create a plan to follow up with each student once he/she completes 30 units to affirm his/her educational goal and provide support as needed.</i> <i>c. Provide support at the first sign of academic distress</i> <i>The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational goals. (3) Implement best practices and implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.</i> - Effort directed toward the fulfillment of these two strategic directions is evidence of the College following through on the institution’s goals to support student success. - Other evidence related to this standard is the College’s work on basic skills curriculum and advising (see answer to Standard 2.A.16).

NWCCU Accreditation Standard	Evidence
2.E LIBRARY AND INFORMATION RESOURCES (2.E.1 – 2 E.4)	<ul style="list-style-type: none"> - Evidence of the assessment of library resources and planning to ensure student access to library and information resources are (1) the section on the Library in the <i>Educational Master Plan 2010-2015</i> and (2) the Library unit plan.
2.F1 and 2.F.2 FINANCIAL RESOURCES	<ul style="list-style-type: none"> - Evidence of the College planning for fiscal stability is the <i>Finance Plan 2010-2015</i>. - Action taken on any of the recommendations in this document provides evidence of the College’s follow-through on institutional plans. - Evidence of the College enrollment management is the projection of 20% growth per year for 5 years and the ways that projection was used to develop the Finance Plan 2010- 2015 and the unit plans for instructional and student services programs.
3.A.1 and 3.A.2 INSTITUTIONAL PLANNING	<ul style="list-style-type: none"> - This <i>Comprehensive Strategic Plan 2010 – 2015</i> is evidence that the College engages in ongoing, purposeful, systematic, integrated, and comprehensive planning. The process for the development of this plan is explained in the introduction to this binder. - Evidence that the College’s planning is broad-based is the process used to develop these plans: <ul style="list-style-type: none"> Stakeholder (college + community) interviews August 2009 Board workshop October 2009 College Planning Retreat October 2009 Meetings with program leaders to develop the unit plans: October 2009 and January 2010 Circulation of draft documents College-wide for review and comment: November 2009 Feedback to the community through presentations by the College President; he can provide those dates

NWCCU Accreditation Standard	Evidence
3.A.3 INSTITUTIONAL PLANNING	<ul style="list-style-type: none"> - Evidence of using data to make decisions and set priorities is the production of the <i>Fact Book 2009</i> and the <i>Educational Program Gap Analysis October 2009</i> as the first step of planning; this information was used to guide the subsequent dialogue with stakeholders. - The data included in the unit plans and the ways in which programs/departments were asked to respond to the data is evidence of the use of data in planning at the program/department levels.
3.A.4 INSTITUTIONAL PLANNING	<ul style="list-style-type: none"> - The strategic directions found in this binder are evidence that the College set institutional priorities and intends to use those priorities to make decisions on resource allocation. Further evidence would be the follow through on funding and energy dedicated to the fulfillment of the strategic directions. This institutional goal of linking planning to resource allocation is articulated in this strategic direction in the <i>Educational Master Plan 2010 - 2015</i>: <i>The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximize student success. (1) Make excellence in instruction and customer service a College priority through resource allocation, evaluations, and needed support and training: Task 1: Focus on resource allocation</i> - <i>Making Decisions at the College of Western Idaho 2010</i> is evidence that the College assigned the College Council to monitor progress on the strategic plan and to ensure that resource allocations followed the priorities set by the strategic directions. - <i>Organizational Plan 2010-2015</i> is evidence that the College assigned responsibility for planning oversight and implementation to the Executive Vice President; refer to this plan for specific tasks that the Executive Vice President is assigned to do in fulfilling this responsibility for planning.

NWCCU Accreditation Standard	Evidence
3.B.1, 3.B.2, 3.B.3 CORE THEME PLANNING	<ul style="list-style-type: none"> - The core themes were developed in Fall 2009 by the College’s Department Chairs (Gen Ed and PTE) and Deans. The draft was then reviewed College-wide and revised before being presented as a recommendation to the College President. The core themes were approved by the Board of Trustees on December 15, 2009 as noted in the introduction to this <i>Comprehensive Strategic Plan 2010 – 2015</i>.
4.A.2 ASSESSMENT	<ul style="list-style-type: none"> - Unit Plans 2010- 2015 are essentially the initial program review of the College’s instructional and student services programs/services. Faculty were centrally involved in the developing and writing the unit plans. - <i>Making Decisions at the College of Western Idaho 2010</i> includes a proposed program review process for the College’s consideration when the College is accredited.
4.A.3 ASSESSMENT	<ul style="list-style-type: none"> - The <i>Fact Book 2009</i> is intended to be the first of what will be an annual publication; this template includes student success data. Such an annual Fact Book is evidence that the College conducts effective, regular, and comprehensive assessment of student achievement.

APPENDIX II. Facility Assignable Square Feet Needs

This appendix provides the assignable square footage needed by 2014 - 2015 based on the growth projections in the *College of Western Idaho Educational Master Plan 2010-2015*.

2015 Space Requirements for Nampa Campus

	NAMPA FTES 7,366		Project Cost @ \$550
NAMPA CAMPUS Building space/Type	ASF	GSF	Budget Estimate
General Ed Office/Classroom/Lab Building	60,000	78,000	\$42,900,000
Large Lecture Building (4 ea, 5000asf, 200 students)	20,000	26,000	\$14,300,000
Science Labs & Classrooms & Offices	25,000	32,500	\$17,875,000
Library/ILC	20,000	26,000	\$14,300,000
Bookstore	5,000	6,500	\$3,575,000
Childcare	10,000	13,000	\$7,150,000
Security	1,000	1,300	\$715,000
Student Services	15,000	19,500	\$10,725,000
Administration	10,000	13,000	\$7,150,000
Music & Small Theatre	20,000	26,000	\$14,300,000
Maint & Operations	10,000	13,000	\$7,150,000
Health Center	5,000	6,500	\$3,575,000
PE Complex (Gym, Offices, Classrm)	30,000	39,000	\$21,450,000
Student Union/Cafeteria	20,000	26,000	\$14,300,000
Infrastructure (Central Plant, Solar, Utilities)			\$26,919,750
Total	251,000	326,300	\$206,384,750

Building Type	Office	Lecture	LAB	Stacks	Total
Education Building	10,000	10,000	40,000		60,000
Large Lecture		20,000			20,000
Science	5,000	10,000	10,000		25,000
Library	3,000	3,000	11,000	3,000	20,000
Student Services	5,000				5,000
Administration	10,000				10,000
Music		10,000	10,000		20,000
Total	33,000	53,000	71,000	3,000	160,000

ASF from GE Data: 33,199 53,492 71,322 20,262 178,274

2015 Program Space Requirements

Subject Code	Credits Taught	Fall2009 FTEF	Credits Taken	2009-10		2014-15		=====>		NAMPA			
				2009-10 FTES	Rate of Growth	2014-15 FTES	2014-15 FTEF	FTES/ FTEF	Offices - asf	Lecture asf	Lab	asf	Library asf
ACCT	8	0.5	160	10.7	3.7	39.7	2.0	20.1	277	357	476	198	
ALLH	22	1.5	644	42.9	1.6	69.1	2.4	29.3	330	622	829	286	
ANTH	18	1.2	468	31.2	2.5	77.6	3.0	26	418	698	931	311	
APPA	18	1.2	53	3.5	1.6	5.6	1.9	2.9	0	0	0	0	
ARTS	29	1.9	663	44.2	2.5	110	4.8	22.9	672	990	1,320	408	
ATBD	69	4.6	509	33.9	1	33.9	2.3	15	0	0	0	0	
AUTO	57	3.8	863	57.5	1	57.5	3.8	15.1	0	0	0	0	
BIOL	92	6.1	2500	166.7	3.7	618.9	22.8	27.2	3,186	5,570	7,427	1,935	
BSTC	63	4.2	920	61.3	2.5	152.5	10.2	15	0	0	0	0	
BUSA	24	1.6	633	42.2	3.7	156.7	5.9	26.4	831	1,410	1,880	549	
CHEM	21	1.4	403	26.9	2.5	66.9	3.5	19.2	488	602	803	279	
CISA	12	0.8	348	23.2	1.6	37.4	1.3	29	181	337	449	191	
COMM	105	7	2814	187.6	3.7	696.5	26.0	26.8	3,638	6,269	8,358	2,168	
CRIJ	21	1.4	576	38.4	2.5	95.6	3.5	27.4	488	860	1,147	365	
CULI	126	8.4	985	65.7	1	65.7	4.4	15	0	0	0	0	
DENT	39	2.6	634	42.3	1.6	68.1	4.2	16.3	0	0	0	0	
DRFT	39	2.6	846	56.4	1	56.4	2.6	21.7	0	0	0	0	
ECED	114	7.6	872	58.1	1.6	93.6	6.2	15	0	0	0	0	
ECON	21	1.4	678	45.2	2.5	112.5	3.5	32.3	488	1,013	1,350	416	
EDUC	16	1.1	245	16.3	1.6	26.3	1.7	15.3	241	237	316	157	
ELTC	177	11.8	1085	72.3	1	72.3	4.8	15	0	0	0	0	
ENGL	178	11.9	4207	280.5	3.7	1041.5	44.1	23.6	6,178	9,374	12,498	3,203	
FINA	9	0.6	201	13.4	2.5	33.3	1.5	22.3	209	300	400	178	
FREN	8	0.5	100	6.7	1.6	10.8	0.9	12.6	120	97	130	111	
GEOG	14	0.9	326	21.7	2.5	54	2.3	23.3	324	486	648	240	
GEOL	18	1.2	304	20.3	2.5	50.5	3.0	16.9	418	455	606	230	
HIST	45	3	1626	108.4	3.7	402.5	11.1	36.1	1,561	3,623	4,830	1,286	
HRTC	72	4.8	745	49.7	1.6	80	5.3	15	0	0	0	0	
HTEC	24	1.6	528	35.2	1	35.2	1.6	22	0	0	0	0	
HUMA	9	0.6	237	15.8	2.5	39.3	1.5	26.3	209	354	472	196	
INTC	93	6.2	1912	127.5	2.5	317.3	15.4	20.6	0	0	0	0	
IPDT	72	4.8	682	45.5	1	45.5	3.0	15	0	0	0	0	
MACH	30	2	459	30.6	1	30.6	2.0	15.3	0	0	0	0	
MATH	212	14.1	4860	324	3.7	1203	52.5	22.9	7,355	10,827	14,436	3,687	
MKTC	27	1.8	330	22	1.6	35.4	2.4	15	0	0	0	0	
MUSI	12	0.8	360	24	2.5	59.7	2.0	30	279	537	716	258	
NRSP	42	2.8	1389	92.6	1	92.6	2.8	33.1	0	0	0	0	
NURS	48	3.2	450	30	1.6	48.3	3.2	15	0	0	0	0	
PHIL	21	1.4	561	37.4	2.5	93.1	3.5	26.7	488	838	1,117	358	
PHYE	33	2.2	664	44.3	2.5	110.2	5.5	20.1	768	992	1,322	409	
PHYS	5	0.3	116	7.7	2.5	19.2	0.8	23.1	116	173	230	136	
POLS	15	1	330	22	2.5	54.7	2.5	22	348	492	656	243	
PSER	24	1.6	544	36.3	1	36.3	1.6	22.7	0	0	0	0	

2015 Program Space Requirements

Subject Code	Credits Taught	Fall2009 FTEF	Credits Taken	2009-10		2014-15 =====>		NAMPA				
				2009-10 FTES	Rate of Growth	2014-15 FTES	2014-15 FTEF	FTEF/ FTEF	Offices - asf	Lecture asf	Lab asf	Library asf
PSYC	48	3.2	1479	98.6	2.5	245.3	8.0	30.8	1,115	2,208	2,944	814
SIGL	12	0.8	192	12.8	1.6	20.6	1.3	16	180	185	247	140
SOCY	51	3.4	1398	93.2	2.5	231.9	8.5	27.4	1,185	2,087	2,783	774
SPAN	28	1.9	612	40.8	2.5	101.5	4.6	21.9	649	914	1,218	383
STUS	12	0.8	200	13.3	1.6	21.4	1.3	16.6	180	193	257	143
SURG	30	2	414	27.6	1	27.6	1.8	15	0	0	0	0
THEA	12	0.8	264	17.6	2.5	43.8	2.0	22	279	394	526	210
TTEC	12	0.8	160	10.7	1	10.7	0.7	15	0	0	0	0
WEMF	54	3.6	864	57.6	1	57.6	3.6	16	0	0	0	0
TOTAL	2361	157.4	43413	2894.3		7366.4	321.0		33,199	53,492	71,322	20,262



Appendix 3

College of Western Idaho

Accreditation Agreement between CSI and CWI

**ACCREDITATION AGREEMENT BETWEEN
THE COLLEGE OF WESTERN IDAHO
AND
THE COLLEGE OF SOUTHERN IDAHO**

THIS AGREEMENT is entered into between the College of Western Idaho (CWI) and the College of Southern Idaho (CSI), effective on the date of the last signature below.

WHEREAS, in the formation of new community colleges, it is common for an established and accredited community college to partner with the new community college and provide services and assistance in meeting the standards for accreditation. Such a voluntary arrangement is the most expedient and efficient way for the new community college to provide students the opportunity to receive credit from an accredited institution while the new college is seeking accredited status.

WHEREAS, CWI is a newly-formed community college district governed by a Board of Trustees;

WHEREAS, the CWI Board of Trustees has, by resolution, determined that it is in the best interests of the residents of the community college district to offer accredited classes as soon as reasonably possible;

WHEREAS, CWI has requested and CSI has agreed to act as a partner institution to CWI as CWI proceeds through the accreditation process;

WHEREAS, CWI and CSI desire to cooperate in enabling CWI to provide instructional and administrative services to students and to do so without requiring CSI to subsidize the operation of CWI.

NOW, THEREFORE, CWI and CSI agree as follows:

- I. **CWI Obligations.** So long as this Agreement is in effect, CWI agrees to do the following:
 - (A.) Adhere to and to comply with all federal and state laws, CSI Board policies germane to the accreditation process, Idaho Division of Professional-Technical Education policies, Northwest Commission on Colleges and Universities (NWOCU) standards, and CSI academic policies and procedures that are applicable to the accreditation process. CSI will monitor CWI's compliance with all laws, standards, policies and procedures made applicable herein.
 - (B.) Comply with all applicable federal and state laws governing employment relationships, including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Act, and the Fair Labor Standards Act. CWI will also comply with the Family Education Rights and Privacy Act.

(C.) Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at CWI must be in compliance with the "Uniform Guidelines on Employee Selection Procedures" of 1978. In addition, all faculty hired by CWI must meet the qualifications established by CSI, NWCCU, and, where applicable, the Idaho Division of Professional-Technical Education, which will review the qualifications of germane faculty on a periodic basis. CSI will monitor CWI's hiring processes and supervision practices. CSI will not provide and will not bill CWI for any workers compensation coverage.

(D.) Be solely responsible for processing grievances filed by its students, administrators, faculty and staff for handling discrimination and affirmative action complaints, and for addressing violations of any of the laws. CSI will review all CWI policies and procedures associated with grievances, discrimination, and affirmative action employment laws for compliance. CWI agrees to hold CSI harmless for any violations or resulting complaints or claims relative to this section. CSI assumes no liability for these actions and any services provided by CSI at CWI's request relative to these actions are not covered in the agreement.

(E.) CSI will review for compliance with applicable accreditation laws, regulations, standards, policies and procedures all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at CWI, for example, but not limited to, credit instruction, advanced placement, and students enrolling with multiple colleges. Contracts to provide non-credit training services to business and industry are exempted from this provision.

(F.) Disclose any existing written or verbal agreements relating to accreditation between CWI and any other college/university, state agencies, or other entities.

(G.) Reimburse CSI for any services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the CSI Business Office with appropriate documentation to justify billings for all additional services.

- II. CSI Obligations. Upon execution of this Agreement by the Parties, CSI shall submit to NWCCU, a "Substantial Change Application." Additionally, so long as this Agreement is in effect, CSI agrees to provide the following comprehensive community college services to CWI in compliance with appropriate CSI Board policies and NWCCU accreditation standards:

A. ACADEMIC SERVICES:

(1.) Process and approve all CWI curricular changes and new instructional programs following CSI procedures;

- (2.) Review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;
- (3.) Review hiring and evaluative procedures to assure compliance with applicable CSI procedure;
- (4.) Provide access to and approval to use course content guides, the approved textbook and materials lists and other up-to-date curriculum information;
- (5.) Review CWI's instructional approval and evaluation procedures according to NWCCU standards and Idaho Division of Professional-Technical Education policies and procedures;
- (6.) Provide opportunities for CWI, upon mutual agreement, to confer with CSI faculty and administrators for the purpose of providing technical assistance;
- (7.) Provide opportunities for CWI staff to participate in CSI division meetings, attend Curriculum Committee meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

B. ENROLLMENT SERVICES:

- (1.) Provide class schedule entry support;
- (2.) Maintain academic records for all CWI students attempting credit classes including but not limited to the provision of transcript, transfer articulation and related services;
- (3.) Provide financial aid services to CWI as described the Financial Aid Addendum B to this agreement;

C. INSTITUTIONAL RESEARCH:

- (1.) Provide institutional and enrollment data for CWI to generate state of Idaho and IPEDS data to prepare reports that CWI will submit.

D. LIBRARIES:

- (1.) Provide library support services as specified in the Library Services Addendum A.

F. FINANCIAL SERVICES:


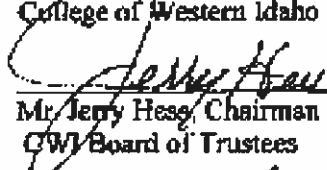
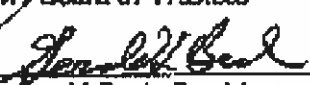
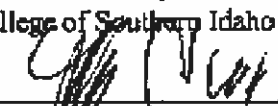
- (1.) Be responsible for billing CWI for services identified in paragraph VI and for all other additional services in a timely manner;
- (2.) Provide appropriate documentation to justify billings for all additional services.

(3.) CWI will furnish CSI with monthly fiscal reports.

- III. In return for services rendered under section II of this agreement, CWI will pay CSI an overhead charge of ten (10) percent based on CSI's actual costs for administering this Agreement to be billed quarterly.
- IV. Payments identified in Paragraphs I (G.) and III will be made quarterly. Total payments to be made under this agreement as identified in the Budget Addendum will be estimated in advance each year, with adjustments, if any, to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided to CWI no later than August 30.
- V. Attached hereto, and incorporated herein by reference, is the "Budget Addendum" identified in the previous paragraph, which shall be developed annually by negotiations between CWI and CSI and anticipated services and costs to be provided pursuant to this agreement. Any changes in the Budget Addendum will be agreed upon by both parties by December 16 prior to the July 1 effective date. In the event the parties are unable to agree to a mutually acceptable Budget Addendum in any year, either party may give notice of termination as provided in Paragraph VIII. A. herein. The Budget Addendum will be validated annually by submitting a budget for approval. Appropriate signatures on the Budget Addendum will be required for validation.
- VI. The CSI President or his designee will have overall responsibility for administering this Agreement and designating other staff, as needed, to carry out this agreement.
- VII. Except as provided in Paragraph I. D. herein, the parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees which may result from the party's direct or indirect act or omission with respect to the obligations herein.
- VIII. Term and Termination. This Agreement shall commence on the date of the last signature below, and shall continue thereafter annually on the parties' fiscal calendar (July 1 through June 30) unless and until terminated in one of the following ways:
- A. Either party may terminate this Agreement effective at the end of the current fiscal year (June 30) by delivering to the other party written notice of termination at least one hundred eighty (180) days prior to the expiration of the current fiscal year. During the one hundred and eighty (180) day notice period, the Agreement that is in effect for the ending fiscal year will remain in full force and effect.
- B. If either party materially breaches this Agreement, the other may terminate the Agreement by delivering to the non-breaching party written notice of termination at least ninety (90) days prior to the effectiveness thereof. This right is not exclusive, but is in addition to any other legal or equitable remedies now or later allowed by law.

C. By mutual agreement with mutually agreeable timelines.

- IX. The parties have entered into addenda in conjunction with this Agreement, which are specifically identified herein and are attached hereto and incorporated by reference. The parties may agree on additional addenda provided they are reduced to writing and fully executed by both parties.
- X. Any amendment to this Agreement will not be effective unless reduced to writing and executed by both parties, except as otherwise provided in Paragraph V.
- XI. In the event of a dispute concerning this Agreement, the Presidents of CWI and CSI will meet and seek resolution. If resolution cannot be determined then the colleges will jointly employ an independent mediator to assist in determining an appropriate resolution to the issues.
- XII. This Agreement may be executed in two or more counterparts, and signature pages may be transmitted and received by facsimile. All such counterparts taken together shall be considered as one and the same Agreement and all such facsimile signatures shall be valid and shall constitute due and proper execution of this Agreement.

 _____	<u>7/1/08</u> _____
Dr. Dennis Griffin, President College of Western Idaho	Date
 _____	<u>7-1-08</u> _____
Mr. Jerry Hess, Chairman CWI Board of Trustees	Date
 _____	<u>6-24-08</u> _____
Dr. Gerald Beck, President College of Southern Idaho	Date
 _____	<u>6-26-08</u> _____
Mr. Leroy Craig, Chairman CSI Board of Trustees	Date

BUDGET ADDENDUM

The philosophy behind charging the College of Western Idaho (CWI) for College of Southern Idaho (CSI) time and materials spent assisting CWI in becoming an accredited two year community college is that the taxpayers of Twin Falls and Jerome County should not subsidize operations outside of the College of Southern Idaho Community College District. Given that CSI receives substantial funding from the State of Idaho and that the legislature provides financial support for all community colleges, it is not the Intent of this agreement that CSI should significantly profit from providing services to CWI.

Charges for CWI will be based upon actual time spent by CSI staff working on CWI projects. The CSI employee's specific hourly rate plus benefits with an administrative fee of 10% will be billed to CWI on a quarterly basis. CSI employees will keep timesheets with dates, hours worked and a general description of the task performed. In the event of contracted services by third party hired by CSI will be billed at the actual rate plus the 10% overhead charge. Any other material, supplies, equipment or software will be billed at the actual cost plus the 10% overhead charge.

There will be no offsets of any kind between CSI and CWI. In the event CWI provides services to CSI, the actual cost plus a 10% overhead charge will be billed to CSI on a quarterly basis. Documentation requirements will be the same for both institutions.

In the event of questionable charges or dispute, the issue will be immediately brought to the attention of the Vice Presidents of Administration at CWI and CSI for resolution. It is not the intent of this agreement that these issues be addressed at any other level.

Charges will begin effective the date Accreditation Agreement Between the College of Western Idaho and College of Southern Idaho is signed and executed.

LIBRARY SERVICES ADDENDUM

AGREEMENT BETWEEN COLLEGE OF WESTERN IDAHO AND COLLEGE OF SOUTHERN IDAHO

As an Addendum to the Agreement between College of Western Idaho and College of Southern Idaho and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), the College of Southern Idaho (CSI) and College of Western Idaho (CWI) agree to provide the following:

College of Southern Idaho will:

1. Provide access to the CSI library catalog and online resources and services via the Internet;
2. Loan CSI's print and media collection in a timely manner for the loan periods as stated in the CSI Library's policies and procedures with time allowed for shipping;
3. Provide full library services to students and staff of CWI who come to the CSI Library.

College of Western Idaho will:

1. Comply with all CSI Library policies and procedures.
2. Designate a space and a contact person to receive and distribute loaned library materials.
3. Provide all necessary hardware and software applications needed to access the Internet.
4. Pay for costs associated with interlibrary loans for all materials and pay for replacement costs for lost materials.
5. Reimburse CSI Library for charges resulting from the addition of CWI students, faculty, and staff to the CSI Library usage base (e.g. increases in license and service agreement fees due to the change in FTE and/or addition of branch campus).
6. Initiate a planning process to provide access to appropriate library and information resources and services for all CWI students, faculty and staff by acquiring appropriate facilities, technologies, personnel, and print and digital collections by the end of this agreement (or develop an alternative plan that meets NWCCU accreditation standards).
On an interim basis, until a permanent facility will be available, subscribe to online resource databases, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Association on Colleges and Universities accreditation standards.

FINANCIAL AID SERVICES ADDENDUM

AGREEMENT BETWEEN COLLEGE OF WESTERN IDAHO AND COLLEGE OF SOUTHERN IDAHO

As identified in Paragraph II B. (3.), The College of Southern Idaho (CSI) will provide assistance, support, and oversight to the College of Western Idaho (CWI) until such point that CWI has become fully accredited and is eligible to receive federal financial aid. CSI will facilitate this partnership by adding CWI locations and programs per U.S. Department of Education regulations (Federal Student Aid Handbook - Volume 2, Chapter 5) according to a mutually agreed upon implementation schedule. CWI will assist CSI in all ways necessary and required by the U.S. Department of Education (Federal Student Aid Handbook - Volume 2) for maintaining eligibility for Title IV aid programs including monitoring academic program eligibility, collecting/disseminating appropriate consumer information, and maintaining appropriate financial and administrative capability standards.

Accordingly, and in order to ensure an appropriate level of administrative capability, (Federal Student Aid Handbook - Volume 2, Chapter 10) CSI will:

Systems & Reporting

1. Maintain required technology (servers, software, databases, etc.) to allow collaborative use of financial aid software.
2. Provide access and coordinate joint use of financial aid software/ databases between CSI and CWI financial aid staff.
3. In collaboration with CWI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Coordinate all federal reporting transmissions/receipts to/from the U.S. Department of Education including origination and disbursement records for all federal aid programs.
5. Submit required reports to include CWI financial aid data including annual FISAP, FISCOP, and single audit reports and any required changes to CSI's PPA or ECAR; provide copies to CWI.
6. Approve consortium agreements with other educational institutions.

Awarding & Packaging

1. Provide CWI with copies of all appropriate financial aid policies, procedures, and related documentation, including any updates/changes.
2. Provide direction and work collaboratively with CWI financial aid staff to award, package, and distribute financial aid.
3. Review CWI's process of awarding and disbursement of federal, State of Idaho, institutional, and other financial aid funds to assure compliance with all applicable federal regulations.

Program Management

1. Make its campus based award programs (federal SEOG and Work-Study) available to CWI students.
2. Bill CWI for the 25% federal matching share for all campus based funds disbursed to CWI students.
3. Approve all CWI federal Work-Study contracts.
4. Process payroll for CWI work-study students.
5. Coordinate the delivery of federal Stafford Loan funds to CWI students.
6. Draw down state and federal financial aid funds and post them to CWI accounts in a timely manner.
7. Work collaboratively with CWI to reconcile financial aid accounts.

Return of Title IV Funds

1. Assist with calculations and processing of refunds/repayments for students who withdraw or stop attending CWI.
2. Bill CWI for Title IV refunds at the conclusion of student(s) opportunity to provide documentation demonstrating their participation beyond the 60% point of the semester, usually 45 days after the student has been notified of the return of Title IV funds requirement.
3. Bill CWI for direct expenses incurred by CSI on behalf of CWI.

In partnership with CSI and in order to ensure compliance with federal aid rules and regulations, CWI will:

Systems & Reporting

1. Provide the necessary facilities, as well as hardware and network/Internet connection necessary for CWI employees and students (as applicable) to access and use the shared financial aid system(s).
2. Collaboratively use the shared financial aid database under CSI's general direction and oversight.
3. In collaboration with CSI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Provide CSI staff access to systems/information necessary for documenting student aid eligibility that is stored exclusively in a CWI system.
5. Be responsible for data conversion to assure that data is compatible with CSI's data systems.
6. Assist CSI in federal reporting by providing all necessary data and assuming related costs.
7. Assume responsibility for providing state federal and state reporting data.

Awarding & Packaging

1. Develop and disseminate financial aid information and forms to students.
2. Assist students in completing financial aid forms.
3. Provide financial aid advising/counseling to CWI students.
4. Establish and maintain all official financial aid records for CWI students.
5. Process all financial aid applications and related forms.
6. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
7. Ensure accuracy of all data used to determine student eligibility for aid.
8. Award, package, and disburse all federal Title IV financial aid in accordance with applicable laws and regulations, as well as CSI operating policies and procedures consistent with CSI's financial aid office.
9. Award institutional and State of Idaho authorized scholarship funds as well as any outside scholarship funds according to CSI guidelines and State Board of Education regulations.
10. Ensure that appropriate documentation is kept and the CSI coordinating official has been appropriately notified of any required adjustments to need-based aid.

Program Management

1. Attend CSI Financial Aid training sessions as needed.
2. Confer regularly with CSI financial aid, records, and business office staff, and work collaboratively with them on all aspects of financial aid.
3. Review and ensure accuracy of CWI work-study time sheets.
4. Monitor satisfactory academic progress for all CWI financial aid students.
5. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.
6. Actively participate in default management activities for CWI students.

Return of Title IV Funds

1. Return all financial aid funds (aid canceled, student withdrawal, aid revisions, etc.) according to CSI policies and federal cash management regulations.
2. Perform federal refund/repayment calculations and all necessary procedures established by CSI for CWI students.
3. Process billing invoices for financial aid repayments for students who withdraw or stop attending CWI.



Appendix 4

College of Western Idaho

Faculty Handbook

As of August 2011

Revised August 4, 2001 for CWI Trustee Review

College of Western Idaho

FACULTY HANDBOOK

2011

PROPOSED

COLLEGE OF WESTERN IDAHO FACULTY HANDBOOK

THIS FACULTY HANDBOOK IS NOT A CONTRACT OF EMPLOYMENT AND IS NOT INTENDED TO SUPERSEDE ANY PROVISIONS OF THE COLLEGE OF WESTERN IDAHO POLICY MANUAL AS IT RELATES TO YOUR STATUS AS AN EMPLOYEE OF THE COLLEGE OF WESTERN IDAHO. ALL PROVISIONS OF THIS HANDBOOK SHALL BE INTERPRETED IN A MANNER CONSISTENT WITH THIS PARAGRAPH, AND IN THE EVENT OF ANY IRRECONCILABLE INCONSISTENCIES, THE TERMS OF THE COLLEGE OF WESTERN IDAHO POLICY MANUAL SHALL PREVAIL.

PURPOSE

The purpose of this handbook is to further clarify the roles, responsibilities, and privileges of Faculty members of the College of Western Idaho. This handbook is intended to co- exist with the College of Western Idaho Policy Manual.

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1. PARTICIPATORY GOVERNANCE

1.01 PARTICIPATORY GOVERNANCE AND FACULTY MEETINGS

All faculty members, full time and adjunct, are encouraged to attend faculty meetings. Department and Faculty Senate meeting times shall be announced publicly. The Faculty Senate President and Vice-President serve as members of the College Council, a campus-wide decision-making committee composed of all campus stakeholders.

1.02 FACULTY SENATE AND SENATE EXECUTIVE COMMITTEE

In addition to Department Senators, the CWI Faculty will elect three officers (President, Vice President and Secretary). The Executive Committee is the liaison between the faculty, the administration, and the Board of Trustees, providing input on policy and procedure issues pertinent to instruction and faculty personnel matters. Members of the Executive Committee are encouraged to attend the monthly meetings of the CWI Board of Trustees. Monthly meetings of the Faculty Senate shall be scheduled and held as needed by the discretion of the Faculty Senate Executive Committee.

1.03 LOCATION OF OFFICIAL COPY OF FACULTY HANDBOOK

The official copy of this Faculty Handbook is kept by the President of the Faculty Senate with a copy to Human Resources. The Faculty Senate President sees to it that an updated electronic copy is available on the CWI website.

1.04 CHANGES TO THE FACULTY HANDBOOK

Changes to the Faculty Handbook are made subject to the following conditions:

- A. All faculty initiated changes must be submitted to the Faculty Senate and approved by a simple majority of the members of the Faculty Senate present at any regularly scheduled or announced meeting; and
- B. All changes must be in writing and must be formally approved by the Vice-President of Instruction and Student Services (VPISS).
- C. Once approved by the VPISS, changes are forwarded to the President, with final approval by the CWI Board of Trustees.

Faculty members are encouraged to participate in the participatory governance of CWI and may propose changes and improvements to this handbook through the CWI Faculty Senate.

1.05 CWI CURRICULUM COMMITTEE

A. The function of the CWI Curriculum Committee is to:

1. Review and make recommendations concerning all new curriculum for CSI approval.
 - a. The basic criteria for the introduction of a new course or program:
 - i. Fulfill students' needs for their respective programs, satisfy the requests of members of the community for particular technical or business occupations, or offer courses that contribute to an enrichment of student life.
 - ii. Have qualified instruction available.
 - iii. General education courses must meet the needs of students on the freshman or sophomore level at their transfer institution.
2. Resolve all inter-department curricular problems as well as guard against undue proliferation and duplication of course offerings.

3. Analyze and make recommendations concerning curriculum matters relating to the articulation of courses/programs to the state colleges and universities using state board guidelines.
4. Make periodic reviews of curriculum, revising or deleting when necessary.
 - a. The basic criteria for course revision or deletion:
 - i. A lack of qualified faculty member to teach the course.
 - ii. Insufficient student demand for a particular course or program.
 - iii. A change in curriculum requirements in a specific major field for which we offer parallel courses.
 - iv. Lack of funding.
 - v. Course is determined to be no longer appropriate for current curricular needs.
5. Make all recommendations to the VPISS to be forwarded and vetted by the CSI Curriculum Committee.
6. The State Division of Professional Technical Training has final approval authority for PTE programs. The CWI and CSI Curriculum Committees will review and add recommendations to PTE curriculum, but the SDPTE retains "approval" authority.

B. CWI Committee Make-up and Terms of Office

The general make-up of **CWI Curriculum Committee** consists of the following:

1. Department Chairs for General Education and PTE, Curriculum Committee Chair
2. Ex-Officio Members:
 - VPISS
 - Dean of General Education
 - Dean of Professional-Technical Education
 - Dean of Enrollment and Student Services
 - Registrar
 - Director of Center for Workforce Development
 - Director of Financial Aid, Director of Dual Credit and Instructional Support
 - Region III Tech Prep Coordinator
 - Director of Library Services
 - Senior Evaluation Specialist
 - One student nominated by the Student Senate to serve a one-year term.

The chairperson shall be elected from the committee at large and shall serve a minimum two-year term. This committee will select a Vice Chair from within the members of the curriculum committee or from the faculty at large. The Vice Chair shall serve under the Chair for a two-year term before becoming chair of the committee. The committee serves at the request of the VPISS and the Faculty Senate.

C. Meetings

The CWI Curriculum Committee meets monthly during the academic year. Additional meetings may be called by the Curriculum Committee Chair as the need arises.

D. Initiating a Curriculum Change Request

All additions, deletions or revisions are presented to the CWI Curriculum Committee. Recommendations come most commonly from the department where the course/program is or will be based. The person making the proposal of the course/program and the appropriate chairperson/director should be available to answer questions on the first reading before the committee.

Curriculum proposals will be handled as expeditiously as possible. At the following meeting a vote by the committee will be taken. A simple majority is necessary to pass curriculum committee business.

E. Minutes

Minutes of each meeting will be read, approved and distributed to faculty and administration.

F. The Cooperative Curriculum Change Process with CSI

Proposals for new curricula initiated by CWI faculty are vetted through the College of Southern Idaho curriculum approval process.

The membership of the **CSI Curriculum Committee** consists of the following:

1. Department Chairs/Directors:

2. Ex Officio Members:

- a) Executive Vice President & Chief Academic Officer
- b) Instructional Dean
- c) Dean of Student Information & Activities
- d) Director of Admissions/Registrar
- e) One student nominated by the Student Senate (one-year term only)
- f) Director of Summer School, Dual Credit and Adult Evening
- g) Parliamentarian (appointed by the Chair)

2. FACULTY STANDARDS OF PRACTICE

2.01 ACADEMIC FREEDOM

Board Policy 3070 Academic Freedom

The College adheres to Board-approved standards of academic freedom and takes responsibility to protect faculty and students from inappropriate influences or pressures. Under this umbrella stand support for independent thinking and the open dissemination of knowledge. Those with teaching responsibilities are expected to present scholarship objectively and fairly. They are to reveal sources of intellectual property and identify personal opinions when they voice them.

CWI recognizes each faculty member's fundamental right to academic freedom as the cornerstone of the educational process. Academic freedom ensures that each faculty member will have the freedom to:

- choose appropriate pedagogical methods within recognized professional standards;
- present and discuss controversial or unpopular ideas related to the subject matter, as long as done so within the limits of the law and not prohibited by the policies of CWI;
- select materials and provide information on controversial subjects in a professional, reasonable manner;
- conduct research or do creative work on subjects of choice as long as such activity is within the limits of the law and is not prohibited by the policies of CWI; and
- author or otherwise create controversial or unpopular works of scholarship, as long as such activity is within the limits of the law and is not prohibited by the policies of CWI.

Implicit in the principles of academic freedom are corollary responsibilities of the faculty who enjoy that freedom. Incompetence, intellectual dishonesty, proselytizing, moral dereliction, and arbitrary and capricious disregard of community standards may constitute adequate grounds for dismissal or other disciplinary sanctions against faculty members.

2.02 ACADEMIC INTEGRITY

CWI strives to create an educational community holding common values of honesty, trustworthiness, fairness, respectfulness, and responsibility. Faculty are expected to uphold these values and serve as role models of integrity for students. Faculty must model academic honesty at all times, including providing proper credit during presentations (including handouts and PowerPoint presentations) and in all individual academic endeavors.

2.03 POLITICAL ACTIVITY

CWI recognizes that its faculty are members of the educational institution and private citizens. When faculty speak or write as private citizens, they are free from institutional censorship or discipline; however, when doing so, the employee shall not in any way indicate that they speak or write as a representative of CWI. (See also, the College of Western Idaho Board Policy 5100, Administrative Procedure 5101, *Candidacy for Elective Office*.)

2.04 CONFLICT OF COMMITMENT

Faculty have a primary obligation to fulfill the responsibilities for which they are hired. However, faculty obligations to CWI do not preclude individuals acting as independent agents, engaging in public service, providing pro-bono services, or accepting employment by parties other than CWI, providing the faculty's primary responsibility to CWI is not jeopardized thereby. Balancing one's primary commitment to CWI and commitments to outside entities may result in conflicts of time and availability. In such cases, the following principles apply: (See also CWI Board Policy 5230, Administrative Procedure 5231)

- A. Outside employment or obligations are not to impair the quality of instruction or professional performance of faculty. Any alterations to general duties (e.g., course modifications, time from work) will be reported in advance to immediate supervisors. Faculty are responsible for demonstrating how, and ensuring that, the quality of instruction will be preserved.
- B. There is no monetary cap for compensation received by faculty for outside employment.

- C. No CWI resources (e.g., copying, mailing, administrative staff time) will be utilized for outside employment absent prior written approval from the VPISS and the Vice President of Finance and Administration. In such cases, faculty may be required to reimburse the College as a prerequisite for the use of CWI resources. Incidental uses of CWI resources (contact by phone, e-mail, or informal meeting on CWI property does not require prior approval).

2.05 NEPOTISM POLICY

CWI recognizes that family relationships should not pose barriers for obtaining educational opportunities at CWI. Due to the potential for real or perceived conflicts of interest, favoritism and/or bias, CWI requires that where familial relationships exist in a situation where there is an evaluative component (e.g. faculty to student, coach to student, advisor to advisee, etc.) disclosure of such relationship to administrators is required. Furthermore, faculty and their administrator(s) must be able to demonstrate how evaluative or supervisory functions have been modified, or appropriate recusals made, to rectify such conflict of interest. Supervisors/administrators may exercise their discretion in evaluating the adequacy of modifications or arrangements to be put in place. For further clarification, see CWI Board Policy 5100—Employee Conduct, and Administrative Procedure 5101, Nepotism Policy.

2.06 PATENTS AND COPYRIGHTS

CWI will adhere to the provisions of state and federal copyright laws and regulations. The College does not condone the illegal use, reproduction, distribution, public display, or performance of copyrighted materials in any form. Only legal copies of copyrighted materials may be made or used on College equipment. The College does not give permission for any illegal copying of any College owned copyrighted materials. See CWI Board Policy 5100, Administrative Procedure 5101, Employee Conduct—Copyright and Patent Infringement.

A. *Use of Patented or Copyrighted Material*

Faculty members shall respect copyright protected material in accordance with accepted guidelines which define professional privileges enjoyed by the teaching profession. General guidelines dealing with print media and computer programs are on file in the CWI library. Where specific and well-defined special arrangements exist, these should be followed. Faculty members must not copy nor facilitate others' copying protected software, print material, and non-print material.

B. *Development of Patented or Copyrighted Material*

Except as outlined below, CWI faculty, staff, and students shall retain all rights to copyrighted and published works produced by them. Copyrightable material, including but not limited to, books, articles, course materials, musical or dramatic compositions, videos, computer software, architectural designs, paintings, sculptures, or traditional academic works developed by employees without College support other than the use of the staff member's own office and College facilities which are considered part of the normal academic environment and which typically would not involve an additional cost to the College shall be the property of the author.

When College employees are employed or directed within the scope of their employment to produce a specific work subject to copyright, or such work is produced pursuant to a specific contract, the College may retain copyright and royalties. If the development of copyrighted materials is supported by a sponsor, the College and the author must adhere to the terms and conditions of the grant or contract.

2.07 TUTORING FOR PAY

Faculty are not allowed to accept tutoring payment from current CWI students. Faculty members soliciting tutoring assignments or joining any organization for the purpose of procuring tutoring assignments must not act in a way to suggest a conflict of interest with CWI or improper access to the student body for personal gain.

2.08 RELEASE OF STUDENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA) was designed to protect the privacy of a student's educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through information and formal hearings. Proper identification is required before a student can view his or her records. Students have a right to file complaints with FERPA concerning alleged failures by the institution to comply with the act. Questions concerning FERPA should be referred to the Director of Student Services.

Student Services maintains a records file which contains the Application for Admission, assessment profile, high school transcripts and/or GED scores, CWI placement test scores, transcripts from other post-secondary institutions attended, correspondence to and/or from them, and student requests for release of transcript. School officials who have legitimate educational interests are permitted access to all of these files.

3. EMPLOYMENT POLICIES FOR FACULTY

3.01 FULL-TIME FACULTY EMPLOYMENT STATUS

The full-time faculty shall be made up of benefit-eligible full-time personnel (half-time or more) in teaching appointments. Full-time faculty membership shall not include adjunct instructors, visiting lecturers, administrators (with the exception of department chairs), nor other non-academic personnel.

3.02 ADJUNCT FACULTY EMPLOYMENT STATUS

Adjunct faculty are to teach no more than 21 credit hours per academic year (not including summer session). This adjunct teaching load cannot exceed 12 credits in a single semester. On campus work hours shall not exceed 19 hours per week.

3.03 EMPLOYMENT RECORDS

Payroll and benefits records, including annual and sick leave, are retained in the Human Resources Office and are also listed on your payroll check stub. Employment records are retained in the Human Resources Office.

3.04 SALARY

A current listing of salary ranges for college employees is on file in the Human Resources Office. Refer to the step/column advancement grid in Appendix A.

3.05 SUMMER TEACHING CONTRACTS

Summer school operations are separate from the regular fall and spring procedures and are subject to change each summer based on students, teachers, space, funding and other contingencies. Faculty members may be offered the opportunity to teach summer school, and will be offered preference over adjunct faculty for sections. Compensation for summer school will be the current credit hour pay rate for adjunct faculty.

3.06 EMPLOYMENT POLICIES FOR FULL-TIME FACULTY

Full-time faculty are subject to the College of Western Idaho Policy 5010 and Administrative Procedure 5011, in addition to the policies set forth in this Faculty Handbook and are available to all employees on the CWI website.

3.06.01 Appointment of Full-Time Faculty

Faculty members are appointed on the basis of credentials and interviews. Credentials can be evidenced by: transcripts of college work, certification verification, letters of recommendation, application, or nomination, application documents and interview results. All relevant information must be on file in the office of the appropriate Instructional Dean before a letter of appointment can be written.

A. Credentials

1. Full-time faculty members in academic instructional areas should hold a master's degree in the field in which they teach or related field. If the master's degree is not in the subject area, faculty members must have completed a minimum of 12 credit hours of graduate credit in the subject area to be taught. The College of Western Idaho does reserve the right to hire faculty with a bachelor's degree in the field in which they teach. The faculty member without a master's degree must complete a master's degree in the subject area or related field within five years of date of hire for continued employment.
2. Professional/technical faculty must possess the necessary certifications, licenses, and experiences to meet the requirements for Idaho Professional Technical Education (PTE) Certification. PTE faculty without college degrees will be encouraged to work toward and complete appropriate degrees.

B. Job Posting

Refer to Human resources documentation on their CWI Portal site—Recruitment Procedures.

3.07 EMPLOYMENT POLICIES FOR ADJUNCT FACULTY

Adjunct faculty are subject to CWI Board Policy 5010 and Administrative Procedure 5011, in addition to the policies and procedures set forth in this Faculty Handbook.

3.07.01 Appointment of Adjunct Faculty

CWI will strive to employ adjunct faculty in the academic and professional technical teaching areas with the same qualifications as full-time contracted faculty. Adjunct faculty will be selected by the department chair in consultation with the department faculty and subject to approval and hiring by the appropriate Instructional Dean.

