

COLLEGE OF WESTERN IDAHO

Policies, Regulations, and Financial Review (PRFR) Report

September 2022



CWI COLLEGE OF
WESTERN
IDAHO

College of Western Idaho

Policies, Regulations, & Financial Review Report

Presented to:

The Northwest Commission on
Colleges & Universities

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Administrative Offices

6056 Birch Lane
Nampa, ID 83687
Phone: 208-562-3500
Fax: 208-562-3533

cwi.edu

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INSTITUTIONAL 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 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 2017 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 Report in Fall 2019 and submitted the Year-One and Ad Hoc Reports related to outstanding recommendations. CWI currently has two outstanding NWCCU recommendations: 1) The evaluation committee recommends that the College implement and document an effective, regular, and comprehensive system of assessment that illustrates student achievement of 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. and 2) 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. CWI's Policies, Regulations, & Financial Review (PRFR) Report is submitted as an input to the upcoming Evaluation of Institutional Effectiveness (EIE) Report and onsite visit in Fall 2023.



MISSION FULFILLMENT

The College of Western Idaho (CWI) is committed to student learning and success. CWI has a comprehensive, integrated, and systematic strategic planning and assessment processes that facilitate Mission fulfillment. Linkages to the CWI Mission are accomplished throughout every level of the organization down to the individual contributor via the 1) CWI Strategic Plan, 2) twice annual Strategic Planning Days that establish annual institutional priorities and initiatives, 3) Unit, Division, & Department Operational Reports and Assessment Plans, 4) the budget process, 5) assessment processes conducted college-wide, and 6) the individual performance evaluation and goal setting process. The graphic below illustrates the alignment of the NWCCU Accreditation Standards, CWI Mission, CWI Strategic Plan, and annual assessment processes conducted college-wide.



The CWI Mission is core to and aligned with the CWI Strategic Plan. The CWI Mission, and by extension Mission fulfillment, are therefore achieved via the implementation and execution of the CWI Strategic Plan. The CWI Strategic Plan priorities and initiatives inform the annual strategic institutional priorities and initiatives and cascade down throughout the organization to the individual contributor. The CWI Board of Trustees approved the CWI Vision and the 2024-2026 CWI Strategic Plan Goals in Summer 2022. Fiscal year 2023 will be a transition year to the next CWI Strategic Plan during which the Strategic Plan Indicators of Achievement, Performance Metrics and Baselines, and associated Strategies and Actions will be finalized. The new CWI Strategic Plan will go into effect on July 1, 2023.

ELIGIBILITY REQUIREMENTS

The College of Western Idaho attests compliance with the NWCCU 2020 Eligibility Requirements.

STANDARD TWO: GOVERNANCE, RESOURCES, & CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2A. GOVERNANCE

2.A.1 BOARD:

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

As an Idaho public postsecondary institution, the College of Western Idaho (CWI) has limited governance and oversight by the Idaho State Board of Education (SBOE) and the CWI Board of Trustees (the Board). The limited governance and oversight is defined in the [Idaho State Board of Education](#) rules and regulations that pertain to the Idaho community colleges and in the [CWI Board of Trustees Handbook](#), which outlines Trustee members' roles and responsibilities. Despite some limited CWI governance and oversight, both the Idaho SBOE and CWI Board of Trustees provide CWI sufficient autonomy to fulfill the CWI Mission.

Pursuant to [Idaho Code § 33-2106](#) that establishes the Idaho community colleges, including the College of Western Idaho, CWI has a locally elected Board of Trustees that consists of five volunteer members from the Ada and Canyon Counties who are elected at-large by eligible electors. A Trustee must reside in each of five separate zones and is elected for staggered four-year terms. The Board's authority is derived from and subject to any limitations contained in the provisions of the [Constitution of the State of Idaho](#), [Idaho Code](#),

[Idaho State Board of Education](#) rules and regulations that pertain to community colleges, and compliance with [Idaho's Open Meeting Law](#).

The [Idaho State Board of Education Policy I.A.](#) acknowledges the Board of Trustees' role as: "North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference."

The CWI Board of Trustees' roles and responsibilities are defined in the [CWI Board of Trustees Handbook](#) and pages 8-11 in the handbook define conflicts of interest and associated guidelines. The [CWI Board of Trustees Governance Policies](#) guide the Board's operations. The CWI Board of Trustees meet on the second Thursday each month, and [Board agendas and meeting minutes](#) are posted online and publicly available. During each monthly Board meeting, the Board reviews and updates, as needed, a Board governance policy.

2.A.2 LEADERSHIP:

