



# Mid-Cycle Evaluation

August 2019



*Prepared for the*  
**Northwest Commission on Colleges and Universities**

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# **COLLEGE OF WESTERN IDAHO**

## **MID-CYCLE EVALUATION**

**Presented to:  
Northwest Commission on Colleges and Universities**

**August 2019**

**College of Western Idaho  
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## Introduction and Overview

The 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 has become 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 in cooperation with the Idaho State Board of Education.

CWI has delivered college credit instruction, certificates, diplomas/GEDs, and degrees to Treasure Valley students since 2009. CWI faculty and staff worked diligently toward fulfilling the College's goal of independent accreditation, a milestone which was reached in 2017.

## Part I – Overview of Institutional Assessment and Planning

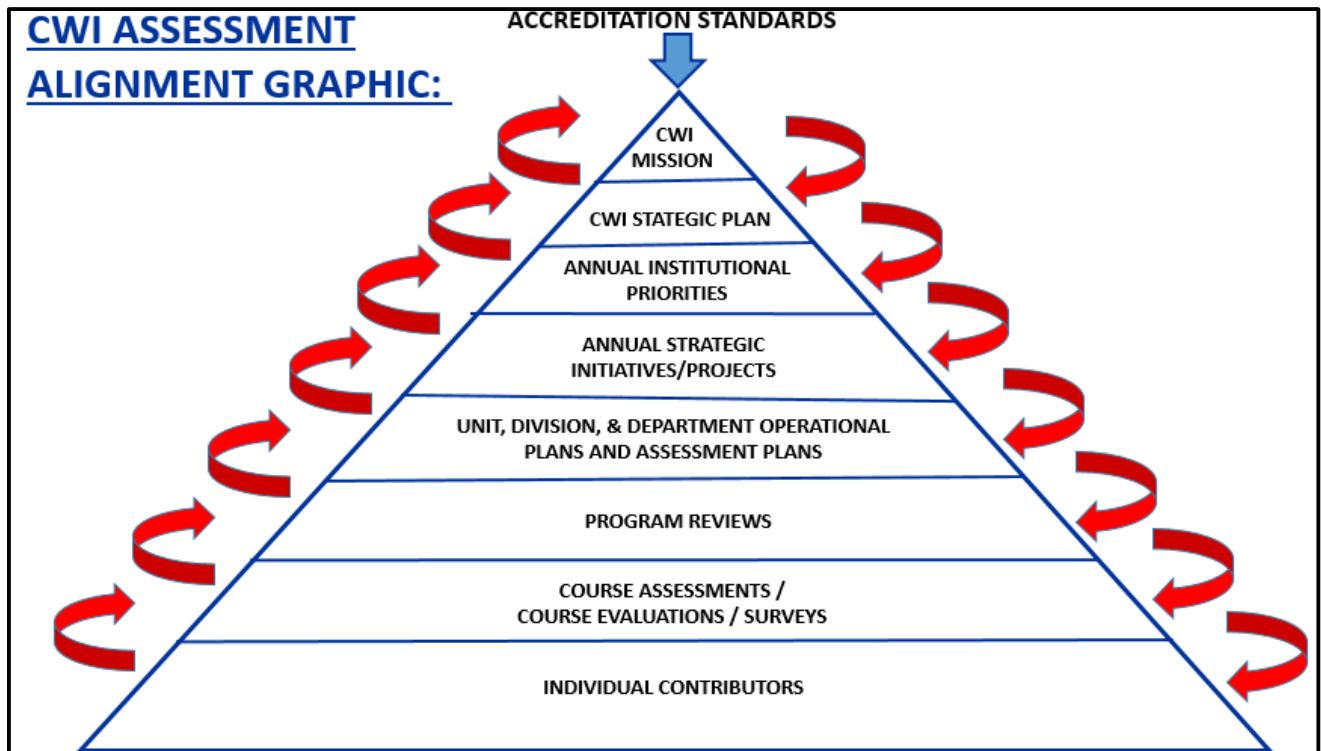
**Response One:** *Describe/explain your process of assessing mission fulfillment. Who is involved with the assessment? Is the Board of Trustees involved?*

The College of Western Idaho's (CWI) Mission is: *CWI expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.*

CWI has a comprehensive, systematic, and integrated strategic planning and assessment process that links to and aligns with the CWI Mission and facilitates Mission fulfillment and sustainability. Linkages to the Mission and Mission fulfillment are accomplished via 1) the 2018-2022 CWI Strategic Plan, 2) twice annual Strategic Planning Days with the President's Cabinet and the Executive Operations Team (EOT), 3) the development of Unit and Division Operational Plans and Assessment Plans, 4) the budget process, 5) documentation recorded in the VersionOne software tool, and 6) the assessment processes conducted college-wide.