- A. Course load: Adjunct faculty are to teach no more than 21 credit hours per academic year (not including summer session). This adjunct teaching load cannot exceed 12 credits in a single semester. On campus work hours shall not exceed 19 hours per week.
- B. Benefits: Except as required by law or otherwise provided by the Board, adjunct faculty are not eligible for CWI benefits with the exception of the following (at the discretion of the Department Chair):
 - Library access
 - An orientation program
 - Voice mailbox
 - Network/e-mail account
- C. Appointment of adjunct faculty: Adjunct faculty will be issued a Letter of Teaching Appointment indicating their teaching load and total compensation for each semester. Adjunct faculty will be compensated at the established CWI adjunct faculty pay rate per credit hour or contact hour. CWI may choose to prorate an adjunct faculty member's salary for a specific class based upon low student enrollment. Prior to prorating the salary, the adjunct faculty member will be given the choice of not teaching the class. CWI reserves the right to replace adjunct faculty with full-time faculty if needed.
- D. Responsibilities: Adjunct faculty's high level of commitment to students and assignments will help maintain the reputation of CWI. Adjunct faculty demonstrate this commitment by being concerned for each student and his/her progress; being prepared for each class; being prompt to class; using the full instructional period; communicating problems, concerns, and successes to department supervisors; and responding to communications and suggestions from supervisors.
- E. Adjunct salaries: The salary for adjunct faculty is based on a standard credit/contact rate per unit, or at a fixed rate per student determined by the number of students in a class. Information on adjunct salary schedules are available through the Human Resource Office.

3.08 FACULTY RANK

The faculty at CWI are eligible for the following ranks:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

All faculty will be initially placed at the Instructor rank and must serve at least their first three years at this rank. Faculty advancement in rank is conferred through a process including faculty peer review, instructional administration review, college president endorsement, with final approval by college Board of Trustees.

Instructors are professionals with expertise in their subject matter. Instructors are expected to be responsive to students, be good communicators, and be fair, consistent, and timely in feedback and evaluation. Instructors must meet the minimum contractual requirements as follows:

- Teaches a minimum semester credit load of courses in accordance with the Faculty Handbook (Section 4.01.02); plans and prepares an approved course of study that includes measureable Course Objectives (content goals) for each course; and reports student outcomes as appropriate.
- Maintains scheduled classes and handles any cancelations in accordance with CWI policies; maintains Office Hours in accordance with CWI policies.
- Participates in Student Advising; attends and participates in department and college meetings/in-service/training; performs other duties as either chosen by the employee or assigned by the Department Chair.
- Works in compliance of employment, EEO, Security, and workplace safety issues.

The procedures outlined in this section are established to insure the consistent and equitable implementation of this policy for all full-time faculty members of the College.

3.08.01 Initial Step Placement Guidelines:

Initial hire faculty may be placed in steps one through seven according to experience and program needs. All new faculty will be hired as instructors and will not be eligible for rank promotion until completing at least three years of continuous employment. Step credit for previous experience shall be granted as follows:

1. Credit for previous full-time teaching, in an accredited public institution will be on a year-for-year basis.
2. Credit for additional appropriate work experience, as required on the job announcement but not included in number 1, will be on the basis of one step for each two years of work experience. Graduate teaching assistant experience and fellowships may be considered under number 3 below.
3. A new faculty employee with additional related academic work experience not included under numbers 1 and 2 above may request that additional step(s) be granted. The request shall be submitted to the Department Chair. The Department Chair will then make a recommendation to the Dean.
4. If the candidate has other teaching experience it will be equated to a full-time year using the following standards:

High School: One year, full-time appointment.

Adult Education: One year full-time is approximately 1000 total hours of assignment OR 25 to 30 hours of assignment for a 30 week academic year.

College: 30 semester units and/or contact hours as applicable (i.e., lab sections), equals one full-time annual load. PTE faculty may be scheduled using 2 lab contact hours in lieu of 1 semester unit for the purposes of teaching load.

The Board of Trustees has the authority to determine exceptions to the placement criteria above.

3.08.02 Advancement In Steps

A faculty member may be advanced one step on the salary schedule (see Appendix A), dependent upon Board-approved budget, each year on July 1 provided the following criteria have been met:

- a) At least two full semesters of employment have been completed, and
- b) Satisfactory professional growth as defined by the achievement of two Professional Development Units has been completed with appropriate approvals (see 3.08.03), and

- c) Faculty evaluations completed with an overall performance rating of “meets expectations” or higher, as evidenced by the faculty performance evaluation. Current faculty evaluation forms are available in the Human Resources Office.

3.08.03 Advancement In Rank

Promotion across the rank scale will be for significant contributions in a variety of possible areas. Rank promotion is reserved to recognize and reward excellence; not all faculty will necessarily move in rank (or steps) at the same rate as others. Factors that may be considered include the following:

- a) Serve a minimum of three years at his/her current rank
- b) Demonstrate excellence in the classroom
- c) Foster student engagement and development outside the classroom
- d) Serve the College community
- e) Engage with relevant stakeholders, TACs, and the community at-large
- f) Continue professional development as demonstrated through a minimum of six Professional Development Units (See definition of PDU, below) and other significant developmental activities
- g) Maintain relevant certification
- h) Engage in relevant industry and discipline community
- i) Demonstrate collaboration efforts with colleagues and other relevant stakeholders
- j) Demonstrate mastery through recognition from industry or discipline

Faculty must submit a professional portfolio documenting the relevant achievements to the Faculty Promotion Committee (FPC). The FPC is appointed by the Faculty Senate.

Once a faculty member has submitted a portfolio to the FPC, the committee will review it and either approve the submission or will return the submission to the faculty member with specified deficits noted by the committee. If the FPC approves the portfolio, it will be forwarded, with a recommendation, to the appropriate Dean and VPISS for recommendation to the College President. CWI Trustees will have final approval on faculty rank.

Any advancement in rank classification is initiated through a request [format to be defined] filed with the appropriate department chair prior to August 31. Once the request has been approved, supporting documentation (portfolio) must be submitted to the FPC prior to January 31. It is the responsibility of the individual faculty member to apply for changes in rank classification. If he or she fails to do so prior to the dates indicated above, change of rank cannot be made until the following academic year.

3.08.04 Professional Growth Activities

Professional Development Units (PDUs) are used to create equivalence between various professional development activities for all faculty. PDUs are the central quantitative measure of faculty development to be used in step and rank advancement. All professional development activities shall be reported on the appropriate Form for Professional Growth [still to be developed] and converted to PDUs.

One Professional Development Unit shall consist of one of the following:

- a) One semester credit of coursework at a regionally accredited college or university which contributes to the faculty member's academic growth and development. Courses shall normally be upper division. Lower division course work must be approved by the Dean.
- b) Presentation or participation in conferences, workshops or non-credit courses are approved by the Department Chair. Ten hours of this type of activity shall equal **two** Professional Development Units. Attendance at conferences (approved by the Department Chair) are credited at **one** PDU for ten contact hours.

- c) Other professional activities and projects, scholarly pursuits, back-to-industry experience, or other relevant development approved by the department chair as having direct relevance to the faculty member's assignment. Faculty will consult with their department chair prior to commencing these activities. The number of PDUs will be determined on a case-by-case basis, according to the number of hours of participation.

3.09 FACULTY EVALUATION POLICY

CWI evaluates all faculty members a minimum of once every year using multiple data sources in accordance with the Northwest Commission of Colleges and Universities Accreditation Standards on faculty evaluation. The purpose for evaluating faculty is to improve and enhance instructional excellence, to assist in making sound personnel decisions, and to provide information on the performance of faculty in their major areas of responsibility. Annual evaluations for CWI will consist of two types, summative or formative. Summative evaluations are formal evaluations (see appendix for the form) and are administered by the faculty's supervisor: 1) during the first three years of faculty employment, 2) immediately prior to any request for consideration of advancement in rank, 3) if there is a deficiency of performance, or 4) at least once every three years if a faculty is in renewable contact status. Any year a summative assessment is not performed, a formative assessment will be administered by the direct supervisor. Formative assessments are documented in writing and will consist of a review of the previous year activities to include: faculty goals, professional development activities, service activities, review of student evaluations, and setting of new professional goals for the next year. A summative faculty evaluation must precede a faculty's request for advancement in rank. The criteria used in evaluating faculty performance are related to job responsibilities and should be understood by all parties before the evaluation process begins.

- A. Philosophy: The evaluations can only be fair and useful if the results of the evaluation are discussed with the person being evaluated. Deficiencies in performance or other serious problems are considered a reasonable basis for termination of employment. Summative evaluations should not be confused with or considered as a substitute for open, ongoing communication between supervisors and subordinates.
- B. Evaluation Criteria: Faculty are evaluated based upon academic or technical preparation, teaching effectiveness, professional growth, and professional ethics.
- C. Identification of Deficits: When improvement and professional development needs are identified, the responsibility for improvement and/or change rests with the faculty member. The institution may assist the faculty member by providing formal and informal improvement opportunities to the faculty. An opportunity for faculty comment is provided within each formal evaluation.
- D. Formal Evaluation Submission: Faculty and their department chair will complete a formal evaluation. The formal evaluation will include an observation in the classroom or live performance of the faculty member once during the evaluation period. The evaluation should include results of the inputs listed below as agreed to by the faculty and department chair. The evaluation will be discussed with the faculty member who will sign a copy of the evaluation to acknowledge its receipt. The completed evaluation will be submitted to the Human Resources Office for inclusion in the faculty member's personnel file.
- E. Evaluation Data:
 - 1. Full-Time Faculty:
Full-time faculty members prepare and submit an annual self-evaluation to the appropriate Department Chair. The report shall address the criteria for faculty evaluation as outlined in the Faculty Evaluation Form. This narrative is a faculty member's evaluation of his or her own role in the College. The objectives should be stated in such a manner that the faculty and the department chair are able to determine the degree to which the objectives have been accomplished so they may be evaluated. The following list is not exhaustive but may serve as a guideline when setting objectives.

- a. Instruction is the most important criteria for evaluation. Included in instruction are the following key criteria:
 - i. Teaching
 - ii. Student Focus
 - iii. Interpersonal Skills
 - iv. Advising
 - v. Technical Skills and Use of Instructional Technology.
 - b. Service/Professional Development include the following criteria:
 - i. Service to the College
 - ii. Service to the community
 - iii. Professional Development
 - iv. Scholarly Activities
 - c. Accountability/Adaptability include the following criteria:
 - i. Adaptability for continuous improvement
 - ii. Flexibility in teaching assignments
 - iii. Accountability in meeting responsibilities
 - d. Work Environment/Safety include the following criteria:
 - i. Respect for colleagues
 - ii. Compliance with all applicable guidelines
 - iii. Ethical decision making
2. Additional Peer Review:
Faculty may select two faculty peers in collaboration with their immediate supervisor and/or their department chair to complete a peer evaluation. Numerous ongoing activities play a natural part in peer evaluation: sharing ideas, joint problem solving related to student learning, and feedback between instructors. The peer reports will include the review of course outlines and syllabi, course texts and materials, examinations, and other measures of performance. The faculty member being evaluated will compile the peer reports and submit them as part of the review.
3. Adjunct Faculty:
Adjunct Faculty are not subject to the formal evaluation process. Informal feedback is given through student evaluations and full-time faculty observations.
- F. Appeals Process: If the faculty member disputes the final report, he or she may:
- 1. pursue institutionally supported alternative dispute resolution processes in an attempt to resolve evaluation concerns.
 - 2. follow the *Grievance Procedure* as outlined in the Equal Opportunity Plan located in the Human Resources Department, if applicable.
 - 3. follow the *Complaint Procedure* as outlined in the College of Western Idaho Board Policy 5140, Administrative Procedure 5141, if applicable.

3.10 FACULTY LEAVE POLICIES

Faculty are entitled to the following regarding additional leave, as specified in CWI Board Policy 5200 and Administrative Procedure 5201.

3.10.01 Educational Release Time

Release time granted for the purposes of attending approved conferences, seminars, school related activities, etc., are counted as days of service to CWI to be approved by the Instructional Dean

3.10.02 Professional and Extended Leave

Leave with pay may be allowed faculty and staff members attending conferences and professional meetings, provided arrangements are approved in advance. Travel expenses and per diem allowances may be allowed pursuant to CWI policy.

Extended professional leave may be granted for periods of up to one year to full-time faculty who have completed at least three years of service at CWI. Extended professional leave is without pay and is intended to assist the faculty member in completing training at an institution of higher education, conducting research, or other intellectual pursuits. Extended professional leave must be approved by the President and the Board of Trustees.

3.10.03 Personal Leave

Faculty are entitled to two (2) days of paid personal leave for each academic year. Personal leave days do not accrue from year to year. Personal leave for reasons of personal convenience may be granted to a faculty member upon approval of the department chair. The faculty member must notify his/her supervisor at least two weeks in advance of the proposed days away, and arrangements must be made for the coverage of the classes and other responsibilities the faculty member will miss. The faculty member is responsible to file appropriate documentation with Human Resources.

3.11 TERMINATION OF EMPLOYMENT

Please refer to College of Western Idaho Board Policy 5150, Separation from Employment and Administrative Procedure 5153 Faculty Termination Procedure.

3.11.01 Retirement

Refer to CWI Board Policy 5150 Separation from Employment and Administrative Procedures 5151 Separation from Employment and 5152 Reduction in Force.

3.11.02 Emeritus Program

Faculty Emeritus status is an honor awarded to full-time faculty members upon retirement who have a demonstrated history of distinguished service to CWI, and is not automatically given as a matter of course. Applicants for emeritus status must be recommended by their department, supported by their administrators, and be recommended by at least three individuals outside of their individual programs. Additionally, applicants must meet one of the following criteria:

1. Fifteen years of full-time service with CWI.
2. Less than fifteen years with CWI, but due to significant health reasons must take an early retirement (provided that employee would have been eligible for retirement had he or she fulfilled the fifteen-year requirement).
3. Completed less than fifteen years with CWI, but in the opinion of the faculty's Department Chair and the Faculty Senate, the candidate will be actively involved in CWI during retirement.
4. Completed less than fifteen years with CWI, but as a "founding member" of the CWI faculty, can demonstrate significant service to CWI. A "founding member" are those faculty who were hired during CWI's first 5 years of existence.

A faculty member must apply for emeritus status through an application process as outlined by the Faculty Senate. Applications are submitted to the Faculty Senate for review. Applications forwarded to the VPISS for recommendation to the College President. CWI Trustees will have final approval on emeritus status. After approval, emeritus status will be publicly awarded and recognized at graduation ceremonies.

Faculty designated Emeritus will have the following rights and privileges:

1. They will be listed in the CWI catalog as holding emeritus status.
2. They may provide representation on college committees as recommended by their departments.
3. They may serve as an official liaison with other portions of the community and region.
4. They may continue to teach courses, receive part-time faculty pay and are eligible to participate in CWI's employee education benefits, pursuant to the College of Western Idaho policy.
5. They may participate in alumni and commencement activities.
6. They may continue to attend and participate in meetings of the general faculty, but they will not have a vote in such proceedings without direct appointment and administrative approval.
7. They may continue to have faculty privileges for cultural campus activities and for using campus facilities such as the library.
8. They may retain their CWI e-mail account, upon request. Emeriti faculty must provide their own internet service provider.

4. FACULTY RESPONSIBILITIES

4.01 FACULTY TEACHING STANDARDS

Responsibility for the implementation of the instructional program rests with the teaching faculty. Excellence in teaching—teaching that will convey the excitement of learning—stands foremost among the challenges and responsibilities of the college. Additional responsibilities of full-time CWI faculty can include participation in committee work, student advising and governance of the college. Within this framework, the full-time faculty have certain routine objectives, some of which are listed below:

A. Instruction

1. to teach the number of hours per semester based on department or division, to be present and participate in required activities for contract days.
2. to devote approximately 40 hours per week to the institution, maintain appropriate office hours as determined by college policy, and to bring to the attention of the immediate supervisor any conditions which might affect employment; to teach the minimum appropriate semester credit-hour load for lecture and lab courses;
3. to assist chairpersons in the development of a semester schedule for the department;
4. to recommend textbook adoption in collaboration with other faculty in the department in conjunction with CSI;
5. to assist with the implementation of departmental exams and outcome assessment measures;
6. to participate in faculty development goals to improve professional effectiveness;
7. to participate in instructional evaluation processes;
8. to provide current copies of course syllabi to division and department heads;
9. to carry out supervision of laboratory activity, private and other instruction in a conscientious and professional manner;
10. to meet all scheduled classes promptly with any deviation being filed promptly and accurately through the appropriate channels;
11. to assume responsibility for giving exams and other measurements necessary to determine student level of performance and understanding;
12. to cooperate with other areas of the College to provide an effective educational program;
13. to submit student grades by the final grade deadline.

B. Curriculum

1. to develop and recommend new courses and programs of study;
2. to recommend modification or discontinuance of courses if no longer appropriate.

C. Administrative

1. to assist in the preparation of budget requests for each year;
2. to originate and recommend purchases of supplies and equipment;
3. to originate request for travel in support of faculty development;
4. to assume responsibility for all equipment assigned to the faculty member or under his or her supervision;
5. to attend all departmental, division, and faculty meetings and participate in those meetings;
6. to participate in all graduation ceremonies;
7. to assist with student advising by providing academic and professional guidance;
8. to participate in faculty evaluations.

4.01.01 Academic Advising

Full-time faculty are advisors as assigned. The following guidelines apply to that capacity:

- A. Faculty should be available to assist advisees for early, official, and late registration and other times throughout the semester, during faculty contract days.
- B. Faculty advisors should be knowledgeable about the College's mission, general education requirements and goals, academic disciplines and PTE programs, support services, as well as CWI

policies and procedures. An advisor may recommend appropriate courses for advisees, assist advisees in the mechanics of scheduling and provide help as needed, or provide advice about transitions into industry or other institutions of higher learning.

- C. The advisor is expected to protect the confidentiality of an advisee's records and follow FERPA guidelines. (See also 2.08 Release of Student Information.)

4.01.02 Faculty Load

In addition to instruction, faculty workload can include: advising, serving on college committees and faculty senate, reporting for accreditation and program review, peer review, hiring, mentoring adjunct faculty, and other tasks as assigned.

All full-time personnel shall devote approximately 40 hours weekly depending on the department an employee works in and shall maintain appropriate office hours. Within the approximately 40 hours per week faculty shall be required to carry a full teaching load appropriate to the faculty member's department or division.

The full-time teaching load is 15 credit units or the equivalent contact hours as defined as 2 lab hours equal to 1 credit unit. The appropriate dean, however, will have the option of assigning workload, within a department as needed, which may not align with this standard.

Course release time may be approved by the VPISS for special assignments. Credit hours exceeding a 15 credit course load will be considered overload and will incur overload pay per unit per semester at the adjunct rate (consult department chair). No faculty may teach more than six (6) units of overload in one semester. For full-time faculty, the teaching schedule, preparation time, other college duties and a minimum of five office hours must total 30 hours a week on campus with at least one office hour per day of instruction. Faculty with off-campus duties may count that time toward the 30 on-campus hours. (See also 5.07 *Office Assignments and Office Hours*)

Depending on the program, faculty instruct students in various ways. The following general formula guidelines may help clarify load: *Credit hours* are based on the Carnegie Unit where 1 credit = 15 hours lecture; 1 credit = 30 hours of instructor-supervised lab; 1 credit = 45 hours of unsupervised lab, work experience, etc.

Contact hours are the actual instructional hours an instructor is with students (not including office hours). A current listing of load (credit/contact hours) by department is on file in the office of the VPISS. For more information, please contact that office.

4.02 EXTRA COMPENSATION POLICY FOR FACULTY

CWI takes the position that faculty should be involved in College-sanctioned public service and continuing education activities. Typically, these activities will be conducted by faculty as their regular assignments; however, occasions will arise where these activities may be done as an extra assignment for additional compensation. Following are general provisions to cover the circumstances and limitations of extra compensation.

- A. Extra compensation is defined as supplemental pay for approved services rendered to the College or to external agencies approved by CWI by eligible personnel. These services are a net addition to the regularly assigned duties and responsibilities of the employee. Salaries paid for teaching intersession or summer session are not considered extra compensation.
- B. A request for extra compensation for teaching faculty and administrators must be submitted in writing and approved in advance by the President or designee.
- C. Eligible personnel may participate in any or all of these areas.

- D. Extra compensation may be paid when (a) the work is done in addition to duties and responsibilities assumed as part of the assigned normal full workload; (b) qualified persons within the College are not available to perform the work as part of their normal work load; (c) the additional duties will not interfere with the performance of regularly assigned responsibilities and duties; (d) the budget is adequate to fund extra compensation. The final authority to pay extra compensation rests solely with the Board.

4.03 FACULTY PROFESSIONAL DEVELOPMENT

CWI strongly encourages all employees to maximize their educational opportunities and will support employees in their educational pursuits to the maximum extent possible. See CWI Board Policy 5200 and Administrative Procedure 5201 for release time guidelines intended to provide consistency campus wide and to insure all employees are treated equally. Fees associated with CWI classes may be paid for by the department at the supervisor's discretion. Tuition and fees associated with courses taken at other institutions are reimbursed if part of a professional development plan as approved by the appropriate Dean.

CWI also strongly encourages all employees to maximize their professionalism by attending appropriate conferences and seminars in their field. Faculty should check with their department or program head for availability of travel for conference funding.

4.03.01 Travel Authorization for Faculty

Depending on the type of travel and the degree to which the school participates in supplying vehicles and travel money, each instructor should confer with the appropriate department chair. Faculty traveling to conferences or in-state or out-of-state long-distance destinations need to fill out a Prior Approval for Travel Form, obtainable from the department chair. The completed form must be approved by the appropriate Instructional Dean and the VPISS.

4.03.02 Reimbursement for Travel

All college-related travel must have prior approval from the applicable Dean or supervisor. Travel advances may be made for airfare or room deposit. For proper reimbursement, the traveler must complete proper forms and submit them appropriately. Copies of all receipts must be submitted immediately upon the employee's return. Refer to Board Policy 4500 and Administrative Procedure 4501.

DEPARTMENT CHAIRS -- APPOINTMENT AND RESPONSIBILITIES (TO BE DEFINED)

5. INSTRUCTION MANAGEMENT

5.01 REGISTRATION

On-campus registration for credit and non-credit courses should be completed prior to the first class meeting. Faculty should identify students in class whose names do not appear on the class list and instruct students to complete the registration process prior to the next class period. Registration in all courses is on a first come, first served basis.

5.02 COURSE PROMOTION

The College promotes its courses and programs in a variety of ways such as publications, schedules, public service announcements, fliers and mailers, news articles and radio/TV shows, and advertisements. Personal promotion of a course can be used to build its enrollment. As enrollment continues for the first ten days of class, faculty can encourage students to solicit additional attendees in those classes with low enrollment.

5.03 CLASSROOM SCHEDULING

Master scheduling at the college is coordinated by CWI's instructional administration. Classes are to meet in assigned rooms at assigned times. Faculty are not to change classrooms or meeting times without the approval of the appropriate Instructional Dean.

The room assignment for each class is listed in the class schedule. The instructors should consider it a duty to protect furniture and equipment in the rooms in which they teach.

5.04 COURSE CHANGES AND WITHDRAWALS

See *Scholastic Record Policies* in the *CWI Catalog*.

5.05 CANCELED COURSES

The College reserves the right to cancel courses that do not meet the minimum enrollment criteria. If the course is canceled, a college representative will inform the students, and student registration fees will be refunded.

5.06 COURSE SYLLABI

Copies of syllabi for all courses shall be on file with the Department Chair and shall reflect current course content. CWI will provide faculty with a syllabus template with content that must be included. All syllabi for each course must be posted in the appropriate course Blackboard shell.

5.07 OFFICE ASSIGNMENTS AND OFFICE HOURS

Limited office space available necessitates sharing offices. Faculty office space is arranged by each department chair in conference with the Building Administrators.

All faculty are expected to schedule office hours so that they may be available to conference with students. For full-time faculty, the teaching schedule, preparation time, and office hours must total 30 hours a week on campus with a minimum of least one office hour on each day of instruction, to total a minimum of five hours per week. Adjunct faculty should be available to students a minimum of one hour per week for each course taught.

Exceptions to required office hours must be approved by the Department Chair. Such exceptions would include online course delivery and special project assignments. The office hour schedule should be observed as conscientiously as that of a class. Each faculty will file a copy of his or her office hours for

a semester with the Department Chair. A copy of the scheduled office hours must be posted on each instructor's door. Faculty will also post their office hours on their Blackboard site.

Administrative offices are open from 8 a.m. to 5:00 p.m., Monday through Friday.

5.08 TEACHING SCHEDULES

Each semester teaching schedules are decided cooperatively by the faculty member, the department or program chair and the VPISS based on student enrollment, the demand for classes, and faculty availability. In order to assure full teaching loads, full-time faculty have priority in scheduling their courses.

5.09 CLASS ROLLS AND ATTENDANCE REPORTS

Student Services will make available official rolls for courses via the CSI website. Any student who is attending class and whose name does not appear on the course roster should be sent to Student Services to resolve the problem.

Attendance must be reported each week for the first three weeks of class. All attending students should be enrolled in the course.

5.10 ADDING/DROPPING A COURSE

Any registered student who wishes to add another course must follow CWI procedures. Students are responsible for adding or dropping courses. Faculty should drop a student who has never attended for the first two weeks of class by submitting a drop form to any One-Stop location.

5.11 CLASSROOM ENVIRONMENT

Faculty are responsible to establish a positive learning environment by having well-planned and integrated lessons, considering student problems and questions, being available to help students, creating and maintaining a safe classroom environment, and communicating clear expectations. In order to protect the learning environment, faculty may contact campus security to facilitate the removal of an excessively disruptive student.

5.12 COURSE PLANNING

- A. **Course Objectives:** In initially planning a course, faculty must develop course objectives and outcomes assessment stating what the students will know or be able to do as a result of the course. The objectives should be specific enough to be clearly understood. Course objectives are designed cooperatively with CSI and CWI faculty.
- B. **Syllabus:** A prescribed syllabus must exist for each course. The syllabus should reflect student attendance policy and work responsibilities, as well as the method of determining grades. A copy of each course syllabus must be submitted to the department chair. The syllabus must be posted on the individual course Blackboard site.
- C. **Textbooks:** Each department is responsible for ordering textbooks and other classroom supplies. Prior to the first class, all faculty will be provided with texts and supplies from their Department.
- D. **Blackboard :** Individual faculty will establish a Blackboard component for each class taught prior to the first day of class. Blackboard assistance will be available to help faculty construct their course site through the Online Learning Department.
- E. **Class meetings:** Faculty should be prepared to utilize the entire instructional period.

5.13 INFORMATION TECHNOLOGY

To help prepare students to meet the technological challenges of living in an information-based society, a computer-literate faculty is essential to their college experience. To this end, all faculty are encouraged to integrate appropriate information technology into their classes and demonstrate the level of computer literacy expected of their students. All courses will have a corresponding online presence through Blackboard.

5.14 INSTRUCTIONAL PERIODS AND BREAKS

Semester-length credit courses are based on a sixteen-week semester with the last week set aside for finals. A three-credit course would meet one hundred fifty minutes a week; a two-credit course, one hundred minutes; and a one-credit course, fifty minutes. Activity and lab courses require longer class sessions. Classes that meet for more than one hundred minutes usually take a break during the middle of the class. Instructors should base their breaks on the needs and interests of the students.

5.15 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

5.15.01 CWI Accreditation Partnership with CSI

During the period under which CWI is utilizing the College of Southern Idaho's accreditation, departmental textbooks approved by CSI shall be used by CWI. Faculty members should work cooperatively with their CSI counterparts as well as with their own department chair or program head and interested teaching staff in the selection of texts required for courses.

5.16 FINAL EXAMINATIONS

Final examinations will be given during Finals Week as scheduled. Exceptions require the consent of the Department Chair. Final exams (except unit tests and lab tests) may not be given during the week immediately preceding finals week.

5.17 CONCLUDING A COURSE

At the conclusion of a course faculty should take the following steps:

- A. Encourage students to complete end-of-semester evaluations prior to the last day of class, as student evaluations will be reviewed as part of the Faculty Evaluation. (All faculty should use a variety of strategies in an attempt to achieve 100% completion.)
- B. Return books, AV equipment, keys, and other materials as applicable.
- C. Submit final grades by deadline.
- D. Submit outcomes and assessment forms by deadline, as applicable.

5.18 ASSIGNING FINAL GRADES

Final grades are recorded via the CSI website and must be filed electronically by the scheduled deadline designated for each semester. Once a grade has been submitted, it may be changed by the instructor through the Registrar's office.

5.19 GRADING SYSTEM

5.19.01 Grading Options

Grades are earned upon successful completion of a course in the following categories:

- A (4 grade points) *outstanding achievement*
- B (3 grade points) *above-average achievement*
- C (2 grade points) *average achievement*
- D (1 grade point) *below-average achievement*
- F (0 grade points) *unsatisfactory achievement*
- P *passing*
- NP *not passing*
- NC *no credit granted*
- I *incomplete*
- AU *audit*
- W *Withdrawal*

5.19.02 Grading Non-Credit Courses

Non-credit courses are graded on a pass/no credit basis. Each student should receive a grade of "P" for complete or "NC" for drop or incomplete. Some non-credit courses provide successful participants certificates. Faculty may sign and distribute the certificates for those students who have completed the course. No certificates are awarded for those students who did not satisfactorily complete the course. Instructors should write "did not complete" on the certificates and return them, along with the class list, to the sponsoring department.

5.19.03 Grade Appeal Policy

A student may appeal a grade through the grade appeal process. The entire grade appeal process focuses on fairness and due process for students and faculty. There are specific guidelines and procedures which must be followed in each grade appeal, and this detailed information is available from Student Services.

5.20 FIELD TRIPS

Faculty should contact their department chair for approval of field trips or other college-sponsored trips, and to make transportation arrangements. When possible, trips should be scheduled so that students will not be absent from other classes.

Field trips are defined as being an activity that is an integral part of classroom instruction. Field trips that require students to miss classes should be kept to a minimum. Absences from classes for field trips must be approved in advance by the VPISS. Students will assume responsibility for making up all work missed and will not be penalized for these approved absences.

Those individuals who will assume the role of the vehicle driver on such field trips must hold a current valid driver's license. All out-of-state travel for field trips requires Presidential approval.

5.21 FACULTY ABSENCES, CANCELED CLASSES, SUBSTITUTE PAY

Faculty members are expected to conduct classes as scheduled. Faculty who must be absent from class must notify the department chair in advance. Department chairs will recommend arrangements to cover absences of faculty.

It is the responsibility of faculty, department chairs, and the VPISS to provide maximum instructor time each semester. Efforts are to be made to provide a substitute instructor only when an instructor is gone for an extended length of time. Permission to pay substitutes must be approved by the appropriate Instructional Dean.

5.22 GUEST LECTURERS

If a guest lecturer is invited on campus, the instructor is responsible to coordinate instructional materials and equipment.

5.23 EMERGENCY CLOSURE OF CAMPUS

Refer to CWI Board Policy 4820, Emergency Campus Closure.

6. INSTRUCTIONAL AND STUDENT SUPPORT SERVICES

6.01 ACADEMIC DEVELOPMENT RESOURCES FOR STUDENTS

CWI offers a variety of levels of courses to meet the needs of the members of the CWI community.

Adult Basic Education Program (ABE) is designed to improve the educational level of undereducated adults and out-of-school youth in the CWI ten-county service area. The ABE program recognizes the worth and importance of the individual adults who have less than a high school education and recognizes the need for community-based instruction. The student must be 16 years or older to participate in the ABE Program. Program instruction is offered at the main campus, outreach centers, and correctional institutions. English as a Second Language is also a part of the ABE program. This program is tuition free.

General Education Development/High School Equivalency Testing Program (GED/HSE) offers adults who did not complete high school the opportunity to earn high school credentials. The CWI Adult Basic Education program provides instruction for students preparing to take the GED/HSE exams. The instruction is tuition-free; however, there is a fee of \$15 per test in the GED/HSE battery.

English as a Second Language Program (ESL) offers a series of courses through the Study Skills program for college-bound students whose native language is not English. These courses are designed to help students, who already have a basic level of English proficiency, gain the English language proficiency necessary for college study. A TOEFL score or demonstration of equivalent proficiency on the CWI English as a second language assessment is necessary. The academic ESL courses are for college credit and require regular tuition fees.

Adult Basic Education English as a Second Language Program (ABE/ESL) The Adult Basic Education program offers English as a Second Language courses for adults who wish to improve their English speaking skills for personal, social, and occupational purposes. The ABE/ESL is tuition free.

Developmental Courses offer learning opportunities to college-bound students with various entering levels. These courses raise students' existing skills to a college-level competency. Students are placed in developmental courses based on transcripts and/or CWI placement test scores.

6.02 ADDITIONAL ADVISING FOR STUDENTS

While faculty do advise students, CWI has additional resources in place for consultation and referral services. Faculty should have adequate knowledge of resources available to students in order to advise effectively. Students can be directed to Student Services for more information about:

- Selecting an appropriate course of study
- Veterans educational benefits
- Summer advising
- Assessment Test Interpretation for placement Tests such as COMPASS, ACT, or SAT.
- Transferring to a four-year institution
- Financial aid
- Community resources

Students can receive academic assistance and study tips from CWI Tutorial Services.

The Assessment Testing services are available for placement testing, CLEP testing, and college testing. Services are available each semester and include day and evening hours. There is a fee for CLEP tests.

APPENDIX A—PROMOTION GRID AND FACULTY PERFORMANCE EVALUATION FORM

Instructor
Assistant Prof.
Associate Prof.
Professor

STEP	1				
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College of Western Idaho Faculty Performance Evaluation Summary Form

Evaluation Period: _____ to _____

Evaluation Meeting Date: _____

Employee Name:

Employee ID:

Phone:

Job Title:

Department:

Department Chair Name:

Title:

Phone:

Type of Review:

- Introductory Evaluation
 Annual Review

Special Evaluation

Overall Performance Rating (see expanded definitions on page 2):

- (4) Exemplary Performance
 (3) Exceeds Expectations
 (2) Meets Expectations
 (1) Needs Improvement
 (0) Does Not Meet Expectations and Development Plan Required (Supervisor: This requires a special follow-up evaluation. Please contact HR at 562-3280 to coordinate this evaluation and Development Plan)

Supervisor Summary Comments (attach additional sheet if necessary):

Employee Comments (attach additional sheet if necessary):

Signature Section: Signature acknowledges review and discussion of evaluation, but it does not necessarily imply agreement. The Department Chair and Dean must sign. The Dean will determine if an additional signature is required.

Employee (Print Name and Sign)

Date

Department Chair (Print Name, Title, and Sign)

Date

Dean (Print Name, Title, and Sign)

Date

President or Vice President (If required)

Date

If signature is not required, check here

Please return completed evaluation to Human Resources.

College of Western Idaho

Faculty Performance Evaluation Instructions and Expanded Definitions

Responsibilities:

This is a summary of the employee's responsibilities based upon their job description. Refer to the job description and the Faculty Handbook to update if necessary.

- Teaches a minimum semester credit load of courses in accordance with the Faculty Handbook.
- Plans and prepares an approved course of study that includes measureable Course Objectives (content goals) for each course.
- Reports student outcomes as appropriate.
- Maintains scheduled classes and handles any cancelations in accordance with CWI policies.
- Maintains Office Hours in accordance with CWI policies.
- Participates in Student Advising.
- Attends and participates in department and college meetings/in-service/training.
- Works in compliance of employment, EEO, Security, and workplace safety issues.
- Performs other duties as either chosen by the employee or assigned by the Department Chair.

Faculty Performance Standards:

For each standard, describe specific achievements and contributions the faculty member has made this year and include an overall rating. If a faculty member needs improvement in a specific area, include specific performance expectations and time frames to achieve performance standards in the Employee Development Plan.

Standards are grouped into five weighted categories. At the discretion of the supervisor, Faculty member and supervisor may adjust weights to reflect variability of individual job expectations. Category weighting should total 100%. Resultant weighted average becomes the overall performance weighting.

Rating Guide:

(4) Exemplary Performance – Faculty has a strong sense of the goals of the college and takes on tasks and levels of responsibility well above the responsibilities listed in their job description in order to achieve those goals. Faculty consistently acts as a role model and leader in teaching, mentoring, and serving both the college and larger community.

(3) Exceeds Expectations – Faculty performs at a level that exceeds the responsibilities listed in their job description. Faculty strives to act as a role model in teaching, mentoring, and serving both the college and larger community.

(2) Meets Expectations – Faculty is competent and performs objectives as expected.

(1) Needs Improvement – Faculty is not performing to the levels expected by the college. The faculty will need to change/adapt/improve their performance in order to meet expectations within that Standard. This rating initiates a mandatory mentoring process overseen by the Department Chair/Supervisor. Follow-up reviews will be done at six months and one year.

(0) Does Not Meet Expectations and Development Plan Required – Faculty has failed to meet performance standards or job responsibilities. A Development Plan is required to be written, followed and reviewed. This rating requires notification to HR and removal from renewable contract status.

Instruction: (Weight—65%)

<p>Performance Standard and Definition: Teaching Faculty teaches assigned classes in accordance with the policies set out in the Faculty Handbook. Faculty plans, prepares and implements effective lessons that relate to the course objectives and can be measured by the Outcomes Assessments. Faculty engages students through a variety of activities and assignments.</p>	Rating: []
Examples/Comments:	
<p>Performance Standard and Definition: Student Focus Student success and achievement is a priority for the college. Faculty contributes to student success in the classroom, in club/team activities, service projects, advising, and college life.</p>	Rating: []
Examples/Comments:	
<p>Performance Standard and Definition: Interpersonal Skills Faculty establishes and maintains effective work relationships with students, colleagues and staff. Faculty demonstrates sensitivity to others and has good communication and listening skills. Faculty uses appropriate means to work through disagreements.</p>	Rating: []
Examples/Comments:	
<p>Performance Standard and Definition: Advising Faculty performs advising duties as assigned, working with groups of students or individually. Faculty is available to advise as needed throughout the year, answering questions and assisting with the planning of the college career in a timely manner. Faculty attends training and stays current on advising tools, policies and procedures.</p>	Rating: []
Examples/Comments:	
<p>Performance Standard and Definition: Technical Skills and Use of Instructional Technology Describes how the faculty performs their technical duties related to their position. Faculty fulfills the minimum technology requirements for each course. Faculty uses the appropriate learning management system to prepare, deliver, and communicate course material. Faculty uses technology appropriately to complete other assigned duties.</p>	Rating: []
Examples/Comments:	

Service (Weight—10%)

<p>Performance Standard and Definition: Service Describes how the faculty member provides service to both CWI and the college district. Includes examples of committees, student related activities, civic group participation or other non-teaching related activities. Faculty and supervisors are encouraged to find a variety of activities in which the faculty is interested in participating. (Ex: Dual Credit Mentor, Industry Councils, Student Clubs, Accreditation Team, etc.)</p>	Rating: []
Examples/Comments:	

Professional Development (Weight—10%)

<p>Performance Standard and Definition: Professional Development List professional development, certification, workshops and training. This may include on-the-job training sessions, in-service, course work, attendance or presentations at workshops/training sessions. Includes both instructional and professional development activities.</p>	Rating: []
<p>Examples/Comments:</p>	

Adaptability/Flexibility and Accountability (Weight 10%)

<p>Performance Standard and Definition: Adaptability/Flexibility Describes how faculty adapts to change. Faculty is engaged in continuous improvement. Faculty demonstrates a willingness to learn and apply new skills or methods in completing work or teaching assignments, due to changes in materials, program, assignment, or reflection of student achievement. Faculty is willing to accept new or different responsibilities as assigned by the Department Chair or Dean.</p>	Rating: []
<p>Examples/Comments:</p>	
<p>Performance Standard and Definition: Accountability Faculty completes assigned work in a timely manner, keeps commitments, and is accountable. Work is of a consistent quality. Faculty meets minimum attendance requirements. Classes and office hours are maintained and if canceled, notification is given in a proper manner. Meetings and in-service are attended as required. Paperwork is completed correctly and turned-in by the deadline and/or stored in an appropriate manner.</p>	Rating: []
<p>Examples/Comments:</p>	

Work Environment/Safety (5% weight)

<p>Performance Standard and Definition: Work Environment/Safety, Compliance with laws, policies and procedures. Faculty supports a respectful workplace. Faculty demonstrates support and compliance with general conditions of employment, EEO, security, and workplace safety policies (OSHA, if applicable). Faculty demonstrates ethical behaviors and decision-making, and compliance with appropriate federal and state laws, SBOE, and college policies and procedures.</p>	Rating: []
<p>Examples/Comments:</p>	

Review of Past Student Evaluations:

Faculty and Department Chair should both have reviewed the student evaluations from the previous evaluation period. Student Evaluations often contain personal or emotional responses, thus the results should be discussed with an intention to determine if the Faculty should change anything within their course or how they deliver it in order to better meet the needs of their students and themselves. Results may influence the evaluation of each Performance Standard. Specific examples and comments may be placed within each Performance Standard Section.

Summary of Student Evaluations:

Faculty Performance Objectives: Faculty is asked to choose 3-5 Objectives to work on each year. These objectives should be viewed as a way to improve and revitalize Faculty in their many roles at the college and within the college community. Objectives may be in any Performance Standard Area. At the end of each year the Objectives are reviewed and the process repeated.

Review of Previous Performance Objectives:

List the objectives from the previous review period, or initial employment objectives established for new employee. Provide feedback regarding the extent to which each objective was fulfilled. Also note changes (if any) to original objectives.

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Objective 5:

Next Review Period Performance Objectives:

Use the following section to record performance objectives for the next review period. Include Performance measure, standards and timeframes as appropriate.

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Objective 5:

Employee Development Plan:

This section should be completed after Faculty and Supervisor have agreed upon areas of development or improvement needed and/or required as related to the Performance Standards. It should include developmental objectives, corresponding development activities (on the job, formal training, workshops, conferences, etc.), measurements, and time frames for completion.

Developmental Objective 1:

Developmental Objective 2:

Developmental Objective 3:

Developmental Objective 4:

Developmental Objective 5:

APPENDIX B—STUDENT EVALUATION FORMS

STUDENT EVALUATION QUESTIONS

1. I received a syllabus and/or schedule.
2. The course information, objectives, and grade determination were clearly and accurately stated in the syllabus.
3. The use of technology in class was effective for learning.
4. Rate the course text and assigned readings.
5. Rate your satisfaction with this course.
6. The instructor was prepared for class.
7. The instructor was organized and stayed on task.
8. The instructor demonstrated thorough knowledge of subject matter.
9. The instructor invited student questions and discussion, and facilitated constructive class participation.
10. The instructor provided timely feedback and returned assignments promptly.
11. The instructor was respectful and courteous.
12. I would recommend this instructor to others.
13. The instructor was available to students outside of class.
14. The instructor made good use of examples.
15. The instructor kept regularly scheduled office hours.
16. Rate the teaching of the course.

ONLINE STUDENT EVALUATION QUESTIONS

1. The online course content is well organized and easy to understand.
2. The information provided concerning assignments (descriptions, deadlines, exams, etc.) is clear, precise, and easy to find.
3. The provided and online instructions made it easy for me to log in and get started right away.
4. The assignments, activities, textbook, and online materials for the course are appropriate: they help me learn.
5. I feel the communication and/or interaction system(s) utilized in the course provides a sense of contact and community that helps me learn.
6. The format and structure of the course is user-friendly and not overly frustrating or difficult to understand.
7. I can easily find what I am looking for at the course website.
8. The Blackboard system is reliable and stable.
9. I would compare the quality and rigor of this online course to most of the similar courses I've taken at CWI.
10. Please rate your satisfaction with this course.
11. I feel this course is a) very easy b) somewhat easy c) somewhat difficult d) very difficult e) n/a.
12. What are the best things and the worst things about this course?
13. Online materials are ready when I need them.
14. I can tell that my instructor is interested and enthusiastic about the subject matter.
15. The online content, related links and communication from the instructor is interesting and complements the material in the textbook.
16. The instructor demonstrates thorough knowledge of the subject matter.
17. The instructor and the online syllabus provide clear explanation of expectations, how grades are determined, and the objectives and expected outcomes for the course.
18. The instructor relates course material to contemporary and/or real-world problems.
19. The instructor invites students' questions.
20. The instructor answers questions promptly, clearly, and understandably.
21. I get quick feedback and assignments are returned promptly.
22. The instructor stimulates curiosity and interest in the subject. I was encouraged to know and learn more than the basic requirements of the course.
23. Even though this course is online, the instructor maintains a positive, nurturing learning atmosphere.
24. The instructor is courteous to students.
25. The instructor provided support, encouragement, and prompt feedback appropriate to successful attainment of the course objectives: he/she is a good facilitator of learning.