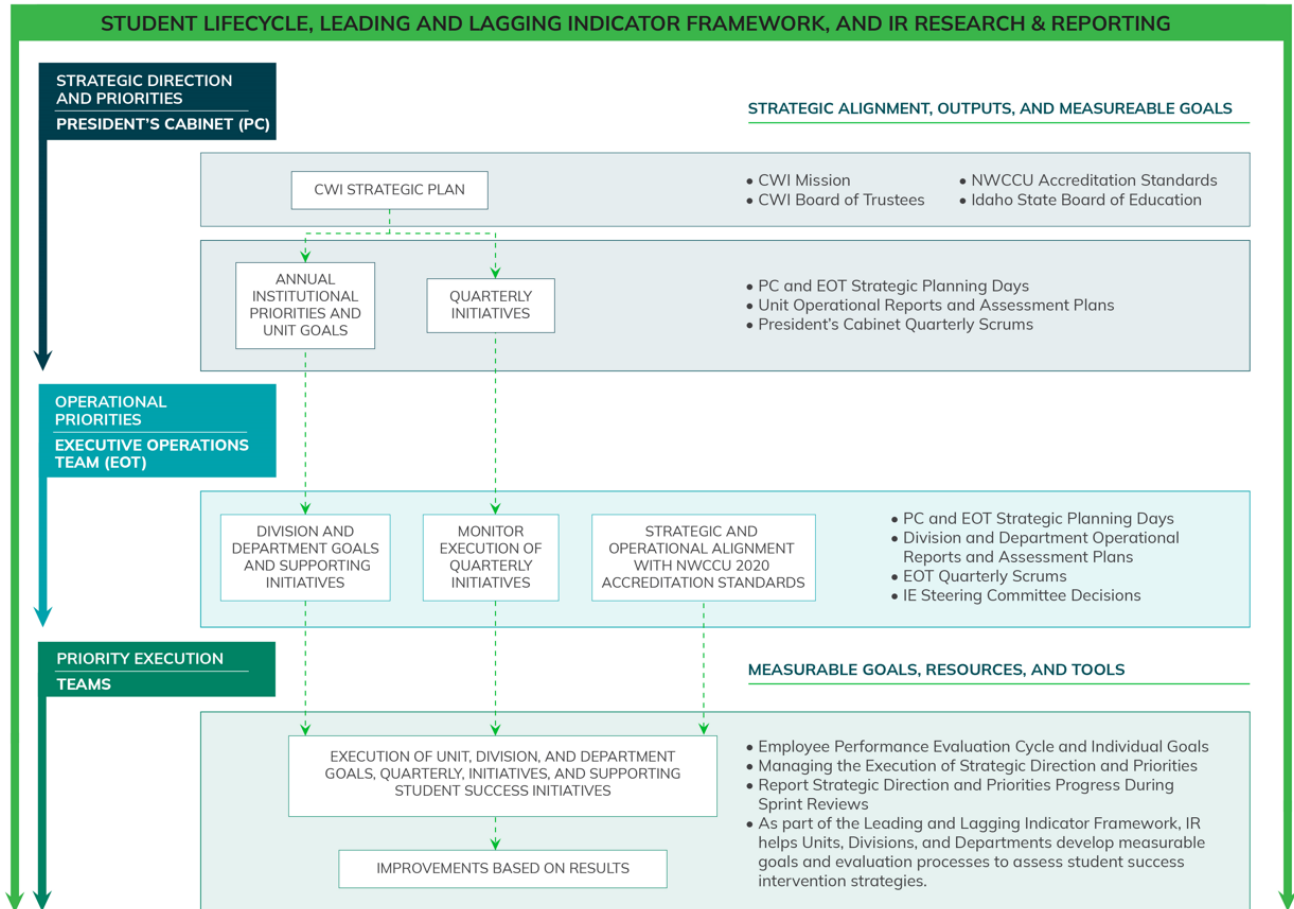
The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The College of Western Idaho has an effective system of leadership staffed with quality administrators who are charged with planning, organizing, and managing CWI and assessing CWI's Mission fulfillment, achievements, and effectiveness.

The CWI Mission is core to and aligned with the CWI Strategic Plan. The CWI Mission, and by extension Mission fulfillment, are therefore achieved via the implementation and execution of the CWI Strategic Plan. The College of Western Idaho's Operational Framework consists of three simplified organizational levels: Strategic (i.e., President's Cabinet), Operational (i.e., Executive Operations Team), and Tactical (i.e., Teams and other governance bodies). The Operational Framework graphic below depicts CWI's Strategic, Operational, and Tactical organizational levels, alignment of key strategic planning and annual assessment processes, measurable goals, and the associated resources and tools utilized to achieve Mission fulfillment. Overlaying the entire CWI Operational Framework is the Student Lifecycle, which focuses on student learning, success, and continuous quality

improvement via the Leading and Lagging Indicator Framework,¹ institutional research, data analytics, and reporting.

CWI'S OPERATIONAL FRAMEWORK



The President leads the College of Western Idaho. The President's Cabinet is an advisory group to the President and is comprised of the Provost and Vice President of Academic Affairs, Executive Vice President of Operations, Vice President of Finance, Vice President of Human Resources, Vice President of Advancement, Assistant Vice President of Special Projects, and General Counsel. The table below contains the name, title, and educational degrees attained for the CWI President's Cabinet members.

¹ Phillips, B.C., Horowitz, J.E. (2017). Creating a Data-Informed Culture in Community Colleges: A New Model for Educators. Harvard Education PR.

CWI'S PRESIDENT'S CABINET MEMBERS		
NAME	TITLE	EDUCATION
Gordon Jones	President	MBA, Stanford University BA Dual Degree, Brown University
Denise Aberle-Cannata	Provost and Vice President of Academic Affairs	MA, University of North Dakota BA, Valley City State University
Craig Brown	Executive Vice President of Operations	BA, University of Idaho
Ryan Herring	Vice President of Human Resources	BS, University of Idaho
William Reuter	(Interim) Vice President of Finance	MA, Empire State College BS, State University of New York at Binghamton AS, Nassau Community College
Vacant	Vice President of Advancement	N/A
Nicolas Miller	Assistant Vice President of Special Projects	BA, University of Idaho
Andrea Fontaine	General Counsel	JD, University of Idaho Law BA, University of Idaho
Please see Appendix A for the President's Cabinet Organizational Chart (Appendix A1) and Curriculum Vitae (Appendices A2 – A8).		

Additional levels of administration exist throughout CWI's Operational and Tactical levels of the organization to facilitate Mission fulfillment (ex: Executive Operations Team, Deans, Department Chairs, Coordinators, etc.). In conjunction with the President's Cabinet, collectively these individuals are responsible for planning, organizing, and managing CWI and assessing CWI's Mission fulfillment, achievements, and effectiveness. The Institutional Effectiveness Department, which includes Institutional Research, has responsibility for components of strategic planning, annual planning, and institutional assessment. The Provost and Vice President of Academic Affairs and CWI faculty have responsibility for student learning and associated student learning assessment.

