

COLLEGE OF WESTERN IDAHO

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# Evaluation of Institutional Effectiveness (EIE) Report

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October 2023



**CWI**

**CWI** COLLEGE OF  
WESTERN  
IDAHO

# College of Western Idaho

## Evaluation of Institutional Effectiveness Report

Presented to:

The Northwest Commission on  
Colleges & Universities

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## INSTITUTIONAL OVERVIEW

College of Western Idaho (CWI or the College) is a comprehensive community college located in Southwest Idaho with its main campus and center locations in Boise and Nampa. CWI also offers classes at several community locations throughout the Treasure Valley.

CWI was created by a supermajority of voters in Ada and Canyon counties on May 22, 2007, and it is Idaho's largest community college. CWI is funded by a two-county community college district, student tuition and fees, and state allocations and is under the direction of a locally elected five-member Board of Trustees (the Board) in cooperation with the Idaho State Board of Education (SBOE).

CWI has delivered college credit instruction, certificates, diplomas/GEDs, and degrees since 2009. CWI faculty and staff worked diligently to fulfill the College's goal of independent accreditation, a milestone which was reached in 2016 with the Northwest Commission on Colleges & Universities (NWCCU). CWI participates in the NWCCU's seven-year accreditation cycle.

CWI hosted an onsite visit for the Mid-Cycle Evaluation in Fall 2019. CWI currently has two outstanding NWCCU recommendations. CWI's Policies, Regulations, & Financial Review (PRFR) Report was submitted in September 2022 as an input to the Evaluation of Institutional Effectiveness (EIE) Report and onsite visit in Fall 2023.



## PREFACE

### INSTITUTIONAL CHANGES SINCE LAST REPORT

CWI has made significant improvements in the areas of mission fulfillment, student learning and achievement, and institutional effectiveness since the 2019 Mid-Cycle Evaluation. For example, CWI has implemented an effective, systematic, and comprehensive assessment system that utilizes direct measures of student learning and illustrates student achievement for each course, program, certificate, and degree offered by College of Western Idaho. CWI also implemented regular and systematic use of assessment data and results to improve programs, services, and effectiveness in fulfilling its mission. Additional, continuous quality improvements in the areas of mission fulfillment, student learning and achievement, and institutional effectiveness are detailed throughout the EIE Report.

### ADDENDA TO ADDRESS NWCCU RECOMMENDATIONS #4 AND #6

**RECOMMENDATION #4:** *The evaluation committee recommends that the College implement and document an effective, regular, and comprehensive system of assessment that illustrates student achievement of course student learning outcomes for each course, program, certificate, and degree offered by the institution. At present, student achievement is assessed indirectly through grades or pass rates rather than through direct assessment of learning outcomes. Student achievement at the certificate and degree levels is not assessed through direct measures (previous NWCCU 2010 Accreditation Element 4.A.3).*

Since the 2019 Mid-Cycle Evaluation, CWI has implemented several direct assessments of learning outcomes and initiatives that include course, program, certificate, and degree mappings for both student and program learning outcomes. Direct assessments of student and program learning outcomes have also been implemented utilizing the Blackboard Outcomes tool and/or other direct assessment mechanisms.

Planning: The first step CWI took to ensure a comprehensive assessment process was implementing consistent outcome mapping. This process began in

January 2019 with training and discussions led by the Center for Teaching and Learning (CTL) followed shortly by updates to the Curriculum Management System (CIM) to provide consistent and visible alignment application. Currently, all Program Guides, which include degrees and certificates, contain charts indicating the Program Learning Outcomes (PLO), mapped degree outcome, and associated course(s) used to assess PLO.

Example:

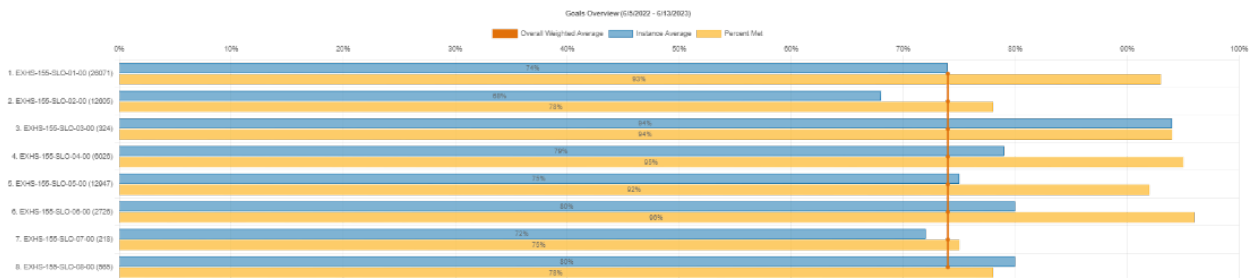
<b>Program Learning Outcomes</b>			
Upon successful completion of this program, the student will be able to:			
	<b>Please Describe</b>	<b>Degree Outcome</b>	<b>Course(s) Used to Assess PLO</b>
PLO 1	Produce effective oral, written, virtual, and mediated communication. Demonstrate an understanding of methods of communication research and a basic understanding of APA guidelines.	COMMUNICATE with clarity and accuracy	COMM 101, 112, 221, 231
PLO 2	Demonstrate the ability to create community and collaborative working relationships beyond the College through their communication.	N/A (no degree outcome alignment)	COMM 290
PLO 3	Understand, evaluate, communicate effectively within, and mediate among diverse cultural, social, public, and professional systems and enable change to occur within and among these systems in ways that are civil and respectful of all perspectives.	CONSIDER other contexts and viewpoints	COMM 114, 160, 221
PLO 4	Demonstrate the extension and appreciation of the skills and knowledge acquired during their communication studies in their careers beyond the College or in the continuation of their education.	COMMUNICATE with clarity and accuracy	COMM 114, 290
PLO 5	Analyze and evaluate communication both for its causes and consequences as well as demonstrate an understanding of at least one major theory in the field of communication.	APPLY solutions and ideas	COMM 114, 221, 231

In addition, course assessment expectations for course student learning outcomes are embedded as part of the course curriculum guide. CWI utilizes common exams or signature assignments, which produces consistency of delivery and comparable direct evidence of learning.



Tools: From the planning stage, CWI acknowledged a technical gap in the Institution’s ability to collect direct assessment evidence. In 2017, CWI began implementing the Blackboard Outcomes tool, which systematically collects course and program outcome-aligned direct assessment measures of rubrics and test questions, as well as evidence-based juried assessment. The technology allows CWI the ability to collect such information across time and course sections. Data is generated by selecting the assignments aligned to course and program-level outcomes. The goal of the technology implementation is to provide faculty with an easy way to collect the information and focus efforts on conducting deep, collegial discussions on how to improve learning.

Example:



Central to these discussions is the faculty-led selection of how faculty plan to assess courses and programs. These decisions are based on disciplinary practicalities of evidence, outcomes, and other factors, such as the use of nationally standardized exams and publisher-administered exams that provide direct evidence within their technology. Seventy-three percent (73%) of departments have opted to use Blackboard Outcomes to support direct evidence collection at the course or program level. Additional forms of program-level evidence include portfolios, end-of-course and program surveys, and external or certification-level exams.

The CWI General Education Subcommittee (GESC) made a series of improvements since the 2019 Mid-Cycle Evaluation to measure the program outcomes and mapped degree outcomes. In 2019, the GESC piloted and then adopted the practice of assessing PLO from mapped courses instead of reviewing an entire student portfolio of evidence. This change significantly improved the evidence-submission process for students. From an institutional standpoint, it allowed more evidence to

be collected and evaluated, and provided clear links to courses where outcomes are being measured. These direct links provide GESC with the ability to make clear suggestions for improvement.

Processes: To ensure consistency and best practices, all programs must complete an Annual Assessment. Programs use their course, program, and degree mapping such that all course outcomes are reviewed during a four-year cycle, leaving programs autonomy to make changes to address current needs. The reviews provide opportunities for reflection and evidence-based improvements at all levels (see Appendix 01).

Professional Development and Support: Realizing tools and processes cannot inherently create cultural changes, CWI continues to emphasize professional development and support of assessment. Faculty annually complete roughly 100 hours of synchronous and asynchronous training opportunities provided by the Center for Teaching and Learning (CTL) on design and assessment. Schools and departments participate in annual assessment days during October, where faculty gather to learn best practices from other departments and complete program-specific discussions around assessment information. In the Fall 2020, CWI hired a Course Developer located within the CTL, responsible for providing technology and process-level assessment support. The Course Developer works with faculty on rubric and assessment, survey development, and supports faculty in interpreting assessment data.

**RECOMMENDATION #6:** *The evaluation committee recommends that the College demonstrate the regular and systematic use of the results of its assessment data for the improvement of its programs and services and to document its effectiveness in fulfilling its mission (previous NWCCU 2010 Accreditation Elements 4.B.1 and 4.B.2).*

Since the 2019 Mid-Cycle Evaluation, CWI has made significant progress in the regular and systematic use of assessment data and results to improve programs, services, and document its effectiveness in fulfilling the mission. Please see the following evidence for how assessment data and results are utilized to facilitate mission fulfillment and improve programs and services for the recurring assessment



processes of Program Assessments (see Appendix 01), Program Reviews (see Appendix 02), Program Prioritization (see Appendices 03A & 03B), and Unit, Division, and Department Operational Reports and Assessment Plans (see Appendices 04C & 04F).

CWI also utilizes assessment data and results to make improvements for other institutional processes. Please see Appendix 05 for additional improvements made based on assessment data and results from a sampling of surveys, as well as improvements made that are grouped into the categories of Student Learning and Achievement, Mission, and Institutional Effectiveness.

The recurring instructional assessment processes of Program Assessment, Program Review, and Program Prioritization systematically occur on a rotating basis throughout a four-year instructional assessment period. During each of the first three years of the instructional assessment period, two-thirds (2/3) of the instructional programs conduct an Annual Program Assessment and one-third (1/3) of the instructional programs conduct a Program Review. During the fourth year, all instructional programs participate in Program Prioritization, which assesses all instructional programs globally at once. All instructional programs also conduct an Annual Program Assessment the same year Program Prioritization is conducted in year four.

Program Prioritization is a new assessment process that was developed, implemented, and added to CWI's instructional assessment portfolio since the 2019 Mid-Cycle Evaluation. The inaugural Program Prioritization process was conducted in Spring 2023. Based on Program Prioritization results, instructional programs in the lowest scoring levels have developed action plans for improvement that will be implemented, monitored, and evaluated over the next two years. Instructional leadership will then make programmatic decisions based on the program action plan results. As the inaugural Program Prioritization assessment process was conducted in Spring 2023 and the program improvement action plan will be implemented over the next two years, the comprehensive programmatic improvements made based on Program Prioritization results will be shared in the 2026 Mid-Cycle Evaluation Report.

The CWI Strategic Plan operates on a three-year timeframe and contains mission fulfillment indicators of achievement. CWI's President's Cabinet identifies annual institutional priorities that are primarily derived from the CWI Strategic Plan. Units, Divisions, and Departments, which include instruction and support services across the College, then develop annual Operational Reports and Assessment Plans. The Operational Reports and Assessment Plans contain the strategies and actions of how the annual institutional priorities are going to be achieved.

CWI is in the process of developing and deploying collegewide centralized End-to-End Student Lifecycle (E2E SLC) Reporting (see Appendices 06A and 06B). Appendix 06A contains the E2E SLC Reporting for the eight student lifecycle stages that has been identified to date and is currently centrally being developed in Power BI, CWI's reporting and analytics tool. Appendix 06B provides an overview of the E2E SLC Reporting initiative and a sampling of the E2E SLC Reporting in Power BI. Usernames, passwords, and instructions to access Power BI and CWI's End-to-End Student Lifecycle Reporting, institutional reports, and dashboards will be provided to NWCCU Evaluators during the EIE Report onsite visit.

For each of the eight (8) student lifecycle stages, E2ES SLC Reporting includes critical student success key performance indicators, leading and lagging indicators, and operational reports that impact those indicators. As of August 2023, seven of the eight (7 of 8) student lifecycle stages' reporting are complete or near complete in Power BI. Initial reporting development for the one remaining student lifecycle stage will continue in FY24. The E2E SLC Reporting will continue to evolve and be refined over time.

Developing and deploying centralized E2E SLC Reporting, and the consistent usage of it throughout the Strategic, Operational, and Tactical levels and resources, will assist CWI institution-wide to systematically focus on key student success indicators, avoid the 'study everything' approach, and help identify actionable opportunities to improve student success throughout the student lifecycle.

Coupled with the E2E SLC Reporting, CWI has implemented a decentralized IR model to increase data literacy, knowledge, and ownership of key student success performance indicators and leading and lagging indicators to the areas that directly

impact them throughout the student lifecycle. Combined, the E2E SLC Reporting and decentralized IR model are designed and intended to improve student success, direct data-informed decision making, and facilitate mission fulfillment.

As the E2E SLC Reporting gets developed and deployed, and as employees are trained in its use and methodology, CWI will report progress made related to these initiatives in the 2026 Mid-Cycle Evaluation Report.

## **DISTANCE EDUCATION POLICY: VERIFICATION OF STUDENT IDENTITY & REGULAR SUBSTANTIVE INTERACTIONS**

### **Distance Education Verification of Student Identity**

CWI has an effective identity verification process for students enrolled in distance education courses and programs to validate the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. In addition, CWI ensures the identity verification process for distance education students protect student privacy. Students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

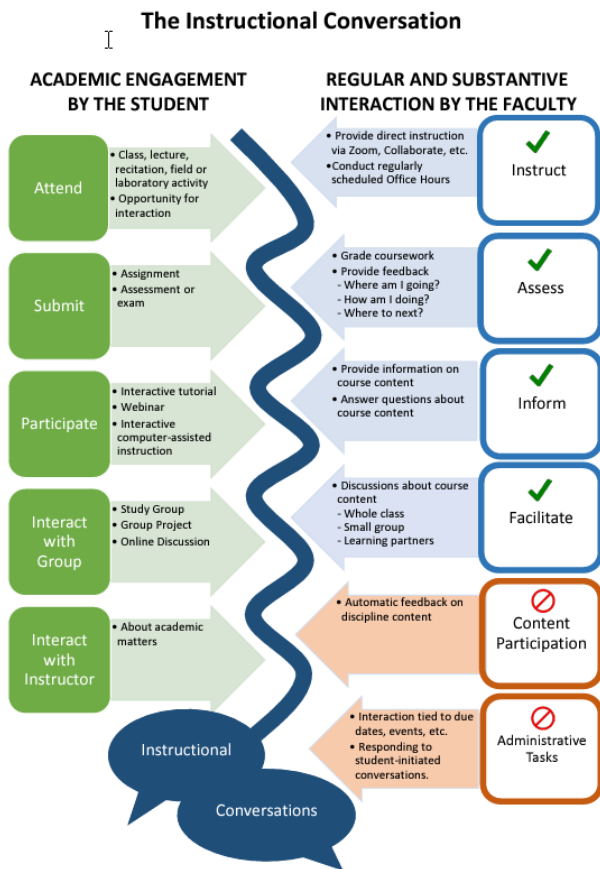
CWI's Student Identification Verification in Distance Education Procedure (see Appendix 07) requires all credit-bearing courses and programs offered through distance education methods to verify a student's identity. According to United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, one or more of the following methods must be used to verify student identification: an individual secure login and password issued by the College, proctored examinations, and/or other technologies or practices that are effective in verifying student identification. Therefore, CWI's Student Identification Verification in Distance Education Procedure requires the verification of a student's identity by utilizing at least one of three ways identified in the United States Federal HEOA of 2008, Public Law 110-315. In addition, the procedure also specifies that "All methods of verifying student identity in distance education must protect the privacy of student information. If any fees associated with the verification of student identity will be charged to students, they will be indicated on the "Tuition and Fees" website.