26. I would recommend this instructor to other students.
27. This instructor performs well in the online environment, displaying a good working knowledge of online course management.
28. Provide any other general comments about your instructor.
29. This type of learning environment works well for me.
30. I have the technical skills and computer experience I need to feel comfortable taking this course online.
31. I was provided sufficient information via advising and/or orientation opportunities to determine that I had the background and technical skills needed to be successful in the course.
32. An orientation seminar or workshop prior to the course would be of benefit in preparing to use the technology required to be comfortable and effective in the course.
33. When it was time to start this course, I was provided with the help and information I needed to begin.
34. My internet connection speed and reliability is adequate for the course content.
35. I have had few technical problems taking this course.
36. I would recommend this class to other students.
37. I would recommend or consider taking another online course.
38. Did you ask the instructor when you needed help? Yes or No.
39. How many online courses have you successfully completed prior to this course?
40. How many hours per week did you spend working on this course?
41. What grade do you expect to receive in this class?
42. Why did you take this course online?
43. Which technology incorporated into this online course was most valuable to you (eg. Email, website, chat, discussion board, etc.)?
44. Provide any other general comments about your personal experiences and perceptions regarding this online course, including any barriers that you felt affected your performance.



Appendix 5

College of Western Idaho

**Policy Manual
June 2011**



Policy Manual

Including Administrative Procedures

Revised 6/27/11

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CHAPTER 1: DISTRICT

Board Policy 1000 Institutional History

Adoption History: 11/1/10

At its inception in 2007, Boise was the last metropolitan area in the country lacking a community college. In March of that year, the Idaho legislature appropriated \$5m as a base budget for fiscal year 2008. In May, a supermajority of voters in Canyon and Ada counties voted to form a community college district, known as the College of Western Idaho Community College District [the District]. In June, the Albertson Foundation pledged a donation of \$10m to launch the College of Western Idaho [the College]. In July, the Idaho State Board of Education appointed five community members to serve as the first Board of Trustees [the Board]. With the closure of Selland College at Boise State University and the transfer of its programs, personnel, and property to the new institution, the College officially opened its doors to students at its main campus on what had been Boise State University's West Campus. Other campuses include:

CWI Ada County Center - 1360 South Eagle Flight Way, Boise

CWI Canyon County Center - 2407 Caldwell, Blvd., Nampa

CWI Oak Park Center - 2323 South Vista Ave., Boise

CWI at Boise State University - 1464 University Drive, Boise

CWI Professional Truck Driving School - 5252 Treasure Valley Way, Nampa

CWI Horticulture - 2444 Old Penitentiary Road, Boise

Board Policy 1010 College Vision and Mission

Adoption History: 11/1/10; revised 12/17/10

Reference: Accreditation Standard One; CWI Comprehensive Strategic Plan 2010-2015, Educational Master Plan

The following vision and mission statements, which have been approved by the Board, are widely disseminated among members of the College's communities. These statements articulate the purpose of College as an institution of higher education and give direction to its efforts to serve needs arising in the region. To measure its institutional outcomes, the College articulates thresholds of accomplishments [see BP1020].

Vision: The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life.

Mission: The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in western Idaho.

Board Policy 1020 Core Themes and Mission Fulfillment

Adoption History: 11/1/10; revised 12/17/10

Reference: Accreditation Standard One; CWI Comprehensive Strategic Plan 2010-2015, Educational Master Plan

The College has identified the following themes that individually manifest essential elements of its mission and collectively encompass its mission. It has further indentified meaningful, measurable outcomes which represent the threshold of mission fulfillment:

Professional technical programs

- Students who complete these programs are employed in related fields or have transferred to four-year colleges/universities.
- Transfer students will earn a 2.0 GPA or higher.

General education courses/programs

- Students who complete the transfer requirements enter four-year colleges/universities within five years.
- Transfer students will earn a 2.0GPA or higher.

Basic skills courses

- Students successfully complete an Adult Basic Education course.
- Students who successfully complete such courses will complete the next course in the sequences of a college-level course in the same discipline.

Community outreach

- Students who complete workforce development training satisfy their goals for professional development as well as the expectations of their employers.
- Participants in Community Education offerings and events rate the experiences as satisfactorily meeting their expectations.
- Students are provided access to courses/programs at multiple locations, on multiple schedules, and through multiple delivery methods.
- The College's student population reflects the diversity of its service area.

Board Policy 1030 Governance

Adoption History: 11/1/10; revised 12/17/10

Reference: Accreditation Standard Two; CWI Comprehensive Strategic Plan 2010-2015, Making Decisions

The College operates under an effective system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures provide for the consideration of views held by district constituents, faculty, staff, administrators, and students on matters where they have direct, reasonable interest.

To describe the structure and operating agreements for making decisions, a document called “Making Decisions at the College of Western Idaho” has been developed. It defines the cultures of collegiality, dialogue, inclusiveness, and evidence which constitute the underpinnings of equitable, effective practices. It also describes the collegial consultation structure on which faculty and administrators agree.

CHAPTER 2: GOVERNANCE

Board Policy 2000 Board Membership

Adoption History: 11/1/10

The Board shall consist of five members elected at large by qualified voters of the District. Any person meeting the criteria set out in Idaho Code, 33-2106, is eligible to be elected or appointed a trustee.

Board Policy 2010 Trustee Authority

Adoption History: 12/11/08

Reference: Idaho Code 33-507

The Board’s authority is subject to the provisions of the Constitution of the State of Idaho, Idaho Code, certain rules and regulations of the State Board of Education, its own policies and procedures, and the expressed will of the electorate.

The electorate grants the Board authority to develop, maintain, and operate a viable community college. Within the Board’s purview are the powers to adopt rules and regulations for governing the College, employing personnel, managing real and personal property, acting as an agent, seeking and developing financial resources, accepting grants and gifts, investing funds, making programmatic decisions, and subscribing to the rights vested by law.

Board members have authority only when acting as a Board that is legally in session pursuant to state and federal rules.

The Board will not be bound in any way by statements or action of any individual Board member or employee, except when such statement or action is promulgated on specific instructions by the Board.

Board Policy 2020 Trustee Responsibilities

Adoption History: 1/1/08; revised 11/1/10

Reference: Accreditation Standard Two, Idaho Code 33-2107

The Board governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Idaho Code and the Northwest Commission on Colleges and Universities:

- to establish policies which define the mission, vision, and core themes of the College,
- to adopt strategic goals and hold the President responsible for meeting them,
- to set prudent, ethical, and legal standards,
- to hire and evaluate the President,
- to delegate power and authority to the President for leading the District,
- to assure fiscal health and stability,
- to monitor institutional performance and instructional quality,
- and to advocate for and protect the District.

In working toward the goals of providing quality education and meeting the educational needs of the community, the Board, as duly elected representatives of the electorate in the District, shall, pursuant to Idaho Code and the Northwest Commission on Colleges and Universities, have complete charge and control of [or exercise overriding authority over] all policies regarding programs of the College including, but not limited to, its property, personnel and finances. The Board sets institutional goals and hires a president to implement them through the development of administrative procedures and managerial objectives in collaboration with representatives of administration, faculty, staff, and students.

The responsibilities of the Board include:

- To approve annual budgets, which include setting tuition, fees and establishing the county property tax level of funding.
- To acquire, hold, and dispose of real and personal property including water rights.
- To engage in and approve long-range facility planning for campus site utilization and physical plant development, based upon the community's educational needs.
- To require, consider, and act on reports from the College President concerning the programs and condition of the College.
- To consider and act on the curricular offerings of the College on the recommendation of the College President.
- To consider and act on the recommendations by the College President in all matters of policy pertaining to the welfare of the College and the welfare of students.
- To provide for and review the annual audit of all funds of the College, student organizations, and other funds handled under the supervision of the College.
- To issue general obligation or revenue bonds in the manner prescribed by law.
- To select legal counsel and other professional and nonprofessional services, to evaluate them periodically, and to prescribe their qualifications.

- To accept grants or gifts of materials on such terms as may be mutually agreed upon by the College and the grantor.
- To consider communications and requests from citizens or organizations on matters of policy.
- To take action on any other issue consistent with Idaho Code and the inherent powers of the Board.

Board Policy 2030 Trustee Elections

Adoption History: 12/11/08; revised 11/1/10

Reference: Idaho Code 33-2106

Implementation: [AP2031 Trustee Elections Procedures](#)

Trustee elections are held every two years in even-numbered years on a uniform day of a month to correspond with the general election, in accordance with Idaho Code § 33-2106.

Terms of trustees are staggered as practicable, to insure a portion of the Board shall be elected at each election.

To be eligible to run for election to the College of Western Idaho Board of Trustees, a candidate must be a qualified voter, 18 years or older and a resident of the District. Eligible persons must be candidates for a specific position of the Board, and each candidate must declare which position he or she seeks on the Board of Trustees. Employees of the College cannot serve as a member of the Board.

Terms expire at the first regular meeting of the Board following the election of successors; newly elected trustees take office at that meeting.

Board Policy 2040 Trustee Officers

Adoption History: 12/11/08; revised 11/1/10

Board Officers

At the organizational meeting (the first regular meeting of the Board following the election of trustees), the Board will conduct the election of officers. No Board member shall serve as Board Chairperson for more than two years in succession.

Board Chair

The duties of the Board Chair shall be to:

- Chair all Trustee meetings.
- Consult with the President and other Trustees in preparing agendas for Board meetings.
- Call special meetings as necessary.
- Act as the official voice of the Board when conditions warrant.
- Communicate with other Board members regarding their duties as necessary.
- Participate in orienting new Board members.

- Organize Board study sessions when appropriate.
- Represent Board at official events or ensure Board representation.
- Delegate duties, as needed, to other Board members.

Vice Chair

The duties of the Vice Chair shall be to:

- Assume the responsibilities of the Chair in the absence of the Chair.
- Carryout special assignments as requested by the Chair.

Secretary/Treasurer

The duties of the Secretary shall be to:

- Publish the agenda and post publicly according to Idaho State Statute.
- Cause to have minutes of each meeting taken of each Board meeting and distributed in a timely manner; verify for accuracy by signature all Board minutes based upon approval of the minutes by the Board.
- Assist the President in correspondence on behalf of the Board of Trustees with parties external to the college as necessary.

Votes of No Confidence

At any regular or special meeting of the Board, the Board Chair, upon a three/fifths (3/5) vote of no confidence, recorded in the minutes of the meeting by individual vote, shall resign his or her position as Chair provided that such vote of no confidence is properly included in the agenda of the meeting. In the event the Chair is removed from office following a vote of no confidence, he or she shall retain membership on the Board of Trustees.

Board Policy 2050 Trustee Vacancies

Adoption History: 12/11/08

Reference: Idaho Code 33-2106

Vacancies on the Board shall be filled by appointment by the remaining members. If less than a majority of the Board remains, appointment to fill the vacancies shall be made by the State Board of Education. Any person appointed to a vacant position shall serve until the next trustee election, at which time his or her successor shall be elected.

Board Policy 2060 Trustee Meetings

Adoption History: 1/1/08; revised 11/1/10; revised 12/17/10

All meetings of the Board, except executive sessions, are open to the public. Pursuant to Idaho Code, the Board will meet as necessary to conduct the business of the Board at times and places necessary to fulfill the Board's duties. The President's Office of the College will provide notice of all regular meetings of the Board in advance of the meeting pursuant to the provisions of the Idaho Open Meeting Law, Idaho Code §§ 67-2340 et seq.

Board of Trustees Special Meetings

The Board may hold special board meetings. Special meetings of the Board may be called at any time by the President, or ordered by the Board Chair, or upon the request of three members of the Board. The President's Office of the College will provide notice of all special meetings of the Board in advance of the meeting pursuant to the provisions of the Idaho Open Meeting Law, Idaho Code §§ 67-2340 et seq. If conditions warrant, waivers can be signed by all Board members in lieu of such a notice for a special meeting as defined by Idaho Code § 67-2343. No business may be transacted in special meetings other than that specified on the agenda, unless the agenda is amended.

Board of Trustees Executive Sessions

An executive session of the Board may be held upon a two-thirds (2/3) majority roll call vote for the purpose(s) identified by the Idaho Open Meeting Law, Idaho Code § 67-2345. No executive session may be held for the purpose of taking any final action or making any final decision.

Quorum

Three members of the Board will constitute a quorum for the transaction of business. An affirmative vote of the majority of all Board members present will be required for the passage of a motion except as otherwise provided by law, **Robert's Rules of Order**, or except as otherwise provided herein.

Rules of Decorum

Should the orderly conduct of a meeting be disrupted, the responsible parties shall be warned and asked to curtail the behavior. If order cannot be restored, the individual(s) will be removed or the meeting room cleared.

Should a speaker use profanity or other forms of offensive language, threaten violence or act violently, or raise topics scheduled for closed session, the Board Chair may rule the individual out of order and deny him/her the opportunity to speak further.

Rules of Order

All meetings of the Board will be conducted in the manner prescribed by Idaho Code. However, should an issue concerning parliamentary procedure arise that is not addressed by Idaho Code, the most current edition of **Robert's Rules of Order** will be the prevailing authority in all cases to which they are applicable and in which they are not inconsistent with other Board policy.

Board Policy 2070 Meeting Agenda

Adoption History: 1/1/08; revised 11/1/10

The Board agenda will be established by the President's Office in consultation with the Board Chair. Board members may request items be placed on the agenda through the President's Office.

Agenda items submitted by members of the public must be received by the President's Office, or the Board Chair, two weeks before the publication of the agenda. Members of the public, however, may speak on matters related to the agenda, by submitting a written request (using the form provided) to the Board Secretary.

No business may be acted upon which has not appeared on the agenda, except when one or more of the following may occur:

- a majority of Board members decides an emergency exists;
- two thirds of the Board members in attendance determine immediate action is necessary;
- an item appeared on the agenda and was continued from a prior meeting;
- agenda has been properly amended in accordance with the Idaho Open Meeting Law.

The general order of business, which may be changed by consent of the Board, at a regular meeting of the Board will include:

- Convene the Meeting
- Public Forum
- Reports
- Future Agenda Topics
- Adjournment

Board Policy 2080 Minutes

Adoption History: 11/1/10

The College President shall see that written minutes are taken of all meetings of the Board. As a public record, all minutes shall be available to the public within a reasonable time after the meeting. If requested, the minutes shall be made available in alternative formats to provide accessibility to disabled persons.

Minutes shall include at least the following information:

- All members of the Board present;
- All motions, resolutions, orders and their disposition;
- The results of all votes.

All minutes approved by the Board must be signed by the Board Secretary and a file kept in the President's Office.

Minutes of executive sessions shall be limited to specific reference to the statutory subsection authorizing the executive session and sufficient detail to convey the general subject matter, but shall not contain information sufficient to compromise the purpose of going in to executive session.

Board Policy 2090 Public Participation at Board Meetings

Adoption History: 11/1/10

The Board provides opportunities for members of the general public to participate in the business of the College and discuss matters within the jurisdiction of trustees.

- At each regular Board meeting, a time is set aside for public comments. No discussion or action may be taken at the meeting on these types of items.
- Oral presentations relating to matters on the agenda, including those on the consent agenda, shall be heard before a vote is called on the item. Persons intending to speak must complete a written request at the beginning of the meeting to the Board Secretary including the item number, names, and organizational affiliation (if any). The Chair may make an exception if the person wishing to speak has failed to complete a written request. The person must state his/her name, address, and affiliation for the record.
- Members of the public may place items on the agenda in accordance with Board Policy 2070. The College President must receive a written summary of the item along with the submitter's name, address, and affiliation (if any) at least two weeks prior to the Board meeting.
- Members of the public may also write about matters of concern in care of the President's Office within five (5) working days of a regular meeting.* Such written communications must be dated and signed by the author and contain the residence or business address of the author as well as the author's organizational affiliation (if any). Such letters become part of the public record. *Claims for damages are NOT considered communications to the Board under this rule. They must instead be submitted to the District.

Board Policy 2100 Communication by Trustees

Adoption History: 1/1/08

Reference: Idaho Open Meeting Law, Idaho Code 67-2340 et seq.

Communication among Board Members

Board members shall adhere to the Idaho Open Meeting Law in communicating among themselves.

Communication with the Public

The Board recognizes the right of the public to receive information concerning all of its actions, policies and details of its educational and business operations. In accordance with this policy, copies of the agenda will be furnished to all interested persons and organizations upon request through the Office of the President.

Board members shall never speak in the community as though they represent the Board in total, unless authorized by the Board to do so. They are individuals whose authority comes from their membership in the group of Board members. The President of the College is the official voice of the College. The Board and Administration welcome the input of individuals

and groups interested in the College; however, the Board alone establishes educational and fiscal policy.

Communication with Employees

The President is also the agent through whom members of the faculty, staff and students address communication to the Board. Official communication to the Board originating with an employee should be routed through administrative channels to the President. Absent exceptional circumstances, employees should refrain from approaching the Board individually on matters relating to College policy for the reason that any such direct communication, outside of a Board meeting, may violate the provisions of the Idaho Open Meetings Law, the Idaho Public Records Law or other applicable code or regulation.

If a direct presentation to the Board is requested, the person or group making the request shall inform the President of the substance of the communication. Such requests will be limited to matters of College policy, and in no way be construed to be a matter of grievance proceedings.

It is the policy of the Board that the faculty and staff use their respective governance structures to bring matters of interest before the Board as a whole. Concerns and suggestions should be communicated to their immediate supervisors or committee representatives and request that they be carried, if necessary, through the appropriate communication channels to the Board.

Board Policy 2110 Trustee Education

Adoption History: 11/1/10

Reference: Accreditation Standard Two

The Board commits itself to continual development in trusteeship and to an educational program which includes orientation of new trustees. To that end, trustees will foster growth and development among trustees through the scheduling of study sessions, providing access to reading materials, and supporting conference attendance.

Board Policy 2120 Trustee Travel

Adoption History: 6/12/09

Implementation: [AP2121 Trustee Travel Procedures](#)

Travel is expected and encouraged among trustees as part of their professional growth and development.

Reasonable and prudent expenses enumerated on a College expense form are reimbursed upon authorization of the Board Chair, who examines the expenditure for propriety and availability of funds. All outstanding travel claims must be processed before another request is submitted.

Board Policy 2130 Ethics

Adoption History: 11/1/10; revised 12/17/10

Reference: Idaho Code 18-1356; Idaho Code 18-1359

Purpose and Intent

The Trustees embody the highest ethical standards in dealing with the community and CWI, and shall abide by all laws, regulations, and policies applicable to them in their capacity as members of the Board of Trustees (the “Board” or the “Trustees”) of the College of Western Idaho (“CWI”). Adherence to these laws and policies prohibits conflicts of interest regarding property, personnel, and politics.

Conflict of Interest Defined

Neither the Board nor any Trustee shall enter into any contract or transaction whereby any Trustee has a conflict of interest, or otherwise has a pecuniary interest, directly or indirectly, in the contract or transaction. For the purpose of this policy, “conflict of interest” shall have the meaning set forth in Idaho Code § 59-703(4):

“Conflict of interest” means any official action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit of the person or a member of the person’s household, or a business with which the person or a member of the person’s household is associated, unless the pecuniary benefit arises of the following:

(a) An interest or membership in a particular business, industry, occupation or class required by law as a prerequisite to the holding by the person of the office or position;

(b) Any action in the person’s official capacity which would affect to the same degree a class consisting of an industry or occupation group in which the person, or a member of the person’s household or business with which the person is associated, is a member or is engaged;

(c) Any interest which the person has by virtue of his profession, trade or occupation where his interest would be affected to the same degree as that of a substantial group or class of others similarly engaged in the profession, trade, or occupation;

(d) Any action by a public official upon any revenue measure, any appropriation measure or any measure imposing a tax, when similarly situated members of the general public are affected by the outcome of the action in a substantially similar manner and degree.

Specific Application

A Trustee may not accept any reward or compensation for services rendered as a trustee, including employment; and the Board may not enter into any contract with the spouse of any trustee if the terms of the contract require, or will require payment or delivery of any college funds, money, or property to the spouse.

No Trustee may serve concurrently as a paid employee of the college, receive gifts in excess of the gift limitations specified by law, nor shall he or she accept honoraria for speeches or attendance at events.

Exceptions

General: In order to effectuate the purpose and intent of this policy, the exceptions contained in Idaho Code Sections 59-704A and 18-1361A (non-compensated appointed public servant exception), 18-1361 (scarce resource exception) and 33-507 (banking exception) shall not be available as exceptions to CWI's Conflict of Interest Policy.

Limited Exception: In accordance with Idaho Code Section 33-507, when any relative of any trustee or relative of the spouse of a trustee related by affinity or consanguinity within the second degree is considered for employment in a school district, such trustee shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

Board Policy 2140 Delegation of Authority and Responsibilities to President

Adoption History: 1/1/08; revised 11/1/10

Reference: Accreditation Standard 2.A.7, 2.A.10

Implementation: [AP2141 Delegation of Authority and Responsibilities to the President](#)

The President is appointed by the Board and shall serve as the chief executive officer of the College. Where not prescribed otherwise to the Board by law or policy, the administration of the College shall be delegated to the President. The President shall carry out as appropriate managerial responsibilities and functions in accordance with the policies adopted by the Board. The President shall attend as appropriate regular, emergency, special meetings and executive sessions of the Board. The execution of all decisions made by the Board concerning the internal operation of the College shall be delegated to the President. The President shall ensure the College complies with relevant laws and regulations submitting required reports in a timely manner. The President may delegate powers and duties to staff, but remains responsible for their execution. Where no broad policy exists, the President is authorized to act in the best interests of the College.

Board Policy 2150 Evaluation of College President

Adoption History: 1/1/08; revised 11/1/10

Implementation: [AP2151 Evaluation of the President](#)

The Board shall annually review the President's performance in order to strengthen his or her performance, to enable the President and the Board to set mutually agreed-upon goals, and to establish compensation and other terms of employment.

The President's evaluation will include a written management review statement by the President and a written summary of progress on goals established for the previous 12 months. The review will also include suggested goals for the subsequent 12 months. Board members

may submit questions to be addressed by the President concerning the condition of the college, progress on strategic goals and projects or identified concerns.

The entire Board in executive session with the President present will conduct the annual performance evaluation. After the review in executive session, the chair of the Board will provide the President with a written summary of the findings and recommendations.

Board Policy 2160 Policy Development and Approval

Adoption History: 1/1/08; revised 11/1/10

Implementation: [AP2161 Policy Development and Approval](#)

Though policies are intended to comply with laws and regulations, they cannot encompass all laws relating to College operations. Therefore, District employees are expected to know and observe all provisions of law pertinent to their job responsibilities. Administrative procedures are to be written to conform to the intent of board policies and are developed and revised as deemed necessary by the President on the recommendation of senior administrators according to an outlined process. The President should schedule an annual or biennial review of policies and procedures. The President is to make all Board policies and administrative procedures readily available.

The Board is responsible for the establishment of policies that govern the conduct of the affairs of the College. The formulation and adoption of written policy shall constitute the basic method by which the Board shall exercise its leadership in the operation of the College. In developing and approving policies, the Board must exercise critical judgment and must be responsive to the educational needs of the community while preserving an environment of academic freedom for the administration and the staff of the College.

The President shall be responsible for proposing and developing policies, as needed, or as directed by the Board. The initiation of a proposed policy or revision of an existing policy is encouraged in order to meet the needs of the community, students and College personnel. Any member of the community may initiate a recommendation for/or revision to Board policy to the President. New policies and revisions to existing policies require a first and second reading by the Board. Between the two readings, modifications to policies can occur based upon Board discussions, legal counsel's recommendations, and students, staff and faculty input. Approval of Board policy requires a majority vote.

Board Policy 2170 Trustee Self Evaluation

Adoption History: 12/11/08; revised 11/1/10

Reference: Accreditation Standard Two

Implementation: [AP2171 Trustee Self Evaluation Process](#)

The Board shall conduct a review of its performance annually with the intention of strengthening its performance, identifying and reaching consensus on goals, ensuring clear

understandings of responsibilities, and clarifying expectations among Board members with the President.

The Chair will annually organize and convene a special meeting of the Board for evaluating Trustee performance.

CHAPTER 3: INSTRUCTION

Board Policy 3010 Credit Programs and Courses

Adoption History: 11/1/10

Reference: CWI Faculty Handbook

The Board intends that courses, degrees and programs of the College reflect the mission representing high quality relevance to community needs. The Board expects them to be evaluated regularly to insure excellent outcomes and currency. It delegates to the President the establishment of procedures for the regular development and review of offerings as well as their modification and discontinuance.

The procedures shall include:

- appropriate involvement of the Faculty Senate, students, administrators and the public in all processes;
- a schedule of program review and justification of courses that analyzes as appropriate job markets/placement rates, completion of courses and sequences within program, and success of students at transfer and their rates of transfer; and
- clear and accurate course descriptions including outcomes and assessment strategies.

Board Policy 3020 Associate Degrees and General Education

Adoption History: 11/1/10

Reference: CWI Catalog

An associate degree represents more than an accumulation of units. It symbolizes the commitment of the College to leading students through an array of courses designed to develop knowledge and skills associated with the completion of a pattern of college-level study. Among these are skills of thinking analytically, communicating clearly, and computing effectively along with modes of inquiry derived from the disciplines of the arts and literature as well as the social, behavioral, natural, and physical sciences. Through these studies, students are expected to broaden their understanding of others and themselves. At the same time, they are required to pursue a field of knowledge in some depth.

General Education (GE) is central to the degree. GE introduces students to a variety of disciplines by which people comprehend the world. GE presents a body of concepts and methodologies which graduates are to hold in common as educated people. They are

expected to draw upon this knowledge of culture, environment, and society throughout their lifetimes to improve their understanding of the modern world. In establishing or modifying the GE program, faculty are challenged to create integration and coherence among separate requirements.

With assistance of the Faculty Senate, Curriculum Committee and appropriate administrators, the President shall establish procedures intended to assure courses used for complying with GE and associate degree requirements meet specific criteria.

Board Policy 3030 Professional Technical Education Degrees

Adoption History: 11/1/10

Reference: CWI Catalog

The College makes available programs in fields of study where regional workforce demand exists. The President delegates to faculty and administration market research to ensure curricula serves the present needs and anticipates the future expectations of its service area. The College awards three different Professional/Technical certificates including Postsecondary Technical Certificate (PTC), Technical Certificate (TC), Advanced Technical Certificate (ATC), as well as an Associate of Applied Science (AAS) degree.

The President shall ensure compliance with State Board of Education minimum requirements for establish-certificates and degrees. The procedures shall assure that graduation requirements are published in the catalog and included in other resources conveniently accessible to students.

Board Policy 3050 Graduation Requirements

Adoption History: 11/1/10

Reference: CWI Catalog

The College grants the following degrees: Associate of Arts, Associate of Science, and Associate of Applied Science, in addition to a Postsecondary Technical Certificate, Technical Certificate and Advanced Technical Certificate. Students must have completed the subject requirements for graduation and maintained a 2.0 grade point average in the subjects attempted. They must also complete the general education components, show computer literacy (degrees only), and comply with residency requirements as articulated in the catalog of the year they entered.

The President shall establish procedures to determine requirements for certificates and degrees, updating them as necessary with appropriate involvement of the Faculty Senate Curriculum Committee. The procedures shall assure that graduation requirements are published in the catalog and included in other resources conveniently accessible to students.

Board Policy 3060 Academic Standards

Adoption History: 11/1/10

Reference: CWI Catalog

The President shall cause to be established procedures defining academic standards: grading practices, academic record symbols, grade point average, credit-by-examination, probation, suspension, renewal, course repetition, limits on remedial course work, and grade changes. The College catalog will publish this information.

Board Policy 3070 Academic Freedom

Adoption History: 11/1/10

Reference: Accreditation Standard Two; Faculty Handbook

The College adheres to Board-approved standards of academic freedom and takes responsibility to protect faculty and students from inappropriate influences or pressures. Under this umbrella stand support for independent thinking and the open dissemination of knowledge. Those with teaching responsibilities are expected to present scholarship objectively and fairly. They are to reveal sources of intellectual property and identify personal opinions when they voice them.

Board Policy 3080 Fee-based Community Education

Adoption History: 11/1/10

The College endeavors to enrich its community by presenting non-credit courses and programs designed to contribute to the physical, mental, economic, and civic development of individuals or groups. These courses and programs are open for a fee to adults and minors who can benefit from the programs. Courses may be offered 1) for remuneration, 2) by contract, or 3) with contributions from individuals/groups.

Board Policy 3090 Non-credit Adult Basic Education

Adoption History: 11/1/10

This non-college-level program is designed for adults who must learn basic academic and language skills to compete in the workplace or to bridge into credit programs.

Board Policy 3100 Articulation with High Schools and Transfer Institutions

Adoption History: 11/1/10

Department Responsible: Instruction, Student Services

Implementation: [AP3101 Articulation Agreements with High Schools and Transfer Institutions](#)

The President shall establish procedures assuring appropriate articulation of the College's educational programs with feeder high schools and nearby baccalaureate institutions as well as

with those other colleges/universities which partner with the College to accept transfer students.

Board Policy 3110 Library Services

Adoption History: 11/1/10

The College shall offer library services which are integral to the educational program.

Board Policy 3120 Academic Calendar

Adoption History: 11/1/10

Implementation: [AP3121 Academic Calendar Development](#)

The President, in association with appropriate groups, annually submits to the Board for approval an academic calendar.

CHAPTER 4: BUSINESS AND FISCAL SERVICES

Board Policy 4010 Code of Conduct

Adoption History: 11/1/10

The College requires all employees to act in accordance with all state, federal and local laws and regulations. Employees are expected to be of high moral and ethical character, and utilize judgment to avoid even the appearance of impropriety.

Violations of policy will be brought to the immediate attention of the President or Vice President of Finance and Administration. Instances of fraud or abuse will be brought to the immediate attention of the President or Vice President of Finance and Administration. External independent auditors may be brought in to investigate any issue at the discretion of the President or the Board.

Board Policy 4020 Delegation of Fiscal Authority

Adoption History: 11/1/10

The Board delegates to the President authority for overseeing the general business practices of the College. The President causes administrative procedures to be written which will assure the proper management of property and contracts, the budget, audit and accounting of funds, acquisition of supplies and equipment as well as the protection of assets and personnel. All business transactions shall comply with applicable state, federal and local laws and regulations, as well as applicable College policies and procedures.

The President shall bring general business practices to the Board for approval as necessary. The President shall keep the Board fully advised of the financial status of the College.

Board Policy 4030 Fiscal Management

Adoption History: 11/1/10; revised 12/17/10

Department Responsible: Finance and Administration

Implementation: [AP4031 Reserves](#) [To be created]

The President shall establish procedures to ensure that the College's fiscal management accords with state, federal and local laws and regulations, and with generally accepted accounting principles, including but not limited to:

- adequate internal controls are in place and periodically reviewed and updated;
- fiscal objectives, procedures, and constraints are documented and communicated to the Board and employees;
- clear description of responsibility for all College staff who are responsible for fiscal management and maintaining records;
- an enterprise resource management system (ERP) is properly utilized to provide accurate, reliable, timely fiscal data;
- significant changes in accounting or fiscal management procedures are made when warranted, and are reported to the Board on a timely basis.

Board Policy 4040 Resident and Nonresident Tuition

Adoption History: 11/1/10

Implementation: [AP4041 Establishing Resident and Nonresident Tuition and Fees](#) [To be created]; [AP4042 Senior Citizen's Tuition](#); [AP4043 Tuition and Fees Refund](#)

No later than March of each year, the President shall bring to the Board for first reading an action to establish tuition for the following fiscal year. The President shall enact procedures to assure that residence determinations are made in accordance with state statute and College rules. The President shall establish procedures regarding collection, waiver, and refunds of tuition.

Board Policy 4050 Fees

Adoption History: 11/1/10

Implementation: [AP4051 Guidelines for Special Course Fees](#)

The President shall bring to the Board for first reading an action to establish fees for the following fiscal year. The Board authorizes fees. The President shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from or for whom the fee is waived are properly enrolled and counted.

Board Policy 4060 Designation of Authorized Signatures

Adoption History: 11/1/10

Implementation: [AP4061 Purchasing and Bids; AP4062 Fixed Asset Purchasing](#)

The Board delegates to the President, and other College officers the President may appoint, authority to sign certain contracts, memorandums of understanding, agreements and other documents concerning financial obligations made on behalf of the College.

Pursuant to State purchasing policy, the President or any appointee may not sign binding agreements or contracts without prior Board approval which:

- involve real property transactions – lease, purchase, sale, or exchange,
- lease of personal property,
- exceed the State purchasing threshold defined in Idaho Statute 67-2806, or
- span multi-year commitments.

Additionally, the President must be kept informed to determine if these issues need to be brought before the Board.

Board Policy 4070 Audits

Adoption History: 11/1/10

The President shall ensure the College undergoes an annual external audit of all funds, fiscal records, and accounts by recommending a firm of certified public accountants with whom the Board will contract.

Board Policy 4080 Payroll

Adoption History: 4/4/09; revised 11/1/10

Reference: Idaho Code 45-601 through 45-621 [Wages](#)

Implementation: [AP4081 Payroll Procedures and Paydays](#)

Human Resources shall be responsible for administering employee classification, benefits, job description, and ensuring that pay levels are linked to position descriptions based on the Board approved salary schedule, in accordance with state and federal laws, regulations and guidelines.

Board Policy 4100 Budget Preparation

Adoption History: 11/1/10

Reference: Accreditation Standard Two

Each year, the President shall present to the Board a budget prepared in accordance with standard accounting principles and the requirements of applicable governing entities. The schedule for presentation and review of budget proposals shall provide adequate time for

Board study and deliberation. Appropriate opportunities for participation in planning and budgeting are accorded to constituent groups who are to work within these constraints:

- budget priorities should align with the Comprehensive Strategic Plan, and
- budget projections address long-term strategic goals and reflect the total cost of ownership including, but not limited to equipment, furnishings, and staffing of new or renovated facilities

Board Policy 4110 Budget Management

Adoption History: 11/1/10

Reference: Accreditation Standard Two

The President shall establish procedures to ensure that the College is financially stable by having sufficient cash flow and reserves to support its programs and services. Resources are to be managed to ensure short-term solvency and long-term sustainability.

Prior approval by the Trustee serving on the Finance Committee is required for budget transfers between major functional expense classifications.

Board Policy 4200 Establishing Bank Accounts

Adoption History: 11/1/10

The President shall establish procedures to ensure that no College department, organization, club, budgetary unit, or group open or establish a separate bank account to conduct business affiliated with the College.

Board Policy 4210 Investments

Adoption History: 11/1/10

Reference: Idaho Code 67-2327 Definition of Public Agency, [State Government & State Affairs](#)

Idaho Code 67-1210 Investment of Idle Monies,

Idaho Code 67-1210A Additional Allowable Investments,

Idaho Code 67-1301 Custodian for Money Held by State,

Idaho Code 67-2328 Joint Exercise of Powers

Office of the State Treasurer [Investment Policy](#)

In addition to abiding by any requirements of applicable governing entities, the President is responsible for ensuring that College funds not required for immediate use shall be invested.

Board Policy 4300 Security of College Property

Adoption History: 11/1/10

Implementation: [AP4301 Security of College Property](#) [To be created]

The President shall establish procedures necessary to manage, control, and protect the assets of the College, including but not limited to ensuring sufficient security to protect property, equipment, and information from theft, loss, or significant damage.

Board Policy 4310 Disposal of College of Western Idaho Personal Property

Adoption History: 11/1/10

Reference: State of Idaho Personal Surplus Property

Implementation: [AP4311 Disposal of Property](#)

The President is delegated authority by the Board to declare as surplus such personal property of the College that no longer serves useful purpose. The President shall establish procedures to dispose of such personal property in accordance with applicable state law. All disposal of such College property shall be reported periodically to the Board.

This policy is not to be construed as authorizing any representative of the College to dispose of surplus real property at any time. (See Board Policy 4320 Real Property.)

Board Policy 4320 Real Property

Adoption History: 11/1/10

The President is delegated authority to act as the Board's negotiator regarding all property management matters necessary for the benefit of the College. No transaction regarding the lease, sale, use, or exchange of real property by the College shall be executed until approved by the Board.

The President shall establish such procedures as may be necessary to ensure compliance with all applicable laws relating to the sale, lease, use, disposal, construction or exchange of real property by the College.

Board Policy 4330 Capital Construction

Adoption History: 11/1/10

Reference: Idaho Statute 67-5710; [Permanent Building Fund Advisory Council](#)

Pursuant to Board Policy 4320 Real Property, the President takes responsibility for planning and administrative management of the College's capital outlay and construction program. The President will report annually to the Board about progress on short- and long-range facilities projects.

The President supervises construction projects and designates a monitor to oversee progress of all construction work including inspection of workmanship, completion of work to meet

specifications, the suitability of proposed changes to the scope and original design, etc. The designee shall assure compliance with laws related to use of state funds to acquire and/or convert existing buildings.

If State funding is sought for capital construction, the President must annually submit an updated six-year plan to the Board for approval, with later submission to the Permanent Building Fund Advisory Council.

Board Policy 4340 Safety [To be created]

Adoption History:

Implementation: [AP4341 Campus Disruptions and Violence](#); [AP4342 Drug and Alcohol Free Campus](#); [AP4343 Firearms/Weapons and Fireworks](#); [AP4344 Hazardous Materials Communication Plan](#) [To be created]

Board Policy 4410 Contracts

Adoption History: 11/1/10

Reference: Idaho Code Sections 67-2801 through 67-2808 Purchasing by Political Subdivisions

Unless otherwise addressed in Board policies, the Board delegates to the President authority to enter into contracts on behalf of the College in compliance with Idaho Code and established administrative procedures.

Contracts for work to be done, services to be performed, or goods, equipment, or supplies to be sold to the College, which exceed the amounts specified by Idaho Code Sections 67-2801 through 67-2808 shall require prior approval by the Board.

Board Policy 4500 Travel Expenses

Adoption History: 4/15/08; revised 11/1/10

Reference: Idaho Statute Travel

Section 67-2004 Per Diem Travel Expense Allowance

Section 67-2006 Travel Expense

Section 67-2007 Standard Travel Pay and Allowances

Section 67-2008 Determination of Rate of Allowance

Implementation: [AP4501 Travel Procedures](#)

Employees who travel on official College business may be reimbursed for all of or a portion of their travel expenses. Travelers must obtain supervisor's approval and complete required forms prior to travel and submit appropriate documentation for reimbursement upon return.

Board Policy 4520 Vehicle Use

Adoption History: 11/1/10

Reference: ICRMP

The President shall establish administrative procedures to define guidelines, responsibilities and rules for the safe and appropriate use of all College-owned, leased, or rented vehicles by any authorized persons while conducting College business. The procedures should include the following:

- Use of College provided vehicle
- Driver responsibilities
- Driver evaluation
- Seatbelt use
- Proof of Insurance
- Accident Reporting
- Traffic Violations
- Vehicle Maintenance and Repair

Board Policy 4600 Legal Counsel

Adoption History: 4/4/09; revised 11/1/10

Reference: Idaho Rules of Professional Conduct

The relationship between the legal counsel for the College is governed by the Idaho Rules of Professional Conduct. Legal counsel for the College is obtained through a formal request for proposal process, and selected by the Board of Trustees. Contracted legal counsel serves at the pleasure of the College.

Board Policy 4610 Public Records

Adoption History: 11/1/10

Reference: Idaho Code 9-338

Implementation: [AP4611 Requesting Public Records](#)

The President shall establish procedures to accommodate requests for information from the public. Financial information shall be released only through proper channels after a formal request has been received and reviewed. The procedures shall ensure that no information of a private nature about faculty, staff, or students is disclosed. The College may charge a reasonable fee for locating and copying the records.

Board Policy 4620 Document Retention

Adoption History: 11/1/10

Reference: Idaho Department of Administration [Higher Education Records Retention Schedules](#)

The President shall establish procedures regarding document retention for the College in compliance with state statute. A record is recorded information, in any form, including data in computer systems, created or received and maintained by the College or an employee in the transaction of business or the conduct of affairs and kept as evidence of such activity.

Board Policy 4630 Red Flag Identity Theft Prevention

Adoption History: 11/1/10

Reference: Federal Trade Commission Fair/Accurate Credit Transactions Act (FACTA) of 2003 [Red Flag Requirements](#)

The President shall establish an Identity Theft Prevention Program and policies designed to protect against identity theft and to safeguard personal and/or financial information maintained by the College and its institutions and offices. The program shall comply with all federal and Idaho credit reporting and electronic transaction laws, shall be reviewed at least annually for effectiveness and legal compliance, and shall be widely distributed.

Board Policy 4640 Information Security Policy

Adoption History: 11/1/10

Reference: Payment Card Industry Data Security Standard (PCI-DSS), [PCI Standards](#)

The President shall establish administrative procedures to address the PCI Security Standards Council requirements to protect credit card account data. The procedures include steps to:

- Build and maintain a secure network
- Protect cardholder data
- Maintain a vulnerability management program
- Implement strong access control measures
- Regularly monitor and test networks
- Maintain an Information Security Policy

Board Policy 4650 Insurance

Adoption History: 2/17/09; revised 12/15/09

The President shall take responsibility for securing insurance as required against:

- Liability for damages due to death, injury, or damage/loss of property
- Personal liability of Board members, officers and employees of the College due to the death, injury to a person, or damage/property loss caused by the negligent act or omission of the member, officer, employee when acting within the scope of his/her office or employment.

- Worker’s compensation
- Fire and other perils

The President may authorize coverage for persons who perform volunteer services with the College.

Board Policy 4810 Facilities Use

Adoption History: 11/1/10

Implementation: [AP4811 Facilities Use](#)

The President shall establish procedures regarding use of College property, including but not limited to facilities, equipment, and supplies by community groups or other outside contractors. These procedures shall include reasonable rules regarding time, place, and manner of such use. Public access should not interfere with scheduled instructional programs or other College activities. Fees as authorized by law may be charged.

No group which discriminates on the base of race, color, religion, ancestry, national origin, disability, or gender may use College facilities.

Board Policy 4820 Emergency Campus Closure

Adoption History: 1/20/09; revised 11/1/10

The President (or designee) is given authority to close the college facilities and operations or support offices in cases of emergency. Students and staff will be notified using the main local television networks, identified radio stations, the college website, electronic or other means.

CHAPTER 5: HUMAN RESOURCES

Board Policy 5010 At-Will Employment

Adoption History: 3-15-11

Department Responsible: Human Resources

Reference: CWI Faculty Handbook

Implementation: [AP5011 At Will Employment; AP5012 Faculty Appointment/Retention](#) [To be created]

All employees of the College of Western Idaho are employed at the discretion of the Board of Trustees and shall have no right to continued employment or employment benefits, except as may be agreed in writing and expressly approved by Trustees. All provisions of this Policy and all provisions of the Employee and Faculty Handbooks shall be interpreted in a manner consistent with this paragraph. In the event of any irreconcilable inconsistencies, the terms of this paragraph shall prevail. **Except as otherwise provided herein or as required by law, all**

employees of CWI are AT-WILL employees. Accordingly, employment may be terminated with or without cause or notice. Only a written contract expressly authorized by the Board of Trustees can alter the at-will nature of employment by the College of Western Idaho.

The purpose of CWI's policies is to establish a safe, efficient and cooperative working environment, to establish the responsibilities and level of performance expected of all CWI employees and to explain benefits provided to CWI employees. **CWI'S POLICIES AND ADMINISTRATIVE PROCEDURES ARE NOT TO BE CONSTRUED AS A CONTRACT OF EMPLOYMENT NOR DO THEY CREATE CONTRACTUAL TERMS OF EMPLOYMENT. THEY ARE NOT INTENDED TO SPECIFY THE DURATION OF EMPLOYMENT OR LIMIT THE REASONS FOR WHICH AN EMPLOYEE MAY BE DISCHARGED. THESE POLICIES CREATE NO RIGHTS, CONTRACTUAL OR OTHERWISE, ON BEHALF OF EMPLOYEES OF CWI.** CWI may, at its sole discretion, alter or amend this Policy or portions thereof at any time without prior notice to or consent by its employees.

No employee or representative of CWI has authority to enter into any written or oral agreement, express or implied, which modifies the at will nature of employment at CWI. No contract of employment with the College of Western Idaho District ("CWI") will be valid unless it is expressly approved by the Board of Trustees and unless it is signed by and contains the name of the specific employee who would be benefited/obligated by the contract.

Board Policy 5020 Equal Employment Opportunity

Adoption History: 5/4/09; revised 3/15/11

The College strives to comply with all applicable laws prohibiting discrimination in employment based on race, color, religion, national origin, sex, age, disability, veteran status or any other legally protected status. Discrimination of such a nature is inconsistent with the College's values. It may also be illegal. In addition, in accordance with applicable federal and state law, the College will attempt to reasonably accommodate qualified individuals with a disability unless doing so would create an undue hardship on the College. Any qualified applicant or employee with a disability, who requires an accommodation in order to perform the essential functions of his /her job, should contact the College's Director of Human Resources.

Individuals who believe they have been the victim of discrimination should report their concerns to their supervisor, the College's Director of Human Resources or any member of the College's management team. The College prohibits retaliation against any person for reporting unlawful discrimination or for cooperating or participating in any investigation of unlawful discrimination.