The President's Cabinet (PC) & Executive Operations Team (EOT) conduct Strategic Planning Days twice a year in July and November that are dedicated to the planning, organizing, and assessing its achievements, effectiveness, and Mission fulfillment (please see Appendix A9 – A11 for the CWI Strategic Planning Day Agendas). The PC & EOT Strategic Planning Days in July assesses the previous year's achievements, effectiveness, and progress made on Mission fulfillment, calibrate institutional priorities for the current year that is about to be executed, and conduct planning for the upcoming fiscal year. The PC & EOT Strategic Planning Day in November assesses strategic changes that occurred since the July Strategic Planning Day and conducts planning for the upcoming budget cycle. The outputs of the PC & EOT Strategic Planning Days are then communicated and cascaded throughout each CWI Unit, Division, and Department college-wide.

2.A.3 CEO / PRESIDENT:

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

President Gordon Jones was selected as the College of Western Idaho's third President in January 2022 following a nation-wide search. President Jones has 30 years of experience in education, business, and leadership that have prepared him well for his first college presidency. President Jones has full-time responsibilities to the College of Western Idaho and does not serve as a member of the CWI Board of Trustees.

In 1992, President Jones started his career in education as a high school Math Teacher and Director of College Placement at The Orme School for two years. From 1996 – 2010, President Jones served as a Business Executive for 15 years focusing on innovation, marketing, and sales growth with mid-sized and Fortune 500 companies, including but not limited to The Gillette Company. President Jones was a Marketing Adjunct Lecturer at Bentley University for two years and has an additional three years of experience as a Guest Lecturer in design thinking, business, and leadership at Northeastern University, Boston University, and University of Massachusetts – Amherst. From 2011 – 2015, President Jones was the inaugural Evans Family Foundation Managing Director for the Harvard Business School (HBS) Innovation Lab at Harvard University. President Jones was also the founding Dean of Boise State University's College of Innovation + Design from 2015 – 2022.

President Jones has a M.B.A. from Stanford University's Graduate School of Business and a B.A. Dual Degree in Economics and Political Science from Brown University. Please see Appendix A2 for President Jones' Curriculum Vitae.

2.A.4 DECISION-MAKING:

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

CWI's governance structure includes representative bodies for students, faculty, staff, and administrators. The representative bodies in the CWI governance structure are the President's Cabinet, Executive Operations Team, College Council (includes the Faculty and Staff Senates & Associated Students of College of Western Idaho [ASCWI]), Academic Enterprise Tactical Advisory Council, Committees, and Work Groups.

The governance structure is part of CWI's Participatory Governance (please see Appendix B1) to ensure CWI students', faculty, staff, and administrators' views are represented and considered for matters where there is a direct and reasonable interest. CWI's governance structure and participatory governance are designed to be inclusive and promote cross-functional collaboration, communication, and decision-making between the various CWI governance bodies. The representative governance bodies meet regularly, typically at least monthly if not weekly, to review and discuss matters of direct and reasonable interest and are governed based on the governance body's documented charter (please see Appendices B2 – B6 for the CWI governance bodies' charters). The Faculty Senate is governed based on the Faculty Senate Bylaws (please see Appendix B9) and the Staff Senate is governed based on the Staff Senate Bylaws (please see Appendix B10). As needed, recommendations from a governance body are routed to the appropriate administrative level for review and final approval.

CWI's Participatory Governance, governance structure and associated representative bodies' purpose and processes, roles and responsibilities, charters, and bylaws are posted and available to CWI employees on myCWI, the internal CWI employee intranet, on the Governance Bodies webpage.

CWI students' views are represented via the Associated Students of College of Western (ASCWI), the CWI student government. The ASCWI mission is to represent students, making sure that their voices are heard and enhancing their experience at CWI. ASCWI is committed to representing and serving all CWI students. The ASCWI student leaders present and resolve student concerns; seek out opportunities for improvement within the college; provide resources; and enhance student life and the surrounding community. ASCWI officers interact with CWI administration and community leaders as the students' liaisons. Students can be part of ASCWI as an officer or delegate by applying to current

open positions. Information about ASCWI can be found on the [ASCWI webpage](#). Please see Appendix B7 for the ASCWI Constitution and Appendix B8 for the ASCWI Bylaws.

[CWI Institutional Policies](#) govern CWI operational practices, are publicly available on the CWI website, and are a mechanism in which CWI constituents can impact matters in which they have a direct and reasonable interest. Any employee or employee group can recommend a new policy and/or revised CWI institutional policy change(s). Policy changes typically occur when there are institutional changes or when recommended by an employee, group of employees, or a representative body in the CWI governance structure.

Per [CWI's Policy Update, Approval and Communication Policy](#), the originating party of the new or revised policy coordinates with the Executive Operations Team (EOT) member with oversight of the subject. The EOT member then collaborates with necessary college stakeholders and obtains their Vice President's approval of the new or existing draft policy change. As needed, legal counsel reviews the draft policy prior to it being submitted to Human Resources and routed through the policy approval process. The Executive Operations Team reviews the draft policy and provides edits/updates, as needed. The policy is then submitted to the President's Cabinet for final review and approval. Once approved by the President's Cabinet, the policy is published to the CWI website and the CWI Board of Trustees are informed, as needed.

2B. ACADEMIC FREEDOM

2.B.1 ACADEMIC FREEDOM

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

AND

2.B.2 ACADEMIC FREEDOM

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The College of Western Idaho values, encourages, promotes, and creates an environment that adheres to the principle of academic freedom, independence, and the intellectual pursuit of all knowledge and theories, thought, reason, and perspective of truth for all CWI students, faculty, staff, and administrators. The importance of academic freedom for all CWI students and employees is codified in CWI and Idaho State Board of Education policy, CWI Faculty Handbook, CWI Course Syllabus template, and incorporated in other guiding documents.