## Regular Substantive Interactions

CWI has implemented multiple policies, procedures, and processes to ensure compliance with distance education requirements. Curriculum development, approval, and publication processes are the same for all programs, regardless of modality, ensuring these programs are consistent with the mission and educational objectives of the institutions (Accreditation Element 1.C.1).

To ensure the delivery of courses are in alignment with regulations, the following training, direct student communication, and processes have been implemented:

Training: All faculty teaching in a distance education modality must complete a certification process. This coursework includes a module explaining the distance education regulations associated with substantive interaction. Recognizing this was a gap during COVID, this training was also offered in multiple modalities to ensure that faculty could speak with a shared understanding and language around substantive interaction. For CWI, below is the model of an Instructional Conversation:



- ✓ Faculty are required to complete two of the four activities on a regular, predictable basis throughout the term.
- ✗ While part of the instructional conversation, these activities are not considered substantive faculty interaction.

Course Syllabus: Building from the common understanding of the instructional conversation as it aligns to the distance education regulations, the required course syllabus template, regardless of modality, includes a section where faculty must provide information regarding how the faculty and student are expected to engage in the course, as demonstrated and outlined below.

### Instructional Conversation [Required]

Learning is an active exchange between faculty and student.

As a faculty, I will:

- Instruct through...
- Assess through...

- Inform through...
- Facilitate through...

As a student, you will:

- Attend...
- Submit...
- Participate by...
- Interact by...

Review: To ensure faculty are meeting the syllabus and delivery expectations of the course, CWI has implemented the following processes, which include reviews of all courses before the start of the term and a specific substantive interaction review roughly one-quarter of the way through the term, dependent upon term length (see Appendices 08 and 09).

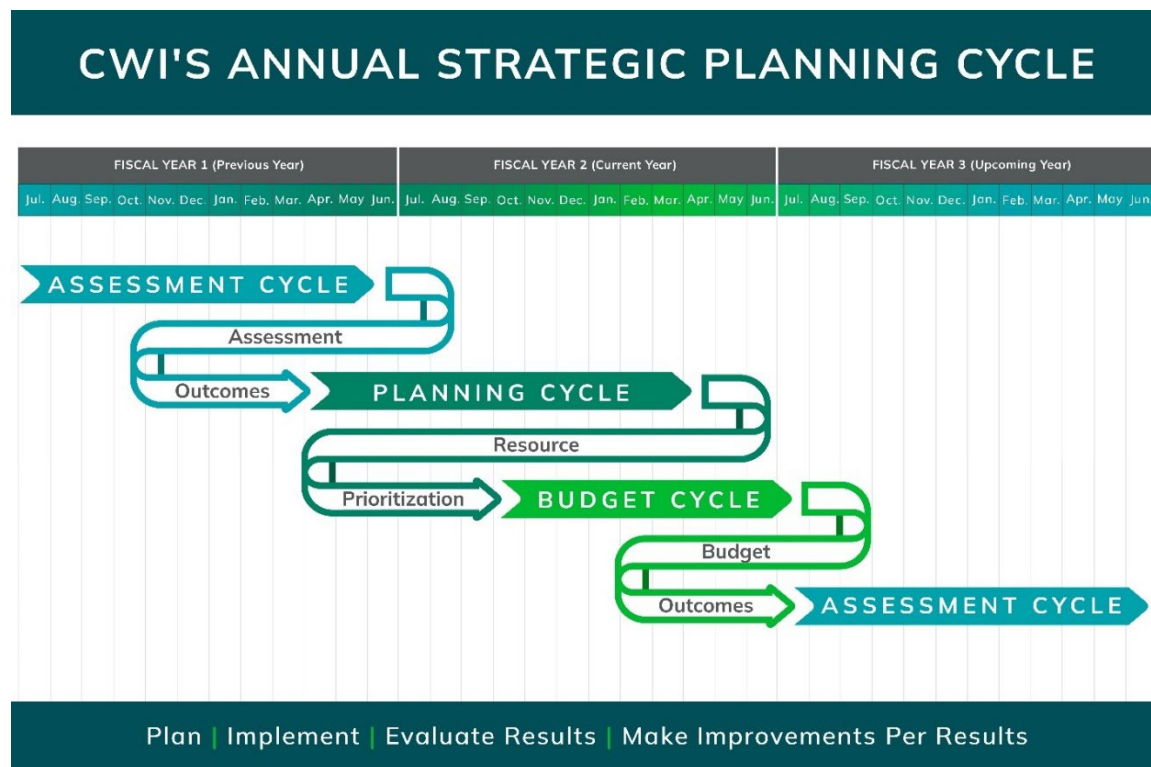


# STUDENT SUCCESS & INSTITUTIONAL MISSION & EFFECTIVENESS

CWI has a comprehensive, systematic, and integrated framework to demonstrate mission fulfillment, improve student learning and achievement, and improve institutional effectiveness. The CWI Mission and mission fulfillment are central to all CWI processes. CWI’s Mission Alignment, Annual Strategic Planning Cycle, and Operational Framework, which includes End-to-End Student Lifecycle Reporting with leading and lagging indicators, constitute CWI’s comprehensive, systematic, and integrated framework to achieve mission fulfillment and improve student learning, student achievement, and institutional effectiveness. (Accreditation Elements 1.A.1, 1.B.1-4, 1.C.1-8, and 1.D.1-4).

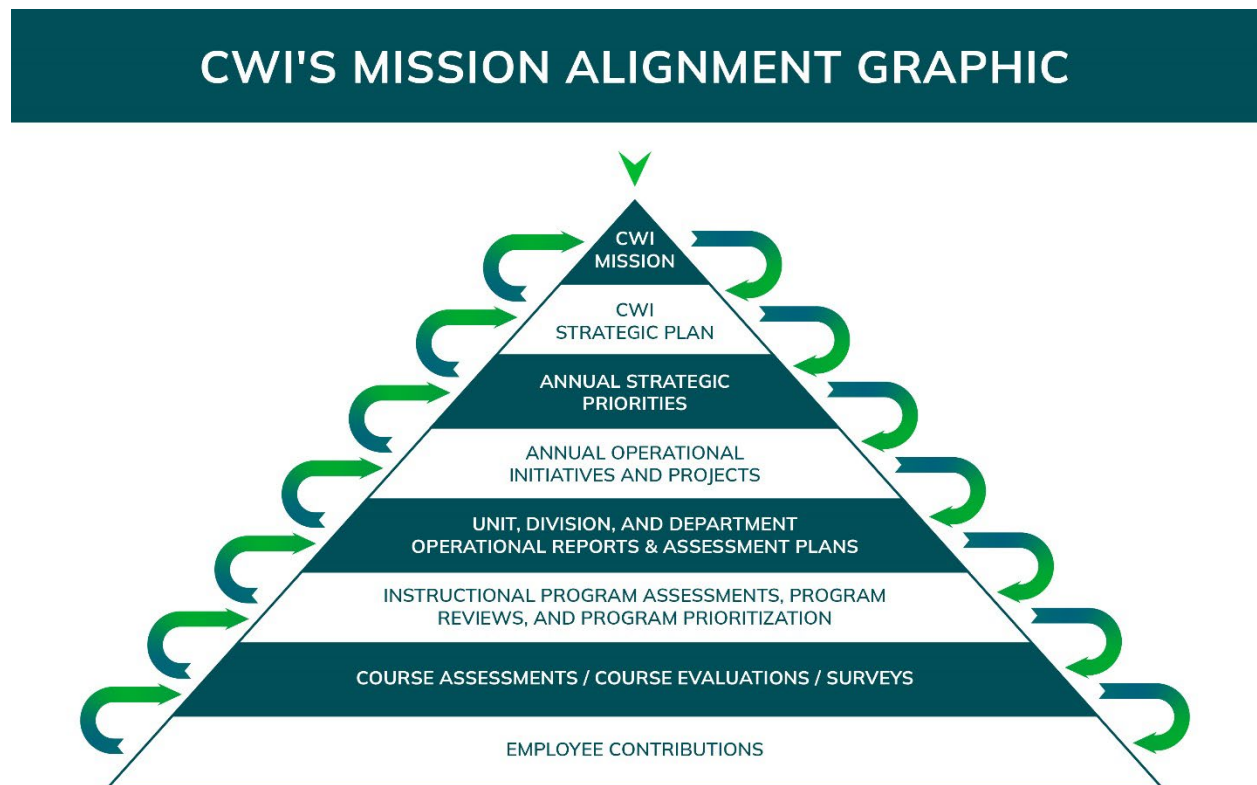
Below are visual representations of CWI’s Annual Strategic Planning Cycle, Mission Alignment, and Operational Framework, and each are explained more in-depth throughout the Evaluation of Institutional Effectiveness (EIE) Report.

Exhibit 1.1: CWI’s Annual Strategic Planning Cycle



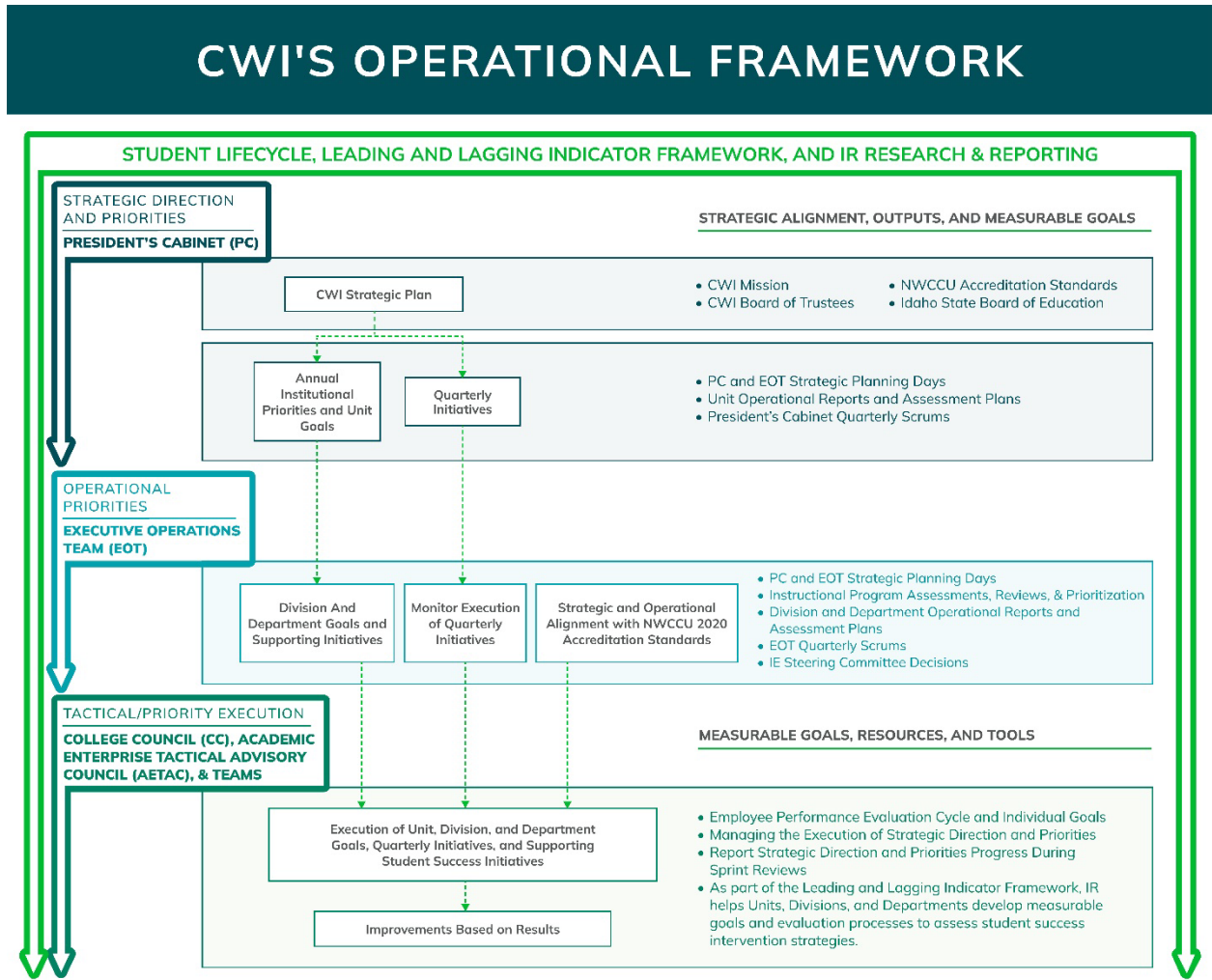
CWI's Annual Strategic Planning Cycle consists of three cycles: the Assessment Cycle, Planning Cycle, and Budget Cycle and is an inclusive, continuous, and recurring annual process. CWI's Strategic Planning Cycle encompasses three years: the previous year that is assessed (i.e., Fiscal Year 1), the current year being executed (i.e., Fiscal Year 2), and the upcoming year for which planning is being conducted (i.e., Fiscal Year 3).