The CWI Mission is foundational to and aligned with the 2018-2022 CWI Strategic Plan. The CWI Mission is therefore operationalized and executed via the implementation of the CWI Strategic Plan. The CWI Board of Trustees is involved with Mission fulfillment through the review and approval of the CWI Strategic Plan. The Board of Trustees approved the 2018-2022 CWI Strategic Plan in Fall 2016, and a transition year to the CWI Strategic Plan occurred in 2017 when the Indicators of Achievement, Performance Metrics and Baselines, and the Operational Plans were developed. The CWI Strategic Plan was then implemented in 2018. The CWI Board of Trustees also reviews progress made on the CWI Strategic Plan twice a year in the Board of Trustee meetings in August and December after the Strategic Planning Days are facilitated with

the President’s Cabinet and Executive Operations Team. The graphic below illustrates the linkage to and alignment with the CWI Mission, CWI Strategic Plan, and all assessment processes conducted throughout the College.



The Institutional Effectiveness Department assists with strategic planning and Mission fulfillment by facilitating two all-day sessions with the President’s Cabinet and Executive Operations Team (EOT) each summer and fall, typically in the months of July and November.<sup>1</sup> The first Strategic Planning Day was conducted in Fall 2017 and Institutional Effectiveness has continued to facilitate these days in Summer 2018, Fall 2018, and Summer 2019.<sup>2</sup> The Strategic Planning Days with the President’s Cabinet and EOT will continue to occur twice a year moving forward ensuring CWI Core Themes and Mission fulfillment.

Core Themes and Mission fulfillment are a central focus and supported via the activities conducted in the Annual Strategic Planning Days. Evaluating Mission fulfillment at the College of Western Idaho is a continual process executed on an ongoing basis. As such, Mission fulfillment does not have a defined end state and CWI has not established a targeted percentage or quantitative benchmarks related to the CWI Strategic Plan performance metrics that must be met at a snapshot in time to delineate Mission fulfillment or failure. Instead, CWI follows a process of monitoring and reviewing the progress of the CWI Strategic Plan and identifying strategies for improvement. This review of CWI Strategic Plan performance metric progress occurs during the Strategic Planning Days and strategies are identified for

<sup>1</sup> Roster of President’s Cabinet and Executive Operations Team

<sup>2</sup> Strategic Planning Day Agendas



improvement, as needed, based on results and are incorporated into the annual Operational Plans and Assessment Plans.

The first of the two Strategic Planning Days is conducted in July at the beginning of the fiscal year. During this meeting, a review of the 2018-2022 CWI Strategic Plan, which aligns with the CWI Core Themes and Mission, is conducted and progress made towards the CWI Strategic Plan is assessed. As needed, strategies for improvement are identified if Strategic Plan performance metric progress is not increasing, meeting, or exceeding targeted benchmarks. Annual Institutional Priorities, which align with the CWI Strategic Plan Objectives for the upcoming year, are also reiterated and new ones for the following fiscal year are identified. The annual Institutional Priorities then cascade down the Unit and Division levels, as well as to the individual employees. Additional strategic planning and alignment activities supporting Core Theme and Mission fulfillment are also conducted during the Strategic Planning Days, as needed.

The second Strategic Planning Day occurs in November with the President’s Cabinet and Executive Operations Team. Any midstream adjustments to the annual Institutional Priorities, Unit and Division goals, and associated resource requirements based on institutional and environmental changes that occurred since July are identified and incorporated with the Unit and Division Operational Plans and Assessment Plans. As CWI enters the Budget Cycle, the resource allocations identified in the Unit and Division Operational Plans and Assessment Plans are an input to the Budget Cycle and identified and submitted as resource requirements during the budget process for the upcoming fiscal year. The graphic below outlines the activities conducted during the July and November Strategic Planning Days.



Mission alignment and fulfillment is also facilitated via the annual Operational Plan and Assessment Plan process. The annual Institutional Priorities, which align with the CWI Strategic Plan and Mission and are identified during the July Strategic Planning Day, are used to develop Unit and Division goals in the Operational Plans and Assessment Plans.