The [CWI Academic Freedom Policy's](#) purpose is to “confirm CWI’s adherence to principles of academic freedom and to encourage an educational environment that supports independent thinking and open dissemination of knowledge.” The [Idaho State Board of Education III.B. – Academic Freedom & Academic Policy](#) also reinforces the importance of academic freedom for students, faculty, and institutions.

The CWI Academic Freedom Policy highlights the importance of academic freedom for students, faculty members, and all CWI employees and states: “CWI encourages an environment that supports independent thinking and open dissemination of knowledge. Thus, CWI takes responsibility to protect faculty and students from inappropriate influences or pressures. Academic freedom is essential to protect the rights of the faculty member in teaching and the student in learning...”

Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the CWI campus.

Each CWI faculty member is a citizen, a member of a learned profession, and a representative of CWI. When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline. However, as a member of the academic community and a representative of CWI, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he or she is not an official spokesperson for CWI.”

The [CWI Faculty Handbook's](#) purpose is to clarify CWI faculty members' roles, responsibilities, and rights. On page 10 of the CWI Faculty Handbook, the importance of academic freedom is highlighted and a link to the Academic Freedom policy is included.

Academic freedom and expression are valued and protected not only for CWI employees but also students. Students' right to academic freedom and expression are specifically identified in the Course Syllabus template that states: “Concepts expressed in the classroom are for educational purposes, and a student's adherence to any particular belief system will not be used as evaluative criteria.” Please see Appendix C for the Course Syllabus template.

[CWI's Respectful Community Policy's](#) purpose is to “provide a working and learning environment at CWI that is free of unlawful discrimination and harassment” and states “this policy does not just prohibit discrimination and harassment of employees...[but] also prohibits discrimination and harassment between members of the CWI community more generally: for example, between an instructor and a student, between two students, or between a student and an applicant or campus guest.” On page 22 of the Instructional Operating Procedures for Faculty (please see Appendix G1), it states the CWI Respectful Community policy “shall not be construed or applied to restrict academic freedom at CWI, nor shall it be construed to restrict constitutionally protected freedom of expression.” The [CWI Information Technology Resource Use Policy](#) also contains provisions related to academic freedom.

A CWI Core Theme is Inclusive Excellence. A component of it is “A respectful culture that promotes inclusivity and belonging and provides a safe learning community honoring diverse perspectives and ideas,” and can be found in the CWI Strategic Plan and on the [CWI Mission and Vision website](#).

2C. POLICIES & PROCEDURES

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner

The [CWI Institutional Policies](#) govern CWI operational practices and are posted on the CWI website. Procedures related to the CWI policy implementation are available to CWI employees on myCWI, the internal CWI employee intranet, on the Procedures for CWI Policy Implementation webpage (please see Appendices D1 - D3 for 3 sample procedures found on the Procedures for CWI Policy Implementation webpage). In 2022, CWI initiated the institution-wide effort to centralize all procedures related to CWI policy implementation on the Procedures for CWI Policy Implementation webpage and anticipates completion in 2023.

2.C.1 TRANSFER OF CREDIT:

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The [CWI Transfer of Credit Policy](#) establishes guidelines and procedures for the acceptance of credit from other colleges and universities. The Registrar Department determines transfer course equivalencies according to CWI's procedures and as directed by instructional leadership. Transfer policy information is also listed in the [Transfer & Articulation](#) section of the CWI Catalog, and [Transfer Information](#) is also located on the CWI's website.

CWI relies on the following accrediting associations' standards to evaluate and accept academic college-level credits and grades earned by transfer students:

- Higher Learning Commission (HLC),
- Middle States Commission on Higher Education (MSCHE),
- New England Association of Schools and Colleges (NEASC),
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC)
- WASC Senior College and University Commission (WSCUC)
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)

In compliance with the [Idaho State Board of Education III.V – Articulation and Transfer Policy](#), CWI has articulation and transfer agreements with all Idaho public colleges and universities, which ensures students have a transparent and seamless transfer experience

for general education requirements across the state. CWI also has articulation agreements with other Idaho and out-of-state institutions. Transfer students must complete at least 20% of required credits for a certificate or degree at CWI.

2.C.2 STUDENTS' RIGHTS, RESPONSIBILITIES:

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The College of Western Idaho strives to provide the best possible learning environment for all students. The [CWI Respectful Community Policy's](#) purpose is to provide a working and learning environment at CWI that is free of unlawful discrimination and harassment. The [CWI Standards of Student Conduct Policy's](#) purpose is to communicate CWI student expectations, educate and guide students in understanding their responsibility for appropriate behavior and respect for others in the CWI community, and the policy requires compliance with the CWI Student Code of Conduct.

The [CWI Student Handbook](#) contains student rights, responsibilities, policies, and pertinent information on a variety of topics. The CWI Student Handbook is organized into four primary sections: [1 – CWI Student Code of Conduct](#), [2 – Applicable State Regulations](#), [3 – Appeals, Grievances, and Reporting Concerns](#), and [4- Mandatory Evaluations and Involuntary Withdrawal Procedures](#).

The [CWI Student Code of Conduct](#) contains a set of student policies designed to reflect CWI's unique culture while ensuring that all who seek knowledge are held to the same standards. The Student Code of Conduct is intended to provide a framework in which students can rely on and uphold CWI's commitment to procedural fairness, equitable treatment, and a sense of shared accountability. The CWI Student Code of Conduct also contains expectations related to student conduct and behavior, interim actions, procedures for alleged misconduct, sanctions, and procedures for appeal related to student conduct and behavior.