**Exhibit 1.2: CWI's Mission Alignment Graphic**

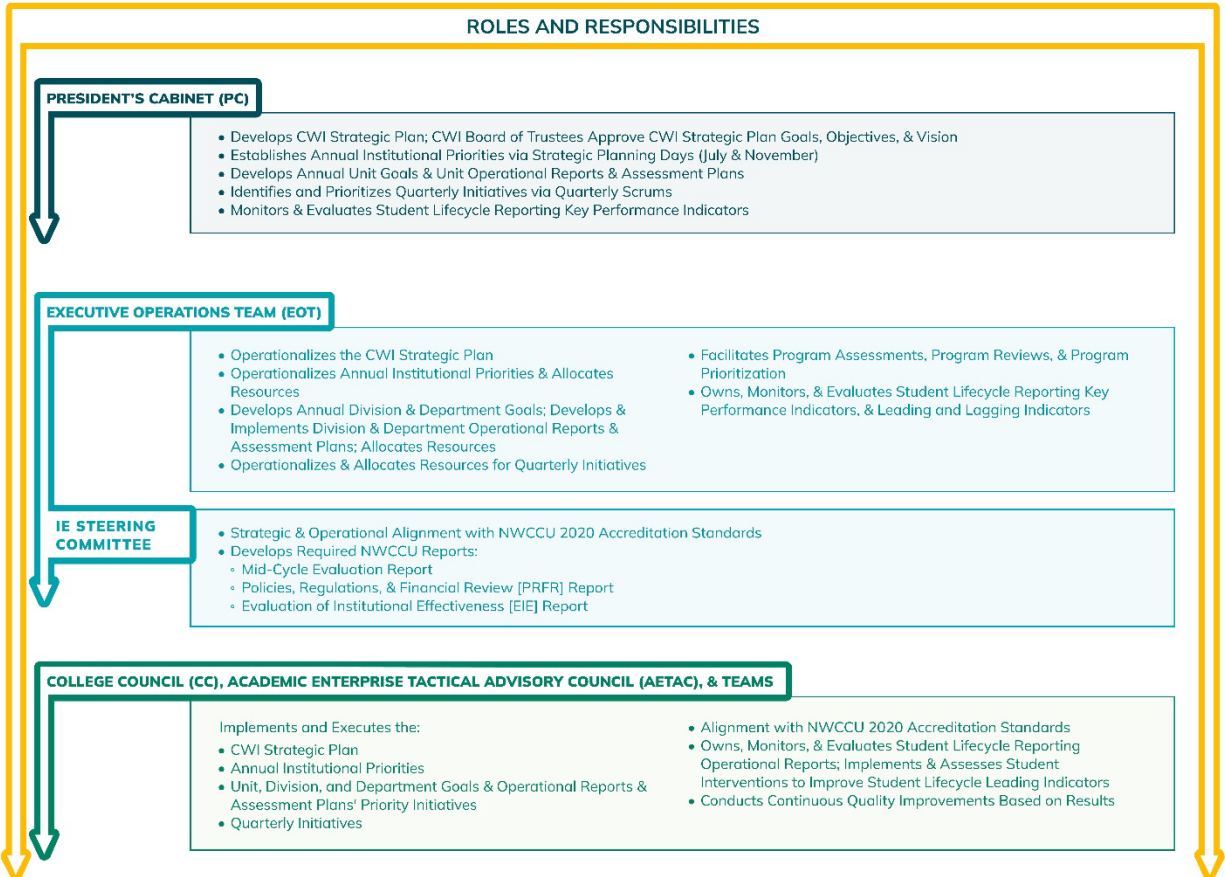


CWI's Mission Alignment graphic illustrates mission alignment collegewide, from the CWI Strategic Plan to the individual employee contributions. The strategic planning and assessment processes outlined above are conducted on an annual basis (exception: Program Prioritization is conducted once every four years) and flow in both directions to facilitate CWI mission fulfillment.

Exhibit 1.3: CWI's Operational Framework



# CWI'S OPERATIONAL FRAMEWORK



CWI's Operational Framework illustrates a more granular level view of how mission fulfillment is achieved on an annual basis, identifies key strategic planning and assessment activities conducted and by whom, and defines where strategic planning and assessment process outputs and measurable goals are identified and/or documented.

## CWI's Operational Framework (the Framework):

The CWI Mission, Student Lifecycle, Leading & Lagging Indicator Framework, and Institutional Research (IR) Reporting and Research are driving factors to all CWI operations. The End-to-End Student Lifecycle (E2E SLC) Reporting, which is currently being developed and deployed in a centralized location across the College, and Leading & Lagging Indicator Framework utilize key student success indicators to

facilitate data-informed decision making and improve student learning and achievement.

- CWI has an inclusive governance structure for planning and decision-making processes that provides opportunities for comment by appropriate constituencies. The Operational Framework encompasses all CWI governance bodies of the President's Cabinet, Executive Operations Team, College Council (includes the Associated Students of College of Western Idaho [ASCWI], Faculty Senate, and Staff Senate), and the Academic Enterprise Tactical Advisory Council (see Appendix 10).

CWI's Operational Framework consists of three simplified organizational levels: Strategic, Operational, and Tactical/Priority Execution (i.e., Tactical).

The Strategic level consists of the President's Cabinet.

The Operational level consists of the Executive Operations Team.

The Tactical level consists of the College Council, Academic Enterprise Tactical Advisory Council (ATEAC), and functional areas' Teams.

Please see above the Roles & Responsibilities portion of CWI's Operational Framework for the activities conducted by the Strategic, Operational, and Tactical organizational levels and associated governance bodies.

- The Framework illustrates the alignment with the CWI Strategic Plan, and by extension mission fulfillment, and how it cascades throughout CWI on an annual basis.

For example, the CWI Strategic Plan is aligned with the CWI Mission and is used to establish annual institutional priorities. Annual institutional priorities are then operationalized via the Unit, Division, and Department Operational Reports and Assessment Plans. Initiatives are identified, reviewed, and assessed on a quarterly basis. Student success initiatives are identified and implemented to improve student learning and achievement. Execution of the

Annual Institutional Priorities, Unit, Division, and Department Operational Reports and Assessment Plans, Quarterly Initiatives, and Student Success Initiatives are conducted throughout the year.

- The Framework identifies the Strategic Alignment, Outputs, and/or Measurable Goals for strategic planning and assessment processes conducted on an annual basis.

For example, the CWI Strategic Plan is aligned with the CWI Mission, NWCCU Accreditation Standards, and is approved by the CWI Board of Trustees. During the President's Cabinet and Executive Operations Team Strategic Planning Days, the annual institutional priorities are identified and are then operationalized via the Unit, Division, and Department Operational Reports and Assessment Plans.

- The Framework identifies the Measurable Goals, Resources, and Tools utilized at the Tactical organizational level.

For example, individual employees identify goals during the annual performance evaluation process that align with their area's Operational Report and Assessment Plan goals. In addition, student success interventions to improve leading indicators are implemented, evaluated, and results are used to make continuous quality improvements.

## **CWI'S RESEARCH-BASED & EVIDENCE-BASED FRAMEWORKS**

CWI's Operational Framework facilitates mission fulfillment, improves student learning and achievement, improves institutional effectiveness, and incorporates numerous research-based, evidence-based, and data-informed best practices and frameworks.

### **Academic Literature Reviews**

The Institutional Research (IR) team conducts an academic literature review for all IR initiatives and projects to identify and incorporate best practices. For example,



literature reviews have resulted in the identification of CWI's eight (8) Student Lifecycle Stages<sup>1</sup>. In addition, CWI's Program Prioritization process was developed and implemented based on a proven step-by-step approach that was identified during a literature review and is defined in the *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* by Charles Dickeson.<sup>2</sup>

## **Student Ready College Framework & One-Student-at-a-Time Approach**

CWI aims to be a student-ready college and employs a “one-student-at-a-time” approach based on the framework in *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*<sup>3</sup>. Because every student is unique, CWI strives to provide individualized support throughout a student's entire CWI journey.

Since the 2019 Mid-Cycle Evaluation, CWI has undertaken significant internal efforts, along with the support of two consultants, to examine and improve student lifecycle business processes and enterprise resource planning (ERP) technology usage to remove student barriers, improve student success, and enhance the overall CWI student experience (see Appendix 05).

## **End-to-End Student Lifecycle Reporting, Leading & Lagging Indicator Framework, and Data Governance & Management**

Beginning in 2021 – 2022, CWI began developing and implementing centralized End-to-End Student Lifecycle (E2E SLC) Reporting and Leading and Lagging Indicator Framework based on *Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*<sup>4</sup>. The E2E SLC Reporting has associated key performance indicators (KPIs), leading and lagging indicators, and operational reports that impact those indicators for each Student Lifecycle stage (see

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<sup>1</sup> Lizzio, A. (2011). *The Student Lifecycle: An Integrative Framework for Guiding Practice*. Brisbane: Griffiths University.

<sup>2</sup> Dickeson, R.C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Second Edition). Jossey-Bass. (Original work published 1999)

<sup>3</sup> McNair, T.B., Albertine, S., McDonald, N., Major, T. J., & Cooper, M.A. (2022) *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (Second Edition). Jossey-Bass. (Original work published 2016)

<sup>4</sup> Phillips, B.C. & Horowitz, J.E. (2017). *Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*. Harvard Education Press.

Appendices 06A and 06B). Appendix 06A contains the E2E SLC Reporting that has been identified to date and is currently centrally being developed in Power BI, CWI's reporting and analytics tool. Appendix 06B provides an overview of the E2E SLC initiative and a sampling of the E2E SLC reporting in Power BI. Usernames, passwords, and instructions to access Power BI and CWI's End-to-End Student Lifecycle Reporting, institutional reports, and dashboards will be provided to NWCCU Evaluators during the EIE Report onsite visit.

Developing and deploying centralized E2E SLC Reporting and Leading & Lagging Framework, and the consistent usage of it throughout the Strategic, Operational, and Tactical levels, will assist CWI institution-wide to systematically focus on critical student success key performance indicators (KPIs), avoid the 'study everything' approach, and help identify actionable opportunities to improve student success throughout the Student Lifecycle. As the E2E SLC Reporting gets developed and deployed institution-wide, the IR team will continue conducting training with the Strategic, Operational, and Tactical levels of the organization to facilitate the consistent and systematic use of it, increase data literacy, and increase data-informed decision making to improve student learning and achievement.

Operationally and in assessment processes, CWI currently utilizes components of student lifecycle reporting and leading and lagging indicators in a piecemeal and siloed fashion. The areas that impact each Student Lifecycle stage's key performance indicators, leading and lagging indicators, and operational reports that impact them have started incorporating indicators into assessment processes, such as annual Operational Reports and Assessment Plans, monitoring and evaluating the indicators, and making continuous quality improvements based on results.

Starting in 2021 – 2022 with the assistance of two consultants, CWI began conducting an extensive Student Lifecycle business process and ERP technology usage review to remove student barriers, increase student success, and improve the student experience. As a result, CWI has made significant changes related to ERP technology usage, enrollment and retention support, and website optimization. These changes include but are not limited to the development and deployment of a new and more user-friendly admissions application, deployment of Student Success Coaches, evaluation of the learning management system (LMS) technology, and

proactive outreach to students during the admission, enrollment, and term-start processes. CWI is seeing initial progress in early leading indicators from these student success initiatives with a 6% increase from the Fall 2021 to Spring 2022 vs. Fall 2022 to Spring 2023 persistence rates for the fall IPEDS first-time full-time (76% to 82%) and part-time student (61% to 67%) cohorts.

Starting in 2019 – 2020, CWI also began implementing a more rigorous institutional data governance and management model (see Appendix 11). Previously, business rules and security access were applied at the individual report level and an institutional Data Catalog and Data Warehouse did not exist. Starting in 2019, the Data Governance Committee (see Appendix 12) was established, an institutional Data Catalog was created, and an Enterprise Data Warehouse (EDW) has been developed. Business rules and security access are now managed within the EDW rather than at the individual report level, providing improved data accuracy and security.

In Spring 2023, CWI procured a customer relationship management (CRM) system, Element 451. The CRM system implementation began in Fall 2023 and will provide additional insight into the student experience and access to data that will be incorporated into existing Student Lifecycle Reporting.

### **Association of Institutional Research's (AIR) Statement of Aspirational Practice for Institutional Research**

Previous Institutional Research (IR) resources were insufficient to meet CWI's strategic, operational, and ad hoc data and reporting needs (see Appendix 11). As a result, in 2018 – 2019, CWI's President's Cabinet made the strategic decision to transition to a decentralized IR model based on the [Association for Institutional Research's \(AIR\) Statement of Aspirational Practice for Institutional Research](#). The *AIR Statement of Aspirational Practice for IR* "is a new vision of effective IR in support of student success, highlights the need for IR to serve a broader range of decision makers, [and] to expand IR capacity through professional development of data skills."

The goals of implementing CWI's decentralized IR model are to:

- Increase data literacy, usage, ownership, and data-informed decision making throughout CWI's Strategic, Operational, and Tactical levels and resources;
- Develop End-to-End Student Lifecycle Reporting (E2E SLC) for utilization collegewide;
- Expand IR capacity through professional development of data literacy, data management and reporting skills, and data analytics; and
- Increase IR capacity collegewide by developing and training functional area Analysts and Report Writers to conduct operational and ad hoc reporting for their respective areas (see Appendix 13; slides 16-25).

The Institutional Research (IR) team conducts numerous Student Lifecycle and data literacy trainings (see Appendix 14) with the President's Cabinet, Executive Operations Team, and functional area Analysts, Report Writers, and Teams. CWI has made significant training and mentoring investments the past two years with the goal of functional area Analysts and Report Writers to develop and deliver operational and ad hoc reports for their areas. To date through mentoring conducted by the IR team and external trainings, such as Power BI and SQL, the Analysts and Report Writers in the Center for Teaching and Learning, Financial Aid, Registrar, Business Office, Human Resources have begun developing and delivering operational and ad hoc reporting for their functional area.

## **STANDARD 1.A. MISSION**

In the 2019 Mid-Cycle Evaluation, CWI received feedback to make stronger ties between the CWI Mission statement components and how they are measured to demonstrate mission fulfillment. In addition, the Northwest Commission on Colleges and Universities (NWCCU) implemented the 2020 Accreditation Standards that include an updated mission accreditation element. As a result, the CWI Board of Trustees revised and approved the [new CWI Mission statement](#) in January 2022.

The CWI Mission is “College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.” (Accreditation Element 1.A.1)

## **STANDARD 1.B. INSTITUTIONAL EFFECTIVENESS**

CWI has comprehensive, integrated, inclusive, and systematic processes to achieve mission fulfillment and improve institutional effectiveness. CWI’s framework to facilitate mission fulfillment and improve institutional effectiveness:

- Identifies meaningful goals, objectives, and indicators of student achievement to define mission fulfillment, as well as includes regional and national peer comparisons to refine effectiveness (Accreditation Element 1.B.2);
- Is iterative, flexible, and incorporates internal and external environmental scans to modify strategic course and direction (Accreditation Element 1.B.4);
- Is inclusive, utilizes ongoing and systematic planning processes, and provides opportunities for comment by constituencies (Accreditation Element 1.B.3); and
- Demonstrates a continuous process to assess and refine institutional effectiveness for instruction and support services, assign resources, and improve student learning and achievement (Accreditation Element 1.B.1).

## **CWI MISSION FULFILLMENT INDICATORS**

The CWI Mission is measured and evaluated using the mission fulfillment indicators outlined in the table below (Accreditation Element 1.B.2). The mission fulfillment indicators are incorporated into the CWI Strategic Plan. Therefore, mission fulfillment is achieved via the implementation and execution of the CWI Strategic Plan, as well as other ways identified and explained in the Mission Fulfillment section of the EIE Report. Below are the CWI Mission statement components and associated mission fulfillment indicators:

**Exhibit 1.4: CWI Mission Statement Components & Mission Fulfillment Indicators**

<b>CWI MISSION STATEMENT COMPONENTS</b>	<b>CWI MISSION FULFILLMENT INDICATORS</b>
College of Western Idaho is committed to empowering students to succeed	<ul style="list-style-type: none"> <li>• IPEDS 150% Graduation Rate</li> <li>• CWI Transfer Rate</li> </ul>
by providing affordable and accessible education	<ul style="list-style-type: none"> <li>• CWI Tuition &amp; Fees vs. 4-year Institutions in Service Area</li> <li>• Open-Access Institution</li> </ul>
to advance the local and global workforce.	<ul style="list-style-type: none"> <li>• Postsecondary Credential Attainment Rate</li> <li>• Positive Job Placement Rate</li> </ul>

**Mission Fulfillment**

The CWI Mission, and by extension mission fulfillment, are central to all CWI processes. The CWI Mission and mission fulfillment are accomplished throughout CWI via the 1) CWI Strategic Plan; 2) biannual Strategic Planning Days; 3) annual Unit, Division, & Department Operational Reports and Assessment Plans; 4) the budget process; 5) assessment processes conducted collegewide; and 6) the individual performance evaluation and goal setting process (Accreditation Element 1.B.2). Below illustrates CWI Mission alignment throughout the organization.



