



College of Eastern Idaho

Year One Self-Evaluation Report

MARCH 2018

Table of Contents

Institutional Overview.....	1
Standard 1: Mission, Core Themes, and Expectations	3
Executive Summary of Eligibility Requirements 2 and 3	4
2. Authority	4
3. Mission and Core Themes.....	4
1.A Mission.....	5
1.B Core Themes	6
Core Themes and Mission Alignment.....	6
Core Theme One: Learning for Work and Life	7
Transfer Degrees.....	7
Career-Technical Education	9
Adult Basic Education	10
Workforce Training	11
Core Theme Two: Student-Centered.....	12
Student Centered.....	12
Core Theme Three: Community Engagement	15
Community Engagement	15
Conclusion.....	16

Institutional Overview

Transition from Eastern Idaho Technical College to College of Eastern Idaho, a comprehensive community college

Eastern Idaho Technical College (EITC) was, until 2017, a public, two-year technical college in Idaho Falls, Idaho. The voters of Bonneville County on May 16, 2017, passed a ballot initiative creating a taxing district to form College of Eastern Idaho (CEI). In anticipation of the vote, Idaho's Governor and Legislature appropriated \$5,000,000 in one-time startup funding for the new college.

The Northwest Commission on Colleges and Universities (NWCCU) recognized the new community college, subsequent mission change, and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June, 2017.

EITC, as a technical college, was governed by the Idaho State Board of Education (SBOE). Given the new status as an Idaho community college, the SBOE appointed a five member board of trustees in July, 2017 to locally govern CEI. This Board of Trustees appointed an interim president, Dr. Rick Aman, for CEI and created a search process to hire a permanent president. Dr. Aman was the successful candidate and is now the inaugural president as of December, 2017.

CEI established a name change from EITC with the U.S. Department of Education and transitioned federal financial aid to College of Eastern Idaho in July, 2017. CEI opened its doors to academic transfer students in August, 2017, with 765 career technical students and 32 academic-transfer students. CEI began spring semester in January 2018, with 504 career technical students and 546 academic-transfer students with a faculty and staff headcount of 166. Under Idaho statutes, EITC is scheduled to be dissolved by legislative action on June 30, 2018. Both institutions are operating in parallel until that time.

Because EITC and CEI are operating in parallel at the time of this writing, the most recent strategic plan approved by SBOE is EITC's 2017 strategic plan. As a result, this report will have references to both CEI and EITC.

President Aman presented an ongoing academic-transfer funding request to Idaho's Joint Finance Appropriations Committee for \$3.89 million in January, 2018. The status of a community college provides five major sources of revenue for CEI. Given the new comprehensive community college mission, the proposed budget for College of Eastern Idaho in fiscal year 2019 is as follows:

Sources of CEI Funding	FY18	FY19
Tuition	\$800,000	\$4,726,400
Property tax	\$0	\$860,000
Liquor funds	\$0	\$200,000
CTE	\$7,500,000	\$6,400,000
General fund request	\$0	\$5,013,800
Total Funding -	\$8,300,000	\$17,200,200

The mission for College of Eastern Idaho as a new comprehensive community college continues to include those existing Career and technical Education (CTE) programs used to fulfill educational needs within the eastern Idaho region and provide students with the skills to obtain viable, well-paid jobs, and ongoing careers in technical fields. CEI will continue to offer the Associate of Applied Science (AAS) as a terminal degree ending in employment. This degree is made up of a minimum of 60 credits. Also offered are Intermediate Technical Certificates (at least 30 semester credit hours), Advanced Technical Certificates (more than 30 credits, but less than a full AAS), and Basic Technical Certificates (fewer than 30 credits).

CTE programs are organized in three divisions:

1. Business, Office, and Technology
2. Trades and Industry
3. Health Care Technologies

In addition to these three divisions, the College has a vibrant Workforce Training division, which includes customized workforce training for local employers, community education, and management of statewide fire service technology training. Also, the college has the Adult Basic Education (ABE) division, which includes GED completion and English as a Second Language programs.