As of Fall 2017, each Unit and Division college-wide develops an Operational Plan and Assessment Plan. Departments are encompassed in the Division Operational Plans. The Operational Plans and Assessment Plans developed in Fall 2017 served as the basis for the 2018-2019 Operational and Assessment Plans.<sup>3</sup> As mentioned previously, the CWI Mission is foundational to and aligned with CWI's 2018-2022 Strategic Plan. Operational work identified in the Unit and Division Operational Plans and Assessment Plans are linked to and align with the CWI Strategic Plan Objectives, thereby ensuring Mission fulfillment.

Resource requirements to meet the Institutional Priorities and Unit and Division goals are identified in the Unit and Division Operational Plans and Assessment Plans and incorporated with the upcoming Budget Cycle. Mission fulfillment is also facilitated via the budgeting process. Any new budget initiatives and resources identified during the budget process are assessed to confirm they link and align to CWI Strategic Plan Objectives, ensuring resources are allocated to facilitate Mission fulfillment.

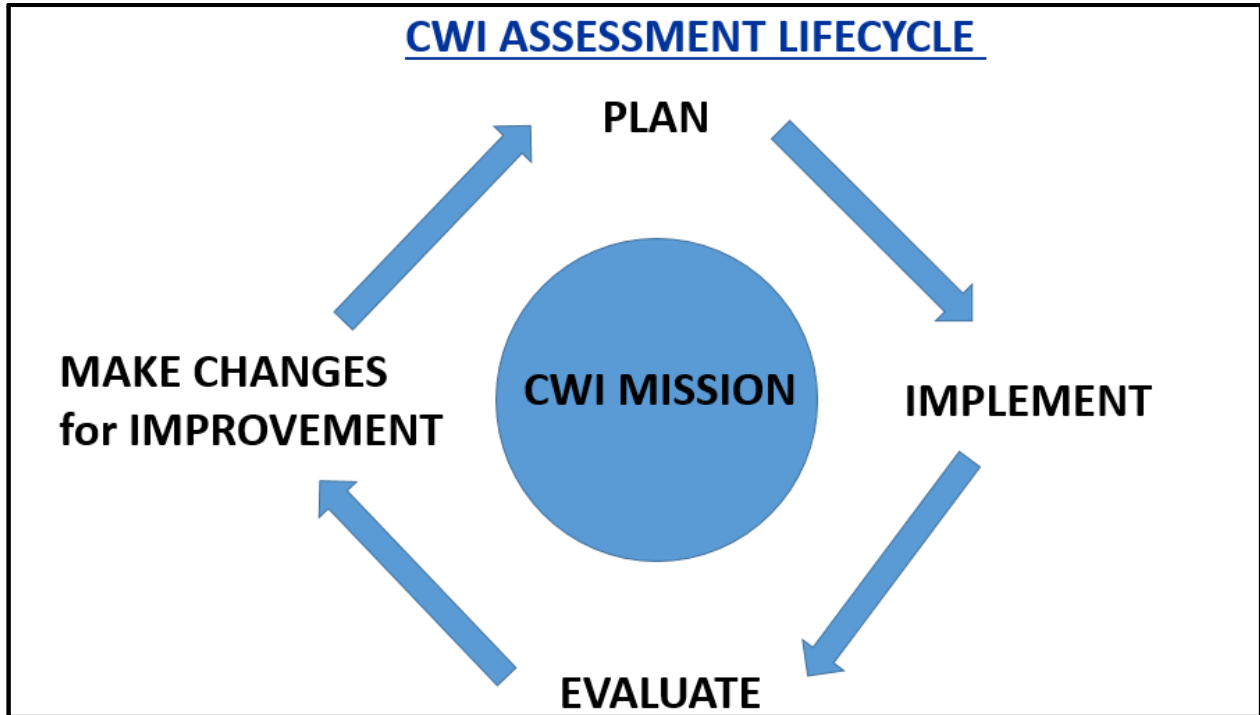
In Summer 2018, the College began implementing the Agile framework. The Agile framework is a collaborative approach that provides transparency in identifying, planning, and guiding all levels of effort. This framework also assists teams to work more effectively together improving communication across multi-disciplinary areas. Agile allows the College to adapt a creative mindset throughout the institution, accelerating progress towards strategic goals and objectives, while mitigating risk when responding to the shifting needs of students. To promote transparency of the work conducted college-wide and as part of the Agile framework, CWI began implementing the VersionOne tool in Fall 2018. VersionOne is an enterprise level tool that allows the entire organization to visualize their work, identify cross-team dependencies and organizational impediments to goal achievement, and to prioritize work based on institutional value. This is achieved by documenting the strategic goals and objectives of the College within the tool and directly tying all prioritized work across all the teams to those objectives. This ensures that all the work across the institution is in support of the CWI Strategic Plan and Mission.