Exhibit 1.5: CWI's Mission Alignment Graphic

# CWI'S MISSION ALIGNMENT GRAPHIC



The CWI Mission is core to all CWI's strategic planning, assessment, and budget processes, and each of these processes follows the Assessment Lifecycle stages of Plan, Implement, Evaluate Results, and Make Improvements Per Results. Please see Appendices 01, 02, 04C, 04F, and 05 for a comprehensive list of continuous quality improvements that have been made based on results for the Operational Reports and Assessment Plans, Annual Program Assessments, Program Reviews, surveys, etc.

# CWI ASSESSMENT LIFECYCLE



Accurate data, tools, and reporting at the Strategic, Operational, and Tactical levels are core to CWI’s mission fulfillment and data-informed decision making. Please access CWI’s Power BI reporting platform to review CWI’s End-to-End Student Lifecycle Reporting and Strategic, Operational, and Tactical reports and dashboards. Usernames, passwords, and instructions to access Power BI and CWI’s End-to-End Student Lifecycle Reporting, institutional reports, and dashboards will be provided to NWCCU Evaluators during the EIE Report onsite visit in October 2023.

Below are the CWI Strategic Plan Goals, Objectives, and Indicators of Achievement. The Strategic Plan Indicators of Achievement include the mission fulfillment indicators, critical leading indicators such as retention, and other institutionally important indicators. The full [2024 – 2026 CWI Strategic Plan Report](#) can be accessed on CWI’s website.

**Exhibit 1.7: 2024 – 2026 CWI Strategic Plan Goals, Objectives, and Indicators of Achievement**

<b>2024 – 2026 CWI STRATEGIC PLAN:</b>		
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>INDICATORS OF ACHIEVEMENT</b>
1. Student Success (Credit)	1A. Advance Student Success by Optimizing the Student Lifecycle (Improve Leading Indicators)	1a1. Increase Enrollment
		1a2. Improve IPEDS Retention Rates
		1a3. Improve IPEDS 150% Graduation Rate*
		1a4. Improve Transfer Rate*
1. Student Success (Non-Credit)	1A. Advance Student Success by Optimizing the Student Lifecycle (Improve Leading Indicators)	1a5. Increase Attained Secondary School Diploma & Enrolled in Post-Secondary Education or Training Rate
		1a6. Increase Postsecondary Credential Attainment Rate*
1. Student Success	1B. Undifferentiated Outcomes for All	1b1. Reduce IPEDS 150% Graduation Rate Equity Gaps
2. Affordable & Accessible Education	2A. Deliver Quality, Affordable Education	2a1. CWI Tuition and Fees & Idaho Public 4-year Institutions in Service Area Comparison*
		2a2. CWI IPEDS Average Net Price & Peer Comparison
	2B. Ensure Accessible Education	2b1. Open-Access Institution*
		2b2. Provide Flexible Delivery Options
3. Advance the Local & Global Workforce	3A. Meet Evolving Workforce Needs	3a1. Increase Positive Job Placement Rates*
		3a2. Increase Program Completions Associated with High Wage / High Demand Jobs

		3a3. Deliver Workforce Development Programs to Meet Business Needs
4. Inclusive Culture	4a. Foster a High Performing Organization Driven by a Culture of Engagement, Respect, & Accountability	4a1. Maintain Employee Engagement
		4a2. Improve Inclusive and Welcoming Environment Student Survey Score
		4a3. Improve Engagement Student Survey Score
		4a4. Improve Respect Student Survey Score

\* = CWI Mission Fulfillment Indicator of Achievement

Each Indicator of Achievement has a specific, targeted goal aimed to be achieved by the end of the CWI Strategic Plan timeframe. However, evaluating mission fulfillment is an ongoing process focused on continuous improvement. Therefore, mission fulfillment does not have a defined end state, and thus CWI has not established what delineates mission fulfillment or failure based on CWI Strategic Plan Indicators of Achievement at a snapshot in time.

CWI utilizes a flexible and iterative strategic planning process on an annual, quarterly, and three-week basis. Biannual Strategic Planning Days are facilitated annually with the President’s Cabinet (PC) and Executive Operations Team (EOT). Quarterly reviews and evaluations are conducted with the PC, EOT, and Academic Enterprise Tactical Advisory Council (AETAC) governance bodies. Functional areas’ teams plan and execute work in three-week increments. These annual, quarterly, and three-week planning processes continuously and systematically evaluate the internal and external environment and are used to modify strategic direction and revise, as necessary, the mission, goals’ indicators of achievement, planning, and programs and services intended outcomes. (Accreditation Element 1.B.4)

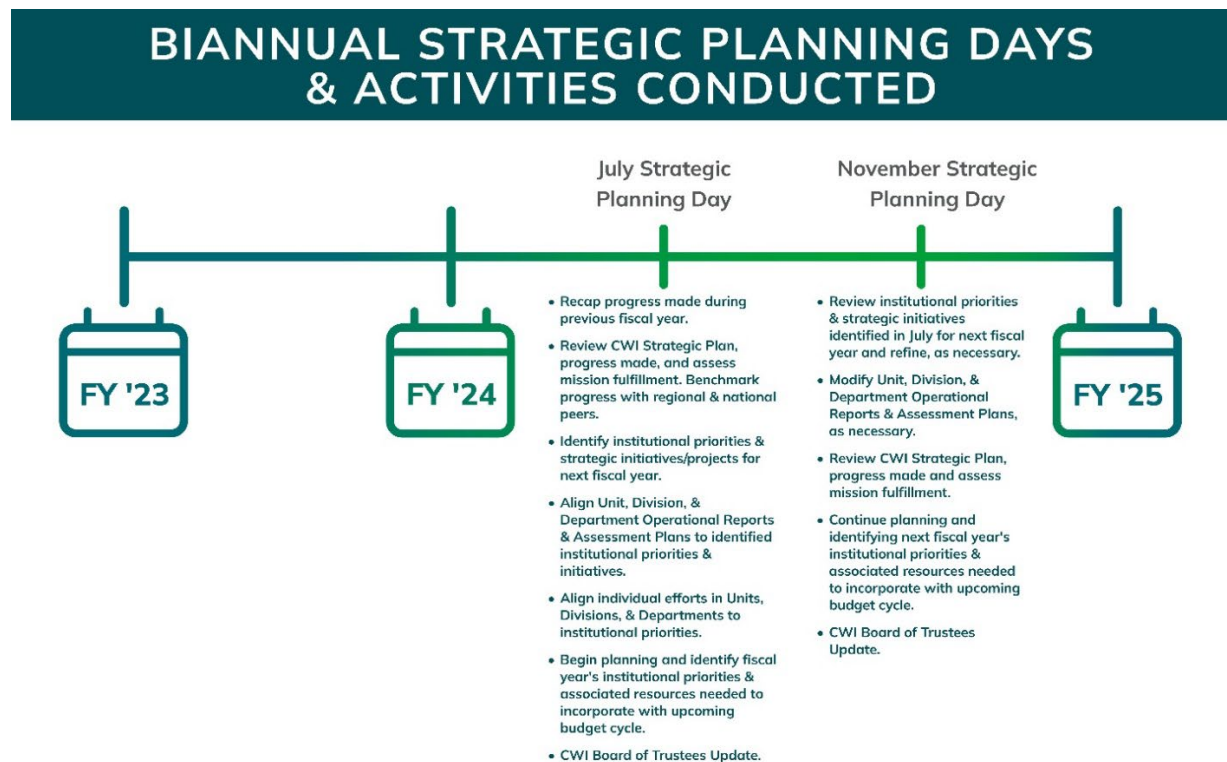
CWI systematically monitors and assesses Strategic Plan and mission fulfillment progress and identifies strategies for improvement if targeted goals are not met. CWI Strategic Plan and mission fulfillment progress occurs during the biannual Strategic Planning Days with the President’s Cabinet and Executive Operations

Team. Each July and November, Strategic Planning Days with the PC and EOT are facilitated by the Institutional Effectiveness / Institutional Research department (see Appendix 15).

CWI Strategic Plan and mission fulfillment progress are reviewed, evaluated, and a primary focus during the PC and EOT Strategic Planning Days and includes longitudinal data analyses (see Appendix 16) (Accreditation Element 1.B.2). Based on results, as needed, modifications and adjustments are made to the Indicators of Achievement, strategic direction, and incorporated in the annual Operational Reports and Assessment Plans.

During the PC and EOT Strategic Planning Days, PC and EOT also review and assess the prior year’s outcomes and conduct strategic planning for the current and upcoming fiscal years. Below outlines the activities conducted during the Strategic Planning Days.

**Exhibit 1.8: Biannual Strategic Planning Days & Activities Conducted**



The CWI Strategic Plan is aligned with the CWI Mission. During the July Strategic Planning Day, the President's Cabinet establishes annual institutional goals and priorities primarily derived from the CWI Strategic Plan. Institutional goals and priorities, as well as the strategies and actions to achieve them, are documented in the annual Unit, Division, and Department Operational Reports and Assessment Plans (see Appendices 04B & 04E). Because of the alignment of these plans with the CWI Mission, execution of these plans facilitates mission fulfillment.

In addition to the annual institutional priorities derived from the CWI Strategic Plan, additional annual institutional goals and priorities may be identified and originate from a myriad of sources, such as internal CWI initiatives, external goals or priorities from governance or oversight bodies, etc. The governance or oversight bodies may include but are not limited to the Northwest Commission on Colleges and Universities (NWCCU), the United States Department of Education (US DOE), and Idaho State Board of Education (ID SBOE). These additional, annual institutional goals and priorities are identified via internal and external environmental scans conducted during the Strategic Planning Days and quarterly. The goals and priorities are utilized to modify the strategic and operational direction and as needed, are incorporated into the annual Operational Reports and Assessment Plans. (Accreditation Element 1.B.4)

CWI has identified regional and national peers, conducts peer comparison benchmarking, and makes improvements based on results. CWI selects peer institutions based on established criteria, such as the institution's metropolitan statistical area (MSA), Carnegie Classification, student population and demographic composition, etc. CWI has selected three (3) regional peers and three (3) national peers based on the established selection criteria. Three (3) aspirational peers have been selected from the group of regional and national peers. All regional and national peers are located outside the state of Idaho and are reviewed annually to ensure appropriate and meaningful peer comparisons that meet established criteria. (Accreditation Element 1.B.2) (see Appendix 17)

CWI benchmarks progress against regional and national peer institutions during the July Strategic Planning Day (see Appendix 18). Regional and national peer comparison data for the IPEDS first-time full-time and part-time retention rates,

150% graduation rate, and average net price are also available on CWI's website at [Student Success Indicators Peer Comparisons | CWI](#). As needed based on results, CWI makes continuous quality improvements to inform planning, decision making, and allocation of resources. (Accreditation Elements 1.B.2 and 1.D.2)

The President's Cabinet and the Executive Operations Team conduct another Strategic Planning Day in November (see Appendix 15), which includes an internal/external environmental scan, identifying and incorporating any changes that took place since the July Strategic Planning Day, and preparing for the upcoming budget cycle.


Mission fulfillment Goals, Objectives, and Indicators of Achievement are widely distributed, discussed, analyzed, and used in CWI's strategic planning and assessment processes for student learning and support services. The CWI Strategic Plan is operationalized on an annual basis, used to set annual strategic priorities, and is incorporated into the annual Unit, Division, and Department Operational Reports and Assessment Plans, Instructional Program Reviews, and Program Prioritization assessment processes. These assessment processes include both standardized and program-specific performance measures and are used to inform planning and improve its effectiveness and will be covered more in-depth in the Institutional Effectiveness section of the EIE Report. (Accreditation Element 1.B.2)

The budget process also facilitates mission fulfillment. The annual Operational Reports and Assessment Plans, which are aligned with the CWI Strategic Plan, identify resources needed to achieve the annual institutional goals and priorities. As needed, new resources are incorporated into the budget cycle for the upcoming fiscal year. Additional resources needed are identified by the areas through CWI's inclusive and bottom-up budget process. All resources submitted and approved in the budget process are linked to and aligned with at least one CWI Strategic Plan Goal, thereby contributing to mission fulfillment.

Mission fulfillment is also achieved at the individual employee level via the employee performance evaluation and goal setting process. Employees develop their individual performance goals for the year that align with the area's Operational Report and Assessment Plan. All individual employee performance evaluation goals are linked



to and aligned with a CWI Strategic Plan Goal facilitating mission fulfillment throughout CWI.