New to CEI are the Associate of Science and Associate of Arts. Both degrees are made up of a minimum of 60 credits and are designed to be the first two years of a bachelor's degree. College of Eastern Idaho has created a variety of 2+2 agreements (first two years with a community college plus second two years with a university), joint admissions program with University of Idaho, and numerous articulation agreements and guided pathways with area universities. These will provide students with a seamless transfer into a bachelor's degree.

The College has begun the process of hiring CTE, Academic Transfer, and Student Affairs deans as well as a number of new general education faculty and associated staff in student affairs and the business office. Also of note is a \$1.2 million upgrade of Colleague, the College's existing Enterprise Resource Planning (ERP) system. Given the expected growth in students, new degrees and college services, it is critical to automate many of the preexisting manual processes of EITC.

The College utilizes six educational, administrative, and support buildings on a 66-acre campus in Idaho Falls. CEI also has a permanent presence in the communities of Rexburg, Driggs, and Salmon, Idaho. The College is preparing to offer a large number of online courses in the new AA and AS degrees to better serve the large service district.

Student population has also grown. In fall, 2017, CEI enrolled 802 credit-seeking technical students. The estimated enrollment for Work Force Training (WFT) in FY17 was 12,552—one of the highest in the state. Additionally, 748 students enrolled during FY17 in the Adult Basic Education (ABE) programs.

Through on-campus instruction and local support, CEI facilitated the participation of 1,964 high school students in Advanced Opportunities classes during 2016-2017, encompassing 20 school districts and 30 high schools. By statute, CEI serves a nine-county area in eastern Idaho (Region

VI). Educational funding is primarily through the state legislative process, with a percentage of additional funding coming through grants and other one-time and short-term instruments. CEI will initiate significant outreach to regional high schools beginning to offer Dual Credit options for students.

The newly renamed College of Eastern Idaho Foundation (CEIF) has supported positive community relations, educational initiatives/programs and has provided student scholarships. The Foundation is a separately incorporated 501(c)(3) organization and the officially designated means of making private contributions to the college. The Foundation is managed by a Board of Directors with diverse backgrounds and interests.

In FY17, \$306,351 was allotted to 241 students in scholarships. The CEI Foundation provides scholarship support to about 30% of the College's degree-seeking students.

CEI's mottos express the College's commitment to the community and CTE: *Real Education. Real Jobs. Real Life.*, and transfer degrees: *Start here. Stay close. Save BIG!*

Those specifically involved in contributing to the 2018 *Year One Self-Study Report* include the following members of the Steering Committee:

Dr. Rick Aman, President

Dr. Sharee Anderson, Vice-President for Instruction and Student Affairs

Dr. Christian Godfrey, Vice-President for Administration and Finance

Kathleen Judy, ALO, Mathematics Instructor

Jared Gardner, General Education Admission's Counselor

Leslie Jernberg, Business and Office Technology Division Manager

Raquel Cuevas, Associate Registrar

Lee Stimpson, Institutional Research Analyst

Standard 1: Mission, Core Themes, and Expectations

In accordance with the Northwest Commission on Colleges and Universities (NWCCU), this report represents an overview and analysis of College of Eastern Idaho's (CEI) mission and core themes.

College of Eastern Idaho's mission statement was inherited from Eastern Idaho Technical College and has been approved by the newly established board of trustees on July 17, 2017. The mission statement sets forth the appropriate purpose and direction of CEI as an institute of higher education and drives all efforts to serve the students and community.

The mission statement is:

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

Eastern Idaho Technical College (EITC), created by legislation in 1969, is authorized by the Idaho State Board of Education (SBOE) and the Idaho Division of Career Technical Education to operate as an independent two-year Technical College. Under Idaho statutes, EITC is planned to be dissolved by legislative action on June 30, 2018.