The CWI Mission is core to every CWI assessment process, and each and every CWI employee contributes to Mission fulfillment as assessment processes are conducted throughout all levels of the organization down to the individual employee level. The graphic on page five illustrates the linkage and alignment of the Mission to the CWI Strategic Plan and all assessment processes conducted throughout the College.

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<sup>3</sup> Examples of 2018-2019 Operational and Assessment Plans

The CWI Mission is central to all CWI assessment processes, and all assessment processes follow the Assessment Lifecycle phases of Plan, Implement, Evaluate, and Make Changes for Improvement. The following graphic illustrates the relationship between the CWI Mission and all assessment process conducted college-wide.



**Response Two:** *Are your Core Themes and Objectives still valid?*

The College of Western Idaho's (CWI's) Core Themes and Objectives are foundational to and incorporated with the CWI 2018-2022 Strategic Plan. CWI's five Core Themes are: 1) Student Success, 2) Instructional Excellence, 3) Community Connections, 4) Organizational Stewardship, and 5) Inclusive Excellence. CWI's six Objectives are: 1) Advance Student Success, 2) Promote and Invest in the Development of Quality Instruction, 3) Initiate Connections and Partnerships to Support Economic Development and Meet Community Needs, 4) Demonstrate Fiscal Stability and Sustainability, 5) Ensure Operational Sustainability and Compliance, and 6) Foster a Respectful Community and Be A Model for Organizational Diversity.

All of CWI's Core Themes and Objectives are still valid. As the CWI Assessment Alignment Graphic above illustrates, the CWI Mission is aligned with the CWI Strategic Plan and its Core Themes and Objectives. CWI's five Core Themes and six Objectives are core to the CWI Mission and allow for iterative adjustments and changes on an annual basis to be made via the Institutional Priorities and Strategic Initiatives/Projects. CWI's strategic planning process, in which the annual Institutional Priorities and Strategic Initiatives/Projects are identified, allows CWI to make incremental changes and adjustments as external and internal drivers and impacts

affect the CWI environment while still holding steady and true to the CWI Mission and ensuring Mission fulfillment.

**Response Three:** *Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?*

CWI is satisfied that the Core Themes, Objectives, and Indicators of Achievement are valid, create a solid foundation for assessing Mission fulfillment, and provide sufficient evidence for Mission fulfillment. Mission fulfillment is continually monitored, assessed, and improved upon when results falls short of intended targets, and CWI is confident it is in a solid position to regularly and meaningfully measure Mission fulfillment moving forward. The CWI Core Themes and Objectives are central to the CWI Mission and allow for iterative adjustments and changes on an annual basis to be made via the Institutional Priorities and Strategic Initiatives/Projects. This gives CWI the flexibility to make incremental adjustments and changes as the external and internal environments, conditions, and priorities change and evolve while still ensuring Mission fulfillment via the Core Themes and Objectives.

While CWI is currently satisfied Core Themes, Objectives, and Indicators of Achievement are valid, create a solid foundation for assessing Mission fulfillment, and provide sufficient evidence for Mission fulfillment, there are a number of current external and internal drivers and influences that may impact the CWI environment and necessitate changes to the Indicators of Achievement in the future. The external and internal drivers and influences that may affect the CWI environment and necessitate modifications to the Indicators of Achievement in the future include Department of Education's employability requirements and changes to the Accreditation Handbook, the Northwest Commission on Colleges and Universities' modifications to the accreditation standards, the potential of an outcomes based funding model through the Idaho legislature, and a new CWI Provost who started in April 2019. Please see "Part III – Moving Forward to Year Seven" below for additional information.

## **Part II – Using Core Themes to Evaluate Mission Fulfillment**

### **Example #1: General Education Program<sup>4</sup>**

The Mission of the College of Western Idaho includes concepts such as expanding learning and life opportunities, encouraging individual advancement, and developing leaders. General Education faculty at College of Western Idaho are committed to teaching discipline content with excellence and fostering the critical thinking, learning, problem solving, and soft skills that are essential to success. Every General Education class emphasizes content and skills devoted to 1) learning to learn, 2) making connections, and 3) solving problems. In addition, select courses also includes content and skills devoted to 4) ethical reasoning, 5) creative thinking, and/or 6)

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<sup>4</sup> General Education Overview

Global Citizenship. In every General Education course, students complete a signature assignment to demonstrate proficiency in at least two of the six General Education objectives. These signature assignments are assessed by faculty yearly.