Leveraging work started by the Idaho State Board of Education, CWI also facilitates mission fulfillment to deliver affordable and accessible education with the development and adoption of Open Education Resources (OER) for CWI courses and programs. As of April 2023, thirty-nine (39) faculty members have begun the process of finding OER for their courses, and thirty (30) have either identified useful OER or gone further to create and remix OER specific to their courses. Twenty-three (23) new courses now have OER implemented in Fall 2023 with six (6) published Pressbooks showing CWI's efforts to make instructional materials accessible to students and other faculty on our CWI Pressbooks site. To communicate this opportunity for CWI students, a process was put in place to ensure that courses that have zero to low-cost materials were marked with the following icon in the [CWI Catalog](#): 

## Improving Institutional Effectiveness

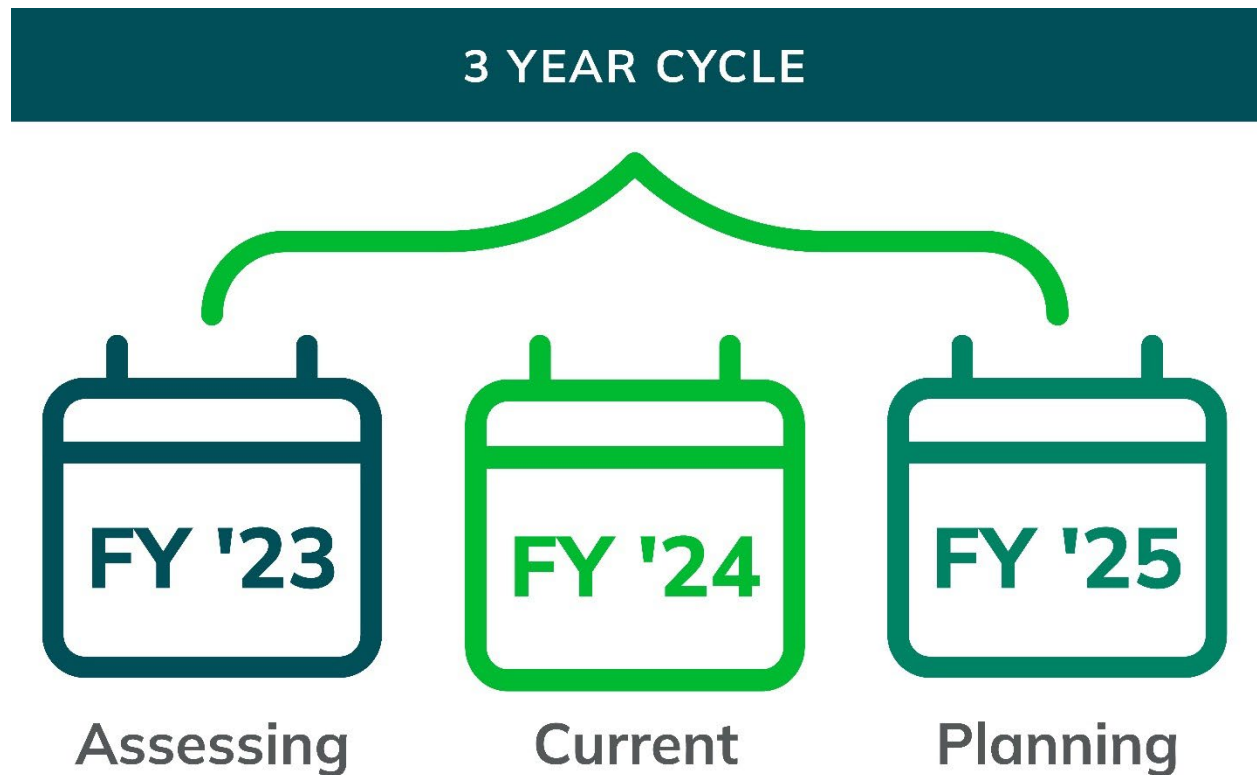
CWI has an inclusive, comprehensive, and continuous process to assess institutional effectiveness that utilizes ongoing and systematic planning and evaluation processes to inform and refine its effectiveness, assign resources, and improve student learning and achievement and support services. This is accomplished through CWI's Annual Strategic Planning process that encompasses the Assessment Cycle, Planning Cycle, and Budget Cycle.

Based in part on the [Association for Higher Education Effectiveness' \(AHEE\) definition of integrated institutional effectiveness](#), CWI defines institutional effectiveness as the continuous and purposeful coordination, integration, self-evaluation, and improvement of functions that foster mission fulfillment, student success, and support institutional performance, quality, and efficiency. Such functions include strategic planning, program/unit review, outcomes assessment, institutional research, and regional/specialized accreditation.

At any point in time, CWI's strategic planning process encompasses three years and includes: assessment of the **previous fiscal year**, planning and execution of the

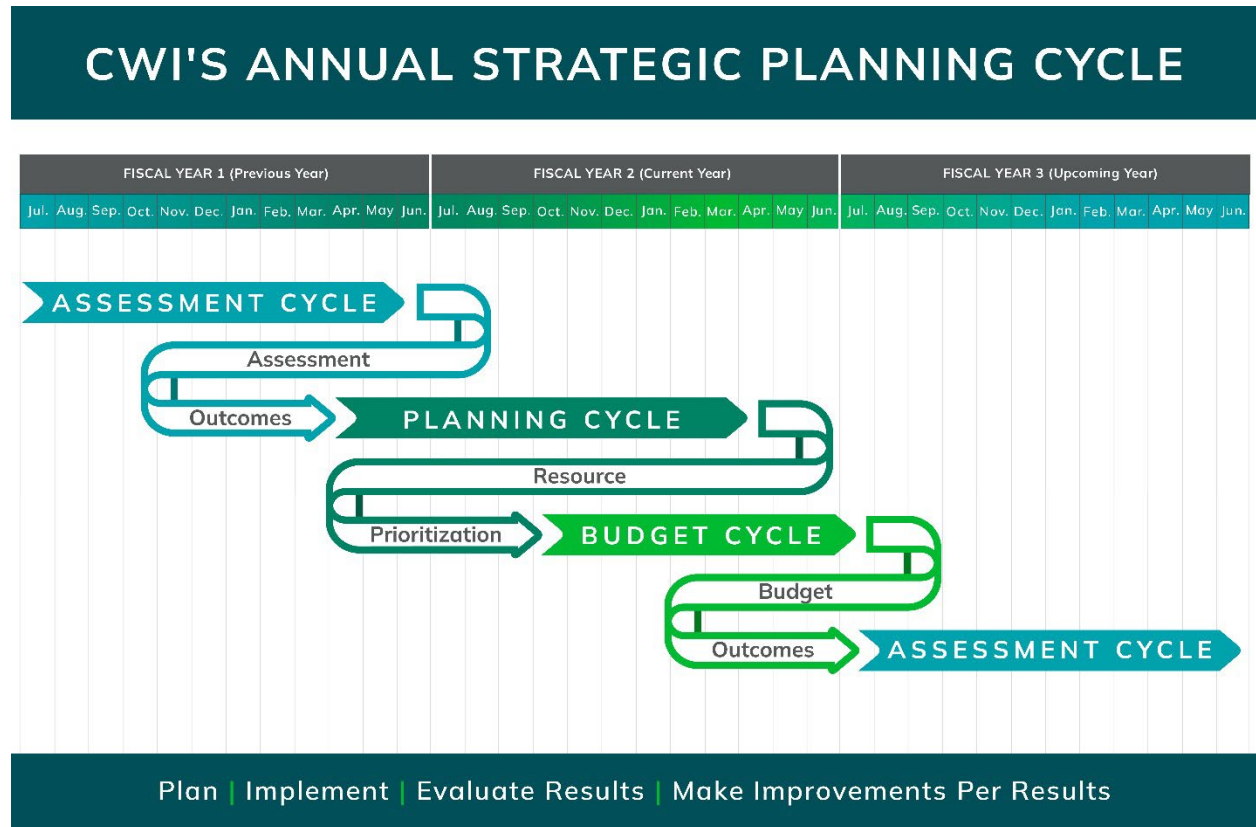
current fiscal year, and planning for the upcoming fiscal year as demonstrated in exhibit 1.9 below.

Exhibit 1.9: CWI's 3 Year Cycle



CWI's comprehensive, integrated, and systematic framework to assess and improve institutional effectiveness is inclusive, encompasses all CWI governance bodies (see Appendix 10), provides opportunity for comment by appropriate constituencies in the planning process (Accreditation Element 1.B.3), allocates resources, and facilitates improvement. CWI's framework to improve institutional effectiveness is encapsulated in the Annual Strategic Planning Cycle, which consists of the Assessment Cycle, Planning Cycle, and Budget Cycle. The CWI Strategic Planning Cycle is continuous, systematic, and occurs annually. (Accreditation Element 1.B.1)

Exhibit 1.10: CWI's Annual Strategic Planning Cycle



The previous year’s Assessment Cycle results in Assessment Outcomes, which are used to inform the Planning Cycle for the current and upcoming fiscal years. The Planning Cycle results in Resource Prioritization, which is used to inform the Budget Cycle. The Budget Cycle results in Budget Outcomes, which are used to inform the Assessment Cycle. The graphic above illustrates the CWI’s Annual Strategic Planning process, the three Assessment, Planning, and Budget Cycles that comprise it, and when each cycle occurs on a recurring and annual basis over a three-year timespan.

CWI’s Mission is core to CWI’s Strategic Planning process and all assessment, planning, and budget activities conducted collegewide. All Assessment, Planning, and Budget activities follow a process: Plan, Implement, Evaluate Results, and Make Improvements Per Results. As the Assessment, Planning, and Budget activities impact every CWI organizational level and employee throughout the Institution, CWI’s framework to assess and improve institutional effectiveness is inclusive,

ongoing, systematic, used to refine and improve institutional effectiveness (see Appendices 01, 02, 04C, 04F, and 05), and includes both student learning and achievement and support services. (Accreditation Elements 1.B.1, 1.B.3, and 1.B.4)

Exhibit 1.11: CWI Assessment Lifecycle

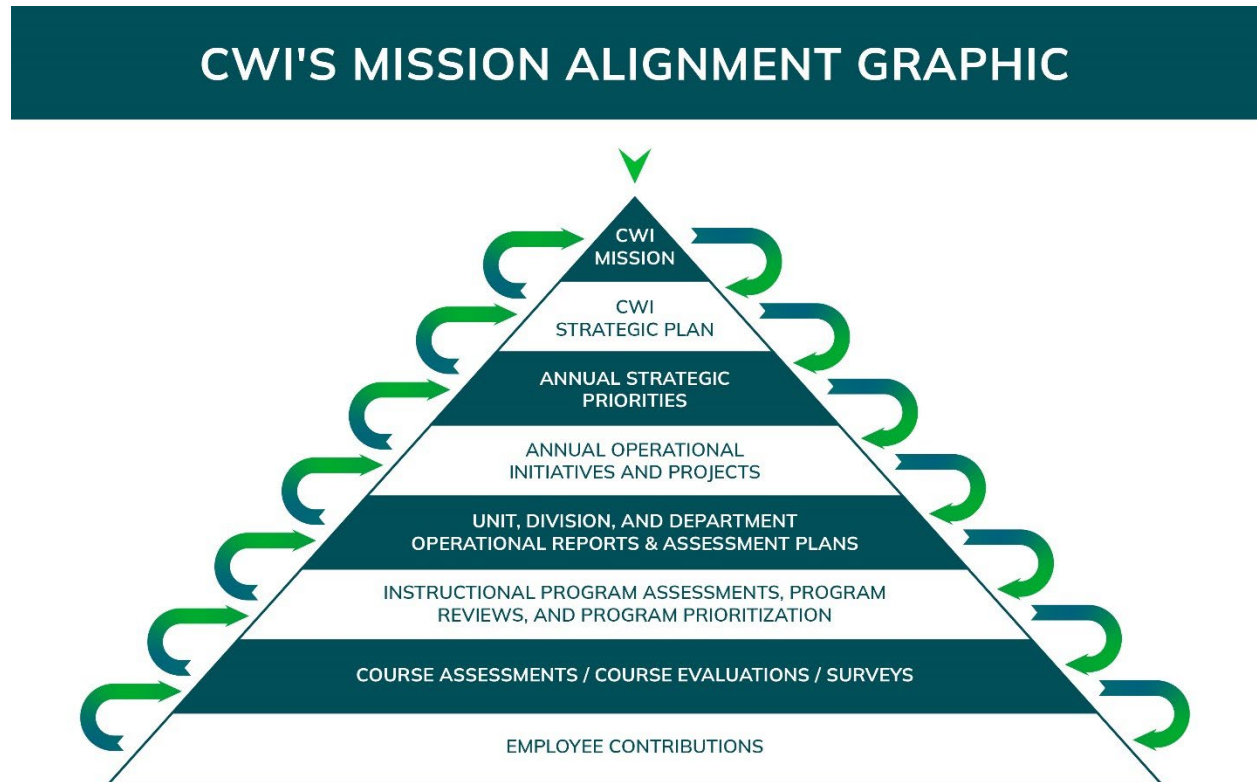


### CWI Strategic Planning: Assessment Lifecycle

The first cycle in CWI's Annual Strategic Planning process is the Assessment Cycle. The Assessment Cycle results in Assessment Outcomes that inform the Planning Cycle. CWI's Assessment Cycle includes assessment processes for both student learning and achievement and support services and are used to refine its effectiveness and improve student learning and achievement. Assessment processes conducted collegewide for instruction and support services are conducted via the annual Operational Reports and Assessment Plans and Surveys. Additional

instructional assessments conducted are Program Assessments, Program Reviews, and Program Prioritization.

Exhibit 1.12: CWI's Mission Alignment



### Operational Reports and Assessment Plans

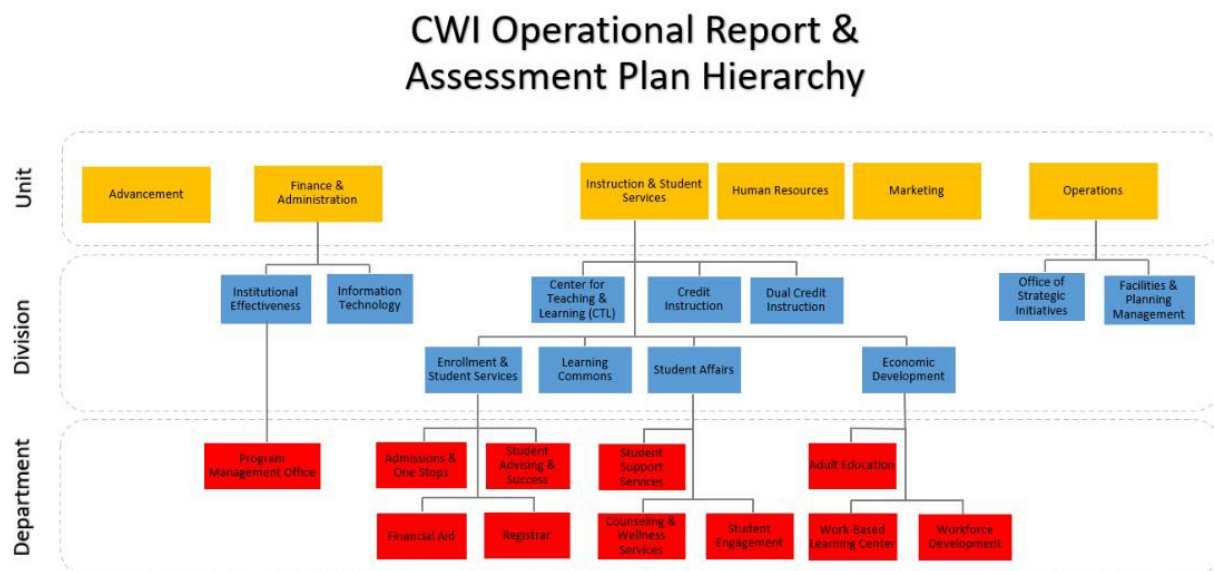
The President's Cabinet identifies annual institutional goals and priorities, which are derived from the CWI Strategic Plan and an internal/external environmental scan. The strategies and actions to achieve the annual institutional goals and priorities are documented in the Unit, Division, and Department Operational Reports and Assessment Plans (see Appendices 04B and 04E).

The annual institutional priorities are aligned with the CWI Strategic Plan. The Unit plans align with the annual institutional priorities, Division plans align with the Unit plans, and the Department plans align with the Division plans. Operational Reports

and Assessment Plans cover both student learning and achievement and support services (Accreditation Element 1.B.1).

Below identifies the areas that develop Unit, Division, and Department Operational Reports and Assessment Plans annually based on the current organizational structure. Please note: the Operational Reports and Assessment Plans hierarchy is condensed into three (3) simplified levels of Unit, Division, and Department and does not correlate 1:1 with the overall CWI organizational structure.

**Exhibit 1.13: Operational Report and Assessment Plan Hierarchy**



Operational Reports and Assessment Plans are developed by the area’s leader in coordination with the area’s employees, which provides employees an opportunity to provide comments in the Operational Report and Assessment Plan planning process. Individual employee performance evaluation goals are then developed by the employee in coordination with their supervisor and in alignment with their area’s Operational Report and Assessment Plan.