College of Eastern Idaho (CEI) was created through a ballot initiative by the voters of Bonneville County on May 16, 2017. SBOE appointed a five-member board of trustees to locally govern CEI in July, 2017.

The NWCCU recognized the new community college, subsequent mission change and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June, 2017.

Both Eastern Idaho Technical College and College of Eastern Idaho are operating in parallel until EITC is dissolved.

The College awards the following degrees and certificates:

- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Applied Science (AAS)
- Basic Technical Certificates (BTC)
- Intermediate Technical Certificate (ITC)
- Advanced Technical Certificate (ATC)

3. Mission and Core Themes

The following Mission Statement revision was approved by the College of Eastern Idaho Board of Trustees on July 17, 2017:

College of Eastern Idaho

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

The College's Core Themes support the mission of CEI. These core themes are:

1. Learning for Work and Life
2. Student-Centered
3. Community Engagement

The college strives through the allocation of its financial and human resources, to support this educational mission and these core themes.

1.A Mission

CEI Mission Statement

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

This version of the mission statement was originally adopted in 2016 after review by college faculty and staff, and was ratified by CEI Board of Trustees in Resolution 17-01 on July 17, 2017. It is posted in all the buildings on campus, and it is an integral part of all college publications. It is well understood and supported by the campus community and CEI constituencies. It is reviewed annually at the fall in-service attended by all staff, faculty, and the board of trustees.

The mission provides CEI with purpose and direction through the execution of the core themes. CEI's core themes are Learning for Work and Life, Student-Centered, and Community Engagement. These core themes collectively support the mission of the College.

Mission definitions:

- **“Open access”**: Open access refers to the notion that all who enter CEI will have a place to learn that is appropriate to his or her goals. In addition to more traditional college degree programs, CEI open access includes Adult Basic Education (ABE), GED completion, English as a second language, and customized workforce training.
- **“Affordable”**: CEI strives to reduce cost barriers to education, making the community college education cost effective.
- **“Quality education”**: CEI provides a quality educational experience with highly qualified instructors who utilize best practices and state of the art educational equipment and technologies.
- **“Needs of student”**: CEI provides an environment of service that supports student goals across all functions of the college.
- **“Needs of regional employers”**: Connections with regional employers ensure a prepared workforce and a talent pipeline for business and industry.
- **“Needs of the community”**: Commitment to the community is evident in the collegiality of faculty and staff, and in the broader collaborative relationships CEI has forged within the local, regional, state and academic communities.

Mission fulfillment for CEI is a continual process of improvement and refinement of educational efficacy. Indicators, tied to the objectives of core themes, are measured against benchmarks and standards for acceptable progress. Successful mission fulfillment will be achieved as those performance measures meet or exceed benchmarks. Performance measures will indicate areas where improvement can be obtained, budget should be allocated, and areas of excellence highlighted.

The objectives and measures herein are in alignment with state goals and CEI's strategic plan.

Given the new status of CEI as a comprehensive community college mission, the College has developed and is in the process of utilizing an assessment plan that ties directly to mission.

1.B Core Themes

Learning for Work and Life: CEI is a place of learning where students prepare for transfer, careers, and effective citizenship. The College embraces active learning and provides instruction that is not only academically rigorous, but tailored to the needs of the student and the community. Learning for work and life takes place in all areas of campus through transfer degrees, career-technical education, adult basic education, and workforce training.

Student-Centered: CEI faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to students' success, help model outstanding professional behaviors, and provide comprehensive student support from first contact through degree and/or employment.

Community Engagement: CEI's focus on community is evident in a safe and inviting campus, which fosters communication and professional growth; and broad, collaborative relationships within the local, regional, and academic communities.

Core Themes and Mission Alignment

Mission Components	Learning	Student-Centered	Community Engagement
Open access		●	
Affordable		●	
Quality education	●		
Needs of student		●	
Needs of regional employers	●		●
Needs of the community		●	●

College of Eastern Idaho embraces the State Board of Education's (SBOE) five objectives in their strategic plan, which CEI also strives to meet. The five goals are:

1. A well-educated citizenry
2. Adult re-integration into the workforce
3. Higher education attainment
4. Quality education
5. Education to Workforce.