The CWI Student Handbook also includes provisions for [academic honesty and integrity](#), [student conduct](#), [appeals and grievances](#), and many other pertinent student policies, topics, and information. CWI students may express concerns, whether verbally or in writing, regarding any area of academic or student life without fear of coercion, harassment, intimidation, or reprisal from the College or its employees. This protection is strictly enforced throughout CWI. These protections are outlined in the [CWI Student Handbook](#) and state "Students at the College may express concerns, whether verbally or in writing, regarding any area of academic or student life without fear of coercion, harassment, intimidation, or

reprisal from the College or its employees.” and in the [CWI Catalog](#) and state “CWI prohibits all forms of retaliation for filing complaints of illegal discrimination or harassment.”

Students can expect a timely response to any complaint. Students may submit grievances and/or concerns either verbally or via [Maxient](#), an online conduct management and tracking system. Information and links to submit an online student grievance and/or complaint in Maxient are in the [CWI Student Handbook Section 3 – Appeals, Grievances, and Reporting Concerns](#) and in the [CWI Student Club and Organization Handbook](#).

As outlined in the Student Handbook, student concerns should be resolved as quickly as possible at the lowest possible College unit that has the authority to act. Because no single process can serve the wide range of possible concerns, CWI provides specific processes for responding to certain kinds of student concerns that are documented in the [CWI Student Handbook Section 3 – Appeals, Grievances, and Reporting Concerns](#).

Below are links to Maxient Student Forms:

- [CARE and Student Conduct](#)
- [Student Consumer Information](#)
- [Counseling and Wellness Services](#)
- [Self-Help Resources](#)
- [Case Management Resources](#)
- [Domestic and Intimate Partner Violence Resources](#)
- [Title IX](#)
- [Student Handbook](#)

In compliance with the Americans with Disabilities Act (ADA), the [CWI ADA and Reasonable Accommodation Policy](#) applies to all CWI employees, students, and visitors and defines accommodations for individuals with disabilities and is accessible on CWI’s website. Pursuant to the ADA and applicable regulations and guidelines promulgated by the Equal Employment Opportunity Commission, CWI prohibits discrimination on the basis of disability in its hiring and employment practices. CWI also provides reasonable accommodations to qualified employees or applicants with a disability.

CWI similarly prohibits discrimination on the basis of disability in its programs, activities, and services. Qualified individuals with a disability will not be excluded from participation in or denied the benefit of the programs, activities, or services provided by CWI because of their disability. Further, CWI will provide reasonable modifications to its programs, activities, and services to allow qualified individuals with a disability to participate in or avail themselves of the benefits of CWI’s programs, activities, and services.

2.C.3 ADMISSIONS; PLACEMENT; ACADEMIC STANDING:

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

In line with the book *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (McNair et al., 2022)², CWI strives to be a student ready college, utilizes "a one-student-at-a-time" approach, and develops a custom-tailored academic plan, roadmap, and support system to meet each student's unique needs and academic goals. CWI's 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." As a core component of the CWI Mission to provide accessible education, the College of Western Idaho is an open-enrollment, equal opportunity institution with an [CWI Open Admissions Policy](#). CWI admits all students who meet the minimum age, education, and enrollment requirements and [admission information](#) is included in the CWI Catalog.

General academic and admission policies are publicly accessible and contained in the Registration and Academic Policies section and associated sub-sections of the [CWI Catalog](#). Additional academic policies are outlined in the [CWI Student Handbook](#), as well as in the [CWI Institutional Policies](#), and both are publicly available and accessible on CWI's website. Faculty academic policies are contained in the [CWI Faculty Handbook](#) and is publicly available to all faculty and CWI employees.

CWI's [Admission Policies and requirements](#) are defined and publicly available in the CWI Catalog and are on the [Student Affairs Policy Section](#) on the CWI website. CWI offers some programs that require additional information from applicants before admission to the program can be offered. Information is communicated to applicants regarding their acceptance status into selected majors and any additional steps or actions they must take. Limited-enrollment programs may include those with special admission criteria or space limitations. The admission steps and applications for limited-enrollment programs are listed on the specific program pages (ex: [Cisco Networking and Security Technologies Program Page](#) & [Practical Nursing Program Page](#)).

² McNair, T.B., Albertine, S.L., Cooper, M.A., McDonald, N.L., Major, T., Jr. T. (2022). *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (2nd ed.). Jossey-Bass.

The College of Western Idaho recruits students by distributing information about CWI's educational opportunities throughout the region. In addition, the Admissions staff, along with student ambassadors, visit local high schools, organizations, and/or groups interested in post-secondary educational opportunities and conduct CWI campus tours for prospective students. One Stop Student Representatives and Financial Aid staff also regularly meet with and assist prospective students and provide information related to CWI's educational opportunities. CWI not only has general Admissions staff but also [Latinx Student Service Coordinators \(LSSCs\)](#) who strive to create and foster a safe, inclusive, welcoming, and supportive space for students, serve as a resource for students during the college process, and host events for students and parents. Latinx Student Service Coordinators also oversee a mentoring program, host workshops, and assist students with the necessary skills and knowledge to be successful.

CWI utilizes numerous placement tools and measures as a component of CWI's "one-student-at-a-time" approach and focus on student success, including self-assessment, high school grade point average (GPA), standardized American College Testing (ACT) and/or Scholastic Aptitude Test (SAT) test scores, CWI Math Diagnostic exam, CWI Write Class Placement (WCP), etc. Information about [Placement Testing](#) is on the CWI website and in the [CWI Catalog](#).

Prior to enrolling in a math course for the first time, students take the CWI Math Diagnostic exam to determine placement in a mathematics course. This expectation is waived if the student has an ACT or SAT math score that is less than three (3) years old and provides placement into the required mathematics course as determined by the student's chosen major.

In addition, all incoming students must take the CWI Write Class Placement (WCP) exam unless they have previous English college credit or received a score of six (6) or higher on the Essay portion of the SAT. The exam uses multiple measures, such as GPA, standardized test scores, and self-assessment, to direct students into the appropriate English course for their skill level. The WCP is taken online by a student, at their own pace.