Board Policy 5030 Drug Free Workplace

Adoption History: 6/27/11

Implementation: [AP5031 Drug Free Workplace Procedure](#)

CWI has a strong commitment to provide a safe, efficient and productive environment for both its employees and its students. In keeping with this commitment, CWI has a strict policy of maintaining an alcohol and drug free workplace which requires that all employees report to work fit to perform their jobs and prohibits the use, possession or being under the influence of alcohol or illegal drugs during working hours, on CWI property, or while on CWI business at any time. In furtherance of this policy, CWI has adopted Administrative Procedure 5031 for the purpose of maintaining an alcohol and drug free workplace and establishing the parameters of CWI's drug and alcohol testing program.

Board Policy 5050 Interview Expenses

Adoption History: 4/15/08; revised 11/1/10

Implementation: [AP5051 Interview Expenses](#)

Interview expenses may be authorized by the supervising Vice President or President prior to the invitation to interview according to the procedures outlined.

Board Policy 5060 Moving Expenses

Adoption History: 12/11/08; revised 11/1/10

Department Responsible: Finance and Administration

Implementation: [AP5061 Moving Expenses](#)

The College will not provide moving expenses for new hires except for special recruiting efforts and difficult hiring conditions. In such cases, the President may recommend approval to the Board.

Board Policy 5070 Pre-employment Information

Adoption History: 4/4/09

Implementation: [AP5071 Pre-employment Information](#)

Pre-employment forms, such as payroll, insurance, immigration, etc. must be completed in the Human Resource Office prior to a new employee's receiving a paycheck.

Board Policy 5080 Personnel Records

Adoption History: 4/4/09

Implementation: [AP5081 Employee Personnel Files](#)

All interview and employment records, including evaluation summaries, are to be maintained by the Human Resources Office in accordance with college, state, and federal expectations.

Board Policy 5100 Employee Conduct

Adoption History: 4/4/09

Implementation: [AP5101 Employee Conduct](#)

Violation of rules of conduct as enumerated here and detailed in Administrative Procedures shall be grounds for disciplinary action, including possible dismissal from employment. Of overarching importance to the Board is the expectation that all employees exhibit positive attitudes and cooperative behaviors. Covered in Administrative Procedures are other specifics of trustee expectations for performance, prohibited actions, relationship policies including nepotism, conflict of interest, plus copyright and patent infringement, workplace harassment, etc.

Board Policy 5120 Performance Review of Employees

Adoption History: 11/1/10

Implementation: [AP5121 Performance Review of Staff](#); [AP5122 Introductory Period \(Non-Faculty Employees\)](#)

Employees are to be evaluated according to their position descriptions in a systematic, fair manner on a calendar maintained in the Human Resource Office. This office provides the format supervisors are to use as well as training to maintain a high level of effectiveness among supervisors. It also keeps the written evaluations in Human Resource Office files.

Board Policy 5130 Employee Disciplinary Framework

Adoption History: 3/15/11

Department Responsible: Human Resources

If an employee violates the expectations outlined in the policy governing Employee Conduct (BP 5100), the individual shall be subject to discipline. Progressive steps as outlined below may be utilized to improve performance but are not required. Issues involving job performance or employee attitude do not provide for a hearing, but they do allow employees to file written objections as defined in Board Policy 5140.

- Oral warning
- Written warning or reprimand
- Suspension without pay
- Probation
- Demotion
- Dismissal

CWI reserves the right to take any of the prescribed steps in any order if a supervisor deems a policy violation or action by an employee to be sufficiently serious to warrant such a step. Nothing contained in this policy limits or modifies the at-will nature of employment at CWI or creates contract or due process rights on behalf of any employee. Except as otherwise provided by Board policy, employment is at will and may be terminated at any time with or without cause or notice.

Board Policy 5140 Complaint Process for Benefit-eligible Employees

Adoption History: 6/27/11

Implementation: [AP5141 Complaint Procedure for Benefit-eligible Employees](#)

It is the intent of the Board to create and maintain an environment of stability and growth in the College, where employees are respectfully treated, where performance is objectively measured, and where deficiencies are fairly addressed. The Board recognizes, however, that misunderstandings may arise or occasions may occur when an employee believes that he/she has not been treated fairly or in accordance with CWI's policies and procedures. Accordingly, CWI has adopted Administrative Procedure 5141 which provides benefit eligible employees a process for addressing concerns about performance evaluations, job assignments, compensation, and discipline or any other terms and conditions of employment. Administrative Procedure 5141 is also available to benefit eligible employees who have been discharged and take issue with their separation of employment. A complaint by any employee who believes that he/she has been the victim of illegal discrimination should be resolved in accordance with CWI's policies and procedures for addressing discrimination/harassment in the workplace.

Retaliation against any employee for accessing CWI's complaint procedures in good faith is prohibited. Neither this policy nor Administrative Procedure 5141 creates any due process or contract rights, express or implied, on behalf of any employee or limits or modifies the at will nature of employment at CWI.

Board Policy 5150 Separation from Employment

Adoption History: 3/15/11

Implementation: [AP5151 Separation from Employment](#); [AP5152 Reduction in Force](#); [AP5153 Faculty Termination Procedure \[To be created\]](#); [AP5154 Financial Exigency and Curricular Revisions \[To be created\]](#)

Personnel may leave the college for a number of reasons such as reductions in force (RIF), retirement, resignation, and termination. A Reduction in Force (RIF) may occur when the College finds it necessary to reduce its work force because of a decrease in student enrollment, the elimination of a particular program or service, the consolidation of jobs, the elimination of certain job functions, the closure of a facility, the reduction of income or revenue, or other business reasons. The implementation of a reduction in force is subject to applicable administrative procedures adopted by the College.

Voluntary resignations and terminations are addressed in and subject to Administrative Procedures 5151 and 5152.

Involuntary Terminations

While the decision to commence employment is consensual, the same is not always true when the time comes to end the employment relationship. Unless otherwise provided by contract in accordance with Board policy and the College's Administrative Procedures, as an at will

employer, the College reserves the right to terminate the employment relationship at any time with or without cause or notice. Regardless of whether the termination is voluntary or involuntary, the employee is required to return all property owned by the College to his/her supervisor or Human Resources prior to departure.

Board Policy 5170 Employee Compensation

Adoption History: 4/4/09

Reference: State and Federal Pay Acts

Implementation: [AP5171 Employee Compensation](#)

The College compensates employees in accordance with decisions by the Board as budgets are set and tax levies are authorized. Pay for any given position is subject to the annual budgetary process and as such may be subject to increase, reduction, or *status quo* maintenance for any time period. The Administration may make suggestions about salary compensation and other pay system concerns, but the final decision regarding compensation policy rests with the Board. The Board reserves the right to make budget adjustments, and consequently pay adjustments, during the course of the budget year in order to manage cash flow or to deal with other circumstances which justify or require change in College expenditures.

Board Policy 5180 Employee Classification

Adoption History: 4/4/09

Reference: Uniformed Services Employment and Reemployment Rights Act, 38 U.S.C. §4301 et seq.

Implementation: [AP5181 Employee Classification](#)

For varied reasons, employee status must be organized by class or category in order to administer employee policies and benefits or otherwise address employment issues. It is generally the responsibility of the supervisor to assure that the employee is properly categorized for purposes of each issue or benefit type.

Board Policy 5200 Employee Benefits

Adoption History: 4/4/09; revised 11/1/10

Reference: Family Medical Leave Act (FMLA)

Implementation: [AP5201 Employee Benefits](#)

Depending on job classification, employees are accorded a number of benefits. At the discretion of the Board, these benefit offerings may be changed. Among those benefits currently included are vacation leave, sick leave, official holidays, bereavement leave, jury duty or witness in court proceeding. Unpaid leaves, e.g. personal leave, study leave, military leave, family medical leave may be approved by the President, or his designee. Eligibility, descriptions, and other details of benefits are explained in Administrative Procedures.

Board Policy 5210 Staff and Professional Development

Adoption History: 11/1/10

Implementation: [AP5211 Staff and Professional Development](#)

The College subscribes to the view that learning must be life-long in a world where change seems constant. Therefore, the college seeks to afford its employees opportunity for growth and development, which will benefit them in their work.

Board Policy 5220 Electronic Technology Usage

Adoption History: 2/16/10

Reference: Idaho Public Records Act; IRS Code 274

Implementation: [AP5221 Electronic Technology Usage Procedures](#); [AP5222 Mobile Communication Devices](#)

The College provides faculty, staff, and students with access to a wide variety of Electronic Technology Resources (“ETR”). The ETR are valuable tools provided for the limited purposes of advancing, enhancing and promoting College business and educational opportunities made available by the College. The purpose of this policy is to ensure compliance with applicable statutes, regulations and mandates relating to the use of electronic technology made available by the College and to establish acceptable practices and responsibilities associated with the use of ETR’s.

Board Policy 5230 Outside Employment and Professional Consulting

Adoption History: 2/17/09; revised 11/1/10

Implementation: [AP5231 Outside Employment and Professional Consulting Guidelines](#)

The College recognizes that employees may engage in outside employment of a professional and personal nature, and the sharing of professional knowledge with the community at large is encouraged. However, no employee may undertake outside employment and/or consulting that interferes with the employee’s assigned duties.

Board Policy 5240 Emeritus Policy [To be created]

Adoption History:

Reference: Faculty Handbook, Emeriti Procedures, 3.09.02

Implementation: [AP5241 Staff Emeritus Program](#) [To be created]

Board Policy 5250 Volunteering at CWI [To be created]

Adoption History:

Implementation: [AP5251 Volunteering at CWI](#) [To be created]

Board Policy 5260 Whistle Blowing Policy

Adoption History: 6/27/11

Implementation: [AP5261 Whistle Blowing Procedures](#)

Pursuant to the legislative intent underlying the enactment of the Idaho Protection of Public Employees Act, CWI encourages its employees to report the existence of any waste of public funds, property or manpower or any violation or suspected violation of applicable law. In furtherance of this policy, CWI has adopted Administrative Procedure 5261 for the purpose of establishing procedures for employees to report conduct of such a nature.

CWI prohibits retaliation against any employee who: (i) reports in good faith the existence of any waste of public funds, property or manpower or any violation or suspected violation of applicable law; (ii) participates in an investigation, hearing, court proceeding, legislative or other inquiry, or other form of administrative review related to any such report; or (iii) has objected to or refused to carry out a directive that the employee reasonably believes violates applicable law.

CHAPTER 6: STUDENT SERVICES

Board Policy 6010 Open-door Admissions

Adoption History: 11/1/10

The College welcomes anyone seeking to benefit from its educational programs and services. To meet this goal, the College shall publish annually its “open admissions policies” in the Catalog.

Board Policy 6020 Student Records, Directory Information

Adoption History: 11/1/10

Reference: CWI Catalog

The President shall assure that student records are maintained in compliance with federal and state laws relating to their privacy. The President shall direct the implementation of appropriate safeguards to assure student records cannot be accessed or modified by any person not authorized to do so. Any currently enrolled or former students may access any and all of their records maintained by the College.

No College representative shall release the contents of a student record to any member of the public without the prior written consent of the students, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by the applicable federal and state laws.

Students shall be notified of their rights regarding student records, including the definition of “directory information” contained herein, and their right to limit the information. Directory

information shall include student participation in officially recognized activities and sports (height, weight, high school of graduation) plus degrees and awards received (scholarships, athletic awards, and academic recognition).

Board Policy 6030 Enrollment

Adoption History: 11/1/10

Reference: CWI Catalog

All courses, course sections, and classes of the College are open for enrollment to any person who has been admitted to the College. Enrollment may, however, be subject to any priority system which has been established. Enrollment may also be limited to students meeting prerequisites and co-requisites, or due to other practical considerations such as exemptions set out in statute or regulation.

Board Policy 6040 Attendance

Adoption History: 11/1/10

Reference: CWI Catalog

The President directs that standard procedures of attendance accounting be established to include computation of units of full-time equivalent students (FTES) based on the types of course, the way the course is scheduled, the length of the course, and other requirements reflecting model attendance accounting procedures. Additionally, the President requires that procedures for adding/dropping deadlines apply uniformly to all students. Withdrawals of “no-shows” may be initiated by an instructor during the first ten (10) days of a semester; a process to facilitate these administrative withdrawals shall be established by the Registrar. While this process shall be established by the College, it is understood that it is ultimately the student’s responsibility to withdraw from classes and that this established procedure shall not release the student from this requirement.

Board Policy 6050 Counseling Services

Adoption History: 11/1/10

The College shall provide all new and continuing students access to academic and career advising as relates to their education. Students may choose to participate in these advising opportunities or declare themselves a “self-advised” student.

Board Policy 6060 Financial Aid

Adoption History: 11/1/10

Reference: Title IV of the Higher Education Act (HEA) of 1965; CWI Catalog

The College shall implement a program of financial aid to students which may provide, but is not limited to, institutional scholarships, grants, loans, and work-study programs. The Director of Financial Aid is designated by federal definition as the institutional compliance officer for financial aid.

All financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agencies, and will incorporate federal, state, and other applicable regulatory requirements.

The President shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Board Policy 6070 Disabled Students Programs and Services

Adoption History: 11/1/10

Reference: Federal and State Laws; CWI Catalog

Students with disabilities shall be assisted to participate whenever possible in the regular educational programs. The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support which facilitates equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws. DSPS services shall be available to students with verified disabilities. They include reasonable accommodations, academic adjustment, accessible facilities, equipment, instructional programs, rehabilitation and academic counseling, etc. No student with disabilities, however, is required to participate in the DSPS program.

The President shall assure that the DSPS program conforms to all requirements established by the relevant law and regulations.

Board Policy 6080 Extended Opportunity Programs and Services

Adoption History: 11/1/10

Reference: CWI Catalog

Students with language, social, and economic disadvantages are provided support services and programs to supplement traditional student services and increase their academic success at the College. Extended Opportunity Programs and Services (EOPS) offers services which may include, but are not limited to, outreach recruitment, orientation, assessment, tutorial services, counseling, advising, and financial aid.

The President assures the EOPS program conforms to all requirements established by the relevant law and regulations. EOPS functions shall be coordinated through the Office of the Dean of Enrollment & Student Services.

Board Policy 6100 Associated Students Organization

Adoption History: 11/1/10

Reference: ASCWI Bylaws

The Board recognizes the Associated Students of College of Western Idaho (ASCWI) as the official student voice in decision-making processes. ASCWI may conduct other activities as approved by the President. Such activities may not conflict with the authority and responsibility of the Board of Trustees or its officers and employees. ASCWI shall conduct itself in accordance with state laws and regulations as well as with administrative procedures established by the President.

ASCWI shall conduct annual elections in accordance with procedures established by the President, for the naming of officers. Any student elected as an officer in ASCWI shall meet both of the following requirements: enrollment in a minimum of six (6) credits at the time of election and through the term of office; standards of scholarship at a minimum to represent a grade point average (GPA) of 2.5.

ASCWI finances shall be deposited and disbursed by the College President or designee. They are subject to an annual audit. They may only be deposited or invested in ways authorized by law. All funds shall be expended according to procedures established by ASCWI, subject to the approval of each of the following persons, which shall be obtained each time before expenditure:

- A representative of ASCWI
- The College advisor of ASCWI
- The President of the College or designee

Board Policy 6110 Standards of Student Conduct

Adoption History: 11/1/10

Reference: CWI Student Handbook

The President shall present annually a Student Handbook for review by the Board of Trustees which shall establish the procedures for the imposition of discipline on students in accordance with the requirements, procedures and programs established therein. This document shall be updated through *Student Enrichment and the ASCWI* annually to insure compliance with established federal and state law and regulations, conformity to current recommended “best practices,” and other relevant protections of student’s rights. This document shall clearly define the conduct which is subject to discipline, shall identify potential disciplinary actions, including but not limited to removal, suspension, or expulsion of a student.

It is the Board’s desire that the College create an orderly, safe and civil environment for our community. To this end the following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of students:

- Causing, attempting to cause, or threatening to cause physical injury to another person;

- Illegal possession, selling, or otherwise furnishing firearms, knives, explosives or other dangerous objects (including but not limited to facsimiles) without express permission of a college employee who has received approval from the College President;
- Possessing , using, selling, offering to sell/furnish, or under the influence of any controlled substances, alcoholic beverage, or intoxicant of any kind;
- Possessing of, offering, arranging or negotiating the sale of any drug paraphernalia;
- Committing or attempting to commit robbery or extortion;
- Causing or attempting to cause damage to College property or to private property on campus;
- Stealing or attempting to steal College property or private property on campus or knowingly receiving stolen College property or private property on campus.

Board Policy 6120 Student Rights, Grievances

Adoption History: 11/1/10

Reference: Title IX; CWI Catalog

Any student who reasonably believes a College decision adversely affected his/her status, rights, or privileges may exercise their “rights of appeal,” as outlined in the current College catalog or Student Handbook. Examples of appealable issues include, but are not limited to:

- Sex discrimination as prohibited by Title IX,
- Sexual harassment,
- Financial Aid,
- Illegal discrimination,
- Grades,
- Rights of free expression

Note: this policy does not apply to student disciplinary actions. Appropriate actions for these items are defined in the College Catalog or Student Handbook.

Board Policy 6130 Student Speech

Adoption History: 11/1/10; revised 12/17/10

Reference: College of Western Idaho Student Handbook

The College and its campuses are non-public forums, except for those areas which are generally available for use by students or the community as limited public forums. The President shall enact such administrative procedures as are necessary to regulate in a reasonable way the time, place, and manner for the exercise of free speech in the limited public forums.

Administrative procedures as so promulgated shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards designated for such use, the distribution of printed materials or petitions in those parts of the College designated as areas generally available to students and the community, and the wearing of buttons, badges, or other insignia.

Subject to the requirements of this policy, students shall be free to exercise their rights of free expression. What remains prohibited is speech which is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on College property or the violation of College policies or procedures, or the disruption of the orderly operation of the College. Unless such speech is constitutionally protected, students may be disciplined for threats, intimidation, harassment, or hate.

Board Policy 6140 Prevention of Student Identity Theft

Adoption History: 11/1/10; revised 12/17/10

Reference: Fair and Accurate Credit Transactions Act, (Pub's 108-159); Board Policy 4630 Red Flag Identity Theft Prevention; Board Policy 4640 Information Security Policy

The College is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") which could indicate identity theft of students. Because the College serves as a creditor of students, the President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identify theft.

ADMINISTRATIVE PROCEDURES

6/27/11

CHAPTER 2: GOVERNANCE

Administrative Procedure 2031 Trustee Election Procedures

Board Policy 2030 Trustee Elections

Adoption History: 11/1/10

CWI's Election Official is the Vice President for Finance and Administration.

Election Timelines

- CWI trustee elections will be held on the first Tuesday after the first Monday in November in conjunction with the general election.
- Petitions for candidates must be turned in to CWI's Election Official by 5:00 p.m. on the last Wednesday of August.
- In accordance with Idaho Code 34-1405, advertising the notice of the deadline for filing a declaration of candidacy must be published in the local newspapers not more than 14 nor less than 7 days prior to the filing deadline.
- The notice of election must be published the first time not less than 12 days prior to the election and the last publication must be not less than 5 days prior to the election. The deadline for the declaration of write in candidates is the 2nd Friday in October.

Administrative Procedure 2121 Trustee Travel Procedures

Board Policy 2120 Trustee Travel

Adoption History: 6/12/09

Purpose

The purpose is to establish uniform procedure for reimbursement of reasonable and prudent expenses incurred by trustees on Community College business.

Expenditure Limits

- Meals: The College will reimburse expenditure for meals by a trustee as a result of participation in a Board assigned activity based upon actual receipts.
- Use of Automobile: Mileage for business related travel by automobile may be made at the most current IRS publicized rate for mileage reimbursement. The mileage reimbursement rate for Board travel will be approved on an annual basis. Mileage information for locations both inside and outside of Idaho will be obtained from the CWI Business Office. In addition, reimbursement will be allowed for reasonable and/or actual costs incurred by tolls and parking. Reimbursement for mileage and related expenses may not exceed second class or coach airfare for the same trip, except in extenuating circumstances.

- Lodging: Actual costs will be reimbursed at no more than the single room rate or the approved conference negotiated rate. Personal items such as in-room movies are not reimbursable.
- Gratuities: Reimbursement for gratuities shall not exceed 20% for meals. Reasonable bellhops, cab services, etc. will be allowed.
- Spouse/Guest Expenses: Reimbursement for the cost of conference, convention, travel or other official function expenses for a spouse/guest is not allowed unless the official function requires the spouse's/guest's attendance.
- Business Phone Calls: Charges for telephone calls are reimbursed if they are incurred in connection with College of Western Idaho business.
- Other: Actual costs for the purchase of supplies, rental of audio-visual materials, or other similar items will be reimbursed upon presentation of proper approvals and documentation. This process is limited to those items that cannot be handled through the regular purchasing process or items of an emergency nature. Equipment items must be handled through the regular purchasing process.

Outstanding Travel

All outstanding travel must be processed before another request is submitted. The College will consider an advance overdue if the detailed expense report is not submitted on a timely basis. No new travel advances will be issued until prior travel expense reports are filed.

Required Approvals

All completed forms of reimbursement must be approved by the Board Chair. It is the responsibility of the authorized signer to examine the expenditure for propriety, and assure that funds have been budgeted.

Administrative Procedure 2141 Delegation of Authority and Responsibilities to the President

Board Policy 2140 Delegation of Authority and Responsibilities to the President

Adoption History: 11/1/10

The President may delegate any powers and duties entrusted to the office by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties. See table of organization for the college

The President shall be responsible for reasonable interpretation of Board Policy. In situations where no policy direction exists, the President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the President to inform the Board of such action and to recommend a policy be written if required.

The President is expected to perform the duties contained in the position description (see attached) and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The President shall ensure all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.

Administrative Procedure 2151 Evaluation of the President

Board Policy 2150 Evaluation of College President

Adoption History: 12/17/10

The Board shall annually review the President's performance in order to strengthen his or her performance, to enable the President and the Board to set mutually agreed-upon goals, and to establish compensation and other terms of employment.

Responsibilities of the President

The President is the College of Western Idaho's representative to the community, the Legislature, the governor's office, the State Board of Education, and to the state institutions of public and higher education.

The President's responsibilities include:

1. Initiate college policy for consideration by the Board with input from students, faculty, staff and the community.
2. Implement College procedures associated with College approved policies.
3. Provide leadership to obtain appropriate accreditation of the College and to maintain accreditation standards.
4. Develop and submit the annual budget to the Board for approval.
5. Provide reports as required and requested by local, state, and federal law.
6. Provide leadership for the development and achievement of short and long-range institutional plans and goals.
7. Foster a climate conducive to academic excellence.
8. Work effectively and respectfully with the elected members of the College of Western Idaho Board of Trustees.
9. Maintain full disclosure to the board and keep the Board continuously informed of progress and conditions of the College.
10. Prepare the agenda, support materials for all Board meetings, and attend Board meetings to provide assistance in its deliberations.
11. Discharge other responsibilities and performing other duties as may be assigned by the trustees or that are required by law.

Evaluation Process:

- The President's performance evaluation will occur annually in the month of June during an Executive Session of the CWI Board of Trustees.
- The President will develop a written management review statement and a written summary of progress on goals established for the previous 12 months plus suggested goals for the subsequent 12 months.
- Board members may submit to the President specific questions they'd like to have addressed during the review process.

- Within 10 business days after the review, the Board Chair will provide the President with a written summary of the findings and recommendations.

Administrative Procedure 2161 Policy Development and Approval

Board Policy 2160 Policy Development and Approval

Adoption History: 12/17/10

Administrative procedures are to be written to conform to the intent of board policies and are developed and revised as deemed necessary by the President on the recommendation of senior administrators according to an outlined process.

Steps for Submitting Policies

Requests for implementing a new policy or revising a current policy must be submitted to the President of CWI and must include the following information:

- Approval to Develop Policy: The President’s Cabinet must approve the development of new board policies.
 - Submit to President’s Cabinet a concise rationale for the Board Policy and a general summary of its contents along with information about to whom it applies, when it applies, and the consequences (if applicable) for failure to observe it.
 - Once approval is received, finalize the proposed board policy.
- Approval of Proposed Policy: Proposed new policies are presented to the President’s Cabinet for approval.
- Board Approval: President submits approved policies to the Board for final approval.

Definitions

Board Policies set out the “what and why” of the governing principles laid down by Trustees as overarching expectations for the College of Western Idaho. *Administrative Procedures* derive from those policies and explain “who, how, and when” they are to be implemented. In other words, the staff will craft procedures enumerating the ways trustee rules are to be practiced. As procedures do not require Board action, they should be updated and improved as necessary. Indeed, the NCCWU principle of continual quality improvement is to be employed by staff who use are expected to solicit feedback from stakeholders for improving procedures over time.

The most effective statements of policy and procedure are concise and clear. They avoid details of names, phone numbers, addresses though they indicate to which offices or to which officer of the college decisions are delegated. Preparers ask themselves these questions:

- Have I employed facts? Have I used examples (e.g.) and explanations (i.e.) wherever possible?
- Have I spelled out acronyms?
- Have I written succinctly? Have I composed in active voice, which indicates the office or position where responsibility rests?
- Have I chosen strong verbs, rather than conjugations of *to be* and *to have*?

- Have I used an objective tone, one which shows a fair explanation of the matter at hand and respect for the readers who must comprehend the material?
- Have I applied hyperlinks to ease difficulties of navigation between policies and procedures?

Checklist for Preparer/Developer/Editor of Policy and/or Procedure

- Have I received authorization to write a draft policy and/or procedure?
- Have I set out only the “what” and the “why” in a draft policy for the Board of Trustees?
- Have I concentrated on step-by-step instructions for draft procedures, which will serve to implement a single current board policy?
- Have I enumerated the “who” (stakeholder and audience), the “how,” (the office or position responsible) and the “when” (without specific dates) in my draft of procedures?
- Have I used facts illustrated with examples (e.g.) and explanations (i.e.)?
- Have I indicated hyperlinks to be provided between the policy and my procedures?
- Have I convened a committee of stakeholders to brainstorm the most effective, efficient practices for implementing this policy?
- Have I asked representatives from those who would use my procedures to read drafts for clarity and conciseness?
- Have I received my supervisor’s sign off on my final draft?
- Has my supervisor submitted the final draft to the Office of the President for disposition?
- Have I checked the College’s Website to insure my work has been included in the College’s master copy of *Board Policies and Administrative Procedures*?

Administrative Procedure 2171 Trustee Self Evaluation Process

Board Policy 2170 Trustee Self Evaluation

Adoption History: 12/17/10

The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To that end, the Board has established the following processes:

- Every April the Board shall determine the instrument or process to be used in board self-evaluation.
- Any evaluation instrument shall incorporate criteria contained in these board policies regarding the board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.
- If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Secretary of the Board.
- A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

CHAPTER 3: INSTRUCTION

Administrative Procedure 3101 Articulation with High Schools and Transfer Institutions

Board Policy 3100 Articulation with High Schools and Transfer Institutions

Adoption History: 12/17/10

Procedures:

1. Initial contact between appropriate colleges and universities shall be conducted through the Office of the Vice President for Instruction and Student Services
2. General conditions for Articulation Agreements shall be developed through the appropriate units of the Student Services Division and maintained within the Office of the Registrar. These shall be approved by the VP Instruction and Student Services, and President of the College, approved agreements shall be forwarded to the Office of the Registrar.
3. Specific program-by-program or discipline specific agreements may be developed by appointed Department Chairs or appropriate faculty as directed by the Vice President for Instruction and Student Services. Completed agreements shall be approved by the VP Instruction and Student Services and the President of the College, approved agreements shall be forwarded to the Office of the Registrar.
4. At least annually, the Sr. Enrollment Specialist for Advising and Assessment shall cause to have each agreement reviewed by all appropriate campus and external institutional representatives. They will also host senior institutional representatives for advising and information days as appropriate and maintain appropriate CWI advising tools and resources.
5. Specific Articulation agreements for both Dual Credit and Tech Prep opportunities shall be initiated by the Director of Dual Credit and the Region III Tech Prep Coordinator, in partnership with specific CWI Instructional units. Specific program-by-program or discipline specific agreements shall be developed with and approved by the appropriate Department Chairs. These shall be approved by the VP Instruction and Student Services, and President of the College, approved agreements shall be forwarded to the Office of the Registrar.
6. No articulation agreements with high schools or transfer institutions may be initiated, developed or considered approved without the approval for the negotiations or the final products of the VP for Instruction and Student Services and the President of the College. Final approved agreements shall be forwarded to and reside within the Office of the Registrar; these documents shall provide the sole basis for the creation and maintenance of CWI transfer equivalency and the production of advising materials.

Administrative Procedure 3121 Academic Calendar Development

Board Policy 3120 Academic Calendar

Adoption History: 12/17/10

Procedures:

1. The Registrar of the College shall annually convene an Academic Calendar Committee to develop and maintain a two year calendar for the college. This committee shall be composed of representatives from appropriate areas: Institutional Marketing, Human Resources, Enrollment & Student Services and student representation.
2. This committee shall prepare and submit to the VP for Instruction and Student Services annually a calendar document that provides the “official” calendar for the coming academic year and a “working” academic calendar for the following academic year. The VP for Instruction shall submit this calendar through the College Council for review and approval; for the College Council to forward the accepted calendar to the President of the College.
3. The President shall cause the calendar to be placed on the calendar of the Board of Trustees for a first reading of the calendar at the August meeting annually.
4. When the Calendar is approved by the Board of Trustee, the calendar shall be forwarded by the Secretary of the Board to the Registrar of the College.

CHAPTER 4: BUSINESS AND FISCAL SERVICES

Administrative Procedure 4031 Reserves [To be created]

Board Policy 4030 Fiscal Management

Adoption History:

Administrative Procedure 4041 Establishing Resident and Nonresident Tuition and Fees [To be created]

Board Policy 4040 Tuition for Residents and Nonresidents

Adoption History:

Administrative Procedure 4042 Senior Citizen’s Tuition

Board Policy 4040 Tuition for Residents and Nonresidents

Adoption History: 1/20/09

District residents who are 60 years of age or older will qualify for reduced “senior citizen” tuition at the College of Western Idaho. The tuition rate for senior citizens for credit classes will be a discounted rate of 50% per credit hour. Costs for materials, books, and special fees will be charged at full price.

Because non-credit classes are self-supporting, full fees for classes and materials must be charged to all persons enrolled regardless of the age of the student.

Administrative Procedure 4043 Tuition and Fees Refund

Board Policy 4040 Tuition for Residents and Nonresidents

Adoption History: 2/17/09

Students who withdraw from college or withdraw from credit courses by the third Friday of the term for fall and spring semesters, or by the Wednesday of the second week of summer term, will be given a 100% refund less a \$25 administrative fee.

Students withdrawing from a noncredit course will be refunded at 100% if the course is dropped prior to the first day of classes.

Application for a refund must be in writing and filed with the One Stop Student Services Office within 10 days after the date of withdrawal, and must be accompanied by a copy of the processed withdrawal slip which will establish the date for refund purposes. In the event there is financial aid involved or other third party funding sources, students will not receive any refund money until the third party is paid in full.

If payment was made by credit card and a credit balance arises, credit will first be returned to the credit card account, up to the amount paid on the credit card, before any excess is returned by check.

Administrative Procedure 4051 Guidelines for Special Course Fees

Board Policy 4050 Fees

Adoption History: 8/9/10

Proposing special course fees (SCF) is a biannual occurrence the College should be prepared to address in a timely manner. Submissions of SCF should follow an orderly procedure that allows time for department, administration, and Board review, and allows time for the fees to be incorporated into both the financial aid process and the schedule of classes for the subsequent semester.

Academic units that wish to propose or modify (increase, decrease or delete) a SCF must submit a detailed written proposal and justification to the Vice President of Instruction. The written proposal and justification shall contain the following information for each course affected (or each group of courses similarly affected) by the proposed fees:

- A detailed description of the expenses that make necessary the charging of a fee.
- A detailed description of the proposed modification.
- A projection, based on past and/or expected enrollments, of income from the proposed fee.
- A description of the proposed distribution of the collected fees among general classes of expenditures, e.g., equipment, field trips, or expendables.
- An explanation as to why departmental funds are insufficient to fund the described expenses
- The minimum amount for a SCF will be \$10.

- The effective date of approved SCF's will be the semester (including summer) following the date of approval that the course is offered.

Timeline for SCFs Approved in March (effective following summer or fall):

November: First week of November the Vice President of Instruction requests all credit instructional units to submit proposals for SCF changes or additions.

November: The Vice President of Instruction reviews with deans and/or department heads the proposed additions or changes.

November: The Vice President of Instruction submits to the Curriculum Committee an updated list of Special Course Fees for review and comment.

December: The College Council and President review SCF submissions. Irregularities or questions are resolved during December.

January: SCF proposals appear as an agenda item for Board of Trustee meeting for first reading.

February: SCF proposals as altered or otherwise approved appear as an agenda item for Board of Trustee meeting for second and final reading.

March: The President's Office will forward approved SCFs to VP of Instruction.

March: The VP of Instruction will distribute the list of approved SCFs to the following:

- Deans (including Dean of Student Services) and department chairs
- Controller
- Student Accounts Manager
- Financial Aid Director
- Registrar

Timeline for SCFs Approved in September (effective following spring):

May: First week of May the Vice President of Instruction requests all credit instructional units to submit proposals for SCF changes or additions.

May: Vice President of Instruction reviews with deans and/or department heads any additions or changes.

May: The Vice President of Instruction submits to the Curriculum Committee an updated list of Special Course Fees for review and comment.

June: College Council and President review SCF submissions. Irregularities or questions will be resolved during June.

Aug: SCF proposals appear as an agenda item for Board of Trustee meeting for first reading.

Sept: SCF proposals as altered or otherwise approved appear as an agenda item for Board of Trustee meeting for second and final reading.

Oct: The President's Office will forward approved SCFs to VP of Instruction.

Oct: The VP of Instruction will distribute the list of approved SCFs to the following:

- Deans (including Dean of Student Services) and department chairs
- Controller
- Student Accounts Manager
- Financial Aid Director
- Registrar

Special Course Fee Guidelines:

- The VP of Instruction will maintain a continuous list of board approved SCFs.
- Ordinarily, special course or program fees **may** be charged for the following:
 - Expendable supplies (paper, photocopying), materials such as art supplies (paint, jewelry metals, photographic paper and chemicals, etc.) or laboratory or clinical supplies (dissection specimens, disposable syringes and latex gloves, chemicals, glassware, video tapes or other use-intensive educational aids, etc.) and services that have broad departmental usage.
 - Special services or facilities offered as a convenience or enriched experience for students (individual lessons in music, live models in drawing classes, etc.).
 - Materials, supplies, tools, etc. ordered in quantity by the department as a convenience or cost-saving measure for students, or when such items are not readily available locally.
 - Access to specialized or enriched computer laboratory services (including hardware, software, and maintenance) that exceed the level of access and service that is basic to instruction and would thus be funded by the academic unit or campus-wide computer fee.
 - Pass-through fees for malpractice insurance, certification examinations required before student clinical practice, required immunizations, or assessment examinations required by national accrediting agencies.
 - Course-related student travel, such as supervised field trips and course related faculty travel, when associated with supervision of internships, externships, optional field trips, or other enrichment experiences.
 - Equipment used exclusively for instructional purposes such as microscopes, analytical equipment, anatomical models, ceramic wheels, etc.
- Ordinarily, special course or program fees **may not** be charged for the following:
 - Fixed equipment (equipment that is physically installed such as fume hoods, dishwashers, or kilns).
 - Materials, supplies, and services related to the advertising and promotion of courses or workshops offered for credit.
 - Books or periodical subscriptions for departmental libraries or shared use by students and faculty.
- Special Course Fees attached to courses that are inactivated or retired, will be inactivated as well. A Special Course Fee Request form does not need to be submitted to remove the Special Course Fee.
- The cost/benefit ratio to students will be the priority in determining which special course or program fees will be approved or disapproved by the College Council and President.
- Approved fees may be charged at a level sufficient to partially or fully offset costs, but should not be used to generate substantial surplus, unless that surplus is being accrued for a planned purchase of a particular item(s).
- Special Course Fee expenditures will be reviewed by Department Chairs at the end of both fall and spring semester. Within two weeks of the last day of classes, Department

Chairs will send an email (see sample below) to the Controller's office verifying that special course fee funds have been properly expended for that semester. Sample email:
"I verify that the expenditures of special course fees within the Department of Language & Arts for fall semester 2010 are appropriate."

Administrative Procedure 4061 Purchasing and Bids

Board Policy 4060 Designation of Authorized Signatures

Adoption History: 11/1/10

Purchasing

All purchases will be made with regard to the adopted budget of the College of Western Idaho. Administrators and professional support staff who administer budgets within their department or program are responsible and will be accountable to the Board of Trustees to ensure that purchases are made within the means of their budget, and only upon issuance of a purchase order.

Purchases for the College of Western Idaho are the responsibility of the Vice President of Finance and Administration and will be processed through the Business Office. College personnel wishing to purchase supplies, equipment, or services are required to follow outlined procedures.

Bids

As a political subdivision of the state of Idaho, the College of Western Idaho is subject to the requirements of Idaho Code Sections 67-2801 through 67-2808, Purchasing by Political Subdivisions. Any expenditure for public works construction, services, and personal property anticipated to be at least twenty-five thousand dollars (\$25,000) must be accomplished pursuant to Idaho Code Sections 67-2801 through 67-2808.

The Vice President of Finance and Administration is responsible for conducting all bidding processes for the College of Western Idaho.

Administrative Procedure 4062 Fixed Asset Purchasing

Board Policy 4062 Purchasing

Adoption History: 11/1/10

Definition of a Fixed Asset:

A fixed asset, also known as property, plant and equipment is defined as a long-term, tangible asset held for business use and not expected to be converted to cash in the current or upcoming fiscal year. Examples could include computers, vehicles, furniture, books, heavy equipment, machinery, or scientific lab equipment. The cost of fixed assets is usually depreciated over the span of several years. Depreciation is the reduction in the value of an asset due to usage, passage of time, wear and tear and other such factors.

Another category within fixed assets is intangible assets, which is something of value that cannot be physically touched, such as a brand, franchise, trademark, or patent. The cost of computer software can also be placed in the category of intangible assets.

CWI Fixed Asset Guidelines:

CWI fixed assets are classified in 2 different categories, Professional Technical Education (PTE) assets and Non PTE assets, which do not belong to any PTE program. PTE assets costing between \$500 and \$4,999, with a 2 year or longer useful life, must be tagged with a CWI asset tag and tracked within the CWI Fixed Asset System on Colleague. Non PTE assets costing between \$1,000 and \$4,999, including computers and laptops will be evaluated by the Business Office for tagging & tracking. These assets are not depreciated.

Assets in both categories costing \$5,000 and above are tagged with a CWI asset tag, and depreciated.

CWI Purchasing Procedure for Fixed Assets:

The purchasing of Fixed Assets follows the same procedure as any other CWI purchase. The proper authorization must be followed. The following checklist should be followed when purchasing assets \$500 and over.

- The department purchasing should determine the need for the asset(s) and find a vendor with the best overall value.
- For purchases \$2,000 & over, a Purchase Order should be filled out, approved, and sent to Accounts Payable.
- Purchases under \$2,000 can be made with a P-card by following the CWI P-card procedure.
- When the asset(s) is delivered to the college, the department needs to fill out the Fixed Asset Information Form for single asset purchases or the Fixed Asset Information Form, Multiple Assets for 2 or more assets purchased together. Only 1 form needs filled out for each purchase. E-mail the form to the Fixed Asset/Purchasing Manager.
- The Fixed Asset / Purchasing manager will make sure the asset tag gets placed on the asset.
- The department will be in charge of safeguarding the asset(s).
- If an asset needs to be disposed or transferred to another department, the CWI Fixed Asset Disposal Form needs to be filled out by the department disposing of the asset.

These procedures are subject to change according to the needs of the College. Any questions concerning these procedures are to be directed to the Fixed Asset / Purchasing Manager.

Administrative Procedure 4081 Payroll Procedures and Paydays

Board Policy 4080 Payroll

Adoption History: 4/4/09

Procedures

Employees are paid on the 10th and 25th of each month. Paychecks compensate employees for work performed from the first through the 15th and the 16th through the end of the month.

Paydays

It is the obligation of each employee to monitor the accuracy of each paycheck received. Information shown on the employee's paycheck stub is provided for information only. The paycheck is generated by a computer program that does not have the capacity to think or to understand individual circumstances. Actual practices respecting the issuance of paychecks and allocation of employee benefits must be consistent with the official policy of CWI. In the event of disagreement between the computer-generated paycheck stub and official policy as interpreted by the Department Head with the assistance of the Controller, the policy shall prevail. Employees are obligated to call to CWI's attention any discrepancies in payroll practices, whether to the advantage or disadvantage of employees.

Administrative Procedures 4301 Security of College Property [To be created]

Board Policy 4300 Security of College Property

Adoption History:

Administrative Procedures 4311 Disposal of Property

Board Policy 4310 Disposal of Personal Property

Adoption History: 12/17/10

Property Disposal

Any property to be disposed, no matter the method, needs to be documented with one of the Property Disposal Forms found on the CWI Portal under Business Office, Fixed Assets and communicated with the Fixed Asset/Purchasing Manager. Complete Steps for Completing a Property Disposal Form, Disposal Guidelines and Methods of Disposal are also located on the CWI Portal under Business Office, Fixed Assets.

Property Disposal Approval:

Each Department Head has the responsibility of safeguarding all CWI property within their department. The Department Head must approve the disposal, transfer, or sale of property by signing the Property Disposal Form, Property Transfer Form, Property Sale Form, or the Lost or Stolen Property Form. NO COLLEGE OWNED ASSETS ARE TO BE GIVEN OR SOLD TO CWI EMPLOYEES OR BOARD MEMBERS.

Disposed Property that needs documented with a disposal form includes: Electronic equipment, Computer equipment, Furniture, Large equipment, and Vehicles

Fixed Asset/Purchasing Manager must be notified of sale before the sale happens.

Administrative Procedure 4341 Campus Disruptions and Violence

Board Policy 4340 Safety

Adoption History: 4/15/08

The College is committed to providing a safe work environment free from violence or threats of violence. All employees and students of the College have the right to learn, study, and work in an environment free of disruptive, hostile or violent behavior. The College will not tolerate any form of violence in the workplace including verbal or physical threats, or violence through intimidation that includes possession of weapons on the college campus or other College controlled sites.

Administrative Procedure 4342 Drug and Alcohol Free Campus

Board Policy 4340 Safety

Adoption History: 4/15/08

The College of Western Idaho prohibits the unlawful manufacture, distribution, dispensing, possession or use of an illegal or controlled substance or alcohol on college owned or controlled property. This policy applies equally to administrators, professional staff, faculty, classified staff, and students.

Administrative Procedure 4343 Firearms/Weapons and Fireworks

Board Policy 4340 Safety

Adoption History: 4/15/08

Possession, wearing, carrying, transporting, or use of a firearm or other dangerous weapon, incendiary device or explosive is strictly forbidden on the College of Western Idaho owned or controlled premises, to include private vehicles of employees, students or campus visitors. This policy extends to any person who may have acquired a government-issued permit or license to carry a concealed weapon. Law Enforcement officers on duty are exempted from this policy.

Administrative Procedure 4344 Hazardous Materials Communication Plan

[To be created]

Board Policy 4340 Safety

Adoption History:

Administrative Procedure 4501 Travel Procedures

Board Policy 4500 Travel Expenses

Adoption History: 4/15/08

Travel authorization

Prior to traveling, faculty/staff members must submit a travel request to their immediate supervisor. If the immediate supervisor approves the travel request, based upon the purpose of the travel and availability of funds to cover the travel expense, the individual may proceed to

make the appropriate travel arrangements. Approval by appropriate Vice President is required for all international travel.

Allowable Travel Expenses

- a. Lodging expenses for standard or moderately priced accommodations will be fully reimbursed. When making lodging reservations employees should ask for the educational/government rate.
- b. Meal expenses are reimbursed using a daily per diem. The amount of the per diem changes periodically. Employees should contact the business office for the current per diem rate. The number of meals that are reimbursed to the employee utilizing the per diem rate is based upon the time of departure and return. Employees who depart prior to 7:00 a.m. and return after 6:00 p.m. will be reimbursed for breakfast, lunch, and dinner. Employees leaving after 7:00 a.m. but prior to noon and returning after 6:00 p.m. will be reimbursed for lunch and dinner. Employees departing after noon and returning after 6:00 p.m. will be reimbursed for dinner. CWI will follow the State of Idaho per diem guidelines at: http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA_B ASIC
- c. Transportation costs by commercial transportation shall be limited to the lowest cost (coach fare) unless it is impractical or not available. If a personal automobile is used in lieu of a commercial carrier, reimbursement shall be made based on coach fare or mileage, whichever is less. Travel by privately owned automobile or airplanes will be approved when it is more practical than the use of a commercial carrier. When a private automobile is used for college travel the mileage will be reimbursed at the current federal rate per mile. Travel awards and benefits such as frequent-flier miles awarded as a result of authorized business travel will remain the property of the traveler and will not be claimed by the College of Western Idaho.
- d. Car rentals should utilize the most practical and available rental equipment. *Employees are encouraged to deny the insurance coverage associated with rental car insurance. In the event an employee is involved in an accident or another form of loss claim associated with a rental car, the insurance provided by the College of Western Idaho will be used to cover the costs, unless malicious intent on the part of the employee is discovered.*
- e. Gratuities will be reimbursed up to a maximum of 20%.
- f. Parking fees incurred will be reimbursed in full.
- g. Additional reimbursable expenses may include: taxi or bus fare; transporting, handling or storing college equipment; airport parking; postage, photocopying, and the purchase of supplies or materials which are necessary for transaction of college business; registration and conference fees; and reasonable laundry expenses for trips in excess of five days.