These State of Idaho objectives go hand-in-hand with CEI core themes. Indicators required by the State based on State goals are included in this report with the appropriate core theme. CEI has mapped the SBOE objectives to the College's three core themes:

Mission Connection	State Board Objectives/ CEI objectives	Learning	Student-Centered	Community Engagement
Quality education, Needs of regional employers	A well-educated citizenry	●		
Open access, Affordable Needs of the student Needs of regional employers	Adult re-integration into the workforce	●	●	●

Quality education	Higher education attainment	●		
Quality education	Quality education	●	●	
Quality education Needs of community Needs of regional employers	Education to workforce	●	●	●

The following sections outline CEI’s three core themes and the objectives pertinent to measuring success of each one and the support of the mission. The measures are calculated and reviewed regularly as scheduled in the assessment plan to gauge progress and document planned alterations to programs or processes in order to ensure mission fulfillment in all areas.

Core Theme One: Learning for Work and Life

CEI is a place of learning where students prepare for transfer, careers, and effective citizenship. The College embraces active learning and provides instruction that is not only academically rigorous, but tailored to the needs of the student and the community. Learning for work and life takes place in all areas of campus through transfer degrees, career-technical education, adult basic education, and workforce training.

Core theme one is at the heart of the College’s mission to provide open access to affordable, quality education. CEI students prepare for transfer, careers, lifelong learning, and engaged citizenship. Faculty members embrace active learning and provide instruction that is academically rigorous, and that is tailored to the needs of further education, the workplace, and the community. Transfer credit instructors have at least a master’s degree in the content area, or in a closely related subject, with substantial graduate credits in the content area. Faculty in CTE program areas are experienced professionals in the field in which they teach. CTE faculty often have advanced industry certifications. Learning for work and life takes place in all areas of campus through transfer degrees, career-technical education (CTE), adult basic education (ABE), and workforce training (WFT)

Transfer Degrees

CEI assesses degree and course learning outcomes on a regular schedule detailed in the assessment plan. Plans for improvement are documented and reviewed to complete the improvement cycle. General education’s competencies come from the State’s General Education Matriculation (GEM) committee. This state-level committee has developed competencies for each general education content area, referred to as the six “Ways of Knowing.” CEI has developed rubrics to assess the competencies. These rubrics are included in the assessment plan.

The program and course instructors review previous recommendations and discuss ways to improve education. The assessment committee receives documentation of these recommendations.

Transfer degree program reviews are completed every three years to ensure the support of core theme one. One of the six “Ways of Knowing” is reviewed every year so that all are reviewed on a six-year cycle. The reviews are stored in the CEI assessment folder. Major items in the program review include:

- Enrollment Trends
- Budgets
- Graduation rates
- Four-year college transfer rates

Along with the CEI assessment plan, the strategic plan guides assessment and improvement. The following goals come from the 2017 strategic plan.

Goal 1: A Well Educated Citizenry

Objective A: Access

- III. Number of students who complete their degree or certification within 150% of time or less
- IV. Total degree and certificate production and headcount

Goal 2: Innovation and Economic Development

Objective A: Workforce Readiness

- II. Number of graduates who are continuing their education

Goal 4: Effective and Efficient Educational System

Objective A: High school senior who choose EITC as their first choice to higher education

- IV. Number of students who successfully articulate to another institution to further their education

Indicators for Learning for Work and Life: transfer degrees

Mission Connection	Strategic Plan connection	Performance Measure	Benchmark for 2019
Quality education Needs of student	1.A.III	FA cohort who graduated 100% time	>150
Quality education Needs of student	1.A.III	FA cohort who graduated 150% time	>100
Quality education	1.A.IV	Degrees/Certificates	>260
Quality education	1.A.IV	Completers	>245
Quality education Needs of student	2.A.II	Continuing education	>50
Quality education	4.A.IV.	Number Continuing On	>200

Rational: College of Eastern Idaho is committed to student success, and tracks how students progress through academic paths. It is important to know that the students are able to succeed not only at CEI, but that they are also able to continue on to further education. By keeping an eye on student academic success, CEI is able to improve its processes, policies, and practices to improve academic achievement and is a gage for how CEI is preparing students for their next academic opportunity.