### **An Overview of the Assessment of Student Learning Objectives (SLOs)**

Year 1: The General Education Subcommittee (GESC) pilot-tested the student portfolio evaluation process which included sampling portfolios, forming a review committee, norming expectations, evaluating student work, and developing recommendations.<sup>5</sup> The GESC shared results with Department Chairs who worked with faculty to revise signature assignment prompts. Additional training materials were created for faculty and Departments: faculty tip sheets, frequently asked questions documents, and instructional videos. Philosophy faculty served as ethics mentors and faculty teaching ethics-designated courses attended debrief sessions during in-service.

Year 2: The portfolio evaluation committee was comprised of faculty, staff and one student from across the College. The committee normed using two student portfolios and then independently reviewed a sample of student portfolios using a common rubric; each review team focusing on two Student Learning Objectives. Based on the results, the GESC recommended making small changes to the rubric to more closely match the SLOs and to clarify ambiguous expectations.<sup>6</sup> The updated General Education rubric was shared with Departments and individual faculty members through training sessions, Department meetings, and faculty handouts. Student and faculty resources were added to the learning management system and specific training was provided to those faculty teaching global perspectives courses.

Year 3: Discipline groups reviewed a sample of student signature assignments and discussed how SLOs were operationalized within areas of general education. Faculty also identified strengths, weaknesses, and recommendations for signature assignments. The GESC reviewed recommendations of the discipline groups and shared information and recommendations with schools (through Deans) and Departments (through Curriculum Committee and Department Chairs) for implementation. The GESC also recommended changes to collecting student work, described below.

Year 4: Year 4 will begin the 3-year cycle again as year 1. Another portfolio review will be conducted and strengths, weaknesses, and recommendations will be shared with schools and Departments. The GESC will also make plans for assessing the student work collected in the new process. The learning outcomes will be assessed and the results shared with schools, Departments and faculty.

### **Assessment Cycle Results**

During this review cycle, on average, students met expectations for all Student Learning Objectives with the exception of Global Citizenship. Additionally, there were instances of

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<sup>5</sup> General Education Program Evaluation Pilot, Fall 2016

<sup>6</sup> General Education Program Evaluation, Fall 2017

student work exceeding expectations. Challenges with the student portfolio process include missing data. Students transfer into or out of CWI, so they do not necessarily complete their entire General Education program at the institution. Therefore, not all student work is included in the evaluation process. Also, some students did not participate in the old portfolio process, since it often required students to submit the same assignment in multiple places, leading to incomplete or missing portfolios. The GESC is considering additional norming and alignment of SLOs, course competencies, and the evaluation rubric.

General Education faculty implemented a variety of initiatives related to Global Citizenship: 1) an organizational site in the Learning Management System houses resources and videos for faculty, 2) faculty share signature assignments at In-service and discuss strategies for teaching Global Citizenship, and 3) a training module was developed in conjunction with the Center for Teaching and Learning staff to review Global Citizenship.

A common rubric was developed prior to portfolio evaluation implementation. Faculty consulted Association of American Colleges and Universities (AAC&U) Value Rubrics, gathered input during faculty forums and revised language following pilot testing and the portfolio evaluation.

<b>General Education Student Learning Objectives</b>		
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>
<b>Learn to Learn</b> Process of Learning	Generates and applies appropriate learning strategies/processes that lead to successful performance.	Identifies and applies appropriate learning strategies/processes that lead to successful performance.
<b>Learn to Learn</b> Reflection on Learning	Reviews prior learning (past experiences inside and outside of the classroom) in depth, analyzing meaning and indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing meaning or indicating a somewhat broader perspective about educational or life events.
<b>Make Connections</b> Connects academic knowledge with real world experience	Synthesizes course concepts or theories with real world experiences (one's own or others').	Connects course concepts or theories to real world experiences (one's own or others').
<b>Make Connections</b> Connects academic knowledge across perspectives	Synthesizes course concepts or theories across multiple academic perspectives.	Connects course concepts or theories across multiple academic perspectives.
<b>Solve Problems</b> Define the problem	Create or identify a non-routine or unique problem statement or research question.	Identify a problem statement or research question.