Students may be placed into ENGL 101 Writing and Rhetoric I Plus (ENGL 101P with companion course ENGL 100), or ENGL 101 Writing and Rhetoric I. Students who demonstrate advanced skills will be invited to apply for placement into ENGL 102 Writing and Rhetoric II. Students may choose to take ENGL 101 Plus even if they place into a higher course. Placement assessment results are utilized by advisors working with students during the educational planning process and in selecting appropriate courses.

The [Standards for Academic Progress \(SAP\)](#) requirements apply to all CWI programs. The SAP requirements resulting actions for Unsatisfactory Academic Progress, appeal, and re-

admission information are outlined in the CWI Catalog. Additional information regarding other types of Student Appeals are located in both the [CWI Catalog](#) and in [CWI Student Handbook](#).

2.C.4 STUDENT RECORDS:

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

CWI recognizes the vital role of data, information, and the importance of taking the necessary steps to protect CWI information in all forms, including but not limited to student records. CWI has measures and protections in place for the confidentiality, retention, reliable backup and retrievability, and release of student records.

The [CWI Information Privacy and Data Security Policy](#) ensures CWI systems, and the associated information contained in them, are protected from vulnerabilities, are adequately secured, and backed up to prevent record destruction and/or data loss, including but not limited to student records. The [CWI Student Records and Confidentiality Policy's](#) aligns with the [Idaho State Board of Education's Higher Education Records Retention Schedule of the Records Management Guide](#) and complies with the federal Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA information and guidelines are also published and publicly available in the [CWI Catalog](#) and on the [CWI website](#). CWI employees are also required to take annual FERPA training. In addition, the [CWI Catastrophic Events Policy](#) contains additional information regarding the reliable backup and retrievability of student records related to a catastrophic event and the accompanying extenuating circumstances.

As the [CWI Information Privacy and Data Security Policy](#) and [CWI Catastrophic Events Policy](#) outline, CWI regularly conducts systematic and recurring back-up all CWI systems, including but not limited to the institution's enterprise-wide applications, mission-critical systems such as the ERP system and ones that contain student, academic, financial, employee, and other essential data. CWI utilizes both cloud-based technologies and on-premise back-up and retrieval systems and safeguards.

Access to CWI's ERP system is controlled with CWI security roles that have been established for students, faculty, and staff that limit or restrict access to only the data required based on business need. Depending on the data needing to be accessed, some data access restrictions are in place and require authentication and access to a privileged network. In addition, security groups and roles are honored by the applications through the way integrations are built.

In line with FERPA requirements, students are required to show a valid picture identification and must answer multiple identity verification questions in order receive remote assistance. Students can access their records via their my.CWI Toolkit, which requires a unique username and password.

2D. INSTITUTIONAL INTEGRITY

2.D.1 TRUTHFUL REPRESENTATION:

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The [CWI Communications Policy](#) provides guidelines for the creation, dissemination, and protection of CWI's official communications to internal and external audiences and states "CWI is committed to institutional integrity and information accuracy." The [CWI Conflict of Interest, Non-Grant Related Policy](#) states "it is vital that employees and Public Servants of CWI demonstrate that they hold themselves to the highest ethical standards." The CWI employee expectation of high ethical standards is reiterated in the [CWI Business Ethics Policy](#) that includes "employees are expected to be of high moral character and utilize judgment to avoid the appearance of impropriety."

In alignment with the aforementioned policies, CWI holds itself accountable to high integrity and ethical standards and clearly, accurately, and consistently represents itself in all CWI announcements, statements, and publications. CWI announcements, statements, and publications, both in print and online, are reviewed and updated, as necessary, on a regular and recurring basis to ensure accuracy about the CWI mission, programs, and services. CWI announcements, statements, and publications are at a minimum reviewed and updated when changes occur that impact the content and during each regularly scheduled deployment or printing of the announcement, statement, and/or publication.

The [CWI website](#) is iteratively and continuously updated with the most recent and up-to-date information and includes the CWI program pages. Each CWI program page provides the following program specific information: description and overview, program requirements and time to credential based on a full-time credit load and completion, potential careers/professions, campus location(s) the program is offered, and contact information and pictures for the program Department Chair and associated faculty. In addition, each CWI program page contains general information and links to the Net Price Calculator, Career Exploration, the [CWI Catalog](#), which is updated and published on an annual basis by the Registrar's Office, Student Life, and available student support services. The [Advanced Mechatronics Engineering Technology program page](#) and [Animal Veterinary Sciences program page](#) are representative samples of program pages and the information contained for students and the public. Program Department Chairs and faculty are responsible for

keeping the program pages up-to-date and accurately reflect a truthful representation about the mission, programs, and services.

The CWI Communications and Marketing Department serves as the centralized conduit for CWI information, communications, publications, campus updates, and calendar of events. The Communications and Marketing Department also ensures the accurate and timely information is made available to the public and serves as the primary liaison to local CWI constituents, including reporters and editors. Communications and Marketing also coordinates with CWI content owners to ensure the integrity and accuracy of information contained in CWI announcements, statements, and publications. Communications and Marketing also utilizes industry best practices for social media content and management of digital information, and adheres to guidelines established in the CWI Brand Style Guide (please see Appendix E). The CWI Brand Style Guide was developed for CWI faculty, staff, and students in the proper guidelines and use of the CWI brand.

2.D.2 ETHICS AND COMPLAINTS:

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The [CWI Communications Policy](#) provides guidelines for the creation, dissemination, and protection of all CWI's official communications to internal and external audiences and states "CWI is committed to institutional integrity and information accuracy." The [CWI Conflict of Interest, Non-Grant Related Policy](#) states, "it is vital that employees and Public Servants of CWI demonstrate that they hold themselves to the highest ethical standards." The CWI employee expectation of high ethical standards is reiterated in the [CWI Business Ethics Policy](#) that includes "employees are expected to be of high moral character and utilize judgment to avoid the appearance of impropriety." The [CWI Whistle Blower Policy](#) also provides employees protection in reporting the existence of any waste of public funds, property or manpower or the violation or suspected violation of applicable law in accordance with the Idaho Protection of Public Employees Act.