Included in the improvement cycle for general education courses are regular division manager classroom observations and student in-class evaluations. These can be found in the shared

drive in the instruction folder. Instructors and managers use the evaluations to ensure and improve quality education.

Course-level learning outcome rubrics document a continuous improvement cycle for courses. Each course-level rubric includes the State-developed Ways of Knowing GEM competencies and the CEI general education outcome requirements. These evaluations measure the depth of understanding for each of the learning outcomes. At the course level, these evaluations are meaningful in that they guide the planned changes for improvement. This in turn, sustains the overall program and mission fulfillment of a quality education. All rubrics are available in the assessment plan.

Career-Technical Education

Annual program reviews are completed annually for all CTE programs. The form is in the assessment plan, and completed forms are stored in the CEI assessment folder. Major items in the program review include:

- Enrollment trends
- Budgets
- Certification and technical skills assessment pass rates
- Graduation rates
- Placement rates
- Advisory committee participation

In addition, programs are evaluated through the Instructional Advisory Committee (IAC) on a rotating basis. The schedule for IAC program review can be found in the assessment plan.

CTE courses are also evaluated and improved through course-level learning outcome reports, student in-class evaluations, and division manager classroom observations. These evaluations are critical to the measurement of success and meaningful improvement of quality education.

The 2017 strategic plan goals for CTE are:

Goal 1: A Well Educated Citizenry

Objective A: Access

- III. Number of students who complete their degrees or certifications within 150% of time or less
- IV. Total degree and certificate production and headcount

Goal 2: Innovation and Economic Development

Objective A: Workforce Readiness

- I. Number of graduates who found employment in their area of training
- III. Number of graduates who found employment in related fields
- IV. Percentage of students who pass Technical Skills Assessments (TSA) for certification

Indicators for Learning for Work and Life: Career & Technical Education (CTE)

Mission Connection	Strategic Plan connection	Performance Measure	Benchmark
Quality education Needs of student	1.A.III	FA cohort who graduated 100% time	>150
Quality education Needs of student	1.A.III	FA cohort who graduated 150% time	>100
Quality education	1.A.IV	Degrees/Certificates	>260
Quality education	1.A.IV	Completers	>245
Needs of student Regional employers Quality education	2.A.I	Employed In training area	>225
Needs of student Regional employers Quality education	2.A.III	Employed in related field	>175
Needs of student Regional employers Quality education	2.A.IV	TSA Pass Percentage	96%

Rational: College of Eastern Idaho has always strived to provide the best possible education and appropriate preparation for career fields. The career and technical divisions will always be an area where CEI aims to deliver the best career training. By examining the completion of students and their subsequent employment, CEI is able to assess the relevancy of the training offered and adjust as necessary to help students prepare for an ever evolving workplace.

Advisory committee meetings provide feedback on the efficacy of CTE programs and guidance for future developments in those programs. The minutes are stored on a shared drive, and a report is filed with the Division of Career and Technical Education.

Student in-class evaluations and division manager observations provide a mechanism for course and program improvement.

Adult Basic Education

Goal 1: A Well Educated Citizenry

Objective B: Adult Learner Re-Integration

- I. Number of students enrolled in GED who are Idaho residents
- II. Number of students who complete their GED
- III. Number of students who go on to post-secondary education

Indicators for Learning for Work and Life: Adult Basic Education (ABE)

Mission Connection	Strategic Plan connection	Performance Measure	Benchmark
Quality education Open Access	1.B.I	Enrolled	>300
Quality education	1.B.II	Completed	>30
Quality education Open Access	1.B.III	Went On	>200

Rational: College of Eastern Idaho is committed to helping students at all education and preparation levels succeed. The Adult Basic Education offerings are targeted at helping pre college-ready students to become college or “life” ready. Assessing the progress of these program participants is valuable in determining progress towards a well-educated citizenry. The number of participants also drives the decisions behind offerings as well as state and federal funding levels.