<b>General Education Student Learning Objectives</b>		
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>
<b>Solve Problems</b> Explain possible solution or solutions	Create multiple possible solutions/methods based on a general understanding of content, evidence and/or contextual factors.	Identify a possible solution/method based on a general understanding of content, evidence and/or contextual factors.
<b>Solve Problems</b> Analyze outcomes	Analyze possible results and implications to determine the viability of the solutions.	Interpret possible results to determine the viability of the solution.
<b>Creative Thinking</b> Innovative Thinking	Extend or go beyond discipline specific knowledge in a unique interpretation, application, or format.	Incorporate a new approach to discipline specific knowledge in an uncommon interpretation, application, or format.
<b>Creative Thinking</b> Analyze creative processes and works	Evaluate, critique, or interpret creative processes, techniques or works (e.g. literature, performing arts, art, media, etc.).	Classify, compare, or contrast creative processes, techniques or works (e.g. literature, performing arts, art, media, etc.).
<b>Reason Ethically</b> Examine ethical issues	Provide strong detailed pros and cons for a discipline specific issue that has ethical considerations.	Describe the pros and cons for a discipline specific issue that has ethical considerations.
<b>Reason Ethically</b> Build an ethical argument	Logically build an ethical argument for your position using at least one ethical orientation. Analyze opposing viewpoints and evaluate the assumptions and implications of the chosen position.	State a position on the discipline specific issue using at least one ethical orientation and address opposing viewpoints.
<b>Global Citizenship</b> Identify origins	Analyze the origins and content of attitudes, beliefs, and/or behaviors in one's own culture and in that of others.	Explain the origins and content of attitudes, beliefs, and/or behaviors in one's own culture and in that of others.
<b>Global Citizenship</b> Recognize interconnectedness	Analyzes the interconnectedness and consequences of individual, community, and societal choices.	Identifies the interconnectedness and consequences of individual, community, and societal choices.

### **Communication of Findings and General Education Changes**

General Education findings and changes are communicated through the GESC which reports to the Curriculum Committee. Department Chairs and faculty representatives provide two-way communication—bringing questions from GESC to their Departments and reporting input from their Departments to GESC. The General Education Program also maintains a page on the external website that keeps updated program information. The General Education Coordinator

also represents CWI at the State General Education Summit and disseminates information through Deans and Departments and collects input back from faculty through GESC representatives.

### **Overall Assessment**

CWI's General Education Student Learning Objectives are intentionally broad to be applied across multiple disciplines. Specific examples of meeting and exceeding expectations are highly variable depending on the discipline and the assignment context. Faculty reviewers apply criteria to student work both within their own discipline and across disciplines, a challenging and strenuous cognitive task. Initially, the number of portfolios faculty would be able to review in one session was overestimated and has subsequently been scaled back. Faculty review teams specialize on two objectives which has also made the assessment process more manageable.

The six SLOs cover the breadth and scope of the program. Each SLO is divided into two or three sub criteria for added granularity. Faculty have been reluctant to add additional levels of achievement and additional criteria; the current rubric provides a great deal of information and is manageable. More levels and subdivisions for each of the SLOs would require considerably more personnel, time and cognitive workload. Thus, the indicators are appropriate in number and manageable for assessment.

The assessment process has been helpful in developing consensus about general education objectives and designing assignments that demonstrate those objectives. Faculty have been engaged in on-going conversations related to the quality of student work and effectiveness of assignments.

### Assessment Process Changes for 2019-2020

In Spring 2019, Curriculum Committee voted to support the recommendations of the GESC which were to have faculty explicitly align signature assignments for their General Education courses to one specific General Education Objective. Beginning in Fall 2019, students will upload their signature assignments directly rather than through a portfolio system. This change in process will allow a collection of signature assignments from across the General Education program and will increase the pool of signature assignments and courses that will be sampled. Students who do not complete the General Education program will be included in the sampling which will allow for broader representation. Faculty will continue to review signature assignments from across the entire General Education program.

### **Example 2: Advising Transformation**

CWI's Student Advising and Success unit has transformed the student advising experience to be inclusive and intrusive in order to improve student persistence, retention, and completion. This is in alignment with the Mission to expand learning and life opportunities, and the Core Themes of Student Success and Organizational Stewardship. Further, this aligns with one of the five Institutional Priorities: Explore and invest in strategies and alternative educational delivery options that contribute to students' learning and sense of belonging, which leads to increased rates of persistence, retention, and completion.



The student to advisor ratio is now at a level ideal for success. Prior to this implementation, there were two separate teams providing advising interactions to students. This model integrated those teams to provide a more consistent and comprehensive experience for students. The model capitalizes on the strengths of each of the older models and has added additional components to increase student success. Key performance indicators point towards Mission fulfillment as students and advisors have greater satisfaction and success with this approach.