In some circumstances where the staff member is traveling to a high-cost area, he/she may request approval to receive actual reimbursement in lieu of the daily per diem allowance for meals. In such cases, reimbursement will be based upon submission of actual receipts for all meals each day.

The College of Western Idaho will not reimburse employees for any alcoholic beverages.

Employees who attend a scheduled banquet as part of the official functions of a conference or convention may be reimbursed for the actual cost of the banquet upon presentation of the proper receipt. Such reimbursement will be in lieu of the dinner per diem allowance for that day.

Direct Payment to Vendor

Employees are encouraged to submit purchase orders through the normal purchase order channels to pay for appropriate travel expenses such as air fare, conference registrations, and lodging prior to the date of travel.

Reimbursements

Employees are responsible for the costs associated with travel and will be reimbursed upon submission of the appropriate receipts. The College of Western Idaho will reimburse the employee within 10 working days upon submission of the appropriate travel receipts.

Circumstances may require employees to request a cash advance or the use of a college credit card. Requests for cash advances or credit cards should be made through the Business Office.

Local Mileage Reimbursements

Requests for reimbursement for local travel must be submitted within two weeks after the end of the calendar month. Forms turned in prior to the end of the month will be held until the end of the month to assure all travel miles for the calendar month will be paid on a single reimbursement. This helps Accounts Payable stay current with expenses, and to be assured that time periods are not duplicated.

CWI reimburses employees for business expenses as well as entertainment and travel expenses under an “accountable” business expense reimbursement plan. To prevent the reimbursement from being taxable, IRS rules require an employee to provide adequate accounting of expenses to the employer within a reasonable period of time.

The IRS defines “reasonable period of time” as 60 days.

To comply with these regulations, all travel, entertainment and business expense reimbursements submitted more than 60 days after the date of expense (or completed travel) will be considered taxable income to the traveler, unless a reasonable justification for an exception is provided. If a reasonable justification for an exception is not submitted and approved, the amount of the reimbursement will be forwarded to Payroll and included on the employee’s Form W-2.

Administrative Procedure 4611 Requesting Public Records

Board Policy 4610 Public Records

Adoption History: 11/1/10; revised 5/25/11

Requests for public records shall be submitted in writing to the Vice President of Finance and Administration (VPFA), who is the CWI custodian of public records. Requests should be made in writing to the VPFA.

Requests to examine or copy public records shall be granted or denied, as required by Idaho Statute, within three working days of their receipt. However, the custodian of public records may take an additional 10 working days to respond to such requests if necessary.

Examination of public records must be conducted during regular office or working hours.

The custodian shall make no inquiry of any person who applies for a public record, except to verify the identity of a person requesting a record in accordance with section 9-342, Idaho Code, to ensure that the requested record or information will not be used for purposes of a mailing or telephone list prohibited by section 9-348, Idaho Code, or as otherwise provided by law, and except as required for purposes of protecting personal information from disclosure under chapter 2, title 49, Idaho Code, and federal law. The person may be required to make a written request and provide their name, a mailing address and telephone number.

Individuals requesting public records have the right to make his/her own copies of the documents using College of Western Idaho copying equipment. The custodian of public records or a designated staff member shall use whatever diligence is required to prevent alteration of any public record while it is being examined or copied. For copies totaling in excess of 100 pages, the college will establish a cost per page to be paid by the requester. Requests that require greater than two hours of staff time will be charged at a reimbursement rate according to the table below:

Copying	
Per page - Black & White	\$0.05
Per Page – Color	\$0.50
Labor	
Administrative Assistant	\$22.00/hour
Manager/Supervisor	\$38.00/hour
Director	\$44.00/hour
Vice President	\$61.00/hour
Attorney	\$250.00/hour

Administrative Procedure 4811 Facilities Use

Board Policy 4810 Facilities Use

Adoption History: 6/27/11

This Facilities Use procedure applies to all College of Western Idaho facilities.

General

As a tax supported community college, the primary missions of education and community service will have first priority in the use of facilities on campus. CWI facilities are available for rental or for community (external) use only when CWI classes are not scheduled.

The CWI Scheduling Office (scheduling@cwidaho.cc) is the point of contact for internal and external campus individuals or groups wishing to schedule use of any College room or facility.

A Facility /Event Request Form must be completed to begin the process for requesting space usage and assistance in planning and communicating event needs to appropriate resource and feature representatives as well as throughout the College community.

1. Internal Requests for Facility Use

- a. College sponsored events which are scheduled or requested by College faculty or staff and are planned primarily to benefit members of the College community are considered internal. These requests include division or department meetings, as well as activities, events, etc. There are no facility rental fees for these requests but other charges may apply depending on the resources requested.
- b. Student sponsored events are events carried out by officially recognized student clubs or organizations or a faculty/staff member. All student events should be coordinated through the Office of Student Enrichment in addition to completion of the Facility/Event Request Form. There are no facility rental fees for officially sanctioned student events but charges may apply depending on the resources requested.

2. External Requests for Facility Use

- a. CWI welcomes the use of its space by external organizations as long as the organization's stated purpose does not conflict with the primary mission of the College.
- b. Facilities at CWI are available for use to outside organizations or individuals at fees established by the College provided the following conditions are met.
 - i. The individual or representative of the organization signs a Facility Use agreement and provides signed documentation that all appropriate College policies will be followed.
 - ii. The planned activity is not expected to cause property damage or personal injury.
 - iii. The individual or organization is not in arrears to the College for prior rentals or other required payments.

- iv. The College may request insurance, indemnity or surety bond from anyone using College facilities.
- c. For activities closely related to a College employee's professional duties, for instance employee holds a national, state or regional office of a professional organization, the President may authorize use of campus space. Employees associated with these organizations may schedule College facilities that fall within the College mission. These requests will be guided under the external request procedures.

CHAPTER 5: HUMAN RESOURCES

Administrative Procedure 5011 At-Will Employment

Board Policy 5010 At-Will Employment

Adoption History: 3/15/11

Except as may be agreed in writing and expressly approved by the Board of Trustees, all employees of the College of Western Idaho are employed at the discretion of the Board and shall have no right to continued employment or employment benefits. **Unless otherwise provided by contract in accordance with Board policy and the College's administrative procedures, all employees of CWI are at will, and the College reserves the right to terminate the employment relationship at any time with or without cause or notice.** No employee or representative of CWI, other than its Board of Trustees, has authority to enter into any written or oral agreement which modifies the at will employment relationship. To be valid, any such agreement must be in writing approved by the Board of Trustees, signed by the President of CWI and contain the name of the specific employee who would be benefitted/obligated by the agreement.

The purpose of CWI's administrative procedures regarding human resources is to establish a safe, efficient and cooperative working environment, to establish responsibilities and level of performance expected of all CWI employees and to explain benefits provided to CWI employees. CWI's administrative procedures are not intended to create nor do they create an express or implied contract of employment, contractual terms of employment or a covenant, promise or representation that employment will continue for any specified period of time or limit the reasons for which an employee may be discharged. These administrative procedures create no rights, contractual or otherwise, on behalf of employees of CWI.

CWI reserves the sole right to add, change or rescind any policy, practice or administrative procedure at any time without prior notice to or consent by CWI's employees.

Administrative Procedure 5012 Faculty Appointment/Retention [To be created]

Board Policy 5130 Drug Free Workplace

Adoption History:

Administrative Procedure 5031 Drug Free Workplace Procedure

Board Policy 5130 Drug Free Workplace

Adoption History: 6/27/11

The following guidelines have been adopted for the purpose of maintaining an alcohol and drug free workplace at CWI and establishing the parameters of CWI's drug and alcohol testing program.

Definitions

"Illegal Substance" means any drug, substance or immediate precursor as listed in Schedules I through V of Section 202 of the Controlled Substances Act, 21 U.S.C. § 812, as now exists or may be later amended or updated, including but not limited to amphetamines (including methamphetamines), barbiturates, opiates (including heroin, morphine and codeine), marijuana, THC, cocaine, hallucinogens and phencyclidine (PCP). For purposes of this policy, the term "Illegal Substance" does not include prescription drugs which are properly possessed and/or taken under the supervision of a licensed health care professional.

"Reasonable Suspicion" means circumstances related to an employee's conduct, appearance or behavior which, when taken as a whole, afford a reasonable basis to believe that an employee is under the influence of a controlled substance or alcohol or that he or she has otherwise violated the provisions of this policy. Circumstances which could give rise to a finding of reasonable suspicion include but are not limited to:

- An observation of an employee consuming alcohol and/or using an illegal substance on company premises and/or during working hours;
- A statement by the employee at or reasonably near the time of the event that the employee has consumed alcohol and/or used any illegal substance on company premises and/or during working hours;
- A reasonably observable instance or pattern of unsafe work practices by an employee and/or a reasonable observable trend of poor job performance by an employee that is not attributable to other factors;
- Marked changes in personal behavior that are otherwise unexplainable;
- The detection from an employee of an odor commonly associated with alcohol consumption or the use of an illegal substance, or the observation of one or more other characteristics commonly associated with the consumption of alcohol or an illegal substance, including, but not limited to, glassy or bloodshot eyes, slurred speech, poor balance, diminished mental faculties, or sudden incoherent behavior or thinking.

“Medical Review Officer” means a licensed M.D. or D.O. with knowledge of drugs, testing methods and drug abuse disorders. CWI will utilize the services of a Medical Review Officer (MRO) to interpret, evaluate and monitor its drug testing program.

The primary responsibility of the MRO is to review and interpret positive test results obtained through CWI’s drug testing program. Before a test is considered verified positive, the MRO must review confirmed positive test results and determine whether a legitimate alternative medical explanation could account for the positive results. As part of the review, the MRO or his/her designee may interview the affected employee, in person or by telephone. The MRO will then make the determination as to whether a test is a verified positive drug test and report his/her determination directly to CWI’s Director of Human Resources.

Policy Violations

The following are strictly prohibited and may subject any employee who is found to have committed any such violation to disciplinary action, up to and including termination for misconduct:

- The unauthorized possession or use of alcohol, the unlawful use, sale, attempted sale, manufacture, purchase, attempted purchase, possession or delivery of an illegal substance, or being under the influence of alcohol or an illegal substance while on the job, on CWI property or while on CWI business at any time.
- The unauthorized or improper use of legal or prescription drugs.
- Driving any vehicle or operating equipment impaired by alcohol, illegal substances or a prescription drug which warns against such activity at any time while on CWI property or while performing duties on behalf of CWI.
- Performing or engaging in any of the above off CWI property while performing duties on behalf of CWI.
- Testing positive for use of an illegal substance or for alcohol (a positive test for alcohol is indicated by a test result of not less than .02% blood alcohol content [BAC]).
- Attempting to alter or substitute a specimen or to mask the presence of alcohol or a controlled substance in a sample.
- In the absence of good cause demonstrated by the employee, failure to strictly comply with any CWI policy which results in a delay or avoidance of a substance test.
- Refusing to submit to a substance test pursuant to this policy.

Off the job illegal drug use or an employee’s conviction of a charge of illegal sale, use or possession of any illegal substance while off-duty will also be considered a serious breach of the intent of this policy. Such incidents will be treated similarly to substance abuse on CWI’s premises. Employees must notify CWI of any criminal drug statute conviction within five (5) days after the conviction. Similarly, employees who must maintain a valid driver’s license to perform their job must notify CWI of any citation or conviction for any traffic offense involving alcohol or drugs whether on the job or off duty, within five (5) days of the citation or conviction. Failure to do so may result in disciplinary action up to and including termination. For purposes of this policy “conviction” means a plea or finding of guilt or the imposition of a withheld judgment by any judicial body having the responsibility to adjudicate violations of federal or state criminal drug statutes.

Prescription Drugs

Employees must report to CWI's Director of Human Resources their use of prescription drugs if the use of the prescription drug may adversely affect their ability to perform their job or pose a significant risk of harm to the employee or others. It is the employee's responsibility to determine, in consultation with his or her physician, whether the use of the prescription drug may adversely affect his/her ability to perform his/her job or pose a significant risk of harm to the employee or others. Employees taking over-the-counter medications which could impact judgment or job performance may also be compromising their fitness for duty. Instructions provided by the manufacturer for such medications should be strictly followed.

Substance Testing

In furtherance of this policy, CWI has adopted the following guidelines regarding alcohol and drug testing ("substance test"):

- Each applicant to whom an offer has been extended for employment in a safety sensitive position or a position for which a pre-employment substance test is required by law will be required to submit to a substance test before the applicant will be allowed to commence employment. Applicants testing positive or refusing to submit to such testing will not be allowed to commence employment and will be eliminated from consideration for the position for which they have applied.
- Employees involved in an on-the-job accident including any accident causing injury to any person that requires medical attention beyond just first aid, or employees whose conduct, appearance or behavior creates reasonable suspicion to believe they are under the influence of an illegal substance or alcohol, or that they have otherwise violated the provisions of this policy will be required to submit to a substance test. If feasible, the conduct, appearance or behavior should be witnessed by at least two supervisors.
- Substance testing of employees generally will not be conducted on a random basis. However, random substance testing or additional periodic substance testing may be required as a consequence of earlier disciplinary action, as a component of a drug rehabilitation program or to the extent required by law. Employees may also be required to submit to a substance test upon returning to work after completion of a drug rehabilitation program.
- For current employees, any substance testing shall occur during or immediately after the regular work period and shall be deemed work time for purposes of compensation and benefits.
- CWI will pay all costs of testing including the costs of transportation if the testing of a current employee is conducted at a place other than the workplace. CWI is responsible for selecting an appropriate laboratory service for testing and for taking such other steps as may be necessary for the implementation of this policy.
- All substance testing will be performed in accordance with accepted professional and technical standards for testing and will include the following:
 - Testing will be performed under reasonable and sanitary conditions;
 - Testing will be performed with due regard to the privacy of the individual being tested and in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples;

- As required for the evaluation of test results (and not for CWI's use), the laboratory conducting the test may ask persons being tested to identify all prescription and over-the-counter medications taken by the person being tested;
- Documentation procedures related to substance testing will include:
 - The labeling of samples so as to reasonably preclude the possibility of erroneous identification of test results; and
 - Written notice to the employee or prospective employee who tests positive for controlled substances or alcohol, including the type of substance involved. Employees will be given an opportunity to discuss and explain the positive test result with a medical review officer or his or her designee.
- Sample collection, storage and transportation to the place of testing shall be performed so as to reasonably preclude the possibility of sample contamination or adulteration.
- In the event a new hire or employee believes a substance test to be a false positive, a second test may be conducted (using the same specimen) at the employee's expense at a mutually agreed upon laboratory if requested within 7 days. If a second test is found to be negative, CWI will pay for the testing and will follow the procedures for a negative test result. If applicable, CWI will reimburse the employee for time suspended, or, if terminated solely because of the positive test, reinstate the employee with back pay.

CWI-Sponsored Events

On occasion, employees may entertain persons during work hours or after work hours as representatives of CWI. These occasions may include dinners and business conferences. On any such occasion, only the moderate and limited use of alcoholic beverages is acceptable. In addition, alcohol occasionally may be served at social events sponsored by CWI. Alcohol may be served at these events only with the approval of CWI's President. Only the moderate and limited use of alcohol is acceptable, and employees are expected to conduct themselves in a responsible and professional manner at all times.

Disciplinary Action

CWI reserves the right to suspend the employment of any employee during the pendency of a substance test. Unless otherwise required by law, any such suspension shall be without pay. However, if the test is confirmed to be negative, CWI will reinstate the employee and will reimburse the employee for any lost wages during the period of the suspension.

Upon receipt of a verified or confirmed positive substance test result which indicates a violation of this policy, or upon refusal of an employee to submit to a substance test, CWI may, at its sole discretion and without limitation, use the test result or refusal as the basis for disciplinary or rehabilitative action, which may include the following:

- Suspension of the employee with or without pay for a period of time;
- Termination of employment;
- Other disciplinary measures in conformance with company policies and procedures.

Confidentiality

Requests for substance testing, test results and communications surrounding the investigation of substance abuse or received by CWI through its substance testing program will be treated as confidential; access to any such information will be limited to those persons who have a legitimate need to know.

Treatment and/or Rehabilitation

CWI strongly encourages employees who believe they have an alcohol or drug dependency or a problem with alcohol or drugs to voluntarily seek treatment and/or rehabilitation, before it is discovered through a violation of this policy. Employees should contact CWI's Human Resources Department for information as to what assistance may be available for this purpose. All inquiries of this nature will be treated as confidential and only those persons with a legitimate need to know will be made aware of any such inquiry. Employees should be advised, however, that voluntarily disclosing of an alcohol or drug dependency or a problem with alcohol or drugs or seeking assistance for any such dependency or problems does not relieve the employee from job expectation requirements or preclude CWI from taking disciplinary action for any violation of its drug and alcohol free workplace policy.

It is a condition of employment that employees abide by CWI's policies regarding illegal substances and alcohol in the workplace. The failure to do so may result in disciplinary action up to and including termination for misconduct.

Nothing in this policy is intended to create due process or contract rights on behalf of any employee or to limit or modify the at will nature of employment at CWI. Employment is at will and may be terminated at any time with or without cause or notice.

Administrative Procedure 5051 Interview Expenses

Board Policy 5050 Interview Expenses

Adoption History: 4/15/08; revised 3/15/11

Authorized interview expenses may be reimbursed to employment candidates when approved by the supervising Vice President or President prior to issuing the invitation to interview.

- Receipts for actual expenditures for meals, travel, and lodging must be submitted for reimbursement.
- Automobile expenses are limited to the standard mileage rate paid by the College of Western Idaho at the time of the interview.
- Administrative candidates (Dean level and higher) may be paid up to the actual interview costs.
- Other exempt employees are limited to a maximum of \$1,000.
- Interview expenses will not be paid for non-exempt employees.

Administrative Procedure 5061 Moving Expenses

Board Policy 5060 Moving Expenses

Adoption History: 4/4/09; revised 3/15/11

The College of Western Idaho may provide moving expenses for new hires at the Dean level or above only.

- Moving expenses must be documented by providing the original receipts. Mileage will be reimbursed at the College of Western Idaho's then-current standard rate applicable at the time of the move.
- Any moving expense reimbursement requires the prior written approval of the President of a specified maximum amount available to the new hire.
- The maximum moving expense reimbursement for any employee will not exceed 10% of the new employee's annualized salary. The Board of Trustees may approve exceptions to this maximum on a case-by-case basis.

Administrative Procedure 5071 Pre-employment Information

Board Policy 5070 Pre-employment Information

Adoption History: 4/4/09; revised 3/15/11

It is important that any supervisor hiring a new employee immediately send the new employee to the Human Resource office to complete the necessary New Hire forms. This must take place within three days of hire. All new full-time employees must be ratified by the Board of Trustees.

Employment Forms to Be Completed

The following pre-employment forms must be completed before the employee may begin work for the College of Western Idaho:

- Employment application form;
- Immigration form (I-9);
- W-4s;
- Employee Information Sheet;
- Confidentiality Agreements (if applicable).

Payroll Reporting Systems

Reports of hours worked and time on and off the job must be completed in a timely manner in accord with procedures established by the payroll officer. Each report of employee time should be signed by both the supervisor and by the employee and should contain a certification that it is a true and correct record of the employee's time and benefit usage for the time period covered.. Any employee with concerns about his/her compensation, rate of pay, payroll status, deductions, etc. shall communicate such concerns to the payroll officer as soon as any such concern becomes evident. If the response from the payroll officer is unsatisfactory, the employee should address the issue to his/her immediate supervisor in order to resolve stated

concerns. A written record of such issues should be maintained in the employee's personnel file.

Distribution of Policy

At the time of employment, each employee should receive a copy of the Employee Handbook. It is the responsibility of the employee to familiarize him/herself with the contents of the Employee Handbook and to acknowledge its receipt in writing. Periodic updates or changes should be distributed and acknowledged.

Employment Periods

All CWI employees are at-will employees as provided in the College of Western Idaho At-Will Personnel Policy. Accordingly, employment may be terminated with or without cause or notice. Only a written contract expressly approved by the Board can alter the at-will nature of employment at the College.

Working Hours or Days: Extra or Other Time

Work Week: Established by the Administration of the College, the work week may vary slightly depending upon the needs of the respective department. The work week is approximately 40 hours per week depending on the employee's department; a minimum of 30 hours per week must be on campus. All personnel must secure approval from the appropriate supervisor before committing themselves to other assignments during their regular hours.

Administrative Procedure 5081 Employee Personnel Files

Board Policy 5080 Employee Personnel Files

Adoption History: 4/4/09

Personnel Records

The official employee records for the College of Western Idaho will be kept in the office of Human Resources. Within these personnel files will be retained all records of employee performance evaluation, employee status, and other relevant materials related to the employee's service with CWI. The employee's supervisor, the Board, or the employee him/herself may contribute materials deemed relevant to the employee's performance and employment history. Each employee shall have the right to review all materials placed in his/her personnel file at any reasonable time. Copies of materials in an employee's personnel file are available to that employee without charge. Personnel files shall not be removed from the premises except as necessary for College purposes.

Access to Personnel Files

It is the policy of CWI to allow only limited access to an employee's personnel file. Those authorized to evaluate materials in a personnel file include the President or designee, Human Resources, the employee's current or prospective supervisor, the Board of Trustees when acting as a body in the course of its official business, attorneys for CWI, and the employee him/herself. Based upon the general confidentiality of personnel files, access of others to such files shall be allowed only with authorization of the supervising official after consultation with

the CWI attorney. Information regarding personnel matters will only be provided to outside parties with a release from the employee, when deemed necessary by CWI's legal counsel, pursuant to Court order, or pursuant to a proper subpoena. CWI reserves the right to disclose the contents of personnel files to outside state or federal agencies, to its insurance carrier or its agents for risk management purposes, or to lawyers when necessary for defending itself against allegations of unlawful conduct.

Management of Information in Personnel Files

Each employee shall be provided an opportunity to contest the contents of his/her personnel file at any time. The employee must file a written objection and explanation, which will be included in the file along with the objectionable material. In the sole judgment of the supervising official, after consultation with CWI's legal counsel, any offending material may be removed upon a showing by the employee that it is false or unfairly misleading. In general, there should be a presumption that materials are to remain in personnel files accompanied by the employee's written objection and explanation to provide a complete employment history of each individual.

Administrative Procedure 5101 Employee Conduct

Board Policy 5100 Employee Conduct

Adoption History: 4/4/09; revised 6/27/11

Personal Performance and Behavior

Each employee of the College of Western Idaho is expected to conduct him or herself in a manner that is helpful and productive and which does not reflect adversely upon CWI. Each employee must recognize that public employees are subject to additional public scrutiny in their public and personal lives because the public's business requires the utmost integrity and care. In order to accomplish the goals of CWI as a public education institution, each employee is expected to scrupulously avoid personal behaviors which would bring unfavorable public impressions upon CWI and its officials. In order to accomplish this, each employee must comply with the following expectations:

- Shall work cooperatively and constructively with fellow workers, students, and members of the public to provide public service of the highest quality and quantity. This is the first priority for all employees.
- Shall be prompt and regular in attendance at work or other required employer functions.
- Shall comply with dress standards established in the department for which the employee works. Dress standards shall be set by the managing official, but in the absence of any departmental dress standards, clothing shall be appropriate for the functions performed and shall present a suitable appearance to students and the public.
- Shall dedicate primary efforts to CWI employment with secondary employment subject to approval by the appointing official. Each employee must notify his/her immediate supervisor of any other employment, self-employment or other business interests. Secondary employment should not conflict with duties performed for CWI in any

meaningful way. Individual department rules may spell out permissible examples of "moonlighting" wherein employees may hold additional positions.

- Shall avoid conflicts of interests in appointments and working relationships with other employees, students, contractors and potential contractors in the College of Western Idaho District. No employee shall engage in conduct which violates the laws of the State of Idaho, including but not limited to I.C. §18-1356 (accepting gifts that exceed a value of \$50), I.C. §59-701 et seq. (Ethics in Government Act), I.C. §59-201 (Prohibitions Against Contracts) and I.C. §18-1359 (Using Public Position for Personal Gain).
- Shall not accept gifts or gratuities in any personal or professional capacity which could create the impression that the giver was seeking favor from the employee or official in violation of I.C. § 18-1356 and I.C. § 18-1357.
- Shall not serve on any board or commission which regulates or otherwise affects the official duties or personal interests of said official or employee in a way that could create disadvantage for other members of the public or advantage for the employee.
- Shall not release any public record without the express authority of the public official responsible for custody of the record or without an order from a court or public agency of competent jurisdiction.
- Shall not release any personnel record without the concurrence of the public official responsible for custody of the record and after consulting with CWI's legal counsel or without an order from a court or public agency of competent jurisdiction.
- Shall not engage in conduct away from work which, although not criminal, may reflect adversely upon CWI or its officials or otherwise impair the employee's ability to perform.
- Shall not use any substances, lawful or unlawful, which will impair the employee's ability to function as a valued and competent part of CWI's work force. Should the employee be prescribed a lawful substance that may impair the employee's ability to safely do his or her job, the employee is required to provide a physician's note explaining the possible effects of the medication upon the employee's ability to do his or her job and the length of the time that the employee will be required to take the medication. The employee may be required to take sick leave while taking the medication.
- Shall not engage in conduct while operating a motor vehicle which impairs the ability of the employee to perform job functions even though the driving conduct does not occur during hours of employment.
- Shall not engage in workplace or public conduct otherwise detrimental to the accomplishment of the goals established by the Board or the department for which he/she works.

Workplace Conduct

Each employee will be expected to conduct him/herself in the workplace in accordance with the following rules. THESE RULES ARE NOT ALL-INCLUSIVE OF CONDUCT EXPECTED OF COLLEGE OF WESTERN IDAHO EMPLOYEES. Each employee of the College of Western Idaho shall:

- Give his/her best efforts to accomplish the work of CWI for public benefit in accordance with policies and procedures adopted by CWI an attitude of cooperation and constructive participation.

- Be subject to the administrative authority of the officials who supervise the department where the employee works even though the officials may not have been involved in the hiring of the employee.
- Adhere to any code of ethics in his/her profession and avoid conflicts of interest or using his/her public position for personal gain.
- Follow all rules for care and use of public property to assure that the public investment in such property is protected and that the safety of students, the public, and other workers is maintained.
- Abide by all departmental rules whether they be written or issued orally by the supervisor. No employee shall be required to follow the directive of a supervisor which violates laws of any local jurisdiction, the state, or nation.
- Abide by pertinent state and federal statutes, and CWI rules concerning the dissemination of information to the public from public records or about public matters. The decision to release information from the public records or to disclose writings or other information in the hands of a public official belongs with the responsible official who has official custody of that record. Each employee shall maintain the confidential nature of records which are not open to public scrutiny in accordance with the direction of the responsible official.
- Adhere to defined work schedules and follow procedures for requesting exceptions from normal work schedules. Each employee shall follow the rules regarding the reporting of work hours and obtaining the supervisor's approval for time-keeping records. Failure to follow such rules may be grounds for delayed payment of wages, salaries, or reimbursements or for imposition of appropriate disciplinary penalties.
- Follow rules regarding breaks and lunch periods, including provisions granting supervisors authority to adjust them. Timing of breaks or lunch periods may be changed to accommodate the completion of necessary work.
- Reporting all accidents that occur or are observed on the job. Each employee shall cooperate in the reporting and reconstruction of any job-related accident in order that workplace hazards can be eliminated and that proper consideration can be accorded to injured workers, students, and the public.
- Report any accidents observed to have happened on CWI property or involving CWI property. Each employee shall provide as much information as he/she can from the observations made in the course of activities associated with one's work. Such information should be reported to the employee's immediate supervisor as soon as physically possible and reasonable efforts should be made to assist those in need.
- Follow all rules regarding safety in the workplace whether established formally by the department or by outside agencies. Employees are encouraged to suggest ways to make the workplace or work procedures safer.
- Maintain a current driver's license when necessary in the conduct of work for CWI. Each employee must report any state-imposed driving restrictions to his/her immediate supervisor. Each employee is also obligated to notify his/her supervisor in the event that his/her driving abilities are impaired.

- Perform such obligations as are necessary to carry out the work of CWI in an efficient and effective manner at minimal costs and with limited risk to the public and fellow workers.

Prohibited Workplace Conduct

Employees of the College of Western Idaho shall not:

- Be present in the workplace or at any CWI event under the influence of drugs, alcohol, illegal substances or other legal substances which would impair the ability of the employee to perform his/her work competently or which would threaten the safety or well-being of other workers, students, or the public.
- Engage in abusive conduct to fellow employees, students, or to the public, or use abusive language in the presence of fellow employees, students, or the public. Abusive language shall include profanity and loud or harassing speech.
- Sleep or be absent from the employee's work station when on duty. Employees shall be attentive to their work at all times.
- Engage in malicious gossip and/or spread rumors, engage in behavior designed to create discord and lack of harmony, or willfully interfere with another employee's work output or encourage others to do the same.
- Use work time for personal business, including the selling of goods or services to the general public. Employees should minimize the amount of work time spent on similar activities engaged in with fellow employees.
- Use work time or CWI premises to promote religious beliefs to members of the public, students, or fellow employees.
- Engage in political activities while on duty in public service. Employees will not solicit or actively support any political candidate within the classroom or on the campus in a manner which constitutes the use of their special position of influence in an inappropriate way. Political activities by employees must be undertaken on their own time with their own resources and not as representatives of CWI. When employees engage in political speech or write as private citizens, they should be free from institutional censorship or discipline; however, when doing so, the employee shall not in any way indicate that they speak or write as a representative of the College of Western Idaho. The use of College property, including but not limited to, computers, internet, email, telephones, and CWI letterhead, for political activities is strictly prohibited. Rule shall not apply to elected officials.
- Provide false or misleading information on employment applications, job performance reports, or any other related personnel documents or papers.
- Destroy, alter, falsify or steal the whole or any part of a record kept as part of the official governmental records of the College.
- Discriminate in the treatment of co-workers, students or members of the public on the basis of race, religion, gender, age, disability, national origin, veteran status, gender identity or sexual orientation.
- Smoke except in designated outdoor smoking areas if so provided. All buildings of the College of Western Idaho are declared smoke-free. Smoking inside any CWI building or

college-owned vehicle is strictly prohibited. Smoking outside of the buildings is permissible in a designated smoking area only.

- Abuse employee benefit offerings by taking unjustified sick leave, unearned vacation, or otherwise participate in a scheme or deception designed to create incorrect personnel records or to claim benefits which are not deserved in accordance with CWI policy.
- Violate rules concerning absence from the workplace without proper authorization. Employees must obtain prior permission as required by CWI policy for use of vacation, sick, bereavement, or other types of leave granted by this Personnel Policy.
- Engage in prolonged visits with co-workers, children, friends, or family members, that interfere with the course of work in the office or department in which the employee serves.
- Use phones or computers in the workplace in a manner that violates policy or which disrupts workplace activities.
- Engage in criminal conduct of any kind while on duty or off. CWI employees are expected to behave in a lawful and socially acceptable manner and failure to do so is a violation of the trust placed in such employees by the public, students and the Board.
- Violate any lawful rule established by the appointing official to maintain order and productivity in the workplace.
- Unlawfully harass a fellow worker, student, or member of the public at any time while in the College of Western Idaho active service, as outlined in the College's Harassment Prevention Policy.
- Damage or threaten damage to CWI property, or other property that CWI controls, regardless of location.
- Intentionally or negligently misuse or destroy CWI property, including facilities, equipment, vehicles, records, or other materials.
- Possess or carry weapons, explosives, or similar items on CWI time, property, or at CWI-related events.
- Use CWI property, including but not limited to, facilities, equipment, vehicles, records, or material, for anything other than official CWI business unless otherwise permitted by CWI policies and procedures.
- Engage in retaliatory behavior toward CWI employees, students, or the public.
- Engage in any conduct that obstructs, disrupts, or interferes with CWI business, service, work environment, or administrative functions, including CWI sponsored events and/or behavior that has an adverse impact on productivity and/or morale.
- Engage in deceit or otherwise withhold information relevant to an administrative investigation.
- Violate any safety rules or practices, or engage in any conduct on the job, that causes a safety hazard.
- Fail to report an accident or injury or make false claims or inaccurate statements in the reporting of a job injury or accident.
- Fail to obtain and maintain licensure requirements lawfully required as a condition of employment in the position.

- Fail to attend a management referred Employee Assistance Program assessment and/or fitness for duty evaluation.
- Store private personal property on CWI premises, or use private personal property for CWI business without authorization from the department director.

Employees who engage in behavior of the nature described above, or that the College considers unacceptable or inappropriate, or who violate any College policy or procedure presently in force or later established by the College, may be subject to discipline up to and including termination, depending on the seriousness and/or frequency of the offense. Whether disciplinary action is taken in a given instance and what type of discipline is appropriate, are subject to the discretion of the College. Nothing contained in these procedures creates due process or contract rights on behalf of any employee or limits or modifies the at-will nature of employment with the College.

Nepotism Policy

- No employee of CWI shall hire, supervise or otherwise exercise discretion concerning a paid employee who is a spouse.
- No employee of CWI shall supervise or otherwise exercise discretion concerning a paid employee who is related to the supervisor within the first degree of affinity or consanguinity.
- No employee of CWI shall hire a paid employee who is related to the supervisor within the second degree of affinity or consanguinity pursuant to state law (I.C. § 18-1359 or its successor).
- Any supervisor involved in a romantic relationship with a subordinate must immediately notify his/her superior of the existence of any such relationship. Efforts should be made to eliminate supervisory responsibility for one who is romantically involved with a subordinate.

Conflict of Interest

No person shall be employed by CWI when said employment would result in a violation of provisions found in Idaho Code § 59-701 et seq., §18-1359 or their successors. Any such appointment may be void. An employee whose relative is subsequently elected may be eligible to retain his/her position as allowed in Idaho Code §18-1359(5).

Discriminatory Workplace Harassment Policy and Complaint Procedure

Purpose: The purpose of this Harassment Policy is to clearly establish CWI's commitment to providing a work environment free from unlawful harassment, to define discriminatory harassment, and to set forth the procedures for investigating and resolving internal complaints of harassment.

It is important that all employees treat all other employees, students, and members of the public with decency and respect. It is the responsibility of each and every employee, supervisor and department head to prevent inappropriate behavior in the workplace. Inappropriate

behavior which impacts the workplace, or has the potential to impact the workplace, will **not** be tolerated.

This Policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, job retention, promotion, disciplinary action, layoff, reinstatement, transfer, leave of absence, compensation and training.

Policy: Harassment of an applicant for employment, a member of the public, a student, or an employee by any employee of CWI on the basis of race, color, religion, national origin, sex, age (40 and over), disability veteran status or any other protected classification may be in violation of State and/or Federal law and will not be tolerated by CWI.

Employees found to be participating in any form of employment-related unlawful harassment or retaliating against another employee or student for filing a complaint or cooperating with or participating in an investigation shall be subject to disciplinary action up to and including termination of employment.

Definitions: For purposes of this Policy, harassment is any conduct based on race, color, sex, religion, national origin, age, disability, veteran status, or any other legally protected status that:

- Creates an intimidating, hostile, or offensive working environment through nonverbal conduct or written, graphic, or verbal communications including comments, jokes, slurs, or negative stereotyping; or
- Has the purpose or effect of unreasonably interfering with an individual's work performance or otherwise adversely affects an individual's employment opportunities.

With respect to sexual harassment in particular, the following conduct is strictly prohibited:

- Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - Submission to, or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual.
- Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature which has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Examples of sexual harassment include, but are not limited to:

- Demeaning and/or derogatory harassment toward one's gender;
- Demeaning behavior, staring, pinching, touching and other physical contact, or blocking the movements of another person;
- Unwelcome sexual comments, innuendoes, jokes, abusive personal remarks, etc.;

- Sexually explicit displays or distribution of pictures, materials, or objects in the work area;
- Offering or implying a reward or threat concerning work assignments, performance reviews, discipline, promotions, or other terms or conditions of employment in exchange for sexual favors;
- Unwelcome amorous advances or propositions, physical conduct, obscene gestures;
- Obscene letters, phone calls, e-mails, or unwelcome words or comments with sexual or other discriminatory meanings;
- Unwelcome requests for sexual favors or repeated social contact; or
- Sexual assault or other unwelcome sexual contact.

Complaint Procedure

The following procedures will be followed for the purpose of addressing a complaint regarding harassment, discrimination, or retaliation:

- Any person who believes he/she has been unlawfully harassed, discriminated or retaliated against should report it to his/her supervisor, department head, the Director of Human Resources or any member of CWI's management team. If a supervisor becomes aware that unlawful harassment or discrimination may be occurring in any CWI department as a result of an employee coming forward, the supervisor should immediately report it to the Director of Human Resources. Once a complaint of unlawful harassment, discrimination or retaliation has been made, the complaint cannot be withdrawn by the complainant without a determination that it was made erroneously.
- Promptly upon receiving the complaint, the Director of Human Resources should initiate an investigation to determine whether there is a reasonable basis for believing that an alleged violation of this Policy occurred. The nature and scope of the investigation and who should conduct the investigation shall be determined by the Director of Human Resources in consultation with management and CWI's legal counsel. The identity of all parties who are interviewed or provide information during the course of an investigation of a complaint shall be kept confidential to the extent possible and appropriate under the circumstances.
- Upon conclusion of the investigation, if it is determined that unlawful harassment or discrimination in violation of CWI's policy has occurred, the Director of Human Resources will recommend the appropriate course of action to be taken by CWI. The appropriate action will depend on the following factors:
 - The severity, frequency and pervasiveness of the conduct;
 - Prior complaints made against the respondent; and
 - The quality of the evidence (first-hand knowledge, credible corroboration, etc.).
- If the investigation is inconclusive or it is determined that there has been no unlawful harassment or discrimination in violation of this Policy, but some potentially problematic conduct is discovered, corrective action may be taken.
- Promptly after the investigation is concluded, the supervisor(s) and the Director of Human Resources will meet with the complainant and the employee alleged to have

engaged in improper conduct separately in order to notify them in person of the findings of the investigation.

- Either Party may submit statements to the supervisor(s) challenging the factual basis of the findings. Any such statement must be submitted no later than five (5) working days after the meeting with the supervisor(s) and Director of Human Resources in which the findings of the investigation is discussed.
- Promptly after the supervisor(s) and Director of Human Resources have met with both parties and reviewed the documentation, management, in consultation with CWI's legal counsel, will determine what action, if any, should be taken.

Disciplinary Action

Any employee found after an appropriate investigation to have engaged in conduct in violation of this policy will be subject to corrective action up to and including termination. Any corrective action should be commensurate with the severity or repetitiveness of the offense.

Retaliation

Retaliation in any manner against a person for filing an harassment charge or initiating an harassment complaint, testifying in an investigation, providing information or assisting in an investigation, or for opposing harassing or discriminating behavior is expressly prohibited and may be subject to disciplinary action up to and including termination. The supervisor or Department Head should take reasonable steps to protect the victim and other potential victims from further harassment or related consequences.

Confidentiality

Confidentiality will be maintained to the fullest extent possible in accordance with applicable Federal, State and local law. However, a complete and thorough investigation of the allegations may require the investigator to inform witnesses of certain aspects of the complaint in order to obtain an accurate account of the actions of the parties involved.

False Complaints

Any complaint made by an employee of CWI regarding employment-based harassment which is conclusively proven to be false and made in bad faith, may result in discipline. This discipline may include termination of employment. This section is not intended to discourage employees from making complaints regarding employment-based harassment. However, false complaints made in bad faith adversely impact the workplace and the career of the accused, even when disproved, and will not be tolerated.

Distribution

This policy should be disseminated to all employees, supervisors and elected officials of CWI. Any questions, concerns or comments related to this policy should be directed to the Department Head, Human Resource Officer or CWI's attorney.

Copyright and Patent Infringement

It is the intent of CWI to adhere to the provisions of state and federal copyright laws and regulations. The College does not condone the illegal use, reproduction, distribution, public display, or performance of copyrighted materials in any form. Only legal copies of copyrighted materials may be made or used on College equipment. The College does not give permission for any illegal copying of any College owned copyrighted materials.

Faculty and staff members shall respect copyright protected material in accordance with accepted guidelines which define professional privileges enjoyed by the teaching profession. General guidelines dealing with print media and computer programs are on file in the CWI library. Where specific and well-defined special arrangements exist, these should be followed. Faculty and staff members must not copy nor facilitate others' copying protected software, print material, and non-print material.

Faculty-Student Non-Fraternization Policy

CWI faculty and staff assist the college in meeting its mission of providing a quality of higher education for its students. Students should be assured that the relationships they develop with faculty and staff members are built upon the highest ethical percepts of the educational profession.

All faculty members, administrators, and staff members are, or can appear to be, in a position to exercise power or authority, directly or indirectly, over students, whether or not a student is enrolled in their classes, are subject to their direct supervision, or have some form of business to transact with offices at CWI. Many students are at a stage in their development when they may be particularly vulnerable to the influence of faculty members, administrators, and staff members who are in positions where they can affect the terms and conditions of a student's standing at CWI.

In order to promote the efficient and fair operation of CWI and to avoid misunderstandings, complaints or favoritism, supervision problems, security problems, morale problems, questions regarding academic achievement, and possible claims of sexual harassment, physical abuse, or physiological abuse, faculty are strictly prohibited from fraternizing with students.

Fraternization includes, but is not limited to:

- Dating students enrolled in the faculty member's class
- Pursuing to date a student enrolled in the faculty member's class
- Pursuing a romantic relationship with a student enrolled in the faculty member's class
- Accepting a date or relationship pursued by a student enrolled in the faculty member's class
- Pursuing or engaging in sexual relationships with a student enrolled in the faculty member's class

The fraternization policy does not apply to a spouse, when the faculty member's spouse becomes a student at CWI. Faculty who violate this policy will be subject to discipline, up to and including termination of employment.

Administrative Procedure 5121 Performance Review of Staff

Board Policy 5120 Performance Review of Staff

Adoption History: 6/27/11

Objective

The purpose of the performance review is for the supervisor and the employee to:

- Review current performance
- Review performance of the past year
- Document and highlight past accomplishments
- Identify areas for improvement
- Identify work goals and performance standards for the coming year
- Initiate professional development opportunities

Who is affected?

All regular benefited staff; exempt (salaried) and non-exempt (hourly) employees.

Procedure

Annual Review Required

Supervisors are required to conduct annual progress reviews with regular staff who report to them. The review period covers a fiscal year and should be completed by May 1st of the new calendar year.

Employee Self-Assessment

It is recommended to ask the employee to complete a self-assessment for the supervisor prior to the supervisor's evaluation. If the supervisor anticipates performance issues, discuss those with the employee prior to writing the performance review.

Performance Review Documents

Supervisors will complete the CWI approved Performance Review document. The performance review document, including instructions for each, may be found on the CWI Portal under "Performance Reviews". Department Directors or Supervisors may review and sign the performance document prior to the actual review taking place.

Actions Required by Review Outcomes

Additional actions may be required, as noted below:

- "Does not Achieve Performance Standards" or "Exemplary Performance" requires that additional documentation should be submitted, indicating specific areas of deficiency or extraordinary accomplishment. This may be accomplished by using the "Additional Comments" section of the Performance Review. In the case of a "Does not Achieve

Performance Standards” review, a performance improvement plan detailing specific expectations to achieving acceptable performance is filed.

- All performance evaluations will be maintained in the employee’s permanent record in Human Resources. Quarterly reviews of the performance evaluation should be performed with the employee to ensure the employee is remaining on track with goals, objectives, and job expectations.

Administrative Procedure 5122 Introductory Period (Non-Faculty Employees)

Board Policy 5120 Performance Review of Staff

Adoption History: 11/1/10

All new non-faculty employees (Director Level and below) assigned to a new position must complete a 90 day introductory period. The purpose of the introductory period is to allow employees to get acquainted with their duties and responsibilities and their work environment and to demonstrate their ability to perform their jobs. It also allows CWI to determine whether continued employment is in the best interests of the College. Upon completion of the introductory period, CWI will conduct a performance evaluation to determine whether employment should be continued on a regular basis. The introductory period may be extended if CWI determines that additional time is necessary to evaluate an employee’s performance or otherwise determine if continued employment is appropriate.

During the introductory period, new employees are eligible for benefits to the extent provided by and in accordance with CWI’s benefit programs. Completion of the introductory period does not affect the at will nature of employment at CWI. At any time during or after the introductory period, CWI may terminate an employee’s employment with or without cause or notice.