Workforce Training

Semester and year-long WFT programs related to industry certification/licensure testing will have a program review annually completed by the program coordinator, under the direction of the Division Manager (specific review metrics to be developed). Currently, the only programs in this category are EMT and Apprentice programs (electrical, plumbing HVAC).

Program evaluation criteria is being developed by the Workforce Education division manager, who is new to her post. LERN, the learning resources network organization, is scheduled to do a top to bottom program review with many national benchmarks for contract training, community education, and WFT. The assessment visit is scheduled for February 2018.

Non-credit courses are evaluated based on attendance and student in-class evaluations.

Goal 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum

- I. Number of workforce training courses created to meet industry needs

Indicators for Learning for Work and Life: workforce training

Mission Connection	Strategic Plan connection	Performance Measure	Benchmark
Regional employers Needs of community	3.A.I	WFT Courses	>550

Rational: College of Eastern Idaho is committed to community and regional workforce development. The number of offerings developed and delivered allow for assessment of the needs of regional employers, allowing CEI to gauge the needs and anticipate other workforce offerings. The partnerships developed with employers is an integral part of achieving the core theme.

Contract hours are an important measure. A course is continued on the schedule based on registration and the student course evaluation. This is meaningful as the feedback comes directly from the student and continued market demand for the training. Currently, this data and program review documentation is stored in a file in the workforce training office.

Core Theme Two: Student-Centered

Student Centered

CEI faculty and staff throughout the college are committed to students and their success. Well-functioning student support areas are critical to students' success, help model outstanding professional behaviors, and provide comprehensive student support from first contact through degree and/or employment.

Areas of student support outside the classroom:

- Center for New Directions (CND)
- Library
- Tutoring Center
- Information Technology (IT)
- Financial Aid
- Student Affairs
- Foundation
- Safety

The CEI strategic plan for 2017 includes the following goals and performance measures pertaining to Core Theme Two: Student Centered:

Goal 1: A Well Educated Citizenry

Objective A: Access

- I. Annual number of students who have state funded or foundation funded scholarship
- II. Percentage of high school students who enroll in EITC programs during the first year after graduation

Goal 4: Effective and Efficient Educational System

Objective A: High school senior who choose EITC as their first choice to higher education

- I. Total fall enrollment students that are retained or graduate in the following fall
- II. Number of high school students who took a remediation for Math or English
- III. Cost per credit hour–Financials as per IPEDS divided by total annual undergraduate credit hours

Goal 5: Student Centered

Objective A: EITC faculty provides effective and student centered instruction

- I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey
- II. Fall to Fall Retention - IPEDS Fall Enrollment Report
- III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey
- IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey)

Objective B: Tutoring Center provides services to support education success.

- I. Tutoring contact hours to support student needs

Objective C: EITC library services meets the expectation of students

- I. Library services meet the expectations of students. Gap per Noel Levitz Annual Survey

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes

- I. Number of applicants/students receiving CND services

Indicators for Student Centered

Mission Connection	Strategic Plan connection	Performance measures	Benchmark
Affordable	1.A.I	State funded	>10
Affordable	1.A.I	Foundation funded	>350
Open Access	1.A.II	Percentage of annual enrollment who entered EITC within 1 year of HS	>25%
Needs of student	4.A.I	Grad or still enrolled	>480
Needs of student	4.A.II	Number of Students entering within one year of HS and ever taking a remedial course	<40
Affordable	4.A.III	Cost per credit hour	\$<700
Needs of student	5.A.I	Noel Levitz Student Centeredness (GAP comparison to peers)	<0.25
Needs of student	5.A.II	FTFT Fall-to-Fall retention	>74%
Needs of student	5.A.III.	Noel Levitz Financial Aid (GAP comparison to peers)	>0.78
Needs of student	5.A.IV.	New-student survey: Financial Aid	98%
Needs of student	5.A.IV.	New-student survey: Admissions	98%
Needs of student Quality education	5.B.I.	Tutor contact hours per student that visits the center	>6
Needs of student	5.C.I.	Noel Levitz Library (GAP comparison to peers)	>.15
Needs of student	5.D.I.	CND clients served	>300