Operational Reports and Assessment Plans contain the following information:

- Core Services,
- Report Summary,
- Unit/Division/Department Goals,
- Strategies & Activities to meet goals,
- Resources (which are incorporated into upcoming budget cycle),
- Assumptions/ Risks/ Constraints,
- Assessment Criteria,
- Status,
- Comments, and
- How Results are Used to Make Improvements

Operational Reports and Assessment Plans' assessment data results are used to improve institutional effectiveness and make continuous quality improvements (see Appendices 04C and 04F).

### **Instructional Program Assessments, Program Reviews, & Program Prioritization**

Instruction utilizes ongoing and systematic assessment and evaluation to improve student learning and achievement and includes the Program Assessment, Program Review, and Program Prioritization assessment processes. The recurring instructional assessment processes of Program Assessment, Program Review, and Program Prioritization occur rotating throughout a four-year instructional assessment period. Annually for the first three years of the instructional assessment period, two-thirds (2/3) of the instructional programs conduct an Annual Assessment and one-third (1/3) of the instructional programs conduct a Program Review. All instructional programs then participate in the Program Prioritization assessment process, which holistically assesses all instructional programs at once, as well as conducts an Annual Assessment in year four of the instructional assessment period. (Accreditation Element 1.B.1)



Program Assessment, Program Review, and Program Prioritization assessment data results are used to improve institutional effectiveness and make continuous quality improvements (see Appendices 01, 02, 03A, and 03B).

Spring 2023 was CWI's inaugural Program Prioritization process. Based on Program Prioritization results, instructional programs in the lowest scoring levels have developed action plans for improvement that will be implemented, monitored, and evaluated over the next two years by the instructional programs. Instructional leadership will then make programmatic decisions based on the program's action plan results, which will be shared in the 2026 Mid-Cycle Evaluation.

## **Surveys**

Student and employee surveys are also conducted and included in CWI's assessment processes on a recurring basis. Surveys may also be conducted on a one-time basis. Survey results are utilized to refine institutional effectiveness and make continuous quality improvements.

CWI annually conducts either the Employee Engagement Survey or abbreviated Pulse Engagement Survey. Led by CWI's Human Resources department, the employee engagement survey results are utilized to develop action plans for improvement (see Appendix 19).

Please see Appendix 05 for a sampling of continuous quality improvements that have been made for the Student Satisfaction Inventory Survey, New Student Orientation Survey, and Healthy Minds Survey.

Combined, the Assessment Outcomes of all the assessment processes conducted inform CWI's Planning Cycle, which is the second cycle in CWI's Strategic Planning process.

## **CWI Strategic Planning: Planning Lifecycle**

The second cycle in CWI's Strategic Planning process is the Planning Cycle. Planning occurs iteratively throughout the Assessment, Planning, and Budget Cycles. CWI has

an inclusive governance structure for planning, evaluation, and decision-making processes that offers opportunities for comment by appropriate constituencies and governance bodies (Accreditation Element 1.B.3) (see Appendix 10).

Planning occurs on an iterative, continual, and recurring basis throughout the year and includes internal/external environmental scans, identifying impacts, and modifying strategic direction, as needed (Accreditation Element 1.B.4). Collegewide strategic planning iteratively occurs annually during the July and November Strategic Planning Days (see Appendices 15 and 20) and in quarterly reviews and evaluations (see Appendix 21). Planning at the operational level occurs on a three-week basis, as well as during the Assessment and Budget Cycles, thereby facilitating inclusive opportunities for comment by appropriate constituencies that have a reasonable and direct interest.

In the July Strategic Planning Day, the previous year's assessment outcomes are assessed and inform the planning for the current and upcoming fiscal years. Mission fulfillment, CWI Strategic Plan progress, and benchmarking against regional and national peers are also conducted with the President's Cabinet and Executive Operations Team in the July Strategic Planning Day. Based on the previous year's results and environmental scan, the strategic direction is adjusted, as needed. The President's Cabinet also identifies annual institutional goals and priorities. Unit, Division, and Department Operational Reports and Assessment Plans, which include both instruction and support services, are then developed and contain the strategies and actions for how the annual institutional goals and priorities will be achieved. These plans are collaboratively developed with the area's leaders and employees providing an inclusive and collaborative planning process.

The President's Cabinet and the Executive Operations Team conduct another Strategic Planning Day in November, which involves conducting an internal/external environmental scan, identifying and incorporating any changes that took place since the July Strategic Planning Day, and preparing for the upcoming budget cycle.

The cross-functional and representative governance bodies of the President's Cabinet (PC), Executive Operations Team (EOT), and Academic Enterprise Tactical Advisory Council (AETAC) conduct quarterly reviews and evaluations. During the

quarterly reviews and evaluations, the governance bodies assess progress made the previous quarter, conduct planning for the upcoming quarter, perform an environmental scan, and incorporate strategic and/or operational adjustments, as needed, based on assessment data and results. Planning also occurs on a three-week basis throughout the quarter. Teams identify and execute work and make iterative and incremental adjustments based on results.

CWI's Annual Strategic Planning process encompasses the Assessment Cycle, Planning Cycle, and Budget Cycle. CWI's Annual Strategic Planning process includes both student learning and achievement and support services, is inclusive and provides constituents opportunities for comment, and is ongoing, systematic, and used to improve institutional effectiveness. (Accreditation Elements 1.B.1, 1.B.3, and 1.B.4)

The Planning Cycle results in Resource Prioritization, which informs the third and final cycle in CWI's Strategic Planning process, the Budget Cycle.

### **CWI Strategic Planning: Budget Cycle**

The third cycle in CWI's Strategic Planning process is the Budget Cycle. The Budget Cycle results in Budget Outcomes, which inform the Assessment Cycle. CWI's Budget Cycle is inclusive; resource identification occurs via the Operational Reports and Assessment Plans, Program Reviews, and CWI's bottom-up budget process. Resource prioritization is conducted by the President's Cabinet and Executive Operations Team during the budget process.

Resource identification takes place via the Instructional Program Reviews and in the Unit, Division, and Department Operational Reports and Assessment Plans. The resources identified are then submitted and incorporated into the annual budget cycle. In addition, employees collegewide participate in the budget process, identify resources needed, and submit them to the area's Executive Operations Team member. Executive Operations Team members are responsible for aggregating and submitting their area's budget and resource needs for review and consideration in the annual budget process. Based on available resources, the President's Cabinet

makes the final decision on needs for the upcoming fiscal year. Budget Outcomes are reviewed and strategic adjustments are made, as necessary.

## **STANDARD 1.C. STUDENT LEARNING**

### Curriculum Committee

To ensure CWI provides appropriate content and rigor consistent with the mission and the expectations of Accreditation Element 1.C.1, CWI relies on the work of the Curriculum Committee, a subcommittee of the Faculty Senate, to approve, regularly review, and make recommendations concerning curricula. The CWI Curriculum Committee is comprised of full-time faculty representatives from each of CWI's instructional departments. It includes non-voting members from throughout the College and meets monthly throughout the academic year. Their work provides and documents a systematic curriculum review aligned with relevant and current practices. Additionally, the Curriculum Committee ensures a systematic review of added and removed courses aligned with maintaining relevance and applicability within the current field of study (Faculty Handbook). The curriculum development and review process are the same for all course and program modalities, making sure that outcomes at the program and course levels are consistent and held to the same high standard regardless of modality.

The Curriculum Inventory Management (CIM) documents all course and program review work. Faculty can submit proposals and approval workflows via CIM, and the system provides manager approvals and internal notification steps to meet Idaho Career Technical Education (ICTE) and the Idaho Office of the State Board of Education (OSBE) requirements (Curriculum Committee Process).

#### Review of Program Guides

All CWI programs maintain a Program Guide and the Curriculum Committee reviews programs for the following:

- Program Learning Outcomes.

- Program Plan of Study, which includes the appropriate sequencing of courses for students to build knowledge toward the program outcomes.
- Assessment Mapping, including courses mapped towards program outcomes and program outcomes mapped to Degree Outcomes.
- CIP/SOC Codes aligned to career pathway outcomes of a particular program.
- High Impact Practices the program intends to use to create better outcomes for their students.
- Program Viability, including enrollment and completion targets.
- Transferability, including any 2 Plus 2 Agreements if applicable.
- Additional Compliance Paperwork (i.e., ICTE paperwork, OSBE paperwork, NWCCU Prospectus, etc.).

### Review of Curriculum Guides

All CWI credit-bearing courses maintain a Course Curriculum Guide and the Curriculum Committee reviews courses for the following in alignment to the expectations of Accreditation Element 1.C.2:

- Course Learning Outcomes.
- Instructional Methods align to the CWI credit hour policy while also acknowledging the need to deliver content based on disciplinary needs. As such, courses are designated as Lecture, Lab A, or Lab B.
- Assessment methods, which include both formative and summative strategies to provide multiple means for students to demonstrate learning. Together with Instructional Methods, this review process provides a level of insight into the rigor of the course.
- Course Sequencing information, where any prerequisites are determined with a focus on promoting student success, facilitating credit transfer, and avoiding excessive credit requirements for all programs that may require a course.

General Education courses contain additional review requirements to ensure the Course Learning Outcomes indicated map to the State Board competencies (identified in [Policy III.N](#)). Proposals that may change the mapping to the State Board competencies require a review from the General Education Subcommittee (GESC). General Education courses with a common course number identified by the State Board require approval for discontinuation from the Office of the State Board one year in advance.

### Publication of Curriculum

Once the curriculum is approved, it is published on the CWI website so students can easily access program and course learning outcomes and identified course sequencing. Additionally, course learning outcomes and assessment information are published to students through the course syllabus. It is also available to all enrolled students through the learning management system.

## Assessment Cycle

CWI's Assessment Cycle includes three (3) levels of review intended to meet the various goals: an Annual Program Assessment review wherein programs are expected to review all program outcomes within a four-year cycle; a Program Review completed once every four years where a deeper evaluation of overall program development and assessment occurs; and a Program Prioritization where a holistic assessment and prioritization of programs takes place to make strategic decisions associated with the allocation of resources and funding. Each of these processes evaluates the quality of learning in its program, relying on the input of faculty in alignment to the expectations of Accreditation Elements 1.C.2 and 1.C.5.

**Exhibit 1.14: Instructional Assessment Goals, Processes, & Cycle**

GOAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Regular review of student learning outcomes	Annual Program Assessment	Annual Program Assessment	Annual Program Assessment	Annual Program Assessment
The ongoing evolution of program development and assessment	Program Review Schedule A	Program Review Schedule B	Program Review Schedule C	
Holistic assessment and prioritization for strategic allocation of funding and resources				Program Prioritization

Annual Program Assessment

Program Assessment is conducted on an annual basis during the fall semester. Faculty review data aligned to program outcomes, such as end-of-course evaluations, course outcome assessments, Technical Advisory Committee (TAC) feedback, and state Career Technical Education (CTE) reports to inform any improvements for the upcoming semester or academic year. These data sources are also used to provide information regarding the CWI Degree Outcomes. Program Assessment findings are used to inform changes, such as:

- Instructional delivery changes which can be implemented immediately.
- Curriculum changes which are implemented with each new catalog.
- Requests for additional resources which are aligned with the budget or other college processes cycle.

Recent examples of the use of the Annual Program Assessment process to make impactful instructional changes include:



- **School of Arts & Humanities:** see Appendix 22
  - Includes program information from Liberal Arts, Philosophy, and Studio Art
- **School of Health:** see Appendix 23
  - Includes program information from Health Science & Public Health, Exercise Science, and Registered Nursing
- **School of Industry, Engineering and Trades:** see Appendix 24
  - Includes program information from Automotive Technology, Engineering, and Heavy Equipment
- **School of Science, Technology and Math:** see Appendix 25
  - Includes program information from Biology: Natural Resources, Network Administration, and Math
- **School of Social Sciences and Public Affairs:** see Appendix 26
  - Includes program information from Social Work, Communication, and Political Science

### Program Review

Program Review is conducted on a four-year cycle during the fall semester and primarily focuses on relevant data regarding program performance over the four-year period since the last Review (e.g., 2025 program review covers AY2020 through AY 2024).

Program Review is intended to be a continuous-improvement evaluation that informs the ongoing evolution of program development and assessment. The Program Review process is designed as a collaborative experience where the Program Review Lead must present their results to stakeholders, faculty in the department, and other departments at CWI. Potential outcomes from the Program Review process may include:

- Instructional delivery changes which can be implemented immediately.

- Curriculum changes which are implemented with each new catalog.
- Accreditation changes, which may require more time for full approval.
- Requests for additional resources which are aligned with the budget or other college processes cycle.

Recent examples of the use of the Program Review to make impactful instructional changes include:

- **School of Arts & Humanities:** see Appendix 27
  - Includes program information from Spanish, Studio Art and Philosophy
- **School of Health:** see Appendix 28
  - Includes program information from Surgical Technology, Registered Nursing, and Health Science & Public Health
- **School of Industry, Engineering and Trades:** see Appendix 29
  - Includes program information from Advanced Mechatronics Engineering Technology, Drafting, and Heavy Duty Truck Technician
- **School of Science, Technology and Math:** see Appendix 30
  - Includes program information from Chemistry, Horticulture, and Computer Science
- **School of Social Sciences and Public Affairs:** see Appendix 31
  - Includes program information from Law Enforcement, Psychology and Education

### Program Prioritization

Program Prioritization is conducted on a four-year cycle during the fall and spring semesters in coordination with Program Reviews. Program prioritization is a holistic review of all CWI instructional programs at once (see Appendices 03A and 03B).

The first year CWI has completed a full Program Prioritization was in Fall 2022 – Spring 2023 where the purpose of CWI developing and implementing Program Prioritization was to:

- Best align CWI programs with its institutional mission and goals.
- Ensure CWI offerings reach their full potential of meeting community needs.

Better alignment to CWI's mission and goals is achieved when the institution:

- Creates and invests in programs and activities that are aligned.
- Improves/restructures programs.
- Discontinues and divests from programs and activities that are not aligned.

The objectives of CWI's Program Prioritization process are to:

- Result in meaningful institutional changes.
- Empower CWI leaders to make informed decisions.
- Align with NWCCU (Northwest Commission on Colleges and Universities) Standard One: Student Success and Institutional Mission and Effectiveness.

To implement this process with multiple stakeholder feedback, the Program Prioritization Work Group was formed in the Spring 2021. Members were nominated or self-nominated for the role. The goal of this work group was to develop CWI's Program Prioritization process, including defining its evaluation criteria, evaluation measures, scoring levels, and associated action plans based on the framework and

methodology *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* by Charles Dickeson.<sup>2</sup>

All programs were evaluated using quantitative and qualitative measures based on the following criteria:

- History, development, and expectations of the program.
- External demand for the program.
- Internal demand for the program.
- Quality of program inputs and processes.
- Quality of program outcomes.
- Size, scope, and productivity of the program.
- Revenue and other resources associated with the program.
- Costs and other expenses associated with the program.
- Impact, justification, and overall essentiality of the program.
- Opportunity analysis of the program.