CWI's commitment to institutional integrity, truthful representation, information accuracy, and high ethical standards extends to all CWI management and operations. This includes but is not limited to dealings with the public, the Northwest Commission on Colleges and Universities (NWCCU), and the fair and equitable treatment of internal and external constituencies and organizations, and during the CWI grievance and complaint processes.

Any CWI student or employee may submit a grievance and/or complaint. CWI employs high ethical standards, integrity, and the fair, equitable, and timely treatment of CWI students, faculty, staff, administrators, and other stakeholders or CWI constituencies during the grievance and/or complaint process. Any retaliation and/or intimidation related to a CWI student, employee, and/or constituent grievance or complaint is expressly and strictly prohibited and enforced college-wide. CWI students, employees, and constituents may also submit grievances and/or concerns either verbally or via [Maxient](#), an online conduct management and tracking system. Information and links to submit an online student grievance and/or complaint in Maxient are located in the [CWI Student Handbook Section 3 – Appeals, Grievances, and Reporting Concerns](#). Employees may also submit an online grievance using Maxient.

Links to Maxient Student Forms:

1. [CARE and Student Conduct](#)
2. [Student Consumer Information](#)
3. [Counseling and Wellness Services](#)
4. [Self-Help Resources](#)
5. [Case Management Resources](#)
6. [Domestic and Intimate Partner Violence Resources](#)
7. [Title IX](#)
8. [Student Handbook](#)

Student grievances and/or complaints can be submitted regarding any area of academic or student life without fear of coercion, harassment, intimidation, or reprisal from the College or its employees and is enforced college-wide. Student grievances are treated equitably, fairly, and resolved in a timely manner and as quickly as possible at the lowest possible College unit that has the authority to act. Because no single process can serve the wide range of possible concerns, CWI provides specific processes for responding to student concerns and are documented in the [CWI Student Handbook Section 3 – Appeals, Grievances, and Reporting Concerns](#). Students can also submit general grievances on the [CWI Grievances Policies webpage](#), and a link is provided to the CWI Student Handbook for any academic grievances, grade appeals, academic appeals, and/or any other academic concerns on the webpage.

Employee grievances and/or complaints are also treated equitably, fairly, and resolved in a timely manner and as quickly as possible. The [CWI Complaint Process for CWI Employees Policy](#) outlines the complaint process and procedures for CWI employees related to performance evaluations, job assignments, compensation, corrective action, or any other terms and conditions of employment. In line with the protections in place for students

related to grievances and/or complaints, retaliation against any employee for initiating or participating in CWI's grievance or complaint procedures are expressly and strictly prohibited and enforced college-wide.

CWI proactively promotes high ethical standards and an informed employee knowledge base via required annual compliance training for FERPA Training, the Clery Act, and Title IX Training, which includes unlawful discrimination and harassment information. [Title IX Grievance Procedures](#) are located on the CWI website and are publicly available. Annual required employee training compliance and completion is managed and tracked by the Human Resources Department in Blackboard, CWI's Learning Management System.

CWI is open and transparent with its interactions with the Northwest Commission on Colleges and Universities and has publicly accessible accreditation status, information, and reports on the [CWI Accreditation webpage](#).

2.D.3 CONFLICTS OF INTEREST:

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

As outlined in the [CWI Conflict of Interest, Non-Grant Related Policy](#), "it is vital that employees and Public Servants of CWI demonstrate that they hold themselves to the highest ethical standards" and includes but is not limited to CWI administrators, employees, and Trustees. The CWI employee expectation of high ethical standards is reiterated in the [CWI Business Ethics Policy](#) that states "employees are expected to be of high moral character and utilize judgment to avoid the appearance of impropriety." The [CWI Communications Policy](#) provides guidelines for the creation, dissemination, and protection of all CWI's official communications to internal and external audiences and states "CWI is committed to institutional integrity and information accuracy." In line with CWI's commitment to high ethical standards, institutional integrity, and information accuracy, the [CWI Conflict of Interest, Non-Grant Related Policy](#) contains conflict of interest guidelines and procedures for CWI employees and the [CWI Board of Trustees Handbook](#) (pages 8-11) outline the conflict of interest guidelines and procedures for CWI Board of Trustee members.

In addition, the [CWI Conflict of Interest Grant Related Policy](#) outlines CWI's ethical responsibility to identify, evaluate, and manage potential or actual conflicts of interest, financial or other, as related to grant-funded projects and applies to all persons affiliated with a grant-funded project for which the College has received funding or in which the College is participating.

CWI employees must complete and submit a Conflict of Interest Disclosure Form (hereafter called “Annual Disclosure”) within thirty (30) days of hire and annually thereafter. The purpose of the Annual Disclosure is to solicit information that allows the College to determine whether an employee has a potential conflict of interest, financial or other, as defined in the CWI policies. Per the [CWI Board of Trustees Handbook](#) (pages 8-11), Board members receive conflict of interest training upon being appointed and/or elected to the CWI Board of Trustees and as needed thereafter.

2E. FINANCIAL RESOURCES

2.E.1 AUDITS, OVERSIGHT:

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

CWI (the College) is committed to long-term financial stewardship and sustainability, participates in relevant and regular audit processes and reporting, and demonstrates sufficient cash flow and reserves to achieve and fulfill the CWI Mission. CWI has established reserves sufficient to cover, at a minimum, six months of operating expenses. The reserves are intended for use by the College to fund day-to-day operations and contingencies, provide for long term financial stability, and develop campus infrastructure. The College recently earmarked portions of the reserves for other purposes, including campus expansion projects and one-time projects. On June 30, 2022, CWI had total reserves (unrestricted net assets) of \$93M. Of this amount, \$39.5M is committed for development purposes and one-time initiatives. Maintaining a healthy and strong institutional reserve balance has been and continues to be an institutional priority since CWI's inception in 2007.