As a result of the new model, students receive guidance from advisors trained for and dedicated to student success while also allowing flexibility for advisors to meet the group and individual needs of students within their academic disciplines. The model is designed to provide support by intentionally connecting career exploration and development to academic planning, fostering a student-centered success environment through programming and community building activities, and connecting students to CWI and community resources to support their success.

In addition, the integration represented in this model mirrors and supports the instructional integration at CWI. Advisors specialize and work with specific Programs, Departments, and Schools. The model builds intentional, collaborative relationships between advisors and instructional faculty and administration to improve the overall student experience and increase student persistence and completion.

The following table, while not comprehensive, details the significant differences between the past academic advising practices and the improvements this new program has brought:

Prior model - Student experience	New model - Student experience
Advising interactions were often <u>reactionary</u> or required initiation by students.	Students receive <u>proactive</u> and intrusive advising at key points in their academic career.
Advising interactions primarily focused on <u>academic goal setting and planning</u> .	Advising interactions became more <u>inclusive</u> and connect academic planning to career development, act as a catalyst for connecting students to success resources, and focus on connecting students to the CWI community.
Intentional career exploration and career development were facilitated primarily <u>by one staff member</u> at the College.	<u>All advisors</u> have training and knowledge to assist students with career exploration and career development. These have become an integral part of advising interactions and programming.
Students often met with <u>multiple advisors</u> during their academic career and may not have known who their assigned advisor.	Students interact consistently with their <u>assigned academic advisor</u> to facilitate relationship building. Advisors utilize the Appreciative Advising philosophy to build collaborative and supportive relationships with students.

<b>Prior model - Student experience</b>	<b>New model - Student experience</b>
Students met with advisors who had <u>broad knowledge</u> of all CWI programs.	Students meet with an advisor who <u>specializes</u> in the major and academic/career goals they are pursuing. This allows for greater advisor knowledge of career options, learning opportunities, and classroom curriculum to inform advising interactions.
Due to the wide range of students served by individual advisors, advising communications and programming <u>applied to all</u> students.	With advisor specialization based on academic discipline, advising communications and programming are <u>tailored</u> to student populations based on assessed needs.
Students experienced <u>inconsistent contact</u> and interactions from advisors based on program and assigned advisor.	All students receive <u>consistent contact</u> and interactions at key touchpoints in the student experience.
Classroom experiences and academic and career planning were often <u>disconnected</u> .	Advisors and faculty work closely to create a more <u>cohesive</u> learning experience for students.
Faculty may have been <u>unaware</u> of how and when to refer students to advising and support resources.	Increased advisor and faculty communication support <u>timely, proactive intervention</u> .
Student's needs were identified by <u>self-referral</u> or <u>faculty referral</u> .	Student's needs are assessed through <u>intrusive advising</u> interactions, increased faculty referral, and self-referral.
Most students accessed their advisor in <u>One Stop</u> Student Services locations.	Students have <u>improved access</u> to their advisors in locations closer to where they attend class and interact with faculty.
Some students felt <u>disconnected</u> from the campus community.	Students have <u>increased opportunity to build connections</u> to CWI through advising relationships and community building programming.

### **Advising Model**

#### Previous Process/Model

In 2016 advising was administered through professional advisors at the One Stop, professional CTE advisors, and faculty members. Most advisors served all CWI programs, career paths, and transfer options. In addition, career services consisted of one individual to serve all CWI students.

#### Assessment Data Used

- Advising Caseloads: Range 200-1000 students, CTE students ranged from 200-450 (advisor assigned by major), academic transfer students ranged from 700-1000 (advisor not assigned by major).

- Clear degree plans/pathways: Most students did not have individualized degree plans available to them, nor consistent access to advisors with deep knowledge of their program.
- As seen in the chart below, the performance gaps for advising services were significant and represented the largest performance gap on any of the scales in the Student Satisfaction Inventory (SSI) at CWI.

#### Changes Implemented in Fall 2017

- Implemented a new advising model that assigned each student to an advisor who specialized in their major and career goals.
- Incorporated career exploration and advising into each advising interaction.
- Implemented intrusive and inclusive advising model, which includes creating an individualized, approved degree plan for every student in the Student registration system.
- Increased classroom visits by Student Success Advisors.
- Hired additional advising staff.