Programs in the two (2) lowest scoring ranges were placed into a two-year improvement timeline for program transformation with the potential for program reduction, consolidation, or elimination. CWI acknowledges these more severe steps are necessary to ensure programs are meeting the College's mission and providing relevance and applicability for our community.

## Degree Outcomes and Assessment

One major curriculum update since the NWCCU 2019 Mid-Cycle Evaluation Report and review is in alignment with the expectations for Accreditation Element 1.C.6. This was a significant change from our previously adopted Institutional Objectives to

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<sup>2</sup> Dickeson, R.C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Second Edition). Jossey-Bass. (Original work published 1999)

published degree outcomes for all Associate of Arts, Associate of Science, and/or Associate of Applied Science degrees.

Upon consideration of the Institutional Objectives, it was determined the language was difficult to interpret from a student and faculty perspective and as such difficult to measure. The new outcomes were written to be easily understood by our students and aligned with Accreditation Element 1.C.3 and best practices. The full Degree Outcomes are as follows:

### **Consider Other Contexts and Viewpoints**

- What are my ethical and cultural starting points?
- What are the health and safety implications?
- What are the ethical implications?
- What are the cultural, business, social or historical implications?

### **Communicate With Clarity and Accuracy**

- Can I demonstrate discipline-specific oral communication?
- Can I demonstrate discipline-specific written communication?
- Can I use foundational communication skills like information literacy and methods of a persuasive argument?
- Can I use industry-specific technologies to communicate?

### **Apply Solutions and Ideas**

- Can I solve problems?
- Can I use interconnected theories, ideas or concepts to create or explore ideas?
- Can I interact, engage or work with others to enhance my learning or career opportunities?

The assessment of these outcomes is two-fold. Programs are asked to evaluate their success during the Annual Program Assessment, and during our General Education Program Review Cycle.

## General Education Review Cycle

With the updated degree outcomes, the General Education Program also made significant changes to their program outcomes to provide more student-friendly language while continuing aligning to the expectations of Accreditation Element 1.C.6. The General Education Program Outcomes and their associated Degree Outcome alignment are as follows:

### **Consider Other Contexts and Viewpoints**

- Reason ethically.
- Consider global perspectives.

### **Communicate With Clarity and Accuracy**

- Practice inquiry and analysis.
- Utilize information literacy skills.

### **Apply Solutions and Ideas**

- Solve problems.
- Demonstrate integrative learning.

The General Education outcomes are arranged by course as determined by the GESB to align with the State Board competencies (identified in [Policy III.N](#)). The structure is as follows:

GEM 1: Written Communication

ENGL 101 Inquiry and Analysis

50

ENGL 102 Information Literacy

GEM 2: Oral Communication

COMM 101 Information Literacy

GEM 3: Mathematical Ways of Knowing

Gen Ed Math course Problem Solving

GEM 4: Scientific Way of Knowing

Gen Ed Science courses Problem Solving or Integrative Learning

GEM 5: Artistic and Humanistic Way of Knowing

Gen Ed A&H courses Integrative Learning

GEM 6: Social and Behavioral Way of Knowing

Gen Ed S&B courses Inquiry and Analysis or Integrative Learning

Institutionally Designated Courses

CWI 101 (all 6 Gen Ed outcomes introduced)

Global Perspectives designed course

E-Designated Courses: Additionally, there are nine (9) courses that live in a GEM area that are also 'ethical reasoning' courses. At least one (1) of the student's GEM courses must also be ethically designated for students to be General Education core certified at CWI.

Within the assessment process, General Education course faculty are expected to create a designated GE Signature Assignment which best demonstrates competency regarding the associated outcome. These assignments are created with department-specific expectations, thus acknowledging that articulating learning may be different based on the course. They are guided in this process via the support of the General Education Coordinator.



All Signature Assignments are collected within the Learning Management System (Blackboard) and tagged to allow for randomized sample retrieval and juried review of the artifacts.

As a program at College of Western Idaho, the General Education program has a four-year cycle to ensure that all program outcomes are reviewed on a regular basis for continuous improvement.

The cycle includes a three-year cycle where two of the six General Education outcomes per year are reviewed, with a fourth-year cycle of a Program Review where the previous three years of assessment are used in conjunction with other data points.

- YEAR 1: e-Designated and Global Perspectives Outcomes in Program Assessment (see Appendix 32).
- YEAR 2: Information Literacy, and Inquiry and Analysis Outcomes.
- YEAR 3: Solve Problems and Integrative Learning Outcomes.
- YEAR 4: Program Review (see Appendix 33).

## Student Communications

CWI values clear communication to students to help them make the best decisions regarding their educational goals. In alignment with Accreditation Elements 1.C.8 and 1.C.4, admissions, graduation, transfer, and prior learning assessment processes are widely accessible. CWI publishes the following information for easy access to students and the public.

Degree and Program Outcomes, Degree Requirements and Plan of Study Guides:  
Published in CWI Catalog

Course Outcomes: Published in CWI Catalog and all course individual course syllabi available through the LMS.

Course Schedule: Major assignments aligned with the maintenance of course rigor is posted in the LMS.

Admissions Process: [CWI Website- Applying to CWI](#)

- Competitive entry programs currently post any additional requirements, process and requirements on their respective website locations. Example: <https://cwi.edu/file/professional-nursing-application>

Transfer Agreement: [CWI Website – Transferring From CWI](#)

Prior Learning Assessment: [CWI Website – Prior Learning Assessment](#)

## Student Support

To help our students achieve their academic goals in alignment with the results of assessment efforts (Accreditation Element 1.C.7) and to provide regular support towards meeting graduation requirements (Accreditation Element 1.C.8), CWI actively works to create an ecosystem of resources for students with shared information between key support units of Advising, Library Services, Tutoring, Writing Center, and Instruction:

### Advising

Matriculated degree-seeking students are required to meet with their advisor within their first semester to create an academic plan. The purpose of the required advising meeting is to allow students to meet with their advisor, understand academic expectations, degree requirements, and discover more ways to meet their educational or career goals while at CWI. To ensure students are meeting with their advisor, an advising hold is placed during their first semester preventing registration for the following semester.

Together, degree-seeking students work with their advisors to create a plan that matches the students' educational and career goals. This intentional and collaborative planning helps reduce the risk of students taking more classes than

needed for their degree, saving students potentially both time and money. Students can see their plans in Student Planning, part of the self-service portal in myCWI. With a plan available, students can view on-demand which courses apply to their academic goals.

Should students wish to change, update, or add a second major or certificate, they must first meet with their advisor. The major change process considers several underlying factors, including:

- Student Experience –Being supported and guided through a major change will support students in understanding the ramifications of credentialing, the timeliness of the degree, and any monetary implications.
- Financial Aid/Funding - Students do not always understand the repercussions changing a major will have on their funding sources, and this will help them clarify and lessen the impact of any repercussions.

New advising staff have multiple appointments and consultations with CWI's Registrar's Office to understand all the details of the curriculum, program, and graduation requirements relative to the degrees and programs within their job responsibilities. Advisor offices are deliberately located close to students, the courses they take, and faculty offices. This allows for intentionally-engineered, close, professional relationships between advisors, faculty members, and students. These efforts have resulted in faculty inviting advisors into their classrooms for updates and planning for large groups of students. Additionally, the advisors are invited to school leadership meetings on a regular basis, and faculty and advisors often collaborate on the possible changes that may be introduced to the Curriculum Committee, allowing for calculated strategizing to advance and maximize student success.

As graduation requirements may change annually, the Registrar's Office routinely consults with and informs advising leadership of upcoming changes. Advisors are updated annually about changes to their programs before the release of the next catalog.

## Learning Commons

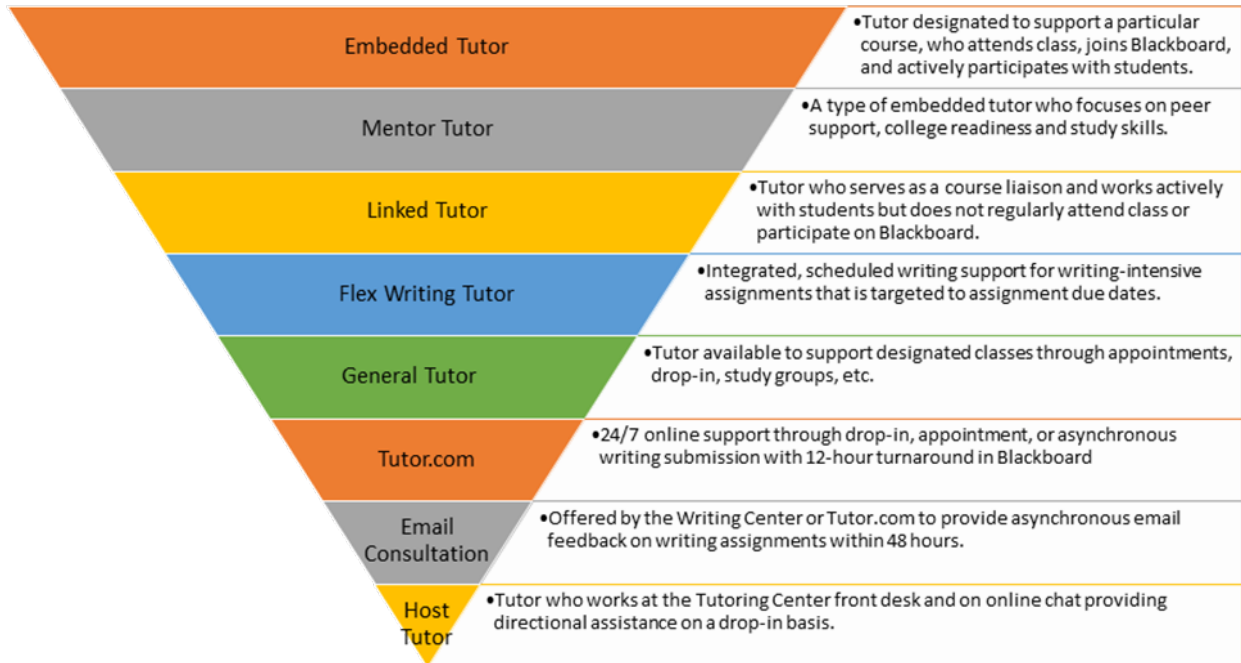
College of Western Idaho's academic support programs, including the Library, Tutoring Services, and the Writing Center, are broadly available to all enrolled students at multiple campus locations.

- Two main Tutoring/Writing Centers exist: the Ada County Center Pintail Building (APIN, Room 1304) and Nampa Campus Academic Building (NCAB, Room 209), while satellite locations are located at the Canyon County Center (CYNC, Room 113) and Nampa Campus Micron Building (NMEC, Room 2110). The main Tutoring Centers are staffed fifty-three (53) hours/week during fall and spring semesters.
- Two (2) Libraries exist at the Ada County Center Pintail Building and the Nampa Campus Multipurpose Building. The Libraries are each open fifty-eight and a half (58.5) hours/week during fall and spring semesters.

All Tutoring, Writing Centers, and Libraries serve as open computer labs for student use during all service hours.

Tutoring and Writing Centers provide a variety of types of support tailored to the various learning support needs on campus. Please see below for an overview tutoring support provided by the Tutoring and Writing Centers.

### **Exhibit 1.15: Types of Tutoring Support Provided by Tutoring & Writing Centers**



Librarians provide expansive research support to students completing course assignments and other projects. They are available on a drop-in basis during regular business hours or by appointment, and actively provide instruction through workshops and embedded support to targeted courses across the curriculum that prioritize information literacy among their student learning outcomes.

### ***Embedded Tutoring***

The Embedded Tutoring (ET) program places tutors in specific courses and programs with high student demand and/or low pass rates with the aim of increasing student success. Faculty who believes their students could benefit from an embedded tutor apply by completing a form that details their interest and goals for the embedded tutoring partnership. The Tutoring Services Leadership Team select courses for this program based upon the following criteria:

- Potential for impact upon student success metrics (especially fail/withdrawal rates).
- Faculty vision for integration of tutor into course.
- Displayed willingness of faculty to collaborate with tutor.

- Success of past embedded tutor partnerships (where applicable)
- Tutor availability.

Faculty and tutors who are paired for an ET partnership complete an asynchronous online training together in advance of the semester and sign a contract detailing their expectations and plan for the semester. For more information, see current [Embedded Course Offerings](#).

### **Information Literacy**

CWI's Instruction Librarian participates actively with faculty on curriculum matters, including serving on the General Education Subcommittee of the Curriculum Committee. As such, the Library has been very involved in developing and evaluating student learning outcomes across the College. This collaboration contributed to the addition of an Information Literacy Learning Outcome in 2021 and a rubric for determining student achievement related to that outcome. The Library supports this learning outcome through ongoing reference and instruction activities.

### **Center for Teaching and Learning (CTL)**

As the owners of the Learning Management System (LMS), CTL has created a central, extended learning resource for our students called myCommons, located on the LMS. This centralized support location provides content associated with student study skills, technology, content-specific information such as the use of calculators, connection with work-based learning skills, access to online therapy, and extended learning opportunities for awards.

As a collectively owned space, myCommons activities are connected to student activities starting with New Student Orientation. Activities can be assignments within courses, such as for our First Semester Experience, CWI-101 classes. As student learning and needs are identified, myCommons provides an effective space to begin to bridge gaps in an expedited fashion.

## Student Cohorts

CWI currently has two (2) cohort programs whose goals are to increase student retention and graduation rates and act as a model for more cohort options in the future. One is the [Latinx Scholars Program](#), where students receive a \$1,000 per year scholarship and take three (3) classes together during their initial semester at CWI. The second is an [Honors Program](#) that launched in Fall 2022. Students receive a \$1,000 per year scholarship and take an average of one honors course together each semester in addition to collaborating on other activities and a culminating project. Both cohort programs have shown strong retention data to date.

## STANDARD 1.D. STUDENT ACHIEVEMENT

### Student Recruitment, Advising, & Orientation

Consistent with the mission, CWI recruits students with the potential to benefit from its educational programs and is an open-access institution. CWI orients students via the New Student Orientation and through academic advisors, CWI ensures students understand their program requirements and receive timely and accurate information and advice about relevant academic requirements, including graduation and transfer policies. (Accreditation Element 1.D.1)

CWI conducts numerous recruitment and outreach efforts guided by Admission's robust Recruitment and Communication Plan (see Appendix 34), which is reviewed and updated annually. The plan includes information related to steps for admission and opportunities for specific populations and majors, such as those pursuing a degree in the health fields versus the school of industry, engineering, and technology. As part of the Recruitment and Communication Plan, students also receive information on ways to fund their education, including details on scholarships, apprenticeships, and employer-based tuition assistance. Students are also provided information on limitations of licensing for applicable programs as required by the National Council for State Authorization Reciprocity Agreements (NC-SARA), as well as specific information on how to find applicable programs and program requirements as required by the 1998 Amendments to the Higher Education Act of 1965.