Rehired employees are required to complete an introductory period in the same manner as any other new employee, unless the employee’s break in service is less than 90 calendar days. Reassigned employees who are not successful in their new positions may be allowed to return to their previous job or to a comparable job for which they are qualified if such a position is available and the job assignment meets the needs of the College.

Administration Procedure 5141 Complaint Procedure for Benefit-eligible Employees

Board Policy 5140 Complaint Process for Benefit-eligible Employees

Adoption History: 6/27/11

In any organization, misunderstandings arise or occasions may occur when an employee believes that he/she has not been treated fairly or in accordance with CWI’s policies and procedures. Accordingly, CWI has established the following procedures for non-faculty employees to address problems in the workplace. A complaint by any employee who believes that he/she has been the victim of illegal discrimination should be resolved in accordance with

the College's policies and procedures for addressing discrimination/harassment in the workplace.

The purpose of CWI's complaint procedure is to provide a process for addressing employee complaints about performance evaluations, job assignments, compensation, discipline, or any other terms and conditions of employment. Employees who have completed their introductory period may utilize this complaint procedure. If employees prefer, they may discuss their complaint with the Human Resources Department. Otherwise, every reasonable effort should be made to resolve the complaint with the employee's immediate supervisor. Thus, employees should first discuss the issue with their supervisor within ten (10) working days of the occurrence. If the employee is not satisfied with the recommended solution, the employee may take his or her complaint to the next level of supervision. After making reasonable efforts to resolve the problem at each supervisory level, employees may continue to pursue their complaint to resolution at the highest level of management. If the complaint is pursued to the level of the College's President, the President's decision shall be final.

CWI also recognizes that employees who have been discharged may take issue with their separation from employment. Eligible employees who have been discharged may utilize this complaint procedure by submitting a written complaint to the Director of Human Resources within ten (10) days of discharge. The complaint should include a statement of the issues, the facts related to the employee's complaint, and the identification of any individuals who may have relevant information concerning the complaint. The Director of Human Resources shall conduct an investigation of the complaint to the extent he/she deems necessary and thereafter shall recommend a solution to the complaint. If the discharged employee is not satisfied with the recommended solution, the employee may ask that his or her complaint be referred to CWI's President. The decision of CWI's President shall be final.

Complaints made in good faith pursuant to this complaint procedure will not jeopardize any employee's job status or working conditions. However, employees are expected to avoid pursuing complaints in ways that are disruptive to the workplace or their own work performance. Commencement of this complaint process shall not affect the effective date of a discharge. However, should a determination be made that the discharge should be reversed, the employee may be reinstated with back pay.

These procedures do not, nor are they intended to, create any due process or contract rights, express or implied, on behalf of any employee or limit or modify the at will nature of employment at CWI.

Administrative Procedure 5151 Separation from Employment

Board Policy 5150 Separation from Employment

Adoption History: 4/4/09

Retirement Policy

The retirement policy of CWI shall comply in all respects with federal and state requirements respecting mandatory retirement and the obligations established by the Public Employees Retirement System of Idaho (PERSI).

COBRA Benefits

Employees of CWI who receive medical benefits and who separate their employment may be eligible to continue those medical benefits at the employee's sole cost and expense for a limited time in accordance with the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). If you have any questions regarding your right to continue your health coverage after separating from CWI please contact Human Resources.

Exit Interview

Each employee who terminates from employment with CWI is encouraged to participate in an exit interview with the designated representative of the College, or in the event of involuntary termination, with a Human Resource representative. In such interview, the employer should notify the employee when certain benefits will terminate, when final pay will be issued and review the process to receive COBRA benefits. The employee will be invited to inform the interviewer about his/her impressions of employment in such interview. An employee exit form may be completed at this point and will be retained in the employee's personnel file.

Resignation Policy

Voluntary resignations will generally be made in writing. If the employee wants their formal records to indicate "voluntary resignation", they must do so in writing to their supervisor or department head. Oral resignations will be documented by the supervisor after consultation with the department head in charge. Evidence of acceptance of a resignation should be provided to the ex-employee if possible. Employees who have an unexcused or unauthorized absence of three working days or more may be considered to have abandoned their position and therefore resigned.

Professional References

A former employee may, without objection from CWI, contact individuals working for CWI to seek letters of recommendation and/or permission to use such individuals as references; provided, however, it is understood and agreed by the parties hereto that said references shall be acting in their individual capacity and not as agents for CWI, and that any such letters of recommendation shall not be on CWI letterhead.

If a former employee requests an official reference from CWI, the request should be forwarded to the Human Resource office.

Administrative Procedure 5152 Reduction in Force

Board Policy 5150 Separation from Employment

Adoption History: 3/15/11

A reduction in force may occur when the College finds it necessary to reduce its work force because of a decrease in student enrollment, the elimination of a particular program or service, the consolidation of jobs, the elimination of certain job functions, the closure of a facility or other business reasons. Any such reduction in force is permanent unless expressly stated by the College in writing to be temporary. Employees who are included in a permanent reduction in force have no right to be recalled.

When reductions are made via the non-renewal process for faculty members who are not on renewable contract status or when the reduction in force affects at will employees, temporary or part-time employees and those employees who have not completed their introductory period generally will be the first employees to be laid off. If it becomes necessary to further decrease its work force, the College will select those persons for layoff based on its assessment of the College's needs, as well as other factors related to the work force including:

1. employees' demonstrated skill and efficiency in performing the particular work available;
2. performance, initiative, attendance, and other job-related factors; and
3. length of service.

When demonstrated skill and efficiency in performing the particular work available and the other job-related factors identified above are relatively equal, length of service generally will be used as the determining factor in selecting those employees to be retained.

To the extent that a reduction in force will result in the termination of regular faculty during the term of their contract of employment or the non-renewal of employment contracts for faculty members on renewable contract status, such reduction shall be subject to applicable policies related to faculty.

Administrative Procedure 5153 Faculty Termination Procedure [To be created]

Board Policy 5150 Separation from Employment

Adoption History:

Administrative Procedure 5154 Financial Exigency and Curricular Revisions [To be created]

Board Policy 5150 Separation from Employment

Adoption History:

Administrative Procedure 5171 Employee Compensation

Board Policy 5170 Employee Compensation

Adoption History: 4/4/09; revised 11/1/10; revised 3/15/11

Establishment of Employee Compensation

CWI compensates employees in accordance with decisions by the Board as budgets are set and tax levies are authorized. Pay for any given position is subject to the annual budgetary process and as such may be subject to increase, reduction, or status quo maintenance for any time period. The Administration may make suggestions about salary compensation and other pay system concerns, but the final decision regarding compensation policy rests with the Board. The Board reserves the right to make budget adjustments, and consequently pay adjustments, during the course of the budget year in order to manage cash flow or to deal with other circumstances which justify or require change in CWI expenditures.

Compliance with State and Federal Pay Acts

CWI shall comply with all State and Federal Pay Acts respecting the compensation of employees for services performed in the public service.

Additional Compensation Policies

Employees determined to be exempt from the hourly requirements of the Fair Labor Standards Act shall be paid on a salary basis as established by the Board.

Right to Change Compensation and Benefits

CWI reserves the right to change general compensation for any reason deemed appropriate by the Board. Compensation may also be adjusted based upon job performance and the availability of funds to maintain a solvent CWI budget. Hours worked may be reduced or employees may be laid off as necessary to meet budgetary constraints or as work load changes.

Overtime Compensation - Compliance with Fair Labor Standards Act

In addition to the employee classifications set forth elsewhere in this Policy, all employees are classified as Exempt (salaried) or Nonexempt (hourly) for purposes of complying with the Federal Fair Labor Standards Act (FLSA). The FLSA is the federal wage and hour law which governs the obligation of employers to pay overtime compensation. Certain employees are exempt from operation of this law because they perform work that qualifies for the professional, executive or administrative exemption. As such, exempt employees are not required to receive overtime pay for hours worked beyond the limits provided by the statute. Please contact your department supervisor or the office of Human Resources for further clarification of your FLSA status.

- When operating requirements or other needs cannot be met during regular working hours, employees may be scheduled to work overtime hours. All overtime work requires prior authorization by the appropriate Dean or Vice President.
- All supervisors are responsible to ensure that their departments and divisions are in compliance with this policy. Failure to adhere to the College policy concerning overtime approval may result in disciplinary action up to and including termination.

Reporting and Verifying Time Records

It is the responsibility of each hourly employee to properly record time that he or she has worked. Working "off the clock," i.e. failing to record time worked, is strictly prohibited. Each time sheet shall bear the signature of the employee with a statement verifying its accuracy and a counter signature by a supervisor indicating that the hours claimed were actually worked. These records shall be retained as required by the records retention policy of CWI, consistent with state law. Exempt employees may be required to document time worked for accountability and benefit purposes.

Work Periods

Employment with CWI is subject to the Federal Fair Labor Standards Act as previously described. Each employee is responsible for monitoring the status of hours worked in each work period. Overtime will be allowed only when authorized by the appropriate Dean or Vice President or when absolutely necessary in an emergency. The work week for all employees who are subject to the FLSA will begin at 12:00 a.m. (midnight) on Sunday of each week and concludes at 11:59 p.m. of the succeeding Saturday. For these employees, hours actually worked in excess of forty in a work week will be computed at one and one-half (1 ½) times the hours worked.

Promotions and Compensation

The compensation policy for all employees is established by action of the Board. The annual budget of CWI sets the funding available for compensation for positions in various departments. Promotions and changes in status may be recommended by officials in each of the operating departments, but final authority regarding compensation rests with the appropriate administrative official or the Board.

Compensation while Serving on Jury Duty or as a Witness in a Court Proceeding

Leave will be granted and full pay provided to employees called to serve as a court witness in matters specifically related to CWI operations or called to serve on jury duty.

Military Leave

Unpaid leave of absence will be granted to participate in ordered and authorized field training. CWI's employment policy will comply with the provisions of Idaho Code § 46-224, et seq., or its successor, as those Code provisions govern leaves of absence for military service and the Uniformed Services Employment and Reemployment Rights Act of 1994, as amended (USERRA).

Reduction in Force

Employee assignments may be affected by reductions in force made due to economic conditions or to changes in staffing and workload. The Board reserves the right to make any changes in work force or assignment of resources deemed to be in the College's best interests.

Payroll Deductions

In accord with Idaho Code § 45-609 or its successor, no payroll deductions will be made from an employee's paycheck unless authorized in writing by the employee or as required by law.

Travel Expense Reimbursement

An employee on approved CWI business shall be reimbursed for all or a portion of their travel expenses incurred in completing his/her work-related assignment in accordance with the Travel Reimbursement Procedures.

On-the-Job Injuries

All on-the-job injuries shall be reported to the employee's supervisor as soon as practicable to allow filing of a worker's compensation claim in the proper manner. If an employee is disabled temporarily by an on-the-job accident he/she should be eligible for worker's compensation benefits. Return to employment will be authorized on a case-by-case basis upon consultation with the supervising official and the State Insurance Fund. Concerns associated with injured worker status may be brought before the appropriate official for review.

Administrative Procedure 5181 Employee Classification

Board Policy 5180 Employee Classification

Adoption History: 4/4/09; Revised 6/22/11

Employment Status

Except as otherwise provided by this Policy, or as required by law, or pursuant to a written contract approved by the Board of Trustees, all employees of the College of Western Idaho are At-Will Employees.

Changes in employment status that are the result of budgetary needs, reductions in force, reorganization of work duties through transfer or reassignment, or general changes in the terms or conditions of employment or of benefit offerings may be made at the sole discretion of the Board of Trustees. Therefore, CWI retains full authority, without prior notice, to modify the general terms and conditions of employment. Should an employee believe that any such decision is the result of unlawful discrimination, he/she may utilize the opportunity to be heard procedures set out in Administrative Procedure 5141 Informal Complaint Procedure for Benefit-eligible Employees.

Employed Attorneys

Because the Idaho Rules of Professional Conduct, as established by the Idaho State Bar, govern the relationship between an attorney and his/her client, attorneys employed by CWI are considered to be at-will employees, and they serve at the pleasure of the Board. They can be employed or removed at the pleasure of the officials for whom they serve. However, any employed attorney who believes that he/she has been removed from his/her position or demoted with an attendant change in pay as a result of unlawful discrimination or as a result of an allegation entitling him/her to a name-clearing hearing, may utilize the procedures set out in Administrative Procedure 5141 Informal Complaint Procedure for Benefit-eligible Employees. This Procedure only applies to in-house counsel and does not apply to independent contractors.

Temporary or Seasonal Employees

Employees who work on an irregular or temporary basis are considered to be temporary or seasonal employees. Any temporary or seasonal employee who believes that he/she has been terminated from his/her position or demoted with an attendant change in pay as a result of unlawful discrimination or as a result of an allegation entitling him/her to a name-clearing hearing, may utilize the hearing procedures set out in Administrative Procedure

Rights of Members of the Uniformed Services

CWI shall comply with the reemployment, leave of absence, and other provisions of the Uniformed Services Employment and Reemployment Rights Act, 38 U.S.C. § 4301 et seq.

Employee Classification for Benefit Purposes

The classification of the position you hold with CWI may affect the status of obligations or benefits associated with your employment. The primary classes of employees and their respective status is outlined as follows:

- Exempt (benefited). Employees that provide primary leadership, supervision and first-level interdepartmental coordination and review within their specified area of responsibility.
- Faculty – exempt (benefited). Faculty who are employed more than one-half (1/2) time, whose primary responsibility is teaching.
- Non-Exempt (benefited). Employees who are paid on an hourly basis and work more than one-half (1/2) time,
- Part-Time Employees (non-benefited). Employees who are not temporary or seasonal and whose employment is limited to less than one-half (1/2) time. Part-time employees will receive no benefits, except those required by law or those approved by official action of the Board.
- Grant Funded/Special Project Employees – exempt. Exempt employees whose positions are funded by a source outside of the general fund budget allocations. Funding for these positions may come from grants, contracts, self-sustained revenues, or general funds for a specific project or period of employment.
- Grant Funded/Special Project Employees – non-exempt. Non-exempt employees whose positions are funded by a source outside of the general fund budget allocations. Funding for these positions may come from grants, contracts, self-sustained revenues, or general funds for a specific project or period of employment.
- Temporary or Seasonal Employees. Employees who work on an irregular or temporary basis, even though they work more than 20 hours per week are classified as temporary or seasonal employees. Temporary or seasonal employees will receive no benefits provided to regular employees, except those required by law or those approved by official action of the Board.
- Independent Contractors. Independent contractors who provide services to CWI on a contractual basis are not considered employees of CWI. As such, this Procedure does not apply to independent contractors.

Administrative Procedure 5201 Employee Benefits

Board Policy 5200 Employee Benefits

Adoption History: 4/4/09; revised 11/1/10; revised 6/27/11

CWI offers a number of employee benefits for employees, depending upon their job classification. These benefit offerings are subject to change or termination in the sole discretion of the Board. Each benefit offering is subject to the specific terms of its respective insurance policy and/or official resolution of the Board.

Sick Leave

Sick leave benefits are provided to full-time employees at the rate of eight (8) hours per every calendar month of active employment. Faculty accrue sick leave at the rate of one day per month worked. Less than full-time employees who work half-time or more will earn sick leave in an amount proportionate to that which would be accrued under full-time employment. Sick leave is a benefit to provide relief to the employee in the event of illness to the employee or his/her immediate family. It is to be used only in the event of an illness or injury that prevents the employee from working productively or safely or if an immediate family illness presents no practical alternative for necessary care. Sick leave must be requested within at least two hours of the time when the scheduled work period is to begin, unless circumstances outside the control of the employee prevent such notice. Negative sick leave balances are not permitted unless authorized by appropriate Vice President. Supervisors asked to approve use of sick leave may, at CWI's expense, request an independent review of reported illness at any time by a competent medical authority. Employees are not entitled to payment for accrued but unused sick leave upon separation of employment.

Vacation Leave

Vacation leave is available to all benefited employees. Vacation accrues from the start of employment in the following manner for all full-time employees. Part-time benefited employees accrue vacation on a prorated basis.

Months of Service	<u>Non-Exempt</u>		<u>Exempt</u>	
	Vacation Days Per Month	Total Vacation Days per Year	Vacation Days Per Month	Total Vacation Days Per Year
0-24	1 1/4	15	2	24
25-72	1 1/2	18	2	24
More than 72	1 3/4	21	2	24

Vacation leave can only accrue to an absolute maximum of 30 days. Employees whose employment is funded by grants or special funding must use all accrued vacation by the end of each fiscal year. Vacation leave is to be scheduled with consent of the responsible department supervisor. Efforts will be made to accommodate the preference of the employee in vacation scheduling, but first priority will be the orderly functioning of affected departments. Upon separation from employment unused vacation leave up to the maximum allowable accrual will be compensated by lump-sum payment at the then-current hourly or daily rate of pay.

Negative vacation leave balances are not permitted unless authorized by the appropriate Vice President.

Holidays

Ten official holidays are provided for full-time employees. Employees who have full-time active status on the date of any holiday shall receive compensation for that day even though they do not work. Holidays which fall on Saturday shall be observed on the preceding Friday. Those which fall on Sunday shall be observed on the succeeding Monday. The holiday schedule may be changed at any time by the governing board. This policy does not apply to part-time non-benefited employees.

Independence Day	New Years Day
Labor Day	Martin Luther King, Jr./Idaho Human Rights Day
Thanksgiving Day	President's Day
Day after Thanksgiving	Memorial Day
2 days at Christmas	

Departments who must have employees working on the above mentioned dates shall request prior approval from the President or appropriate Vice President.

Bereavement Leave

Up to five days of paid leave of absence shall be provided to benefited employees for a death in the immediate family (spouse, parents, grandparents, children, grandchildren, brothers, sisters, parents-in-law, grandparents-in-law, children-in-law, grandchildren-in-law, brothers-in-law and sisters-in-law). Additional leave may be granted from accrued vacation leave or unpaid leave of absence

Unpaid Leaves of Absence

Employees of the College of Western Idaho may be granted a leave without pay for justifiable reasons such as illness not otherwise covered by CWI's family and medical leave policy or participation in constructive or educational activities as may be determined and approved by the President and employee's administrative supervisor. Unless otherwise provided by law, this policy does not apply to part-time or temporary employees. CWI will make every reasonable effort to hold open the position of an employee on an approved leave of absence. However, unless otherwise required by law, CWI retains the right to fill the position should it become necessary to do so. Employees may be required to use their earned vacation and sick leave during the leave of absence. Failure to return to work from a leave of absence will be considered a voluntary resignation.

Faculty Leave

In addition to the leave benefits established in the College of Western Idaho At-Will Personnel Policy, faculty are entitled to the following:

- Personal Leave. Faculty are entitled to two (2) days of paid personal leave for each academic year. Personal leave days do not accrue from year to year. Personal leave for

reasons of personal convenience may be granted to a faculty member upon approval of the Department Chair. The faculty member must notify his/her supervisor **at least two weeks in advance** of the proposed days away, and arrangements must be made for the coverage of the classes and other responsibilities the faculty member will miss. The faculty member is responsible to file appropriate documentation with Human Resources.

- Educational Release Time: Release time granted for the purposes of attending approved conferences, seminars, school related activities, etc., are counted as days of service to CWI to be approved by the Vice President of Instruction.
- Professional and Extended Leave: Leave with pay may be allowed faculty and staff members attending conferences and professional meetings, provided arrangements are approved in advance. Travel expenses and per diem allowances may be allowed pursuant to CWI policy. Extended professional leave may be granted for periods of up to one year to full-time faculty who have completed at least three years of service at CWI. Extended professional leave is without pay and is intended to assist the faculty member in completing training at an institution of higher education or other approved school. Extended professional leave must be approved by the President and the Board of Trustees.

Family Medical Leave Act (FMLA).

Eligibility Requirements: To be eligible for FMLA benefits, prior to any leave request, the employee:

- must have worked for the employer for at least 12 months;
- must have worked at least 1,250 hours for the employer during the previous 12 months;
- and
- your employer must employ at least 50 employees .

If your employment situation does not meet all of the qualifications set forth above, the subsequent FMLA policy, which is required by law to be included in our policy, does not apply to you.

Entitlements. The Family and Medical Leave Act (FMLA) provides an entitlement of up to 12 weeks of job-protected, unpaid leave during any 12-month period to eligible, covered employees for the following reasons: 1) birth and care of the eligible employee's child, or placement for adoption or foster care of a child with the employee; 2) care of an immediate family member (spouse, child, parent) who has a serious health condition; or 3) care of the employee's own serious health condition which render the employee unable to perform the functions of his/her position. It also requires that employee's group health benefits be maintained during the leave. The 12-month period is determined using a "rolling" 12-month period measured backward to the date an employee first uses any FMLA leave.

If all eligibility requirements are met, the employee is covered under the FMLA. He/she may request up to 12 weeks of leave where CWI will continue the employee's benefits (employer

portion only) during the leave period. If the employee does not return to work, CWI may recover from the employee the premium(s) that were paid for the employee's medical coverage unless the employee does not return because of: (i) the continuation, reoccurrence or onset of a serious health condition of the employee or the employee's family member which would otherwise entitle the employee to leave under the FMLA; or (ii) circumstances beyond the control of the employee.

Total combined FMLA leave for employee spouses who both work for CWI is 12 weeks combined if the leave is for reasons other than the employee's own personal serious illness.

Examples where employees of CWI are entitled to leave under FMLA include:

- To care for a child following a birth or placement of a child with the employee for adoption or foster care.
- To care for a sick child, spouse or parent who has a "serious health condition."
- If the employee him/herself is unable to perform his or her own work responsibilities because of his/her own serious health condition.

Concurrent Use of Accrued Leave and Worker's Compensation Required. Employees are required to use any accrued paid vacation and sick leave (if applicable) concurrently with any FMLA leave. If paid leave accruals are less than 12 weeks, the employee may take the remainder of FMLA leave as unpaid leave. Employees will continue to accrue leave while utilizing their paid sick and vacation leave. They will cease to accrue vacation and sick leave during the unpaid portion of their leave. If the employee is on Worker's Compensation leave, such leave will also run concurrently with any FMLA leave.

Employee Obligations. Employees are required to give 30 days' advance notice or as much time as practical when the need for FMLA leave is foreseeable. CWI reserves the right to request medical certification supporting any leave, and may require second or third opinions (at CWI expense). CWI may also require a doctor's fitness for duty report prior to your returning to work. Leave may be denied if these requirements are not met. The decision to allow an employee to return to work will be solely CWI in compliance with the provisions of the Family and Medical Leave Act. Should a doctor not find the employee fit to return to duty, the employee will not be allowed to return to work.

Contact Human Resources to discuss your rights and obligations for continuation of any current benefits you are receiving. Employees must make arrangements for payment of their portion of their benefit costs or discontinuation of those benefits will occur.

To request FMLA leave please write a brief letter or memo to Human Resources indicating the reason for requesting FMLA leave and the expected duration of leave. Note: Your supervisor may request that you provide certification by your physician or medical practitioner indicating the diagnosis and probable duration of your medical condition or the medical condition of your family member.

Intermittent Leave Requests. FMLA leave may be taken intermittently or on a reduced leave schedule to allow the employee to care for a sick family member, or for an employee's own serious health condition when "medically necessary." If intermittent leave or leave on a reduced hours basis is required, CWI may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay or benefits that better accommodates that type of leave. In the circumstance of birth or placement of a child for adoption or foster care, intermittent leave is only available by written approval of the Board.

Employer's Rights and Obligations. **CWI has the right to determine whether the employee is or is not an "eligible employee" under the Act.** CWI has the right to place an employee on FMLA leave without the employee's consent should the College determine that the employee meets the eligibility requirements under the Act.

CWI will return the employee to the same or an equivalent position after returning from FMLA leave, subject to the terms of the Family and Medical Leave Act. The only exception may be for individuals who, under the provisions of the FMLA, are considered to be a "key employee" whose extended absence would cause "substantial and grievous economic injury". CWI reserves the right to require periodic notices (determined by CWI) of your or your family member's FMLA status and your intent to return to work.

The National Defense Authorization Act. On January 28, 2008, the FMLA was amended by the National Defense Authorization Act. This amendment provides an entitlement of up to 26 weeks of unpaid leave during a single 12-month period to an eligible employee who must care for a covered service member—a person who is a spouse, son, daughter, parent or next of kin of the employee and has a serious injury or illness incurred in the line of duty which renders that person unfit to perform his or her duties in the Armed Forces. CWI may require the request for this type of leave be supported by certification that the service member being cared for by the employee has a serious health condition.

The National Defense Authorization Act also provides 12 weeks of FMLA leave to an employee if his or her spouse, son, daughter or parent has been called to active duty with the Armed Forces. No serious medical condition is required for this type of leave. CWI may require the request for this type of leave be supported by certification that the service member has actually been called to active duty. CWI employees shall provide prior notice when the need for this type of leave is foreseeable. If you have any questions about your rights under FMLA please contact the Human Resource Office.

Change in Benefits

CWI, through the Board of Trustees, reserves the right to change, condition, or terminate any benefits set forth in this section. No employee shall acquire any rights in any current or future status of benefits except as the law otherwise requires.

Benefits for Part-Time or Temporary Employees

All employees shall receive benefits as required by law to include Worker's Compensation insurance. All other benefits are to be determined by the Board of Trustees.

Insurance Coverage Available to Employees

Health insurance is available to employees and family members in accordance with the terms and conditions of CWI's contract for such services. The Human Resource Office should be contacted to learn of sign-up and claims procedures. Other insurance offerings including life insurance, disability insurance, vision insurance and supplemental income protection may be available at employee or CWI expense. The Human Resource Office should be contacted for additional information. Any such offerings are subject to change at any time.

Retirement

All full-time non-exempt (benefited) employees must participate in the Public Employee Retirement System of Idaho (PERSI). PERSI mandates withholding a percentage of an employee's gross salary for pension purposes, which is presently exempt from Federal and State income taxes, and CWI matches this with an additional larger contribution. Contact the Human Resource Office for further information.

There are two optional retirement plans (ORP's) available for full-time faculty and exempt staff. These plans are administered by either TIAA-CREF or VALIC. Upon employment with the College of Western Idaho, full-time faculty, administrative and professional employees must choose one of the ORP's to serve as their retirement carrier or they may choose to stay with PERSI if they are already vested in that plan. Contributions to the employee's retirement plan are made by the College and the employee. Investment choices are the responsibility of the employee, and plans are portable. Contact the Human Resources Office for further information.

Employee Assistance Program

The Employee Assistance Program (EAP) is a short-term counseling and referral service provided to all benefited employees. The program addresses marital, child or other family problems, persistent anxiety, abuse of alcohol or other drugs, stress problems, depression, grief, or other distracting concerns.

Employees and their immediate family members may participate in counseling sessions in accordance with the terms and conditions of CWI's contract for such services.

Employee Educational Benefits

CWI employees who are eligible for benefits and their spouses may enroll in credited courses on a space-available basis in accordance with the Employee Educational Benefits Procedure. Special course charges, such as activity and lab fees, must be paid by the employee by the due date for the term in which the student is enrolled and are not included in the tuition benefit. The cost to the employee will be 10% of the regular course fees plus a \$20 nonrefundable registration fee per semester.

This policy does not apply to any non-credit or continuing education program or class. For information on this benefit and the procedure, see the Human Resources Office.

Any exceptions to this policy or the procedure must be approved in advance by the Director of Human Resources.

Transfer of Benefits with Employee Transfer

Accrued benefits for each employee continue to the benefit of that employee if the employee transfers from one department to another within CWI. Any such transfer will not result in a reduction of benefit offerings separate and apart from those realized by employees similarly situated.

Administrative Procedure 5211 Staff and Professional Development

Board Policy 5210 Staff and Professional Development

Adoption History: 8/18/09

The College is committed to professional growth and development for faculty and staff. Through the annual budget process, the College shall allocate resources specifically for professional growth and development. Use of these funds must be related to the employee's professional growth objectives.

Professional growth and development funds may be used for, but are not limited to, the following:

- payment of tuition and fees for academic credit
- payment for the cost of attendance at conferences, seminars, and workshops
- subscriptions to educational periodicals
- computer software and hardware for professional and/or instructional use (All software purchased must be licensed to the professional employee and will not be connected directly to the college network.)
- educational materials related to classroom instruction and/or activities

Administrative Procedure 5221 Electronic Technology Usage

Board Policy 5220 Electronic Technology Usage

Adoption History: 4/15/08; revised 2/16/10

The College provides faculty, staff, and students with access to a wide variety of Electronic Technology Resources ("ETR"). The ETR are valuable tools provided for the limited purposes of advancing, enhancing and promoting College business and educational opportunities made available by the College. The purpose of this policy is to ensure compliance with applicable statutes, regulations and mandates relating to the use of electronic technology made available by the College and to establish acceptable practices and responsibilities associated with the use of ETR's.

As a condition of their use, ETR Users are required to limit their use of ETR's as expressly provided herein. This policy shall be the exclusive authority on the use of the College ETR's, and no other practice, policy or custom, whether formal or informal, consistent or conflicting, shall be valid or enforceable. Exceptions to this policy are only allowed when pre-approved in writing by the Department Chair or Director with the advice and consent of the Executive Director of Information Technologies, or his/her designee, when deemed necessary for official College business, research, or academic work.

Definitions

As used in this policy, the terms herein shall have the following meaning:

- Electronic Technology Resource ("ETR"): Any and all computer printouts, online display devices, magnetic storage media, all computer-related activities involving any device capable of receiving, storing, managing, or transmitting electronic data including, but not limited to, mainframes, servers, supercomputers, personal computers, notebook computers, hand-held computers, personal digital assistants (PDA), pagers, cell phones, electronic book devices (e-book readers), distributed processing systems, telecommunication resources, network environments, telephones, fax machines, printers, scanners, and service bureaus, and all technology hardware, software systems, information systems and data. ETR's include any activity relating to the Internet, text messaging, instant messaging, and ping.
- User: An individual, automated application or process that accesses or otherwise utilizes the College's ETR's.

Ownership

Electronic files created, sent, received, or stored on computers owned, leased, administered, or otherwise under the custody and control of the College are the sole and exclusive property of the College; they are not the private property of any User. Provided, however, that there shall be a rebuttable presumption that works that an individual creates on ETR's for academic or research-related purposes are the intellectual property of that person. Notwithstanding such presumption, all such works are nevertheless subject to the College's rights as provided in the privacy provisions of this policy.

Privacy

Electronic files created, sent, received, or stored on ETR's owned, leased, administered or otherwise under the custody and control of the College are not private and may be accessed by the College's information technology employees at any time for any reason without the knowledge, consent, or authorization of the User.

Users are hereby put on notice that the College may track ETR usage at any time for any reason. All College-owned applications, including Blackboard, are filtered, monitored and logged for, among other things, content, sites visited, patterns of activity, routing information, and duration of use. **Accordingly, no User has (or should expect to have) any right of privacy or confidentiality with respect to the use of the College's ETR's.** Whether for the purposes of managing those resources and traffic flow, assuring system security, verifying and ensuring

compliance of all persons with College policies or applicable law, or for any other reason, the College expressly reserves the right (from time-to-time or at any time) to intercept, divert, discard, access or review any Internet connection, other electronic communications or file, or any contents of such communication, or any other information created on, transmitted over or stored on College ETR's, whether incoming or outbound, and whether at the time of transit or thereafter.

The College also reserves the right to disclose to other persons or otherwise use the contents of any Internet communication or any other electronic communications or file for any of the foregoing purposes, as well as for the purposes of complying with or assisting law enforcement officials or legal authorities who may, by subpoena, search warrant or otherwise, seek review of communications, or for the purposes of litigation or other legal proceedings.

Idaho Public Records Act

As a political subdivision of the state of Idaho, the College is subject to the Idaho Public Records Act. Except as specifically provided in the Idaho Public Records Act, Idaho Code expressly denies to College employees any expectation of privacy in their use of the College's ETR's. Users should be aware that their use of ETR's is subject to the public's right to inspect and copy records, as that term is defined by Idaho law, created, sent, received, or stored on College ETR's.

Standards of Conduct

Users shall, as an express condition of their use, abide by the following standards of conduct with respect to the use of College ETR's:

- College ETR's shall be used only for authorized uses, which are limited to educational-related coursework, academic research, and work-related departmental activities.
- Users shall protect individual user identifications and systems from unauthorized uses. Users are responsible for all activities conducted on ETR's utilizing their individual identification or originating from their assigned computing device(s).
- Users may not log into or use another person's account, computing device(s), user identification, password, files or data without authorization. Logins and passwords must be kept secure.
- Users shall not use ETR's to violate the laws or regulations of the United States or any other nation, or the laws or regulations of any state, city, province, or other local jurisdiction in any way. Use of any ETR for illegal activity is grounds for immediate dismissal and the College will cooperate with any legitimate law enforcement activity.
- Users shall not send, submit, publish, display, or knowingly access any material that is, or may reasonably construed to be, defamatory, inaccurate, abusive, rude, obscene, profane, pornographic, sexually oriented, threatening, harassing, racially offensive, illegal or that encourages the use, possession, or distribution of controlled or illegal substances, or is otherwise not consistent with the policies, purposes and objectives of the College.
- Users shall only access information that is their own, that is publicly available, or to which you have been given authorized access.

- Users shall only use College approved copyrighted software installed by designated College personnel and in compliance with vendor license requirements. Peripheral devices must be approved and installed by designated College personnel.
- Users shall not engage in any activity that might be harmful to ETR's or to any information or file stored thereon, such as creating or propagating viruses, worms, Trojan horses, trap-door program codes; disrupting services; or damaging equipment.
- Users shall not use programs to decode passwords or otherwise gain unauthorized access to control of information.
- Users shall not attempt to circumvent or subvert any security measure.
- Users shall not connect to or use unauthorized or personal equipment on the College of Western Idaho networks.
- All files downloaded from the Internet must be scanned for viruses using the College's approved distributed software suite and current virus detection software.
- Users shall not use ETR's for commercial, religious, or political purposes, including, but not limited to, using electronic mail to circulate advertising for products or for political candidates and/or issues.
- Users shall not make or use illegal copies of copyrighted software, store such copies on ETR's, or transmit them over ETR's.
- Users shall not use electronic mail, messaging services, or other electronic communication method to harass or intimidate another person, broadcast unsolicited messages by using someone else's name or user identification.
- Users shall be considerate in the use of shared resources and shall not monopolize systems, overload networks, degrade services, waste computer resources by intentionally placing a program in an endless loop, printing excessive amounts of paper, or sending chain letters.
- Users shall not play games using ETR's unless for instructional purposes or specifically assigned by a supervisor.
- Incidental or personal use of ETR's must not interfere with the normal performance of an employee's work duties.

Enforcement and Reporting

The Director of Information Technologies, or his designee, is designated with the responsibility for enforcement of this policy. All Users of ETR's are required to report any violations of this policy to the Executive Director of Information Technologies, or his designee.

Limitation of Liability

The College makes no warranties of any kind, either expressed or implied, that the functions of the ETR's will be error-free or without defect. The College will not be responsible for any damage Users may suffer, including, but not limited to, loss of data or interruptions of service. The College is not responsible for the accuracy or the quality of the information obtained through or stored on the system. The College will not be responsible for the financial obligations arising though the unauthorized use of ETR's.

Violation of Policy

Any violation of this policy is unacceptable and may result in disciplinary action up to and including termination of employment and/or suspension or expulsion in the case of a student. Additionally, Users are subject to loss of ETR access privileges, civil, and criminal prosecution.

Administrative Procedure 5222 Mobile Communication Devices

Board Policy 5220 Electronic Technology Usage

Adoption History: 2/17/09; revised 12/15/09; revised 3/23/10; revised 2/28/11; revised 6/27/11

Background

The Internal Revenue Service (IRS) considers employer provided cell phones and personal digital assistants (PDAs) to be “listed property” for the purposes of tax treatment (section 280F (d)(4)(A)(v)). A significant amount of record keeping is needed in order to qualify the use of the cell phone or PDA for business related purposes. Section 274(d)(4) of the IRS code describes the steps necessary to document such business use of listed property and includes (a) the amount of the expense, (b) the time and place of the call, and (c) the business purpose of the call. This amount of record keeping is not only onerous for the employee, but also for the employer.

The College of Western Idaho will not own mobile communication devices or carry mobile communication device contracts for permanent assignment to individual employees. Employees whose job duties require the frequent use of mobile communication devices will be given a taxable monthly allowance to compensate for business use of a personal mobile communication device. The College will provide employees with a reimbursement allowance for mobile communication devices based on percent of usage and IRS code 274.

Mobile communication devices include cellular phones, email devices, personal digital assistants (“PDAs”), or any similar devices. The use of any mobile communication device for College purposes shall be subject to the College’s Electronic Technology Usage Procedure, AP5221.

Procedure

Criteria for Eligibility for Cell Phone Allowance

The following criteria are provided in order to determine a position’s eligibility for a cell phone allowance because of the nature of and expectations for job performance.

1. Need for mobility: Position’s primary responsibilities include work at more than one campus location or where access to a telephone is not readily available.
2. Emergency response – Position’s responsibilities include emergency response and requirement to be available during non-business hours.

Oversight Responsibility

Department heads/Supervisors are responsible for identifying employees who hold positions that include the need for a cell phone. The department head is responsible for overseeing

employee cell phone needs, for monitoring business-related cell phone usage and for assessing the continued need of each position that requires use of a cell phone for business purposes.

Final approvals do rest with the Dean or VP for the area and the VPFA.

All employees with a business-related need for a cellular telephone or Personal Digital Assistant (PDA) allowance must complete the "[Cellular Phone / PDA Allowance Request Form.](#)" This form must be approved by the employee's direct supervisor as well as by the appropriate VP for that area. Once completed, the original, signed form should be sent to the Business Office with a copy kept by the department. Once received and processed by the Business Office, a taxable monthly allowance will be added to the employee's first paycheck of each month.

This allowance amount will be charged to the appropriate departmental operating budget.

Important Note: The implementation of this policy dictates that the employee's P Card will not be used to pay for cellular phone charges.

Cellular/PDA Service Allowance

All approved Dean level positions and above are eligible for up to the High Usage amount allowance. All approved other salaried positions up to Dean level are eligible for up to the Average Usage allowance. All approved hourly positions are eligible for up to the Low Usage amount and are not eligible for a PDA allowance.

The amount of monthly allowance is based upon a typical reimbursement amount necessary to meet business related needs for either voice services or, in the case of a PDA, for voice and data services. The College offers three levels of taxable monthly allowances for voice plans and two levels of allowances for PDA plans:

Usage Level	Voice Plan Allowance	PDA Allowance
Low Usage	\$10 per month	n/a
Average Usage	\$40 per month	\$30 per month
High Usage	\$50 per month	\$50 per month

If an employee is not approved for a monthly allowance but incurs expense for individual telephone calls it is also possible to be reimbursed for actual usage. In order to be reimbursed in this manner the employee needs to submit an expense report through their department to the Accounts Payable department with a copy of the telephone bill clearly showing which calls were business related and describing the specific purpose for each of those calls. Note that this allowance does not represent an increase in base pay. The allowance will continue unless the Business Office is notified in writing either by the employee, or the supervisor that the allowance is to cease.

A yearly review of the need for a cellular telephone or PDA will be conducted by the supervisor and VP for that area. Three months of cellular phone bills must be submitted with business related calls highlighted in each billing period for approval review.

No additional reimbursement will be provided to those receiving a monthly allowance even if the monthly charges to the employee exceed the allowance amount. However, allowances can be changed at any time should circumstances or needs change. All requests for a change in allowance must be made by the supervisor in writing using the "Cellular Phone / PDA Allowance Request Form" with a signed original copy of the form sent to the Business Office.

Cellular/PDA Equipment Allowance

The College of Western Idaho does not reimburse employees for the initial purchase of a new cellular phone or PDA, and for the replacement of a cellular phone or PDA. Because the phone or PDA is owned by the employee, the phone or PDA may be used by the employee for both personal and business related calls. All contracts for service must be taken out in the name of the employee receiving the allowance and may not be taken out in the name of CWI.

Support for cellular phones and PDAs

All support for cellular phones and PDAs is provided by the cellular service company chosen by the employee. CWI's IT services unit cannot offer any support for individually owned cellular phones or PDAs. However, IT will provide support for College provided software that is used on those devices to synchronize them with College email accounts, calendars or other College systems and services.

Changes to cellular contracts

The College reserves the right to change or terminate this policy regarding allowances for cell phone or PDA service and equipment. Individuals eligible for receipt of an allowance should understand that they are personally liable for monthly charges or termination fees, regardless of employment status or any change in this reimbursement policy.

Questions

Questions about the policy or the procedures should be directed to the Human Resources Office. The reimbursement form for Cell Phones and PDA's is located on the CWI Portal under Human Resources.

Administrative Procedure 5231 Outside Employment and Professional Consulting Guidelines

Board Policy 5230 Outside Employment and Professional Consulting
Adoption History: 2/17/09

Outside Employment: Faculty and staff on full-time appointment owe their primary employment responsibility to the College. Employees are expected to fulfill, to the best of their abilities, the responsibilities established in their respective job description. No employee will undertake outside employment that interferes with the employee's assigned duties. When the

primary professional loyalty of the employee is not focused toward the College, a conflict of commitment exists. Conflicts of commitment are prohibited and must be immediately resolved by the employee and his/her immediate supervisor.

Professional Consulting: Outside activities in an employee's discipline or area of specialization are encouraged to the extent that they contribute to the improvement of teaching skills, provide a needed professional service and/or advance the cause of college/community relations.

Private Consulting: Employees must inform clients that they are acting as a private consultant and that CWI is not a party to the contract, liable, or responsible for the performance. Employees must secure from the appropriate Vice President approval for any professional private consulting activities which require absence or involve unusually demanding commitments.

Administrative approval for consulting by employees will be granted only when the proposed activity is compatible with the employee's professional competence, will not impair the performance of the employees assigned duties, does not involve the use of college supplies, equipment or facilities, and is not contrary to the College's best interest.

The name, College of Western Idaho, and its logo are the exclusive properties of the College and should not be used as a part of claims, advertisements, or the content of any private consulting report. College stationary or letterhead should be used only for official College business.

Consulting Performed for the College: Whenever possible, the College will look to the expertise of its own employees first. Consulting services that are performed as part of an employee's regularly assigned duties are not a basis for additional compensation.

Additional compensation for employees may be authorized for consulting services that are clearly beyond the employee's assigned duties. Each instance of extra compensation is subject to the President's approval before the work is performed and payment can be made.

Administrative Procedure 5241 Emeriti Program [To be created]

Board Policy 5240 Staff Emeriti Policy

Adoption History:

Administrative Procedure 5251 Volunteering at CWI [To be created]

Board Policy 5250 Volunteering at CWI

Adoption History:

Administrative Procedure 5261 Whistle Blowing Procedures

Board Policy 5260 Whistle Blowing Policy

Adoption History: 6/27/11

The following guidelines have been adopted for the purpose of facilitating the reporting of the existence of any waste of public funds, property or manpower or violations or suspected violations of applicable law.

Reporting Procedure

Employees are encouraged to report the existence of any waste of public funds, property or manpower or any violation or suspected violation of applicable law. Any such report should be made at a time and in a manner which gives CWI a reasonable opportunity to correct the waste or violation.

In most cases, an employee's supervisor is in the best position to address an area of concern regarding conduct addressed in this Administrative Procedure. However, if an employee is not comfortable speaking with his/her supervisor or is not satisfied with his/her supervisor's response, the employee should report his/her concerns to CWI's Director of Human Resources or CWI's President. If the concern involves the Director of Human Resources, the employee should contact CWI's President. If the concern involves CWI's President, the employee should contact the Chairman of CWI's Board of Trustees. CWI will conduct an appropriate investigation of any such reports and will take corrective action as appropriate to address the waste or violation.

Retaliation

In accordance with the Idaho Protection of Public Employees Act, CWI prohibits retaliation against an employee who: (i) reports in good faith the existence of any waste of public funds, property or manpower or a violation or suspected violation of applicable law; (ii) participates or gives information in an investigation hearing, court proceeding, legislative or other inquiry, or other form of administrative review related to any such report; or (iii) has objected to or refused to carry out a directive that the employee reasonably believes violates applicable law. For purposes of this Administrative Procedure, an employee reports in good faith if there is a reasonable basis in fact for the communication. Good faith may be lacking where the employee knew or reasonably ought to have known that the report is malicious, false or frivolous.