Rational: College of Eastern Idaho is committed to centering services and opportunities on the students’ needs. The assessment of their perception of services is informative in efforts to remove barriers and achieve mission fulfillment. Through utilizing internal, as well as third party satisfaction assessment surveys, CEI can see trends and make positive training, practice, and policy adjustments. One initiative CEI has implemented as a direct response to the need to provide the best atmosphere possible is the “Glad You’re Here” initiative. This initiative is the epitome of what a student-centered core theme is all about.

Library: The library is evaluated for quality of service by the students each semester through the in-class evaluation process. These evaluations are used as guides for staff training and professional development, which is held each year.

Center for New Directions: The number of clients served is a meaningful measure because CND strives to increase the previous year’s numbers by 10%. Students contact CND, and services are

modified based on need. A mechanism is being developed to track effectiveness of services provided. This will be in place by 2020.

Tutoring Center: The Tutoring Center uses total contact hours to determine the number and scheduling of tutors. Contact hours are also used to determine grant funding through Perkin's grants. The tutoring center is evaluated by students every semester through the in-class evaluation process. The results are used to identify problems and train tutors.

IT: Information Technologies support students beginning at registration and through their time on campus. IT randomly surveys customer service through the ticketing system. Three questions are also included in the Noel Levitz survey regarding computer labs, equipment in lab facilities and customer service. Use of this data allows IT to better support student success through updated practices and policies to maintain state of the art equipment throughout the college.

Financial Aid: The goal of the Financial Aid Department is to assist students with the financial aid process in an effective and efficient manner in order to remove barriers to higher education. Data from student centered financial aid instruments provide insight into the processes from the students' perspective and helps the department to maintain a high level of support for the students.

Student Affairs: All incoming students are surveyed about the performance of admissions and other student affairs' areas. A Likert-scale is used. If issues are found, these are addressed in monthly department meetings, which also provide professional development. The survey also asks about student-centered class scheduling. Findings are relayed to the appropriate department.

Foundation: The CEI Foundation exists to remove financial barriers for students unable to obtain access to post-secondary education due to lack of access to funds. Students are required to complete an application, which the Scholarship Review Committee scores and ranks. Most students are awarded funding based on their score. On an annual basis, the CEI Foundation provided some level of scholarship funds to approximately one-third of the student population. These funds equate to over \$200,000 per academic year. The Foundation will use this data to project annual support for the program. The goal is to assist students by removing financial barriers and to support degree completion. Students are asked to maintain a minimum GPA, complete 10 hours of community service, write a thank you letter to the donor, and attend an annual scholarship banquet where they have an opportunity to meet the donor or the donors' representative.

Safety: A safe learning environment supports students' ability to focus and achieve their goals. Indicators collected by the Safety Committee include crime statistics for Clery Act Reporting, accident reports, and results for scheduled fire drills, panic drills, and catastrophe drills. Safety equipment is checked and maintained on a schedule stored on the Manager Plus pro, CEI's preventative maintenance scheduling software.

The Safety Committee uses these indicators to identify problems, solutions, and implementation of needed polices which ensure an effective safety program and the scope of oversight necessary to ensure changes made are effective. Ultimately the Safety Committee

helps reduce the risk of workplace injuries, illnesses, and ensures compliance with federal and state health and safety regulations.