Admissions coordinates with multiple CWI areas and resources on the development of the Recruitment and Communication Plan content, including Academic Deans and Department Chairs, Dual Credit staff, Student Accounts personnel, and counterparts in the Enrollment and Student Services division to create targeted messaging. In addition, existing processes accommodate quick transitions as new recruitment and outreach opportunities emerge.

The recruitment team visits area schools within CWI's service area on a regular basis. The recruitment team also attends various community events to recruit non-traditional students, including the Canyon County Fair, CWI Nights at the Idaho Steelheads, and more.

CWI orients students via advisors to ensure they understand the requirements related to their program of study and they receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. All matriculated degree-seeking students must participate in New Student Orientation (NSO) before registering for their first semester. NSO is an opportunity for incoming students to learn more about CWI and valuable information about Financial Aid options, technology, resources available to new students, and how to register for classes. NSO is supported by various departments across the Institution, including but not limited to Financial Aid, Information Technology, Student Accounts, Student Affairs, and Advising. Each department is responsible for contributing content from their area related to the new student experience.

Each student who attends the NSO has the opportunity to provide feedback upon completion. Survey feedback is shared with appropriate college offices and departments, examined, and as appropriate, incorporated into future iterations of the new student orientation. Within NSO, continuous quality improvements have been made based on student participant feedback including, but not limited to, additional content on areas of interest to students, the addition of specific content to proactively address frequently asked questions, and annual updates to information presented (see Appendix 05 – New Student Orientation Improvements Made Based on Survey Results). Select programs require an additional student orientation, such as in some Career & Technical Education areas.



The Student Advising & Success department has developed, implemented, and follows a robust, comprehensive, and proactive advising model. Advising is crucial to a student's academic journey at the College. It helps establish a personal connection between the student and their advisor, and this connection is essential in guiding and supporting the student throughout their time at CWI. Effective advising ensures students develop academic plans that align with their career goals and take courses relevant to their major. These academic plans inform students about graduation and transfer policies. Advising also helps students to navigate challenges, such as adjusting to a college courseload, academic performance, and academic policies and procedures.

Additionally, advising allows students to discuss their academic progress, receive feedback on their performance, and identify areas where they may need additional support. A strong relationship between students and their advisor means students are better equipped to make informed decisions that will help them succeed in college and beyond.

To meet these goals, Student Advising & Success follows a comprehensive Advising Touchpoint Guide (see Appendix 35) that is 'intrusive', inclusive, holistic, appreciative, and collaborative. Initial touchpoints between students and advisors focus on a student's first-semester success and persistence, and later touchpoints focus on providing academic support for continuing a student. Initial and ongoing student advisor support is developed in the following ways:

**Exhibit 1.16: Initial & Ongoing Advisor Support**

Touchpoint:	Purpose:	When:	What:
<b>Touchpoint 1</b>	Intro Appointment	1 – 8 weeks before class starts	Build Rapport and Learn about Students; look for red flags; register for classes; provide guidance on selecting courses

<b>Touchpoint 2</b>	Week 1 or 2 Check In	Week 1 or 2 of first semester	Make sure they're starting well; can access course material, have books, answer any questions
<b>Touchpoint 3</b>	Degree Planning	Weeks 3 through 7	Check in on grades; Show them how to use tools for registration; create academic plan to graduation/goal completion
<b>Check-in 8 week</b>	New class Prep	Weeks 8 or 9	Make sure they're starting well if picking up a late-start class
<b>Touchpoint 4</b>	Registration/New class prep	Weeks 13 through 16	Assist in registration/confirm registration/Make sure they're ready to start new class
<b>Touchpoint 5</b>	New semester check-in	During second semester class	Make sure they're doing well in class
<b>Touchpoint 6</b>	New semester check-in	During 3rd semester class	Make sure they're doing well in class

In addition to the touchpoints identified above:

- Advisors proactively conduct outreach to students at pivotal points in the student lifecycle, including but not limited to checking in on students who have withdrawn from one or more classes, when students are close to graduation, and when students have not yet registered for the subsequent semester.

- Advisors proactively provide an intervention when there is evidence of early signs of academic struggles. For example, advisors may contact students struggling academically or who have missed classes or deadlines. This proactive outreach is designed to help students stay on track and address any issues before they become major problems. Ultimately, advisors proactively conduct outreach to their students whenever it is believed it will benefit the student's academic success and/or overall well-being.
- Additionally, advisors are available to meet with students on an ad hoc basis to provide academic support and guidance to students.

## **Student Success Indicators & End-to-End Student Lifecycle Reporting**

Currently, student success and achievement indicators that span the entire student lifecycle are reported in a piecemeal and siloed fashion, evaluated, and incorporated into systematic and recurring assessment processes. The student success and achievement indicators include but are not limited to persistence, retention, course and program completion rates, English and Math remediation success rates, graduation rates, job placement rates, etc. These student success and achievement indicators are incorporated into Unit, Division, and Department Operational Reports and Assessment Plans, Program Reviews, Program Prioritization, etc. and demonstrate broad engagement of student achievement stakeholders throughout CWI's instruction and support services. (Accreditation Element 1.D.2)

CWI is in the process of developing End-to-End Student Lifecycle (E2E SLC) Reporting in one centralized location for the eight (8) Student Lifecycle stages (see Appendices 06A and 06B). Appendix 06A contains the E2E SLC Reporting for the eight student lifecycle stages that has been identified to date and is currently centrally being developed in Power BI, CWI's reporting and analytics tool. Appendix 06B provides an overview of the E2E SLC Reporting initiative and a sampling of the E2E SLC Reporting in Power BI. Usernames, passwords, and instructions to access Power BI and CWI's End-to-End Student Lifecycle Reporting, institutional reports, and dashboards will be provided to NWCCU Evaluators during the EIE Report onsite visit in October 2023.

Each stage's reporting includes key performance indicators (KPIs), leading and lagging indicators, and the operational reports that impact them. The indicators are disaggregated by race, ethnicity, gender, and age. Below are the eight Student Lifecycle stages:



The E2E SLC Reporting provides institution-wide visibility on how well CWI is doing related to student success. As of August 2023, seven of the eight (7 of 8) student lifecycle reporting stages are complete or near complete in Power BI. Developing and deploying centralized E2E SLC Reporting, and the consistent usage of it throughout the Strategic, Operational, and Tactical levels, will assist CWI institution-wide to systematically focus on key student success indicators, avoid the 'study everything' approach, and help identify actionable opportunities to improve student success throughout the Student Lifecycle.

The E2E SLC Reporting includes definitions, sources, processes, and methodologies for collecting and analyzing indicators for student success and achievement; it is transparent and collaboratively developed by the CWI Institutional Research (IR) team and subject matter experts who directly impact the student success and achievement indicators (Accreditation Element 1.D.4). The E2E SLC Reporting indicators are reviewed and approved by the President's Cabinet and Executive Operations Team. The E2E SLC Reporting will continue to evolve and be refined over time.

Through institution-wide training conducted by CWI's Institutional Research team to increase data literacy, implementation of the decentralized IR model, and development and deployment of centralized E2E SLC Reporting, CWI has identified and is implementing the below roles and responsibilities related to the End-to-End Student Lifecycle Reporting (see Appendix 06B):

At the Strategic level, the President's Cabinet:

- Monitors and evaluates Student Lifecycle KPIs; and

- Coordinates with Operational level for additional insight (as necessary).

At the Operational level, the Executive Operations Team:

- Owns, monitors, and evaluates Student Lifecycle KPIs and Leading & Lagging Indicators that their areas directly impact; and
- Coordinates with Tactical level for additional insight (as necessary).

At the Tactical level, the College Council, Academic Enterprise Tactical Advisory Council, and Teams:

- Owns, monitors, and evaluates operational reports that they directly impact;
- Implements and assesses student interventions to improve leading indicators; and
- Conducts continuous quality improvements based on results.

## **Closing Equity Gaps**

These E2E SLC indicators of student achievement are disaggregated by race, ethnicity, age, gender, and socioeconomic status. CWI is in the early stages of utilizing disaggregated data to promote student achievement and close equity gaps (Accreditation Element 1.D.4).

CWI is committed to equitable and undifferentiated outcomes for all students. CWI strives to be a student-ready college that provides a welcoming, supportive, and accepting environment for all students that promotes diversity, equity, and inclusion for all. CWI adopted the following Diversity, Equity, & Inclusion statement that publicly available on [CWI's website](#):

“CWI strives to create a campus community with a richly diverse intellectual and social environment where opportunity, equity and protection are afforded to all.”

CWI uses disaggregated data to address equity gaps in planning, decision making, and allocation of resources (Accreditation Element 1.D.4). For example, CWI has implemented numerous infrastructure enhancements and wrap-around support services and structures to address equity gaps for Hispanic students. This includes, but is not limited to, the hiring of three (3) Latinx Student Services Coordinators, annual programming and community events, and key community partnerships. CWI also implemented a Latinx Scholars Program that includes mentoring from both CWI resources and successful Latinx Scholars program participants, advocacy, scholarship, and academic support. Due to success of this initiative and the wrap-around support services provided through the Latinx Student Services Coordinators, the Enrollment and Student Services (E&SS) division is broadening and expanding the wrap-around services and support provided throughout each E&SS department.

After the Latinx Scholars Program was relaunched in Fall 2020 in its current form, program participants in Fall 2021 had a 15% higher retention rate compared to the retention rate of the overall Latinx student population (69% vs. 54%). CWI also has a Latinx student club, Siempre Unidos, and conducts annual programming, such as Latinx Heritage Month, Semana Hermana Poder, Dia de Los Muertos, Navegando Mentoring, FAFSA night for Spanish speakers, Nuestra Celebracion (graduation celebration), Carne Asada en el Parque (a recruitment and retention event that includes families), and monthly socials and activities.

In addition, CWI has established key community partnerships with organizations such as the Community Council of Idaho, Idaho Hispanic Chamber of Commerce, Immigrant Justice Idaho, Mexican Consulate, TRIO, La Grande & La Poderosa (Spanish Language Radio Stations), Gear Up, and Centro de Comunidad y Justicia.

In Spring 2022, CWI partnered with Harvard Business School (HBS) and HBS students provided recommendations on how CWI could better serve Latinx students and improve Latinx students' overall student experience (see Appendix 36). Some HBS project recommendations have been implemented, such as creating discussion and cohort groups, conducting external marketing campaigns, hiring a retention specialist, and piloting a new college readiness course. Other recommendations are currently in the process of being implemented and include expanding dual credit programs at key high schools, promoting the Spanish CLEP initiative via Loteria,

establishing professional mentors through the Hispanic Chamber of Commerce, simplifying website resources, etc.

Closing equity gaps is an institutional priority and focus as defined in the 2024 – 2026 CWI Strategic Plan Objective “Undifferentiated Outcomes for All.” The CWI Strategic Plan is operationalized on an annual basis via the Unit, Division, and Department Operational Reports and Assessment Plans. Based on CWI student demographics and equity gaps identified, the CWI Strategic Plan CWI focuses on reducing the IPEDS 150% graduation rate equity gaps between male and female-, White and Hispanic/Latino-, and Pell and Non-Pell student populations. Institutional progress on closing these identified equity gaps is reviewed and assessed on an annual basis in the PC & EOT Strategic Planning Days (see Appendix 18).

CWI is making progress on reducing equity gaps for identified student populations, and it will continue to be an area of emphasis. For example, the gap between White and Hispanic/Latino student populations’ first-time full-time IPEDS 150% graduation rate was reduced from 7% in 2022 to 4% in 2023. The gap between Pell and Non-Pell student populations’ first-time full-time IPEDS 150% graduation rate was reduced from 8% in 2022 to 1% in 2023. The gap between male and female student populations’ first-time full-time IPEDS 150% graduation rate was reduced from 14% in 2022 to 9% in 2023. (see Appendix 18)

In addition to the CWI Strategic Plan focusing on specific equity gaps, CWI strives for undifferentiated outcomes for all, to remove institutional inequities and barriers, and close equity gaps throughout CWI. In supplement to CWI’s disaggregated Student Lifecycle reporting in Power BI, as of June 2023, CWI is in the process of implementing the National Student Clearinghouse’s Postsecondary Data Partnership (PDP). The PDP equity dashboards will be utilized by CWI’s Institutional Effectiveness Steering Committee, which has cross-functional representation from each unit collegewide and includes both faculty and staff, to further address identified institutional equity gaps (Accreditation Element 1.D.4).

CWI has posted and made publicly available on its external website disaggregated student data by race/ethnicity, gender, and Pell vs. Non-Pell for persistence, retention, and IPEDS 150% outcomes measures for graduation rate, transfer rate,

and still enrolled rate at 150% and can be found at [Student Achievement Information | College of Western Idaho \(cwi.edu\)](#). Disaggregated regional and national peer comparison data for the IPEDS first-time full-time retention rate, 150% graduation rate, and average net price are also posted and publicly available on CWI's website at [Student Success Indicator Peer Comparisons | CWI](#). (Accreditation Element 1.D.3)

CWI has identified regional and national peers and conducts benchmarking with them for improvement, as needed. CWI has established regional and national peer institutions based on established criteria, such as similar metropolitan statistical area (MSA) data, the institution's Carnegie Classification, institutional student population and demographic information, etc. (see Appendix 17).

CWI has selected three (3) regional peers and three (3) national peers based on the established selection criteria. Three (3) aspirational peers have been selected from the group of regional and national peers. All regional and national peers are located outside the state of Idaho and are reviewed annually to ensure appropriate and meaningful peer comparisons. (Accreditation Elements 1.B.2 and 1.D.2)

Regional and national peer benchmarking and comparison takes place during the July Strategic Planning Day with the President's Cabinet and Executive Operations Team (see Appendix 18). Adjustments take place, as needed, based on the regional and national peer benchmarking and comparison results.

For regional and national peer benchmarking and comparison, CWI currently focuses on the publicly available key leading and lagging indicators of the IPEDS first-time full-time retention rate, IPEDS 150% graduation rate, and IPEDS average net price. CWI is currently in the process of exploring potential data sharing agreements with the identified regional and national peers for additional comparative data for persistence and post-graduation job placement data, if available. (Accreditation Element 1.D.2)



## **CONCLUSION**

College of Western Idaho has a comprehensive, systematic, and integrated framework to demonstrate mission fulfillment, improve student learning and achievement, and improve institutional effectiveness. Since the 2019 Mid-Cycle Evaluation, College of Western Idaho has made significant progress and continuous quality improvements related to mission fulfillment, student learning and achievement, and institutional effectiveness. CWI remains committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.

## **APPENDICES, PRFR REPORT RECOMMENDATION, & RESPONSE**

CWI was found to be compliant with twenty-eight of the twenty-nine (28 of the 29) Policies, Regulations, and Financial Review (PRFR) Report accreditation elements and received one recommendation related to the 2.I.1 accreditation element. In response, CWI has developed an Information Technology (IT) Master Plan and a Facilities Master Plan. Please see Appendices 37A, 37B, 38, and 39 for the CWI PRFR Report, NWCCU PRFR Report Recommendation, IT Master Plan, and Facilities Master Plan.

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