Appendix 6

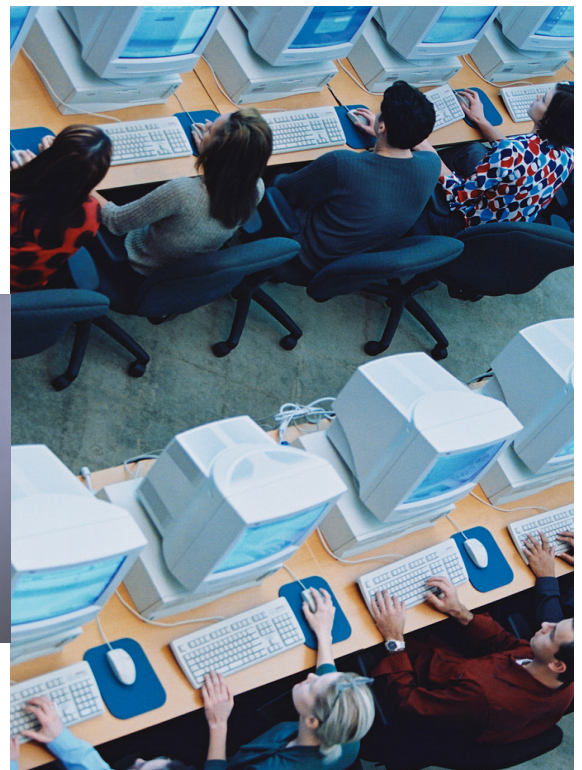
College of Western Idaho

Student Handbook



Student Handbook

College of Western Idaho
2009 / 2010



The College of Western Idaho Student Handbook

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2009-2010 Academic Calendar

May	11, Monday	Financial Aid Priority Date*
	18, Monday	Early Start Classes Begin
	25, Monday	Memorial Day (no classes, offices closed)
	26, Tuesday	Tuition and Fees Due
June	1, Monday	Classes Begin
	2, Tuesday	Last Day to Register Without Instructor Permission
	5, Friday	Last Day to Register/Add
		Last Day to Drop classes without a W
		Last Day to Change to/from Audit
		Last Day for 100% Refund of Tuition and Fees
July	3, Friday	Last Day to Apply for August 2009 Graduation First Disbursement of Summer 2009 Financial Aid** Independence Day Observed (no classes, offices closed)
	10, Friday	Last Day to Withdraw (W grades issued)
	24, Friday	Last Day to Register for Internship (293) End of Regular Term (some classes end beyond this date – see online schedule)
	28, Tuesday	Grades Due to Registrar's Office by noon
August	3, Monday	Financial Aid Priority Date*
	17, Monday	Tuition and Fees Due
	17-21, Mon-Fri	Faculty In-Service Week
	24, Monday	Classes Begin
September	28, Friday	Last Day to Register Without Instructor Permission
	4, Friday	Last Day to Register/Add
		Last Day to Drop classes without a W
		Last Day to Change to/from Audit
		Last Day for 100% Refund of Tuition and Fees
		Last Day to Apply for December 2009 Graduation
October	7, Monday	First Disbursement of Fall 2009 Financial Aid** Labor Day (no classes, offices closed)
	12, Monday	Columbus Day (classes in session, offices open)
November	11, Wednesday	Veteran's Day (classes in session, offices open)
	13, Friday	Last Day to Withdraw (W grades issued)
	16, Monday	Last Day to Register for Internship (293) Spring Registration begins
	23-27, Mon-Fri	Thanksgiving Holiday (no classes, offices closed November 26-27)

Student Handbook



2009-2010 Academic Calendar

December	14-17, Mon-Thurs	Final Exams	
	22, Tuesday	Grades Due to Registrar's Office by noon	
	24-25, Thurs-Fri	Holiday (offices closed)	
December	28, Monday	Financial Aid Priority Date*	
January	1, Friday	New Year's Holiday (offices closed)	
	11, Monday	Tuition and Fees Due	
	11-15, Mon-Fri	Faculty In-Service Week	
	18, Monday	Martin Luther King, Jr. Day (offices closed)	
	19, Tuesday	Classes Begin	
February	25, Monday	Last Day to Register Without Instructor Permission	
	1, Monday	Last Day to Register/Add Last Day to Drop classes without a W Last Day to Change to/from Audit Last Day for 100% Refund of Tuition and Fees Last Day to Apply for May 2010 Graduation First Disbursement of Spring 2010 Financial Aid**	
	15, Monday	Presidents' Day (no classes, offices closed)	
	March	27-4, Sat-Sun	Spring Break
	April	9, Friday	Last Day to Withdraw (W grades issued) Last Day to Register for Internship (293)
		19, Monday	Summer & Fall Registration begins
	May	10-13, Mon-Thurs	Final Exams
14, Friday		Graduation Ceremony/Term End	
18, Tuesday		Grades Due to Registrar's Office by noon	
May	17, Monday	Financial Aid Priority Date*	
	31, Monday	Memorial Day (no classes, offices closed)	
June	1, Tuesday	Tuition and Fees Due	
	7, Monday	Classes Begin	
	8, Tuesday	Last Day to Register Without Instructor Permission	
	11, Friday	Last Day to Register/Add Last Day to Drop classes without a W Last Day to Change to/from Audit Last Day for 100% Refund of Tuition and Fees Last Day to Apply for August 2010 Graduation First Disbursement of Summer 2010 Financial Aid**	
	July	2, Friday	Independence Day Observed (no classes, offices closed)
July	16, Friday	Last Day to Withdraw (W grades issued) Last Day to Register for Internship (293)	
	30, Friday	End of Regular Term (some classes end beyond this date – see online schedule)	
	August	3, Tuesday	Grades Due to Registrar's Office by noon

The College of Western Idaho

One-Stop Student Services Locations



CWI Main Campus
One-Stop Student Services
5500 East Opportunity Drive
Nampa, ID 83687
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidaho.cc



CWI at Boise State University
One-Stop Student Services
1464 University Drive
Boise, Idaho 83706
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidaho.cc



CWI Canyon County Center
One-Stop Student Services
2407 Caldwell Blvd.
Nampa, ID 83651
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidaho.cc



CWI Ada County Center
One-Stop Student Services
Black Eagle Business Park
1360 South Eagle Flight Way
Boise, ID 83709
Phone: 208-562-3000
Fax: 888-562-3216
Email: onestop@cwidaho.cc

Students should visit a One-Stop Student Services Center for all their service needs including: Admission, Financial Aid, Student Disability Services, Center for New Directions, P.A.C.E., Veteran's Services and Student Records

The College of Western Idaho

Role, Mission and Values

Role

The College of Western Idaho serves as a comprehensive resource for training and education. A "community college" generally refers to a two-year institution of higher education that offers different levels of instruction adapted to fit the needs of the community. Community colleges are characterized by open, equitable admissions (anyone can attend), a community-based philosophy, lower tuition and a quality education. These institutions provide students with a wide range of educational programs, including:

- Two-year degrees (Associate degrees)
- Transferable degrees (for students transferring to four-year colleges or universities)
- Credit and non-credit vocational and occupational training
- Certificate courses
- Adult basic education
- Small business development assistance
- English as a second language
- Developmental/Remedial coursework
- Non-credit community and continuing education

Mission

The College of Western Idaho provides affordable, quality teaching and learning for all regardless of time and distance.

Institutional Core Values

At CWI, we commit to:

- Acting with integrity
- Serving all in an atmosphere of caring
- Sustaining our quality of life for future generations
- Respecting the dignity of opinions
- Innovating for the 21st Century
- Leaving a legacy of learning

Open-Door Policy

The College of Western Idaho has an open-door admissions policy. We welcome anyone seeking to benefit from our educational programs and services regardless of race, color, national origin, sex and/or disability. Our open-door policy results in a diverse student population with varied experiences, backgrounds, abilities, interest, needs, and educational goals. CWI is committed to providing all eligible students access to appropriate educational offerings. CWI administers a placement test in order to place students in appropriate courses. Some programs and courses have special requirements for admission/registration.

Philosophy

The College of Western Idaho recognizes all individuals as having value in a democratic society. CWI believes that education is for everyone and at all stages of life – meeting students where they are, helping them with where they want to be, and instilling the importance of lifelong learning. CWI strives to foster intellectual curiosity, critical thinking, informed engagement, social and civic responsibility, and productive global citizenship.

Purposes

- To provide a program of general education that assists our students to developing the understanding, knowledge, skills, values, and attitudes necessary for effective living in a global society.
- To provide university-parallel curriculum – the first two years of a baccalaureate degree program in preparation for entrance into the junior year of a four year college or university.
- To provide a program of professional-technical education that prepares students for employment upon successful completion.

The College of Western Idaho Enrollment and Student Services

Dean of Enrollment & Student Services **208.562.3000**

The Dean of Enrollment and Student Services oversees the following offices: Office of Admissions and Outreach, Office of the Registrar, Financial Aid Office, and the Student Enrichment Office.

One Stop Student Services **Main Building, Room 107, 208.562.3000**

This office is primarily responsible for general recruitment at area high schools and college fairs. The office also oversees campus visitations, admissions processing, and provides information about admissions, financial aid and scholarships and academic and professional technical programs at the College of Western Idaho.

Office of the Registrar **208.562.3000**

This office is responsible for transcript evaluation, student records, class schedule, catalog, residency, enrollment, and the Family Educational Rights & Privacy Act (FERPA).

Financial Aid Office **208.562.3000**

There are many financial aid opportunities available at the College of Western Idaho. A Financial Aid Advisor will help students understand the various types of aid -- grants, scholarships, loans, waivers, and work-study.

Student Enrichment Office **208.562.3000**

This office oversees the areas of student advising, assessment, career and transfer services, student life/enrichment, clubs/organizations, ASCWI Student Government, student conduct and student disability services. The office also provides tutoring and counseling referral services.

Academic Information

Academic Advising

The College of Western Idaho intends to create an active advising relationship with our students. At the completion of the initial enrollment planning session, all students should declare a major or program of study. Based upon the educational plan and program identified, students will be assigned a faculty advisor. Each semester, both student and advisor will have access to degree audit tools which can help them track progress toward degree completion. The Registrar's Office will assist with this process. Specific measureable metrics will be developed and used to guide the faculty advising process. The process and metrics will be used to insure that each CWI student has a fully developed educational plan to clarify and monitor program requirements and to assist students each semester in deciding which courses they need to take and the sequence necessary to complete their educational plans.

Advising professionals will work in collaboration with faculty advisors to provide complementary advising services, appropriate workshops and seminars and intensive support for students. Faculty advisors and professional advisors will also provide coordinated services specific to the needs of transfer planning for students who wish to transfer to four-year colleges after attending and/or graduating from CWI. These will include specific transfer related workshops (on academic and financial aid planning), guidance on specific four-year institutional requirements and appropriate two-plus-two planning (as these agreements are developed). Our professional advisors will coordinate arrangements for specific visitation schedules by representatives of baccalaureate institutions for specific and early institutional advising.

A special advising service that will be provided by our professional advising staff will be the PACE (Personal Academic Career Enrichment) program, which will provide enhanced advising support for students. Students identified during the enrollment process or by faculty advisors may be required to participate in these advising services; other students may wish to voluntarily participate in these advising sessions,

workshops on study skills, time management, and other adjustment issues. Mandatory PACE participants receive enhanced advising services through a learning contract process and upon successful completion of their identified success measures graduate from the PACE program.

Each campus location of the College of Western Idaho provides access and answers to all Educational Planning and Academic Advising issues through a unique service delivery option – the One Stop Student Services Center. Each of these centers is available to assist with admission, registration, student financial services/financial aid and academic advising assistance. The One Stop Student Services Center can always be a first stop for assistance with these issues!

Academic Transcripts

Transcripts are part of a student's permanent record. They show all the courses and credits in which the student was enrolled at the end of the drop period each semester, the final grade for each course, the courses from which the student was withdrawn, credits attempted and credits earned, courses repeated, grade point average for the semester and cumulative grade point average, academic standing and honors received, etc.

A student signature is required to release a transcript. Requests must be made in writing to One Stop Student Services. Transcripts will be released only after the student has fulfilled all financial obligations to the college.

A \$5 fee is assessed for each official transcript requested. An additional \$5 fee is assessed for each transcript the student wants to have faxed. Unofficial transcripts are available at no charge. One Stop Student Services makes every effort to ensure that transcripts are up-to-date and accurate. However, if students believe that there is an error or omission on their transcript, they should contact One Stop Student Services with copies of relevant documentation.

NOTE: Normal processing time for an official transcript is 1-2 business days.

Adding a Course

Students may only add courses after they have registered for courses for the semester. The deadline for adding courses which are a full semester in length is last day of the second week for fall and spring semesters, and the last day of the first week for summer session. Students may be able to add courses which are less than a full semester in length until 25% of the course has elapsed. Students desiring to add to their schedules after the first week must submit an *Add/Drop* form to One Stop Student Services with the instructor's signature.

To add a course that has officially closed due to enrollment, the student must submit an *Add/Drop* form to the One Stop Student Services with the instructor's signature. Instructors are not required to give their permission.

Advanced Placement (AP)

Advanced Placement exams are used by high school students who are advanced enough in a specific subject area to place them in a more advanced term of study in that subject matter.

Audit

A student may enroll in a class on an audit basis. Students are encouraged to attend classes even though they will not receive credit or a grade for the class. Audited courses do not affect a student's grade point average. The registration process and fees for auditing a course are the same as if a student were enrolling for credit. With the instructor's permission, course enrollment may be changed to/from audit through the half way point of the class.

College Level Examination Program (CLEP)

The College of Western Idaho accepts Subject Matter CLEP scores for equivalent courses. The student who submits official CLEP Subject Matter examination scores must apply for admission and enroll at the College of Western Idaho or be enrolled at CWI at the time of submission of CLEP scores.

If the score submitted is at or above the approved score, the student will receive credit for the equivalent course(s). The Subject Matter examination will show the corresponding CWI course number and title.

Students are charged \$95 (\$25-administration fee and \$70 – test fee) for each CLEP test taken. CLEP tests are administered by the Assessment and Testing Services located at Boise State University in the Technical Services Building, room #115, 208.426.2762 or at the College of Western Idaho's Canyon County campus, room #118, 208.562.3000.

Credit Enrollment Limits

Every student has a unique set of circumstances: academic preparation, skills and abilities, drive and self-motivation, family and work responsibilities, etc. The number of credits students should enroll in depends on many of these factors, as well as on the type and level of difficulty of classes in which they intend to enroll. For some students 15 credits could be considered a full load, while others may be able to successfully complete more credits a semester. Registering in too many credits may result in lower performance.

Students who want to register in more than 18 credits during a fall or spring semester will need the approval of their faculty advisor and will be subject to overload fees.

Students receiving financial aid should also keep in mind financial aid regulations when deciding on the number of credits in which they should enroll.

Incompletes

The grade of 'I' (Incomplete) may be assigned only in a course where a student is maintaining a passing grade and when the instructor judges the student's inability to complete the course due to legitimate unforeseen causes within four weeks of the end of the course. The instructor must indicate what course requirements the student has left to complete. A term grade of 'I' may be changed to a letter grade following the semester the incomplete was granted. After that time, the 'I' stands. The student is responsible for completing all outstanding course requirements and for initiating the grade change.

Student Handbook

Dropping a Course/Complete Withdrawal

During the first two weeks of the term, a student may drop a course or completely withdraw without it being recorded on the official transcript. After the first two weeks a 'W' will be recorded in any course the student drops. Students may drop or completely withdraw from courses which are a full semester in length through Friday of the twelfth week of class for fall and spring terms, Friday of the sixth week of class for the summer term. Students may drop or completely withdraw from courses which are less than a full semester in length until 75% of the course meetings have elapsed. Students are responsible for referring to the College's Academic Calendar for dates. Students are also responsible for paying any fees and late charges.

NOTE: No course may be dropped or withdrawn from after 75% of the course or twelve weeks of the term has elapsed, whichever is earlier.

Mandatory Behavioral/Medical Withdrawal

It is the responsibility of the Dean of Enrollment and Student Services to order a medical examination or behavioral evaluation if he/she has reason to believe that a student has a serious medical or behavioral problem that substantially threatens or interferes with the welfare of the student, other members of the college community, or the educational process of the college. The Dean shall notify the student and appropriate agency (counselor, medical consultant, etc.) that such an evaluation is to be conducted. This process may be initiated by any member of the Student Services division for students who are under his/her care or counseling. In this case, the student must be notified and the request submitted to the Dean of Enrollment and Student Services. The student will have 24 hours before beginning the evaluation process.

When appropriate, parents, guardians, or spouses will be notified of the process for the protection of the student. If the student refuses to consult with the evaluating agency, the Dean will, if practical, seek the help of the student's family in persuading the student to undergo the evaluation. If unsuccessful, the Dean will summarize the steps taken to secure the needed information and the reasons for

withdrawal and then begin the withdrawal process. A copy of this order will be sent to the student.

Evaluation Conference - The student will be provided written notice of a time and place at which the student, the evaluating agency, and the Dean will confer on the final determination for mandatory withdrawal. The student has the option to have representation at this meeting, such as his/her own doctor, counselor, parents, or spouse. The Dean will refer to recommendations, reports, and evaluations as they relate to the case being considered.

Power of Contract - If it is determined that mandatory withdrawal is not appropriate, the Dean of Enrollment and Student Services in consultation with other appropriate college personnel, doctor, or other resource person(s) will provide a contract outlining the terms by which the student may remain enrolled at CWI. This document will be signed by all parties involved, including the student. If the terms of the contract are followed, the student may continue the educational process at CWI. If the terms are not followed, the Dean may then process the mandatory withdrawal.

Appeal - As with other college policies, the student may appeal mandatory withdrawal through One Stop Student Services and may have the evaluation process reopened.

Finality - Decisions made by the Dean of Enrollment and Student Services are final.

Grades and Grade Code Categories

Transcripts reflect a student's educational progress at a college. Faculty members will communicate their course grading procedure in writing on the course syllabus. The semester grade point average (GPA) reflects current semester grades. The cumulative GPA reflects all courses grades to date.

Grades are earned upon successful completion of a course in the following categories:

Repeating Courses

Courses in which a student earns a grade of D, F, NC or NP may be repeated if the student desires. The effect of repeating a course is as follows:

- Only the grade for the most recent iteration the course will count in the GPA.
- All iterations of the course will continue to show on the transcript with their respective grades.
- Certain courses may be repeated and the credits accumulated. For all others, the previous course is marked to show that it has been repeated.

Student Grade Appeal Process

The College of Western Idaho believes in the right of all students to receive a fair and equitable review process when a complaint arises. Therefore, the following procedures will govern all grade review requests. These procedures will ensure that the grade awarded was not an arbitrary or capricious evaluation of the student's mastery of the subject.

Students who believe they received an improper final grade shall have until the end of the subsequent quarter to appeal. For example, if the final grade was given at the end of the fall semester, it must be appealed no later than 30 after grades are posted. Students are responsible for retaining all papers, tests, and projects from the class in question.

Note: The Appeal Process is not available to a student in a case where the grade has been given as a result of disciplinary action.

Informal Process

Resolution Between Student and Faculty

The student initiates the grade appeal process initially by speaking to the appropriate instructor. This process should facilitate good faith efforts on the part of both the student and faculty member (1) to resolve the matter.

(1) In the event that the instructor is no longer employed by the college, or is away from the campus for an extended period of time, the Associate Vice President for Instructional Services will appoint two faculty members to review the student's work and

the grade which is under appeal. The grade can only be changed upon the recommendation of both faculty members.

If there is no agreement, the grade shall remain as awarded.

Formal Process

Dean of Enrollment and Student Services

If the informal resolution with the instructor is not reached, the student can initiate a formal grade appeal process by contacting the Dean for Enrollment and Student Services in written form (e-mail acceptable). Once the Dean of Enrollment and Student Services has received the written appeal, he/she or a designee has ten (10) days in which to discuss the situation with the instructor and the student. The student must make him or herself reasonably available to meet with the Dean for Enrollment and Student Services or designee. The Dean for Enrollment and Student Services has another ten (10) days following his/her discussion(s) with the instructor and student within which to make a written recommendation to the student which may include:

1. To deny the request for a change of grade. To move forward with grade appeal and convene the Hearing Committee. If the Dean for Enrollment and Student Services or designee convenes the Hearing Committee, the decision of the Hearing Committee shall be final.

The Grade Appeal Hearing Committee will be drawn from a pool of ten (10) volunteer faculty members (approved in advance, by the Associate Vice President for Instructional Services) who serve on-call for a one year term.

From the pool of ten (10) names, only three (3) will be chosen randomly by the Dean for Enrollment and Student Services or designee (with the student and the instructor of record present). The student will then remove two of the seven (7) names. The remaining five (5) faculty members will make up the Hearing Committee. Chosen faculty may abstain from any Hearing Committee if they stipulate that serving poses a conflict of interest. In that case another member would be selected randomly from the pool by the Vice President for Instructional Services.

Student Handbook

Grade Appeal Hearing Committee Process

The Dean for Student Learning will contact the Grade Appeal Hearing Committee within ten (10) days of the request by the Associate Vice President for Student Learning. The Hearing Committee will set a date for the hearing, review all documentation and may interview all parties, including other students who may serve as student and/or faculty advocates. The instructor and the student will have a maximum of 30-minutes each in which to present their case. The Hearing Committee may vote to extend the 30-minute limit to an additional amount of time and provide the same number of minutes to both the student and instructor.

The Hearing Committee will render their decision within ten (10) business days of the hearing. The decision of the Committee is final and the appeals process ends.

If there is a tie vote by the Hearing Committee the Associate Vice President for Instructional Services shall review the record of the hearing committee and render a decision. The decision of the Associate Vice President for Instructional Services shall be final.

Copies of the decision will go to the Associate Vice President for Instructional Services, the student, and the instructor; and a copy also will be placed in the student's file.

President's and Dean's Honor Rolls

Students will be placed on the President's Honor Roll if they have completed 12 or more credits from graded courses (not pass/fail) and if their term grade point average is 4.00 within a semester. Students will be placed on the Dean's Honor Roll if they have completed 12 or more credits from graded courses and if their term grade point average is between 3.50 and 3.99 within a semester. Grades of 'I' or missing grades will prevent a student from receiving honors.

Graduation

Students may graduate at any time upon meeting all graduation requirements (i.e. at the end of the fall, spring or summer semester). CWI students should submit their *Graduation Application* within one semester of completing their degrees or certificates. Once an application is received, a Graduation Evaluator will review the application and notify the student if they are a valid candidate for graduation.

Students do not automatically have their degrees conferred. They must apply for graduation online or at the One Stop Student Services Center. Students must apply for graduation whether or not they are planning to participate in the commencement ceremonies. The degree will only be conferred and the diploma will only be issued if all graduation requirements have been met and all financial obligations to the college have been fulfilled.

Whether transferring to a four-year school or entering the workforce upon graduation, **it is very important to apply for graduation.** An associate degree or technical certificate can help students further their education and their careers. The number of credits students can transfer may impact their transfer status.

Name, Address, Phone Number, or Major Change

It is the student's responsibility to insure that the information in the CWI system is current and accurate.

When a student's name, mailing address, phone number, major or other pertinent information changes, he or she must notify One Stop Student Services and fill out the appropriate form to reflect the change in our system. Necessary forms are available at One Stop Student Services and online. Students are responsible for any delays in communications sent from CWI when an incorrect address is on file.

Students who have ceased attendance, or have graduated from the College, have the same rights as students currently attending. They also have the right to submit a "Directory Information Restriction Request" form. Under common law regarding privacy rights, the privacy interest of an individual expires with that individual's death. However, information on deceased students will only be made available to survivors or third parties via a subpoena to the Registrar.

NOTE:

Messages for students will only be taken in emergency situations where the health and/or safety of an individual is of concern. The Office of the Registrar will not release class schedules or locations for any student, rather a message will be delivered to the student.

Privacy of Student Records and The Family Educational Rights & Privacy Act (FERPA)

The **Family Educational Rights and Privacy Act of 1974 (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA was designed to protect the privacy of a student's educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data. The College of Western Idaho may release directory information as allowed by law. FERPA gives parents certain rights with respect to their children's education records. **These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level (i.e. college or university).** Students to whom the rights have transferred are "**eligible students.**"

- Eligible students have the right to inspect and review their education records maintained by the school.
- Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading.
- Generally, schools must have written permission from the eligible student in order to release any information from the student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - o School officials with legitimate educational interest;
 - o Other schools to which a student is transferring;
 - o Specified officials for audit or evaluation purposes;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations;
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and

- o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, directory information. Eligible students may request that the school not disclose directory information about them.

Directory Information is defined as the following:

- Name
- Address
- Phone Number
- Email Address
- Dates of Attendance
- Enrollment Status
- Major
- Class Standing – Freshman/Sophomore
- Degrees Conferred and Dates
- Awards and Honors Received
- Date of Birth
- Previous Institutions Attended

Students may submit a *Request for Directory Hold to One Stop Student Services* to prevent the release of directory information. Students may submit a written request to review their records to One Stop Student Services. Records covered by FERPA will be made available to the student within 45 days, and the college may charge a reasonable fee for preparing copies for the student. A college representative may be present during the review of the records and may provide information regarding the interpretation of such records to the student. Students may not inspect financial information submitted by a parent or guardian, confidential letters associated with admission, and records to which they have waived their inspection rights. The college will not release records that are not owned by the college. For questions concerning FERPA please contact One Stop Student Services at 208.562.3000 or onestop@cwidaho.cc

Student Handbook

Eligible students have the right to file a complaint under FERPA with the U.S. Department of Education Family Policy Compliance Office concerning alleged failures by the institution to comply with the Act. Complaints must be sent in writing, with all pertinent information, to the following address:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920

without notice. Tuition and fees are graduated up to 12 credits at the normal per credit rate. A flat fee is charged from 12 to 18 credits. The normal per credit charge is resumed for those credits above 18. Charges for auditing a course are same as taking the course for credit.

The college does not extend credit to individual students for the purchase of tuition and fees, books, supplies, or other costs incidental to student attendance at the college.

STUDENT STATUS

Full-Time Students – Degree-seeking students taking 12 or more credits each term

Part-Time Students – Degree-seeking students taking fewer than 12 credits each term

The following number of completed credits determines a student’s class level:

Class Level	Credits Completed
Freshman	1 - 25
Sophomore	26 - 64

Non-matriculated Students –Students who are in a non-degree seeking major.

TUITION AND FEES

Students are responsible to pay for all courses in which they are enrolled and are required to pay for these courses unless they drop the courses by the second Friday of the semester for fall and spring terms or by the first Friday for summer term. Due dates for each semester may be found at: www.cwidaho.cc.

Course fees for continuing education, enrichment and non-credit courses are due upon registration regardless of when the class starts. Students who have not paid in full and do not have a Tuition Payment Plan Agreement on file may be dropped

Fall, Spring and Summer Semesters

Credit Hours	In-District Idaho Residents	Out-of-District Idaho Residents*	Out of State & International
1-11	\$119 per credit	\$119 per credit plus \$50 (up to \$500 per semester)	\$300 per credit
12-18	\$1,428	\$1,928	\$3,600
19 and above	\$1428 plus \$119 per credit	\$1,928 plus \$119 per credit	\$3,600 plus \$300 per credit

STUDENT SERVICES

First Student ID	Free
Application Fee	\$25.00
Graduation Application Fee	\$30.00

Special and Incidental Fees	
Subject to change without notice	
Drop/Withdraw from credit course	\$25.00
Non-Sufficient Funds (NSF) Fee	\$25.00 per occurrence
Late Fee	\$50.00
Tuition Loan Agreement	\$50.00
Reinstatement Fee	\$10.00 per credit
CLEP Test	\$95.00
Auditing	Regular tuition and fees apply.
Special Course Fees	Special fees are assessed for such things as labs, and are listed in the Class Schedule.
Official Transcript Fee	\$5.00

Course fees for community education, personal enrichment, and non-credit courses are due upon registration regardless of when the class starts.

* Residents are students living in Ada and Canyon counties. See 2009-2010 CWI Catalog for additional State of Idaho and District Residency information.

Bookstore

The College of Western Idaho bookstore is located on the 1st floor of the Main campus in Nampa. The bookstore has all the required materials for courses offered. In addition, a wide variety of supplies and sportswear is available for purchase. Current hours of operation are Monday-Friday, 8:00am-5:00pm. To learn more about book purchases, book returns, book refunds, and book buy-back programs, visit the bookstore at: www.cwidaho.cc/bookstore

Counseling

Students attending the College of Western Idaho may be referred to area professionals for personal issues. Referrals will be made through the Student Enrichment Office.

Campus Security

The campus security office is open during normal business hours. Anytime an accident occurs on campus, campus security must be notified. Security is also available to assist with unlocking doors and providing escort when transporting money. In the event of an emergency, call 911 and Campus Security at 208.562.3198.

Career Center

Students are welcome to explore career possibilities! Throughout the school year, this office will be responsible for sponsoring a variety of career workshops, including resume building, interviewing skills and more. Visit the Student Enrichment Office for more information.

Center for New Directions

The Center for New Directions provides specific programming and services for single parents, displaced homemakers, and students seeking careers in areas not traditional for their gender. This program will assist qualified students with assessment services, career exploration, and planning workshops. Students who pursue a career in Professional Technical Education (PTE) fields may also have access to continuing advising and counseling support, specialized workshops and seminars, and emergency book funds.

Student Handbook

Computer Labs

Computer labs are available for use to CWI students, faculty, and staff. Currently, an open computer lab is available at CWI's Main Campus in Room 202. Computer kiosks are also located on the first floor of the Main campus in the One-Stop Center and in the lobby in front of the One Stop-Center.

Computer Use Policy

The CWI Computer Use Policy guides students, faculty, and staff in the acceptable use of computer information systems, network resources and technology resources available throughout the campus. Access to computer systems, networks and equipment imposes certain responsibilities and obligations and is granted subject to college policies and local, state and federal laws.

Acceptable use always is ethical, non-offensive, reflects academic honesty, and shows restraint in the consumption of system resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

The access to and utilization of CWI Information Technology resources is granted to students, faculty, and staff as appropriate to support their individual learning and instructional needs. All Information Technology resources are owned and operated by the College of Western Idaho and access rights may be restricted for an individual if inappropriate activities are identified. In the event that an individual's access rights are restricted or terminated, appeals may be initiated through the following offices:

Students:

Terry Blom
Dean of Enrollment and Student Services
5500 East University Way, Room 311
Nampa, Idaho 83687
208.562.3250

Instructional Staff & Faculty:

Rick Aman, Ph.D.
Associate Vice President for Instruction
5500 East University Way, Room 312
Nampa, Idaho 83687
208.562.3257

Identification Cards

A non-transferrable student identification card will be issued prior to the start of classes. Students will need it for identification purposes to use the library facilities materials, to obtain admittance to college activities, to use the computer labs, and to make changes in their major. Students must carry the student identification card with them at all times when on campus. Students may be assessed a fee for a replacement card.

International Students

The College of Western Idaho plans to participate in the Student and Exchange Visitor Program (SEVP). At the start of Spring 2010, CWI will not yet be approved to accept any international students. CWI intends to seek approval as a SEVP certified school by the Fall 2010 semester. For more information, please contact One Stop Student Services at 208.562.3000 or onestop@cwidaho.cc.

Library

The College of Western Idaho library is located on the second floor of the Main Campus in Room 209. The library offers students, faculty and staff access to an impressive list of databases from the College of Southern Idaho library. In addition, the library also offers an interlibrary loan and reference books. The library is open Monday-Thursday from 10:00am-7:00pm, and Friday from 8:30am-5:00pm. Exceptions to regular library hours will be posted on library doors. For more information, visit: www.cwidaho.cc/library

Placement Testing

All **degree-seeking** students must take the Compass placement test prior to enrolling in courses at the College of Western Idaho. **Non degree-seeking** students must take the placement test if enrolling in courses that require Math or English placement.

This test is NOT used to determine admission to CWI. Rather, the results are used during the educational planning process to assist students in selecting appropriate level courses in which they will be successful. CWI uses the **COMPASS** (Computerized Adaptive Placement Assessment & Support System) test from the American College Testing for placement.

The COMPASS assessments are a series of untimed adaptive tests in the areas of **reading, writing, and mathematics**. Spelling Development and Building College Vocabulary testing may be required as well as part of the CWI placement requirements. These tests are used as a means to gather information regarding the background and educational needs of students. The COMPASS placement assessment can be taken at no charge for students who are enrolling at CWI. Students who have taken the COMPASS in the past may not have to retake the assessment. All placement test scores will be considered valid if they have been taken **within three years** from the date of course registration.

Successful completion of college-level coursework indicated on official transcripts from accredited colleges/universities or ACT scores may also exempt students from taking part or all of the COMPASS placement sections. Visit with an Enrollment Specialist for complete placement information.

The College of Western Idaho has testing opportunities available at each of our **One Stop Student Services Centers**. Testing is available on a walk-in basis. For specific hours and testing locations, please contact One Stop Student Services at 208.562.3000 or onestop@cwidaho.cc

COMPASS Internet Remote Testing is also available for students in over 550 supervised COMPASS testing centers across the country. There is no cost for students taking the COMPASS from a distance; however, a proctor fee will be assessed from the remote testing location. Students can arrange to have their COMPASS placement or diagnostic test administered away from a CWI campus location by contacting One Stop Student Services at 208.562.3000 or onestop@cwidaho.cc

Upon completion of this assessment process the scores and proficiency levels will be evaluated with each student to develop an appropriate first semester schedule and initial educational plan. This process will be completed by an Enrollment Specialist and the student prior to their first registration. We recommend that high school students take the placement test well in advance of their intended first term of registration. For students currently in high school we recommend taking the COMPASS during the last

semester of their senior year or right after graduation to maximize their Math and English preparation. Students who have already graduated from high school can take the test any time prior to registration.

Student Disability Services

The College of Western Idaho is sensitive to and understanding of its responsibilities to equal access, accommodation and support of individuals with disabilities. Staff and faculty alike provide resources, advocacy and collaboration across our campus community.

Student Disability Services (SDS) is incorporated within One Stop Student Services. Staff members build and maintain partnerships with students, faculty, staff and administrators to promote an accessible, nondiscriminatory learning, teaching and working environment meeting the needs and abilities of students with disabilities.

In accordance with Section 504 of the Rehabilitation Act of 1973 as amended in 1992 and with the Americans with Disabilities Act (ADA) of 1990, SDS is proactive in developing specialized accommodations to best support the abilities of each individual eligible for such services. Services for students with disabilities are individualized to the needs of each eligible student. These services will be facilitated based upon a student's request and requires the following documentation.

Documentation and Request for Services

When a student wants specialized, disability-related support, documentation of the disability must accompany the request. The needed documentation is most often an evaluation by an appropriate professional that describes the diagnosis and the current impact of the disability, in a college setting, as it relates to the needed accommodations. Reasonable accommodations are made in context with the goals and essential standards of the college program, course, etc. to which the student is requesting access.

In addition to the full spectrum of services available to all CWI students, eligible students will benefit from:

- Admission/Registration Assistance
- Assistive Technology
- Disability Support Staff
- Test/Quiz Accommodations
- Classroom/Lab Adjustments

Student Handbook

Most physical barriers have been eliminated through sound architectural planning. Students who need to utilize areas that are not accessible should contact One Stop Student Services to make arrangements for unforeseen needed accommodations. To schedule an appointment or find out more details to request Student Disability Services, please contact the Student Enrichment Office or One Stop Student Services at 208.562.3000 or email at: onestop@cwidaho.cc.

Student Health Insurance

Currently, CWI does not require students to purchase health insurance.

Transfer Center

See also *Career and Transfer Center*, p. 17

Students interested in transferring to another college or university are invited to visit with college representatives and attend college transfer fairs throughout the school year. Students are also encouraged to make an appointment with an Enrollment Specialist to discuss transfer options. Students planning to transfer to a four-year institution are advised to review that institution's catalog for catalog rights established for students transferring in from community colleges.

Tutoring Center

Tutoring services for Math, English, Spanish and Biology are offered through the Tutoring Center, and are free to CWI students. For a list tutoring schedule or more information, stop by the CWI Main Campus Library or visit: www.cwidaho.cc/students-current/tutoring.php

Veterans Services

The College of Western Idaho provides educational services for veterans needing assistance with the use of their educational benefits and educational planning. Newly enrolling Veterans should contact a One Stop Student Services to initiate Veterans Services. Veterans eligible to receive Veteran Affairs (VA) educational benefits will be subject to CWI's policies and procedures and VA regulations. Veterans receiving educational benefits may also be eligible for other financial aid program opportunities through the CWI Financial Aid and Scholarship Office.

Each semester, veterans receiving educational bene-

fits will receive continuation information from the Veterans Certifying Official following initial certification for educational benefits. Please review this information and return the requested forms to assure that correct VA monthly educational benefits are granted in accordance with declared major requirements. While we at CWI will make every effort to provide you with updated information each semester, it is ultimately each individual student's responsibility to complete any necessary forms each semester. Each veteran must report to the Veterans Certifying Official at the time of registration to receive certification for the next semester. The CWI *Veterans Certification* Form will need to be completed at the time of registration before a veteran can be certified with the VA. Any changes to the veteran's schedule and mailing address must be reported to the Veterans Certifying Official.

The VA Regional Office in Boise, Idaho provides brochures and manuals which outline benefits for veterans and their dependents such as disability, direct deposit, VA medical care, and other VA benefits. Veterans Affairs "benefit counselors" are also available to each veteran by phone through the VA Regional Office. The toll-free number is 1.800.827.1000 or you can write to the following address: 805 West Franklin Street Boise, Idaho 83702.

CWI Veterans Certifying Official

Susan Nasburg
5500 East University Way
Nampa, ID 83687
Phone: 208.562.3260

Discrimination and Harassment Policy

The College of Western Idaho subscribes to the policy of providing equal educational and employment opportunities, services, and benefits to students and employees without regard to age, race, color, national origin, sex, religion, and/or disability, in accordance with the Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and all other state and federal non discrimination statutes. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations.

The College of Western Idaho is committed to enforcing a campus environment free from abuse, intimidation, and harassment, where each individual is encouraged and treated with respect and courtesy.

Freedom from Sexual Harassment

The College of Western Idaho is committed to maintaining a working and educational environment, which fosters appropriate and respectful conduct and communication between all individuals within the College community. CWI complies with Federal and State Equal Employment Opportunity (EEO) laws and strives to keep the College free from all forms of harassment and discrimination, including sexual harassment. The College's policy is that NO member of the College community may sexually harass another. Sexual harassment is defined as follows: unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct or a sexual nature when:

- Submission of conduct, whether explicitly or implicitly, is made a condition or action of an individual's employment, education, academic pursuits, or participation in College activity.
- Such conduct affects or interferes with a person's employment, education, living environment, or participation in a College activity by creating an intimidating, hostile, or offensive, working or learning environment.

The College will adhere to the policy of protecting the rights of all individuals within the College community. Following any complaint, the College will provide a fair and impartial investigation. Any member of the College community found to have violated any of the policy's concerning sexual harassment will be subject to disciplinary action. Any allegations of sexual harassment are referred to the Dean of Enrollment and

Student Services, Director of Student Enrichment, or Director of Employment Services.

The information above is based on the guidelines of sexual harassment prepared by the Equal Opportunity Commission under authority of Titles VII of the 1964 Civil Rights Act. Title IX of the education amendments of 1972 prohibits sex discrimination in any educational program or activity that receives federal financial assistance.

Student Rights and Freedoms

1. The right to non-disruptive inquiry and expression.
2. The right to reasonable and responsible use of College facilities and services intended for individual educational development.
3. The right to protection against any groundless surveillance, searches or seizures by members of the College community.
4. The right to engage in demonstrations assuming that the demonstration is not violent and does not disrupt the educational and administrative process of the College or interfere with the rights of other members of the College community.
5. The freedom of association. Students are free to organize, engage, and voluntarily participate in associations of their own choosing, subject only to reasonable College regulations ensuring that such associations are neither discriminatory in their treatment of other members of the College, nor operated in a manner that interferes with the rights of others.
6. The right to form organizations within the College for any lawful purpose. The student government constitution establishes a procedure for College sanction. For information pertaining to College organizations, visit the Student Enrichment Office.
7. The right to protection against unauthorized disclosures of confidential information contained in college records.
8. The right to expect rules and regulations to be applied reasonably and impartially.
9. The right to enjoy all College privileges regardless so age, sex race, color, religion, national origin, disability or veteran status. Students have the right to exercise their full rights without interference or fear of college disciplinary action.
10. The right to enjoy all College privileges regardless so age, sex race, color, religion, national origin, disability or veteran status.

Student Handbook

Student Code of Conduct

The College of Western Idaho and the surrounding community expect all students and employees to practice high levels of academic and professional honesty and integrity. Each member of the College community is obligated to assume responsibility for his or her own personal freedom and obligations. The College will enforce a high level of personal conduct to create and maintain a learning environment in which the rights, privileges, property, and self-worth of every individual in the College community are preserved. The College must and will enforce appropriate action when a member(s) conduct places the welfare of any person in jeopardy.

The Student Code of Conduct governs the behavior of our student body. The code illustrates the rules, regulations, procedures, policies, and standards of conduct that safeguard the College community's functions and protect the campus community, and provide the best possible learning and living environment to all students.

The College has primary interest concerning:

1. Matters that ignore high standards of academic and professional honesty and integrity.
2. Conduct that infringes upon the rights, privileges and property of other members of the College community and visitors.
3. Behavior or actions that would conflict with College functions or endanger the health, safety, and welfare of other persons.
4. The College's obligation to support and be guided by the regulations provided by the College Board of Trustees and the laws of the local, state, and federal government.

Authority and Responsibility

Daily responsibility of behavior and actions lies within the individual student. All College of Western Idaho students are expected to use sound judgment in their daily campus experiences and to express due concern for the property, privileges, and rights of the others. The ultimate responsibility to enforce the Student Code of Conduct rests with the Dean of Enrollment and Student Services. The Dean may delegate responsibility for administration of the disciplinary system to the Director of Student

Enrichment or other designee. The Dean and/or his/her designee may delegate responsibility to various judicial committees, administrators and staff. All decisions made through judicial process are subject to review and approval by the Dean or his designee.

CWI has established specific personal and organizational standards, policies, and procedures that promote a community free from physical violence, force, abuse, and threat. Violation of these standards is grounds for judicial review and disciplinary actions. The College recognizes the control of student conduct is imposed by the entire community; therefore, when students are charged with violations of the law, the college will fully cooperate with law enforcement, courts, and rehabilitation processes. The College also reserves the right to enforce further disciplinary actions in addition to those of law enforcement agencies. The College does not assume parental responsibilities for the conduct of students.

What Can Students Do?

Report the harassment to a supervisor, the Dean of Enrollment and Student Services, or the Director Employment Services. If the offender is a supervisor, report to the next level of authority. Keep working up to the chain of command until someone listens.

Tell Somebody.

Co-workers or fellow students should support each other against harassing behavior. Report the behavior to CWI Administration as soon as possible.

Whom to Contact:

A student may contact:

- Dean of Enrollment and Student Services, 208.562.3000
- Director of Employment Services, 208.562.3500

An employee may contact:

- Their Supervisor(s)
Director of Employment Services, 208.562.3500

Student Misconduct

Academic Dishonesty

Students are expected to be honest in all aspects of their college education. All work is evaluated on the assumption that the work presented is the student's own. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted is to be a representation of students own ideas, concepts, and understanding. Anything less is unacceptable and is subject to initial disciplinary action. Academic Dishonesty includes, but is not limited to: cheating, plagiarism, submitting portions of the same academic course work to one or more courses for credit without prior permission of the instructor.

Cheating is defined as the improper use of books, notes, other student's test, or other aids during an examination, including:

1. Copying from another individual's examination or other coursework.
2. Use or possession of unauthorized materials during an examination.
3. Obtaining assistance from another person while taking the examination, with or without his or her consent.
4. Using, buying or selling unauthorized duplicates of an examination or computer program.
5. Substituting for student or permitting another student to take an examination for self.
6. Altering, destroying, or failure to return an examination or other course work as required.

Plagiarism is defined as submission or presentation of an individuals' assignment or work as one's own in which any portions are paraphrased without documentation or are identical to published or unpublished material from another source. Misrepresentation is defined as falsifying information and includes but is not limited to:

1. Having another student or individual attend for oneself in situations where one's attendance and or performance is required.
2. Presenting false academic qualifications.

3. Forging or using another individuals signature.

Computer Offenses

Deliberately or consciously disregarding College policy concerning the use of college computing resources; including giving out passwords or other confidential information concerning the computer or network security system without authorizing consent.

Disorderly Conduct

Any conduct that disrupts or is offensive to the scholastic and communal atmosphere of the College on College property or at College sponsored or supervised events, or infringes upon the rights of other individuals is a violation of this code.

Disregard for Authority

Is defined as students not responding to sensible instructions and direction from College advisors and faculty.

Misuse of Alcohol or Drugs

The College recognizes the health risks, costs associated with the use of illicit drugs and alcohol, and the distractions that drugs and alcohol impose on the educational pursuits of a student. Therefore, the College has strict policies concerning the purchase, sale, use, possession, or consumption of beer, wine or any other intoxication liquor. The College of Western Idaho prohibits drugs and alcohol on campus property, training sites, or at all College Enrichment programs on or off campus. Students who become intoxicated off campus and are involved in CWI sponsored events will be accountable to local law enforcement and also fall under CWI's Student Drug and Alcohol Policy.

Family members will be notified in the event the situation is warranted by the Dean of Students or any person designated by the Dean. The investigation, prosecuting, and disciplinary roles relating to illegal drug and alcohol use are the responsibility of the College and law enforcement authorities.

For information regarding this policy, as well as process of violations, contact the Student Enrichment Office at 208. 562-3263.