#### Results/Improvements

- Advising caseloads now range from 250-350 per advisor.
- Reached 100% of students with an advisor-approved academic plan.
- FA17 = 252 Classroom Visits; FA18 = 276 Classroom Visits -> a 9.52% increase in one year.
- IPEDS (First time, full time) retention rate reports: FA15 = 49%, FA18 = 52%.
- Ruffalo Noel Levitz 2015/2018 Student Satisfaction Inventory Advising Scale:
  - Even as importance increased, the performance gap for advising services decreased.
  - All items saw satisfaction increases in this 4-year term. All SD ranges tightened in this 4-year term.
  - All items saw satisfaction increases in this 2-year term. All SD ranges tightened in this 2-year term.

Questions	Importance		Δ	Satisfaction/SD		Δ	Performance Gap		Δ	Mean Difference in CWI Satisfaction vs. National Satisfaction Average	
	15	18		15	18		15	18		15	18
Academic Advising Effectiveness	6.32	6.49	0.17	5.37/1.45	6.08/1.08	.71/.37	0.95	0.41	0.54	-0.06	0.21***
<b>My academic advisor is available when I need help.</b>	<b>6.11</b>	<b>6.4</b>	<b>0.29</b>	<b>5.39/1.64</b>	<b>6.21/1.22</b>	<b>.82/.42</b>	<b>0.72</b>	<b>0.19</b>	<b>0.53</b>	<b>-0.06</b>	<b>0.30***</b>
My academic advisor is knowledgeable about my program requirements.	6.5	6.7	0.2	5.60/1.63	6.37/1.14	.77/.39	0.9	0.33	0.57	-0.08	0.23***
<b>My academic advisor helps me apply my study to career goals.</b>	<b>6.29</b>	<b>6.5</b>	<b>0.21</b>	<b>5.27/1.77</b>	<b>6.11/1.34</b>	<b>.84/.43</b>	<b>1.02</b>	<b>0.39</b>	<b>0.63</b>	<b>0.11*</b>	<b>0.24**</b>
My academic advisor is knowledgeable about transfer requirements of other schools.	6.39	6.58	0.19	5.47/1.68	6.12/1.30	.65/.38	0.92	0.46	0.46	0.28**	0.23**
<b>I receive ongoing feedback about progress toward my academic goals.</b>	<b>6.34</b>	<b>6.29</b>	<b>0.05</b>	<b>5.15/1.71</b>	<b>5.59/1.57</b>	<b>.44/.14</b>	<b>1.19</b>	<b>0.7</b>	<b>0.49</b>	<b>-0.06</b>	<b>0.04</b>

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

This data is reviewed and discussed with the Student Advising & Success staff on an annual basis; this practice will continue. The change over these few years has tremendous meaning, especially when compared with the relative stasis that we've seen regarding other service areas of the institution that are measured via this instrument. Of special note would be that even as the importance of advising in the minds of our students has increased, their satisfaction with our new model has far outpaced the level of importance; this is reflected in the final columns that compare us nationally in this category. Indeed, this seems to be our students' stamp of approval regarding our new approach. We continue to fully implement the model, monitor the implementation of key touchpoints, and expect increased student satisfaction in this area.

### **Part III – Moving Forward to Year Seven**

Rapid and transformational changes are occurring at multiple levels in higher education and CWI strives to be innovative and positioned at the forefront of this environment. There are many external and internal influences and changes either currently taking place or potentially occurring in the near future. External influences include things such as the Department of Education's alterations to the Accreditation Handbook and employability requirements, the Northwest Commission on Colleges and Universities' modifications to the accreditation standards, and the potential of an outcomes-based funding model through the Idaho legislature. An internal change that may impact the CWI environment based on evolving strategic priorities is a new Provost, Denise Aberle-Cannata, who started in April 2019.

Moving forward to year seven, CWI needs to stay informed and abreast of these external and internal influences and changes that impact the CWI environment. Where necessary, CWI will need to adjust and make iterative changes to its strategic planning, assessment, and/or operational processes to align with the external requirements and internal modifications based on the CWI President's Cabinet evolving strategic priorities and direction for the institution. Depending on the depth and breadth of the change, CWI anticipates modifications to be made at the Indicators of Achievement and/or the Performance Metric level.

As discussed previously, CWI's five Core Themes and six Objectives are central to the CWI Mission and allow for iterative adjustments and changes on an annual basis to be made via the Institutional Priorities and Strategic Initiatives/Projects. CWI's strategic planning process, in which the annual Institutional Priorities and Strategic Initiatives/Projects are identified, allows CWI to make incremental changes and adjustments as external and internal drivers and impacts affect the CWI environment while still holding steady and true to the CWI Mission and ensuring Mission fulfillment.



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