Core Theme Three: Community Engagement

Community Engagement

CEI's focus on community is evident in a safe and inviting campus, which fosters communication and professional growth; and broad, collaborative relationships within the local, regional, and academic communities.

The EITC strategic plan for 2017 includes the following goal and performance measures pertaining to Core Theme Three: Community Engagement

Goal 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum

- I. Number of workforce training courses created to meet industry needs

Indicators for Community

Mission Connection	Strategic Plan connection	Performance Measure	Benchmark
Regional employers Needs of community	3.A.I	WFT Courses	>550
Community	3.A.I	Misc. Community Events	>1200

Rational: College of Eastern Idaho is absolutely committed to the community. By developing partnerships and training agreements within the community, CEI is able to feel the pulse of the needs and address those needs with course and training opportunities. CEI also makes space available for the community to utilize for community, business, and civic events. By so doing, CEI becomes a community center point. Community engagement may be difficult to assess as to the effectiveness of the engagement. However, CEI still remains committed to finding new ways to involve the community in education, as well as support the community-driven initiatives.

Library: The library sets up circulation accounts for the community and guest computer accounts. The non-student computer guest accounts are tracked. The CEI Library serves as a collaborative space for students to meet in order to work on group projects and assignments as well as providing computer access to significant research databases used in college classes. As the College moves forward as a community college, the library will play a larger role in the surrounding area. The librarian will develop and begin using a meaningful measurement of community engagement by 2020.

WFT: The mission of the CEI Workforce Training Center is to provide non-credit, short term, industry focused training, and to bring business sectors together to address common workforce training needs, focusing on the specific skill needs of their respective regions. They provide and/or coordinate apprenticeships, Direct to Employment Training (EMT-B or CNA), Open

Enrollment Skill Building Classes, Industry Certifications, Regulatory Compliance Training, and Direct to Employer Customized Contract Training.

An indicator of community engagement from Workforce Training is the number of participants, instructors, and students annually. This is meaningful as both the instructors and students are members of the community. Classes are formed because members of the community ask for that topic, or an individual with a skill indicates a desire to share that skill.

Foundation: CEI Foundation's role in community is essential to CEI's success. The CEI Foundation presents at a number of elementary, middle and high schools to dialogue with students about their post-secondary future. The Foundation works closely with the CEI recruitment office to travel across the region, educating students on CEI programs and scholarship opportunities. It also partners with a variety of non-profit and civic organizations throughout the community. Foundation involvement in the community has been measured by the increase in donation dollars, as well as organizations involved with the College. CEI foundation has experienced a marked increase in funding and recognition since the transition from a technical college to a community college.

Conclusion

College of Eastern Idaho as a newly formed community college emerged by a popular vote of Bonneville County residents, who recognize the important educational needs of the region. The newly formed community college has been embraced as a partner by the existing three Idaho community colleges through the Idaho Community College Consortium (ICCC). With the addition of the new community college, Idaho students and employers now have full access to the services and training opportunities afforded by a comprehensive community college throughout the state.

The hallmark of CEI will continue to be its existing mission of career technical education, workforce development, continuing education opportunities for citizens of Idaho, and remedial education through ABE, GED, and ESL. Given the mission of a comprehensive community college, CEI has new focus on the creation of Associate of Arts and Science degrees, used as a cost effective transition of dual credit high school students and non-traditional students into regional universities toward bachelor degrees.

In order to accomplish the enhanced mission of a comprehensive community college, CEI will focus on the College's mission and core themes. CEI will utilize a newly created assessment plan along with application of data available through a new ERP, and the strategic allocation of funds to support student success and maintain close ties with the eastern Idaho community to provide a relevant and rigorous education of a well trained workforce.

The College will concentrate on improvement efforts toward strategies for academic excellence, community connections, and application of technology for a trained workforce with an emphasis on service to students. College of Eastern Idaho will continue to foster a "can do" attitude and maintain a positive environment where staff and students can grow and flourish.



www.cei.edu • 208.524.3000

1600 S. 25th E, Idaho Falls, 83404