Student Handbook

The Board of Trustees authorizes the President of CWI or his designee to permit the presence of alcohol at an off-campus CWI sponsored event when, in his discretion, it is appropriate. This alcohol policy does not apply to The College of Western Idaho Foundation. This policy is subject to change at any time, as CWI's administration may deem necessary for the protection of person or property.

Campus Disruptions and Violence

Any act of violence or intimidation, any seizing of any portion of property, or any unauthorized activity which prevents the normal operations of the College in any way by any individual or group will be considered in direct opposition to the necessary operation of the College. Action will be taken immediately, including probability of expulsion, regardless of the number of individuals involved.

Firearms, Explosives, and Weapons

Possession of firearms, explosives, and weapons is strictly prohibited at The College of Western Idaho, except for authorized law enforcement offices, individuals who are under the supervision of law enforcement officers, and individuals exempt under the Idaho State law. Violations of this policy are grounds for suspension, expulsion, or termination from The College of Western Idaho and prosecution under the appropriate State laws.

Gambling

The College of Western Idaho prohibits gambling of any form at the College or College sponsored events.

Destruction of Property

Intentionally or recklessly damaging, destroying, defacing, or tampering with the property of the College or the property of another person or entity is prohibited.

Disruption of Peace

Knowingly disrupting the peace of the College academic environment, including, but not limited to, disorderly conduct, failure to comply with order to disperse, fighting, quarreling, and/or being intoxicated is prohibited.

Inappropriate Dress

Students are expected to dress appropriately and to use tasteful judgment when choosing clothing attire. Students are also expected to dress appropriately for the given class and activity. For example: no shorts or open-toed shoes in lab settings. Regulations prohibit any individual from entering any campus building barefoot.

Fraud

The College of Western Idaho strictly prohibits altering, misusing, or falsifying any College document or record, or knowingly giving false information to any recognized official or committee with the intent to deceive obstructs justice in any way.

Smoking

Smoking is prohibited inside all College buildings and College owned vehicles. Smoking is only allowed in designated smoking areas.

Tampering with Emergency Equipment and/or False Report of Emergency

Deliberately setting off a fire alarm, knowingly causing, making, or circulating a false report, warning, fire, explosion, crime or any other emergency is unacceptable behavior and will be confronted and dealt with immediately.

False Charges/Statement

Intentionally making false charges or allegations including testimony at College judicial hearings, law enforcement reports or questioning, or misconduct in classroom situations.

Sexual Assault

The College of Western Idaho is in compliance with State laws concerning sexual assault. Sexual assault is defined as any forced sexual contact including, but not limited to: acquaintance/date rape or unwanted touching or fondling. Any non consented advance is intolerable and may result in expulsion, termination, as well as any other State enforced justice.

Solicitation

Solicitation and sales by students and other members on campus is prohibited unless prior approval is granted by the Office of Student Enrichment. Distributing advertisement, resources, leaflets, flyers, or pamphlets or using audio equipment to promote sales on College premises without prior approval is prohibited.

General Harassment

The College is committed to maintaining an environment that fosters appropriate and respectful conduct and communication between all persons within College community. Specific types of conduct that constitute harassment towards another person or group of people includes, but is not limited to:

1. Unwelcome comments or other conduct that unreasonably interferes with an individual's work or academic performance or creates and intimidating, hostile, or offensive environment for the student(s) or faculty.
2. Retaliation against any person filing a conduct complaint or against any person cooperating as a witness.

Malicious Treatment and/or Hazing

The College does not approve of any form of hazing. There are not justifiable reasons to partake in the humiliation, violation, actions or threats that subject another pose, or consent from any individual.

Hazing is defined as any intentional, knowing, or reckless act, occurring on or off the College campus, by one person alone or acting with others, directed against a student that endangers the mental or physical health or safety of an individual or student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include students at the educational institution.

These actions include, but are not limited to:

Any activity that includes conditions or requires the student to perform a duty or task which involves a violation of the law.

- Any type of Enrichment involving the consumption of food, liquid, alcoholic beverages, drugs, sleep deprivation, or any other Enrichment that exposes the student to an unreasonable risk of harm that adversely affects the mental or physical health or safety of the student.
- Abusing authority of one's class rank or leadership position.
- Using any form of physical bondage.
- Taking another to an outlying area and deserting them.
- Knowledge of an occurrence of this type has taken place and failing to report it to

appropriate College officials or public safety officials.

Trespass or Unauthorized Entry or Use

The College prohibits unauthorized entry, trespass, use, or forcible entry of College facility and/or property.

Theft or Vandalism

The College prohibits theft, abuse, or defacement of the property of the College or any person or entity.

Violation of Probation

Any student facing disciplinary action may be placed on probation. If a student is cited with probation and fails to comply with the conditions of his or her probation, then the student is in violation of the Student Code of Conduct and will potentially face other disciplinary actions which may include suspension or dismissal.

Reporting Student Misconduct

Any member of the College community including students, faculty, staff, and visitors may make allegation(s) of student misconduct where alleged misconduct occurs within or outside of the College boundaries. All charges must be prepared in writing and referred to the Office of Enrollment and Students Services, specifically the Dean of Students or any delegated official, for review. The allegations must be submitted within 10 days of the incident, excluding weekends and holidays.

The Dean of Enrollment and Student Services will review the charges and then give written notice* to the accused individual(s) of misconduct and will ask the student to meet with him or her. The charges against the student will be read and explained to him or her. He or she will also be given a copy of the Student Code of Conduct and the charges; he or she will also be informed of any names of witnesses and given a summary of their testimony. The student will be given an opportunity to present his or her defense.

*The written notice will include the description of acts, the date, the approximate time, the location if known, and a summary of the information upon which charges are based. The Dean of Students will attempt to resolve the problem at this first step.

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The Dean of Enrollment and Student Services, or designee, will then schedule a preliminary meeting in order to rule on the charges and determine whether further proceedings or hearing should take place. During this hearing the Dean of Enrollment and Student Services, or his designee, may recommend appropriate sanctions. The accused student will then be allowed to either accept suggested sanctions or request a hearing before the Disciplinary Committee. The student's decision must be reported to the Dean of Enrollment and Student Services, or designee, within ten days of receiving written notice of the Dean's decision. If the student appeals to the Disciplinary Committee, the hearing shall be scheduled no more than fifteen days, excluding weekends and holidays, after the request of the accused student. The Disciplinary Committee shall conduct hearings following these guidelines: Hearings are to be conducted in confidentiality.

- Witnesses are strongly encouraged to be present for hearings.
- Relevant records exhibits and written statements may be accepted as evidence.
- When more than one student is involved in an allegation of misconduct, any involved student may request a separate hearing.
- If the student, faculty, or member of the staff chooses not to attend the hearing, his or her written statements shall be reviewed and a decision made based on this information.

Hearings shall be tape recorded. The hearing is not intended to be a harsh environment or process. The student has the right to be accompanied at the judicial hearing by an advocate of his or her choice including legal counsel. However, should the student choose to be accompanied by legal counsel, student is still required to account for his or her self and must personally present his or her evidence and position. In addition, the student's legal counsel may participate only with permission of the hearing office. Should the student choose to bring legal counsel, the College's legal counsel may also be present. The student has the right to provide evidence and witnesses supporting his or her case, all evidence and witnesses pertaining or relevant to the case will be considered. After discussion, the Disciplinary Committee will recommend appropriate sanctions to the President, or his designee, who may then accept the recommen-

dations and take action or may revise the recommendation according to his or her discretion. The written findings of the Committee, with its recommendations, will be given to all concerned parties.

Sanctions

Students found to be in violation of the Student Code of Conduct are subject the College sanctions. Sanctions shall be imposed in accordance to the severity of the misconduct. In all cases, The College of Western Idaho shall reserve the right to require counseling and/or testing of students as seemed appropriate. The Disciplinary Committee, Dean of Enrollment and Student Services or designee, and the President reserve the right to include one or more of the following sanctions listed below:

- **Written Reprimand:** An official notice in writing to the student that he or she has violated the Student Code of Conduct.
- **Probation:** A written reprimand for the violation of the Student Code of Conduct. It is a designated time period that includes the options for more severe disciplinary actions if student is found in violation of any College rules or regulations during the probation period.
- **Reduction of Privileges:** Denial of specified privileges for a designated period of time.
- **Restitution or Reimbursement:** Compensation for any loss, damage, or injury incurred by the College or any member or College community.
- **Discretionary Sanctions:** Including but not limited to education projects, work assignments, and community services.
- **Interim Suspension:** A suspension of less than a term designed to prohibit the presence of the student on campus until the case is resolved. College officials impose an interim suspension prior to a hearing to insure the safety of the student or members of the College or when the student poses a definite threat of disruption to the College, to him or herself, or to another College member.
- **Suspension from College:** Student is withdrawn from all courses and divisions of the College. The student is prohibited from attending the College for a specific period of time. The student must be informed in writing of the effective suspension period, the assessed or approximate time period, and the reason the suspension is imposed.

- **Expulsion from College:** Permanently separated from the College. This action will be made part of the student's permanent record. In the event of expulsion, a student may not be readmitted to any units of the College without the consent of the President of the College. The student must be informed in writing of the expulsion and the reason the expulsion is imposed.

Appeals

A student determined to have violated the Student Code of Conduct shall have the right to appeal. All appeals shall be filed in writing to the Dean of Enrollment and Student Services within ten days of receipt of the sanctions. The Dean of Enrollment and Student Services shall review the written appeal for one or more of the following purposes:

1. Discovery of new information not available at the time of hearing.
2. To determine whether or not the original hearing was conducted fairly in light of charges and evidence.
3. To determine if the sanctions imposed were appropriate.

Emergency Action

The College of Western Idaho President, or any designee, may take emergency action when immediately necessary to secure the health and safety of other persons or the student against who the action is taken and there is an alleged violation of the Student Code of Conduct. Emergency Action includes, but is not limited to:

1. Immediate withdrawal from the College.
Restriction of the accused students present on College property and/or College events
2. At the time of the Emergency Action, the Dean of Enrollment and Student Services may request that the student secure a medical/psychological evaluation through the College affiliates or an other facility at the student's own expense.
3. The evaluation may be used to determine the appropriateness of withdrawing the emergency action.
4. At the time of Emergency Action the student will be informed of the reason for the emergency action.

The student will have the opportunity to provide evidence supporting the reasons Emergency Action need not to be taken. However, the decision is ultimately the right of the designated College member. The student will be informed of the time, place, and date of the preliminary hearing.

Based on the reasonable evaluation of the evidence presented at the preliminary hearing, the Dean of Students shall notify the accused student of the decision to:

1. Dissolve the emergency action and take no further action
2. Dissolve the emergency action but proceed to a full hearing
3. Sustain the emergency action until time as a formal hearing regarding the accused student's conduct may be held.

Emergency Procedures

For an updated copy of Emergency Procedures, please contact the office of Information Technology and Facilities at 208.563.3198.

Disciplinary Committee

The Disciplinary Committee is a recommending body, which has no authority beyond the ability to make recommendations to the administration concerning problems (s) presented to the committee. All members, other than the Dean of Students, are selected at the beginning of each appeal process. For the 2009-2010 school year, members will include two faculty members, two staff members, and two College of Western Idaho students.

STUDENT RIGHT-TO-KNOW

The College of Western Idaho is pleased to provide prospective and current students the following information in compliance with the Higher Education Act of 1965, as amended.

- Institutional Information:
 - requirements and procedures for withdrawing from the institution,
 - cost of attendance,
 - refund policy,
 - current academic programs of the institution (current degree programs, educational/training programs, faculty),
 - names of associations, agencies accrediting the institution,
 - description of special services for disabled students.
 - FERPA (Family Educational Rights and Privacy Act) regulations
 - Graduation/completion and transfer-out rates
 - Campus crime statistics and security policies,
 - Financial assistance available and eligibility, includes such information as:
 - types of aid available;
 - application forms/procedures to use in applying for aid;
 - eligibility requirements;
 - selection criteria;
 - criteria used to determine amount of aid award;
 - satisfactory student progress standards;
 - how to reestablish satisfactory progress status;
 - disbursement methods;
 - loan qualifications, and student employment conditions.

STUDENT SUBSTANCE ABUSE POLICY

Purpose. The College of Western Idaho recognizes the health risks and costs associated with the use of illicit drugs and the abuse of alcohol and is committed to providing a drug-free and alcohol-free educational environment, which supports the mission of the college.

Legal Provisions. Under Idaho law, it is illegal for any person under 21 years of age to purchase or attempt to purchase or otherwise procure, possess, or consume beer, wine, or other alcoholic or intoxicating liquor. It is also illegal to sell, serve, give or furnish beer, wine, or other alcoholic or intoxicating liquor to a person under age specified above. It is also illegal for any underage person to falsify a driver's license or other identification document or for any person to permit

his/her driver's license or any other identification document by and underage person to purchase alcoholic beverages. Because CWI campus is within Nampa or Boise City limits, city beverage ordinances, which conform closely to state law, also apply on the campus and are enforced by the city police.

State and federal laws also prohibit the use and/or possession of illegal drugs and drug paraphernalia. The unlawful manufacture, distribution, dispensation, possession, or use of alcohol, narcotics, hallucinogens, depressants, stimulants, marijuana, and other controlled substances on College premise, at College Enrichment, or while representing the College at off campus premises is absolutely prohibited.

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College Policy. Alcoholic beverages may not be possessed or consumed under any circumstances on CWI premises and at any CWI sponsored events held off campus. Possession and consumption of alcohol in the dorms is prohibited. Students who become intoxicated off campus and are involved in CWI sponsored events will be accountable to local law enforcement and fall under CWI's drug and alcohol policy. The use of illegal drugs is strictly prohibited for use anywhere on campus or off campus at CWI sponsored events.

The Board of Trustees authorizes the President of the College or his/her designee to permit the presence of alcohol at an off-campus College-sponsored event when, in his discretion, it is appropriate. This alcohol policy does not apply to the College of Western Idaho Foundation.

College's Role. CWI does not condone or remain indifferent to any act or conduct that impairs the pursuit or dissemination of knowledge or that may be judged to have a deleterious effect on the academic community. CWI's primary role in dealing with matters involving the use or potential use of drugs or alcohol by its students is that of prevention, counseling and education. Family members may be notified in the event the situation is warranted by the Dean of Enrollment and Student Services or his designee. The investigatory, prosecuting, and disciplinary roles relating to illegal drug and alcohol use are the responsibility of the college and law-enforcement authorities.

In addition, the College has adopted and implemented an alcohol and other drug prevention program. As part of the federal regulations, the College is required to annually provide policy and prevention information to all students both new and prospective.

For information regarding this policy, as well as the process that is involved when the drug and alcohol policy is violated you may contact the Student Enrichment Office.

Policy Changes. This policy is subject to change at any time, as the College's administration may deem necessary for the protection of person or property.

Process for Violating the Drug and Alcohol Policy at The College of Western Idaho

The following guidelines represent typical responses that will most likely occur when violations of CWI's

substance abuse policy are made. Although each incident is considered on its own merit, prior judicial background or other behavioral incidents will be taken into consideration when decisions are rendered. In some situations, a first offense may result in a more serious response, given the nature of the incident. Students may take the two-hour drug education seminar even if they have not violated the drug and alcohol policy.

Level 1

A level 1 offense is when a student violates the substance abuse policy. Student will be required to attend a two-hour drug education seminar. An example of this violation may include, but is not limited to: possession of alcohol under age or sustained presence in a room where other alcohol policy violations are taking place.

Level 2

A level two offense is when a student violates the substance abuse policy for a second time or when a student's use of substances causes personal or academic consequences. Depending on the situation the student will attend the two-hour education seminar. Students will also be referred to counseling services, a 12-step program and a letter sent to their parents (if under the age of 21). Examples of this violation include, but are not limited to: possession of marijuana, drug paraphernalia, large quantities of alcohol, kegs or beer balls, or use in public or common areas, participation in drinking games, or a repeat of a level one offense.

Level 3

A level three offense involves behavior that suggests the excessive consumption of alcohol or other drugs, or leads to an alcohol or other drug-related arrest. At this level, the student's family will be notified; the student will either be placed on temporary behavioral probation depending on the individual circumstances. This level of severity may require that the student receive a professional alcohol assessment. Examples of violations at this level might include, but are not limited to: third violation of policy, alcohol and other drug related hospitalization, arrest for false identification, DWAI/DUI while on campus or at any CWI sponsored event.

NOTE: Students who are responsible for hosting or sponsoring drinking games, who procure kegs, or otherwise engage in sponsoring behavior, which is unsafe, by

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Its nature, are considered to be responsible for a level three offense.

Level 4

A level four offense is when substance use results in behavior that leads to potential or actual harm to self or others. The student will likely be suspended or separated from CWI and could face referral to the local law enforcement agency. Some examples might include, but are not limited to: growing, manufacturing, selling, or distributing illegal substances, selling or distributing prescribed medications, possessing cocaine, opioids, or hallucinogens, fighting, sexual harassment/assault, verbal threats, while under the influence of alcohol or illegal drugs or more than three violations of the policy.

Appeals Process. CWI has established a committee composed of students, faculty, and staff to deliberate student appeals. The entire appeal process is focused on fairness and “due process” for students. The specific procedures are available in the Student Enrichment Office.

NOTE: All discipline appeals must be formally submitted to the Dean of Enrollment and Student Services no later than 10 working days after the discipline has been imposed.

Failure to Comply:

If students choose to not participate in the required Enrichment relative to their violation of the drug and

alcohol policy, the student may be suspended from CWI.

Letter and Policy

Students under the age of 21 are subject to the parent/guardian notification policy. The College of Western Idaho reserves the right to apply this policy to students over 21 where circumstances are such that it is in the best interest of the student and the College.

Conditions under which parent/guardian may be notified:

1. As a rule, upon the finding of responsibility for the first alcohol or drug related offense. The student will be required to attend a 2-hour educational seminar.
2. Students, who violate level two, three or four of the substance abuse policy, are subject to parental notification in either written or verbal form, if they are under the age of 21.
3. Student affairs administrators reserve the right to exercise professional judgment and discretion in the application of this policy.
4. Letter is sent to parents of student.

Associated Students of the College of Western Idaho

The Associated Students of the College of Western Idaho will begin during the 2009-2010 school year. It is the goal of the College of Western Idaho that the ASCWI and its clubs and organizations will be the voice of the student body. The ASCWI will include Executive (ASCWI President and Vice-President), Legislative (ASCWI Senators) and Judicial Branches. The ASCWI will develop a Constitution, Bylaws, Senate Bills and Resolutions and other ASCIW information.

College of Western Idaho

Club and Organizations Policies

College is more than just attending lectures, writing papers and taking exams. It is also about enhancing the college experience by participating in campus clubs, organizations and activities. By participating in campus activities, students will be able to:

- Meet new people
- Learn leadership skills and gain practical experience
- Serve their community
- Gain new experiences and information
- Explore new ideas, career opportunities and goals

Student clubs and organizations at the College of Western Idaho are part of the Associated Students of the College of Western Idaho (ASCWI). The term "Student Clubs and Organization" shall apply to all organized groups with an approved Application to form a Student Club or Organization, an approved constitution, a completed Club Information Form including information on the Advisor, and list of members. All clubs and organizations must acknowledge receipt of the Student Clubs and Organizations policies. Failure to meet the requirements set forth in the Handbook may lead to suspension and/or restricted access to club funds.

Benefits

Clubs and Organizations enjoy the following benefits:

- Right to advertise as an ASCWI Student Organization.
- Right to solicit monies on campus and off campus.
- Right to sponsor speakers and events on campus.
- Right to promote the organization and its Enrichment on campus.
- Eligible to apply for up to \$250 from the Student Enrichment Office each academic year.
- Reserve rooms at no cost at CWI campus locations (room set-up, equipment fees may apply, and room availability varies).
- Booth space at student organization fairs.
- Invitations to leadership workshops, presentations, and other special events.
- Free publicity for your club or events on the ASCWI Calendar of Events.

Role of the Student Enrichment Office

The Student Enrichment Office is the college's administrative unit responsible for the student club and organization operations; student government, and student events. This office provides support for clubs and organizations in planning Enrichment and programs, and provides leadership training for club and organization members. All college policies and procedures regarding the clubs and organizations are interpreted through this office. All problems associated with student clubs and organizations should be referred to this office for review and resolution.

Role of Club Advisor

The responsibilities of the club Advisor vary with the activity of the club or organization. Minimally, any recognized CWI club or organization must have a CWI employee serving as the Advisor. A group may choose to have additional persons serving in advisory roles that may or may not be CWI employees. This is acceptable as long as the Advisor of record and the one responsible for the financial transactions is a CWI employee.

In addition to fiscal responsibilities, an Advisor's duties also include:

- Responsibility for club Enrichment, programs, personnel, and seeing that programs conform to the educational purposes of the college.
- Responsibility for upholding any duties delineated in the organization's constitution, by-law, policies, and/or national charter requirements, if applicable. These duties must be understood and agreed upon by the advisor prior to his/her term of advisement.
- Attendance at club functions and programs as required, supervising and maintaining college standards of behavior, use of facilities and equipment, etc.
- Promoting dialogue between club membership, college administration, student body, the college community, and the local community.

What a Student Officer May Expect of an Advisor

- Assistance in formulating long-range goals and in planning and initiating short-term projects.

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- A resource person for alternative solutions to problems confronting the group.
- Assistance with college procedural matters.
- Suggestions of ways the group meetings can be improved.
- Representation of the group and its interests in staff and faculty meetings.
- Assistance in evaluating group projects, performances, and progress.
- Suggestions that will permit the officers to improve leadership skills.

What an Advisor Should Expect of a Student Officer

- Keep advisor informed of all organizational enrichment, meeting times, locations, and agendas.
- Provide advisor with minutes of all meetings.
- Meet regularly with the advisor, and use him/her as a sounding board for discussing plans and problems.

Community Service

Clubs and organizations are encouraged to do community service. No formal authorization or permission is required for a club to participate in community service.

Events and Fundraisers

Clubs are encouraged to organize, plan and host events that promote the club, its mission, and/or goals to the members, the campus, or the community. Event/Fundraiser Proposal Form must be completed and submitted to the Student Enrichment Office a week (7 days) **prior** to the event at minimum. All approved events, and fundraisers will be placed on the CWI Calendar of Events.

Cash Box Requests

The Student Enrichment Office has cash boxes available for student clubs and organizations to use. Clubs must request a check from their club account made payable to an Advisor to be cashed for change in the cash box. This is done by submitting a Payment Request available on the common drive, the Portal or through the Student Enrichment Office. The change must be deposited, in full, back to the club account upon completion of the event. Requests for cash boxes must be made to the

Student Enrichment Office at least three business days prior to the event.

Calendar of Events

Currently the CWI website includes a calendar of events for all campus events including student clubs and organization events. Clubs can request to have their events added to the calendar through the Student Enrichment Office. Each individual club that is scheduling events is responsible for monitoring this calendar and providing the Student Enrichment Office with information to keep the calendar current.

Event Security

Events open to the campus and/or the public may be required to have a security presence. Any club or organization planning an event is required to complete an Event/Fundraiser Proposal Form. Completed forms must be submitted to the Student Enrichment Office and will be reviewed to determine if security is required. If required, the Student Enrichment Office will provide options for meeting that requirement. Any costs related to hiring security must be covered by the club hosting the event.

Food Service

Clubs or organizations who wish to prepare and/or serve food to the student body or the public must:

- Utilize vendors who are appropriately licensed for preparing and serving the food on behalf of the club, or
- Have club members receive training provided by the Health Department on safe food preparation and handling (a copy of the food handling certification must be on file in the Student Enrichment Office); and
- Receive approval through the Student Enrichment Office and completed an Event/Fundraiser Proposal Form noting the location of where the food is to be served.

CWI student clubs and organizations are expected to follow Idaho Department of Health and Welfare Food Safety and Sanitation Standards.

Club Funding

Club funds are intended to provide clubs with the means to carry out club business, make purchases on behalf of the club, provide or attend Enrichment or events related to the club's purpose, etc. Clubs may receive funds in a variety of ways, including fundraising,

collecting dues, sponsorships or donations, receiving national funds and receiving funds from the college.

Fundraising

Clubs and organizations are encouraged to raise funds to supplement their budgets. All proposed fundraisers must be approved by the Student Enrichment Office through use of the Event/Fundraiser Proposal Form. Approval minimizes confusion, allows the event to be placed on a master calendar, reducing the incidence of competing events. Any club planning to solicit cash or in-kind donations from the community MUST provide a list of intended targets to the Student Enrichment Office.

Sales Tax

CWI clubs and organizations are subject to Idaho State Tax Commission Laws. The following are some basic guidelines to consider:

- 1) Fundraisers that involve the sale of item for a set price (not auctions or through a raffle) are subject to sales tax. If merchandise is purchased to sell, such as candles, toothbrushes, candy, it will not be subject to sales tax if the tax is paid at the front end of the purchase. If the items are purchased tax exempt and resold, sales tax must be charged and paid to the state out of the gross profit.
- 2) Events that charge admission are also taxable. "Suggested donation of \$3.00" looks like an admission fee and does not work as a "donation". To truly qualify as a donation, no suggested price may be posted, advertised or otherwise noted.

While this provides some very basic guidelines, it is not intended to be a thorough representation of the state tax law. It is the responsibility of the club or organization to familiarize themselves with any applicable tax laws, realizing that failure to do so may result in a state tax audit and the requirement to pay any back taxes. The Student Enrichment Office may act as a resource but is certainly not an authority in this matter.

Dues

Clubs are entitled to collect membership dues. Dues should be set based on club needs and any national guidelines that may apply. Guidelines for collecting dues should be outlined in the club constitution and are the sole responsibility of the club.

Club Accounts

All club funds and financial transactions are to be held

in a club account managed by the CWI Business Office. Policies and procedures regarding club accounts are outlined below:

- All officially recognized clubs will be assigned an account number by the Business Office. This account number is to be referenced on all deposits and disbursement paperwork.
- Until further notice, clubs may not use the College's tax ID number.
- Clubs will not be given Petty Cash.
- Clubs will not be given a Purchasing Card, but will have access to one through the Student Enrichment Office. Arrangements will need to be made in advance to use the Purchasing Card.
- Clubs may not set-up separate bank accounts. All funds will be deposited into the College's bank account.
- Clubs will be able to use Purchase Orders to buy items for events, with the exception of alcoholic beverages.

Club Account Reconciliations

All club Advisors will receive a detailed report of their club account on a semester basis for their review. Any discrepancies should be noted and returned to the Business Office for correction. Clubs must review and reconcile their accounts monthly and turn in a quarterly Reconciliation Form to the Business Office. It is advisable to allow students to assist in managing the funds, but ultimate responsibility lies with the club Advisor.

Club Deposits

All club deposits must be made by the club Advisor. Students are not to be put in the direct chain of custody during transport of clubs funds. While students may have responsibility for collecting funds, counting funds and managing funds, deposits must be received by a full-time regular employee in the One Stop Office as submitted by the club Advisor. All club deposits must be accompanied by a properly completed, dated and signed Club Deposit Form. All deposits will be counted upon receipt in the presence of the club Advisor. The amount of the deposit will be confirmed with signatures of the One Stop Office cashier and the club Advisor on the deposit form. Money must be deposited in a timely manner and not be held for an extended period by club Advisors or officers. Checks must be deposited within a week of receipt.

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on the deposit form. Money must be deposited in a timely manner and not be held for an extended period by club Advisors or officers. Checks must be deposited within a week of receipt.

Returned Checks

All returned checks are the responsibility of the club. Any returned check received by the Student Enrichment Office will be debited from the club account and returned to the club Advisor. Clubs are responsible for collecting on returned checks.

Large Cash Transactions and/or Weekend Transactions *(process being developed)*

Clubs and organizations holding fundraisers that bring in over \$150 or more in cash must check out a bank zip lock bag. Funds received over the weekend or after hours should be placed in the bag and taken to the bank the following business day. This eliminates the need for club representatives to hold large sums of cash in insecure places until they can make a deposit. Requests for bank zip bags must be made through the Business Office three business days before the event. Bags are supplied by the Business Office and are checked out to the club Advisor directly responsible for the money.

Disbursements of Funds

All requests for expenditures of club funds must include a completed and approved Payment Request form and proper supporting documentation.

For reimbursement

- Include the original receipts or invoice marked paid.
- Reimbursements for meals at restaurant must include: an itemized receipt from the restaurant as well as a list of students/Advisors in attendance.

Vendor payments

- If the vendor is to be paid directly, an original invoice must be attached. No reimbursements can be processed without this information.
- In order to pay an individual for services rendered, A Consultant/Contract Agreement must be filled out and signed by the contractor the club Advisor, and the Student Enrichment Office.
- A complete W-9 form is required for processing. If the appropriate paperwork is not filed correctly, this will result in a delay of pay for the Consultant/Contractor.

All requests for expenditures must be signed by a designated club representative, the club Advisor, and the Student Enrichment Director. Approval indicates the expense is appropriate, budgeted and correctly documented. No club will be allowed to expend funds exceeding the balance in their club account. **No club will be allowed to carry a negative balance.**

Accounts payable checks will be issued at least once a week on Fridays, with checks available by Friday afternoon. All Payment Requests must be received at least three business days before the event by the Business Office in order to be processed.

Inactive Clubs

Any club account that has been inactive for a period of three consecutive years will be closed. Any remaining funds will be returned to the ASCWI. Any exceptions to this rule must be approved by the Student Enrichment Office.

Training

At the beginning of each school year, the Student Enrichment Office along with the Business Office will conduct a policy and finance training session for all club officers and Advisors. This training is mandatory, and clubs will not be able to access any of their club funds without attending the training. At least two training sessions will be offered to accommodate for personal schedules.

Student Club and Organizations Travel Policy

General Assumptions related to Student Organization Travel:

- Student Organization Travel would need to be requested through the Club/Organization Faculty Advisor to the Director of Student Enrichment during the semester preceding the travel activity or competition.
- This approval process must include the submission of a proposed travel/expense budget and anticipated revenue sources.
- The proposed budget submission should include; anticipated direct expenses, a 10% contingencies and a 10% margin of return. The margin of return and unspent dollars from the 10% contingency fund

will be used to create an endowed fund to support the future funding needs of the Associated Students of CWI.

Proposed Procedures for Travel Request/Accounting:

1. An Out-of-Town Travel Authorization Form (CWI Business Forms) must be filled out and signed by the faculty advisor of the team or organization on whose behalf you are traveling. The signed form should be given to the Director of Student Enrichment a minimum of two weeks before date of departure. Travel estimates include mileage, air fares, or other ground transportation; tolls; and parking. Additional expenses can include, registration fees, hotel, meals (see below), and cab/shuttle fares.
2. Parking at the airport is to be in the satellite parking area, except in extraordinary circumstances. If you choose to park in circle parking, you will only be reimbursed for the rate of satellite parking, or \$5.50 per day. Car-pooling to the airport is encouraged.
3. There is a \$35.00 per day limit on reimbursement of meal expenses (NO reimbursement is available for any alcoholic beverages). This is PER DAY. This means that you cannot be reimbursed for more than \$35.00 spent in one 24-hour period. Example: You want to go out and spend \$40.00 for dinner. You will only be allowed to expense the \$35.00 limit. If you spend less than the limit, you will be reimbursed only for actual expenses. If you share meals and you pay for a number of people, every one is to sign the back of the receipt and indicate who paid the bill. Students must obtain receipts showing all items ordered.
4. Reimbursement is allowed only for competition-related expenses and is not allowed for sight-seeing, T-shirts, and other "fun" expenses. While you are welcome to spend time outside of the competition and/or conference visiting points of interest, these expenses are on your own and will not be reimbursed. Most competitions have food brought in, and you are encouraged to take advantage of this as much as possible.
5. Any expense that cannot be paid in advance should be charged on the competitor's credit card. Reimbursements are made promptly and are usually available before charges appear on your credit card statement.
6. Hotel reservations are made through the Director of Student Enrichment. If the competition you are attending has blocks of rooms reserved at a reduced rate, this is the hotel that should be used. The college credit card can be used to guarantee and pay for room and tax ONLY. If the hotel requires authorization for use of the card, Student Enrichment will fax it to them OR have the hotel send a pro forma invoice so we can have a check prepared for the team to take.
7. Airline reservations are made in coordination with the Director of Student Enrichment. The college credit card can be used to obtain online tickets. ALL team members should be involved with the timing of the flights. If team members wish to arrive in the city early and leave late to expand sight-seeing time, all members should agree to the schedule. If your competition begins early in the morning, it is acceptable to arrive the day before the competition. If your competition has an award banquet that is held late in the evening, it is acceptable to stay until the next day. REMEMBER: Any expenses incurred in sight-seeing (admissions tickets, transportation to and from the sight, etc.) are not reimbursable by the school.
8. A Travel Expense Report is due to Accounts Payable 7 days after you return from competition/student organization travel. The faculty advisor must review and approve these reports prior to their submission. These reports will be reviewed by the Director of Student Enrichment & Accounts Receivable and reimbursements will be issued within 21 days of receipt into the Director of Student Enrichment's Office. It is an Honor Code violation to falsify or attempt to recover non-competition expenses. Checks will be mailed to you, so please make sure you have indicated your current address in the Travel Expense Details box on the form.
9. If you have any questions or concerns, please speak with your faculty advisor or the Director of Student Enrichment.
10. Remember, you are spending money that belongs to the College and your student organization and you are accountable for these funds.

Student Handbook

11. Students traveling on behalf of the College are required to submit a Student Travel Agreement form two weeks prior to travel. Forms will be turned in to the Director for Student Enrichment. Students traveling on behalf of the College are liable for their own personal travel and medical expenses.
12. Students traveling on behalf of the College are liable for their own personal travel and medical expenses.

Publicity Tips for Clubs and Organizations

How to Publicize Your Club and/or Event

CWI has bulletin boards placed around buildings. Students are welcome to use the bulletin boards to publicize events. However, posters and flyers are not allowed to be placed on windows, or doors inside buildings, or on telephone poles outside of the building.

Festivals and Fairs

Opportunities for your organization to set up a display table and share information about your group with others— a great way to recruit new members!

- Student Clubs and Organization Fair: held 2-3 weeks into fall semester. This is an opportunity for ASCWI clubs to share involvement opportunities with the student body.

Calendar of Events

Spread the word about your upcoming events and meetings! The Student Enrichment Office will also add your approved event to the campus calendar.

Where & How to Plan Your Events & Meetings

Room Reservations: All CWI Campus Sites

All room reservation requests will be taken by the Registrar's Office staff at 208.562.3000. A registered student organization may use rooms at CWI sites without charge (set-up charges or equipment rental fees may apply depending on your needs; room availability varies).

Room reservations must be made at least 48 hours in advance.

Groups may reserve up to 2 hours of meeting space per week, or 3 hours every other week. Additional rooms for more than 2 hours per week may be reserved, but only 1 week in advance of occupancy.

Cancellation Policy:

- A 24 hour notice is required for cancellations of smaller rooms
- A 48 hour notice is required for rooms with special set-up.
- A \$25 non-cancellation fee will be applied to groups that fail to cancel reservations according to the above policy.
- Cancellations must be expressed in writing (either email or typed/handwritten notification) by the contact person to the Director of Student Enrichment.
- Failure to show or cancel the reserved space twice in a semester will result in groups losing the privilege to reserve rooms for the remainder of the semester.

**** IMPORTANT NOTE:** due to the high demand for rooms, *please* cancel reservations at your *earliest* opportunity to allow other groups the opportunity to reserve the space.

Basic Furniture

The facility will provide the necessary basics (tables, chairs, podiums, etc.) If you require additional equipment or furniture needs, contact the building manager.

Payments

Confirmations and estimates of charges will be sent to groups prior to the event and are to be paid no later than the commencement of the event. Failure to pay will result in a block on further room reservations for that club until invoice is paid.

Policy

ALCOHOL AND SMOKING ARE PROHIBITED IN ALL CWI BUILDINGS. No open flame or unapproved candles are permitted.

Postering Secrets

(Student Leader Spring 1996 page 36/37)

Be creative!!! – Make posters of different shapes and sizes. Oddly shaped posters will stand out more than posters that look exactly the same as the others on the bulletin board. Use creative language, text, and pictures. However, don't use too much text as people will not stop to read it if there is too much text. (Date, time, location, prices are basically all that's needed.)

Get permission – Some places require that posters be approved before they are hung up. Some places that require approval are located in the CWI Main Building, department windows and walls. Contact the department administration for permission.

Don't hog the boards – Never put more than 2 posters on each bulletin board. You may give yourself a bad image by monopolizing public space – this is not good publicity for your group, or your event.

Remove your old posters – As soon as the event is over, remove the posters and flyers that are still up. This will allow space for others, and keeping the boards tidy will prevent people from putting their flyers over yours.

Never use glue or staple guns – These are almost impossible to remove. Scotch tape and thumb tacks will work just as well.

Keep track of the best locations – Survey and inspect the various bulletin boards on campus. Keep in mind the ones with the most traffic going past them, as well as the ones that are most visible. Keep records of this information for future members.

Target your audience – Put up flyers in areas that relate to the purpose of your event. It doesn't make sense to put flyers for the chemistry club in the architecture building, or posters for the engineering club in the business building.

Classrooms vs. Breezeways – Students are in classrooms for about an hour at a time, and there are always students coming in and out of the classroom. Students are bound to notice flyers on bulletin boards in the classroom. Classrooms are better for reaching specific majors, but breezeways are best for maximum exposure. Breezeways have much more traffic through them, and there is a wider variety of people that will be affected.

When to post – Start posting up to one week before the event. The sooner the better but students will forget the event if it is too far in advance, and your flyers will be covered by others. Don't wait until the day before or it will be too late to attract attention.

Best time of day to poster – Early in the morning or late at night.

Where to post on a board – Try to keep the posters at eye level and remember that everyone is not the same height. If you have 2 flyers on 1 board, put one high and one lower.

Who should poster – Select a few members to put up posters and flyers. (i.e. the group in charge of publicity for the event.)

What if someone posters over yours – Remove it, you have the right to do that. That said, don't perpetuate the problem by posting over other people's flyers.

Other methods of promotion are - Bumper Stickers, Word-of-Mouth, T-shirts, Radio Spots, Balloons, Teasers, Buttons.



Appendix 7

College of Western Idaho

**Institutional Progress Matrix
2009-2010**

Institutional Progress Metrics

Core Theme Outcomes Assessment - Statement of Objectives & Indicators of Achievement													
Core Theme 1	Professional-Technical Education - Prepare Southwest Idaho's Professional-Technical Workforce												
Assessment Year	Results of Assessed Outcomes			Contact Person	Baseline (date)	Data						Notes	
	2009/10	Successfully completed targets Achievement				2009/10	2010/11	2011/12	2012/13	2009/10	2010/11		2011/12
					Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Objective 1 Professional-technical education programs are aligned with industry standards													
Indicators of Achievement	Industry representatives for each program verify that the program aligns with industry standards for adequate and up-to-date equipment and training.			PTE Dean	NA	22	22						Target Achievement
Indicators of Achievement	75% of students demonstrate technical competency through a Technical Skills Assessment.			PTE Dean	273 2009-10	205	214 / 79%						Surpassed target by 4%
Objective 2 Professional-technical students are prepared for related careers or the continuation of their education.													
Indicators of Achievement	75% of students who complete professional-technical programs are employed in a related field or have transferred to a 4-year college or university within one year.			PTE Dean	175 2009-10	131	134 / 77%						Surpassed target by 2%
Indicators of Achievement	80% of student responses to an exit survey report that they are satisfied that the professional technical education curriculum prepared them for a career or transfer to a 4-year college or university.			PTE Dean		NA	NA						Students will take part in an exit survey prior to completion with AY 2011/12
Objective 3 Professional-Technical Education ensures the sustainability of its programs and services													
Indicators of Achievement	All Professional-Technical Education programs are actively involved in Strategic planning			PTE Dean	TBD 2011/12	NA	NA						Strategic planning process will start with FY 2012
Indicators of Achievement	All Professional-Technical Education programs participate in the program review process			PTE Dean	up to 2009/10	12	12						Target Achievement

Institutional Progress Metrics

Core Theme Outcomes Assessment - Statement of Objectives & Indicators of Achievement												
Core Theme 2	General Education											
Assessment Year 2009/10	Results of Assessed Outcomes Complete with plans for improvement attached.	Contact Person	Baseline (date)	Data								Notes
				2009/10		2010/11		2011/12		2012/13		
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Objective 1 General education prepares students for successful continuation of their education at the baccalaureate level.												
Indicators of Achievement	60% of students who graduate with an AA or AS enter a 4-year college or university within 1 year.	Planning & Assess Dir	30 5/30/10	18	16 / 53%							53% of target. See plan attached
	70% of students who transfer to Idaho colleges or universities as juniors will earn a 2.0 GPA or higher for the first semester at the transfer institution	Planning & Assess Dir	16 5/30/11	11	9 / 56%							56% of target. See plan attached
	80% of College of Western Idaho degrees have articulated 2+2 agreements with an Idaho university for the four-year sequence.	Gen Ed Dean	23 5/30/11 13 5/30/10	10	10 / 100%							Target Achievement
	80% of student responses to end-of-course evaluations report that they are satisfied that	Gen Ed Dean		80%	89%							Surpassed target by 11% * see plan
Objective 2 General education is actively engaged in a continuous improvement process												
Indicators of Achievement	General education engages in program and discipline review as an assessment and strategic planning tool for the purpose of continuous improvement	Gen Ed Dean	2010/11	NA	NA							No data for 09/10



Institutional Progress Metrics

Core Theme Outcomes Assessment - Statement of Objectives & Indicators of Achievement												
Core Theme 3	Basic Skills Education (Adult Basic Education, English as a 2nd Language, GED) - Provide foundational basic skills to students in southwest Idaho to prepare them for professional-technical, general education, and short-term training.											
Assessment Year 2009/10	Results of Assessed Outcomes Successfully completed targets Achievement	Contact Person	Baseline (date)	Data								Notes
				2009/10		2010/11		2011/12		2012/13		
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Objective 1 Basic Skills Education improves students' skills to prepare them for further education and training.												
Indicators of Achievement	70% of Basic Skills Education students who are tested after 60-70 hours of instruction will complete an Educational Functioning Level (EFL).	BSE Team	1256 2009/ 10	879	905 / 72%							Surpassed target by 2%
	Of students who have the goal to enter postsecondary or short-term training, 40% will complete this goal within one year.	BSE Team	61 2009/10	24	28 / 46%							Surpassed target by 6%
	80% of student responses will report that their basic skills educational experience was satisfactory.	BSE Team	2010/11	NA	NA							Starting with 2011/12
Objective 2 Basic Skills Education sustains itself through continuous improvement.												
Indicators of Achievement	Continuous improvement model utilizing AIDDE (Analysis, Identify, Design, Document & Evaluation)	BSE Team/ Planning & Assess										Measured with documentation, see attached report
	Program Review	BSE Team/ Planning & Assess										
	Basic Skills Education Strategic Plan	BSE Team	2011/12	NA	NA							No data for 09/10



Institutional Progress Metrics

Core Theme Outcomes Assessment - Statement of Objectives & Indicators of Achievement												
Core Theme 4	Community Outreach - Offer Professional Development and Adult Enrichment Education to Southwest Idaho											
Assessment Year 2009/10	Results of Assessed Outcomes	Contact Person	Baseline (date)	Data								Notes
				2009/10		2010/11		2011/12		2012/13		
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Objective 1 Business Partnership/Workforce Development programs provide professional enrichment in response to local business & industry.												
Indicators of Achievement	80% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	BP/WD		80%	93%							Surpassed target by 14%
	80% of employers respond to oral or written survey in a positive manner	BP/WD										
	BP/WD programs are accessible to the residents of its ten-county service area.	BP/WD	10 2010/11	NA	NA							No data for 09/10
	BP/WD course offerings are flexible and responsive to the needs of local business & industry and the community.	BP/WD										See plan attached
	Community outreach increases its number of business partnerships 20% annually.	BP/WD	42 2010/11	NA	NA							Baseline was set 2010/11
Objective 2 Community Education programs provide personal enrichment in response to the community.												
Indicators of Achievement	80% of student responses report that they are satisfied that their experience in community education provided personal enrichment	Comm Ed	62 2009/10	50	62							Surpassed target by 20%
	Community education classes are accessible to the residents of its ten-county service area.	Comm Ed	10 2009/10	10	5 / 50%							50% of target. See plan attached
	Community education class offerings are flexible and responsive to the needs of the community.	Comm Ed		NA	NA							Process in place for 2011/12
	Community outreach increases its number of business partnerships 20% annually.	Comm Ed	NA	NA	6							Baseline was set 2009/10



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Institutional Progress Metrics

Core Theme Outcomes Assessment - Statement of Objectives & Indicators of Achievement												
Objective 3 Community Outreach ensures the sustainability of its programs and services.												
Indicators of Achievement	BP/WD Education Strategic Plan	BP/WD	2011/12	NA	NA							In Progress
	Financial Viability	BP/WD	Break	even								See plan attached
Indicators of Achievement	Comm Ed Education Strategic Plan	Comm Ed	2011/12	NA	NA							In Progress
	Financial Viability	Comm Ed	2011/12	NA	NA							It was determined that as of 2011/12, Community Ed would become self sustaining.



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