The [CWI Audits Policy](#) defines requirements for annual independent audits of any and all CWI records and activities to ensure appropriate oversight and compliance with all legal and regulatory requirements, CWI policies, and applies to all financial transactions including but not limited to investment of funds, cash receipting and disbursement, tax reporting, general ledger accounting, grant accounting, purchasing transactions, employee expense reporting, and all other financial transactions executed by CWI. Per the policy, the CWI President ensures CWI undergoes an annual external audit of all funds, fiscal records, and accounts by recommending a firm of certified public accountants with whom the Board of Trustees will contract. The Vice President of Finance reviews and discusses the annual audit report and findings with the CWI Board of Trustees during a monthly Board meeting.

CWI selects an audit firm through the request for proposal (RFP) process. The successful firm is typically contracted for a period of 5-years with 1-year subsequent renewable terms. The external audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the United States. Please see Appendix F for the most recent CWI Audited Financial Report.

2.E.2 PLANNING:

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

CWI utilizes a “bottom up” financial planning and budget process that provides meaningful opportunities for participation by stakeholders and ensures available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

CWI’s strategic planning and budget processes straddle and encompass three years: a look-back and assessment of the fiscal year and budget cycle that was just completed, execution of the current fiscal year and associated Board of Trustee approved budget, and planning for the upcoming fiscal year and associated upcoming budget cycle. Annually, CWI Units, Divisions, and Departments develop Operational Reports and Assessment Plans that align with the CWI Mission, Strategic Plan, and annual institutional priorities. The priority initiatives identified in an area’s upcoming fiscal year’s Operational Report and Assessment Plan is one potential source for the upcoming budget cycle’s associated resources and requests. In addition, based on an area’s specific function and resource needs, other priority initiatives and resources are also incorporated into the upcoming budget cycle and requests.

Based on historical trends, revenue forecasts, and current operating conditions, the President’s Cabinet provides budget guidance to the Executive Operations Team at the beginning of the budget cycle for the upcoming fiscal year, which is cascaded down to the Divisions and Departments college-wide. As part of the annual budget process and beginning in the fall, Divisions and Departments first develop their budget requests. In the spring, these budget requests are consolidated into Unit budget requests, which are comprehensively reviewed by the Executive Operations Team, and budget recommendations are submitted to the President’s Cabinet for consideration.

The Provost and Vice President of Academic Affairs, Executive Vice President of Operations, Vice President of Finance, Vice President of Human Resources, Vice President of Advancement, and Assistant Vice President of Special Projects then meet with the President and assist in the development of the proposed budget, which is submitted to the CWI Board of Trustees for final review and approval. The first reading of the budget takes place in the [May Board of Trustees Meeting](#) and the second reading of the budget, and typically budget approval, takes place by the Board of Trustees in the [June Board of Trustees Meeting](#) before the start of the next fiscal year in July.

This “bottom up” budget process allows for the meaningful opportunities for participation by stakeholders and ensures available funds, realistic development of financial resources, and comprehensive risk management to facilitate short-term financial health and long-term financial stability and sustainability. Unit, Division, and Department budgets are distributed near the start of the fiscal year.

CWI (the College) endeavors to manage assets and revenues in a fiduciary manner consistent with ensuring the financial viability of the College. Resource planning and realistic development of financial resources include matching financial expectations to the strategic targets and plans of the College. Sustainability goals have been developed and are reviewed annually for reasonableness. Annual budgets are developed for both revenue and expense at the object level for each operating cost center within the College. Revenue budgets are based on current year funding and future projections. The State Appropriations budgets follow current guidance from the state and review of historic trends. Tuition revenue is budgeted based on current and historical enrollment, as well as future projections based on demographic activity within the College’s service area. Revenues from property taxes follow the constraints mandated by the state, as well as property value trends. Other revenue is conservatively projected based on historical performance. In all the aforementioned areas, the local economic outlook for the future is taken into consideration as are broader national trends.

Expense budgets are developed using historical data and consideration of enrollment trends and projections. Since more than 70% of the college’s expenditures are personnel related, a close review of ongoing and future needs is made during the annual budgeting cycle, with consideration given to the CWI Strategic Plan, the local and national economies, and the regulatory environment prior to finalizing CWI’s personnel cost budget. Expenses related to maintenance of continuing operations are projected based on enrollment expectations and revenue projections.

After the budget is approved in June by the CWI Board of Trustees, if there is a budget revision that consists of the transfer or reallocation of funds among departments, Board of Trustee approval is not required, and the President’s Cabinet members coordinate with the impacted areas to make the budget reallocation. However, if a significant budget amendment is required, the President’s Cabinet submits the budget amendment for review and approval to the CWI Board of Trustees during a monthly Board meeting.

The [CWI Investments Policy](#) establishes and defines the authority for, objectives of, limitations applicable to, and reporting and review requirements for CWI’s investment program. The [CWI Debt Management Policy](#) establishes a framework for the use of debt instruments to finance capital and infrastructure initiatives at the College of Western Idaho

(CWI or the College), states the principles and processes that will be utilized, and assigns responsibilities for the approval, implementation, management, and oversight of the College's debt portfolio. The policy formalizes the link between CWI's Strategic Plan and Mission Statement to achieve the College's financial objectives and maximize support of the College and its ongoing continuity of operations and viability.

CWI has the following long-term debt. CWI issued Annual Appropriation Certificates of Participation, Series 2018, for the amount of \$13,270,000 in September 2018. The lease payments are due on August 1 in the years 2019 through 2033. The lease payments secure the Certificates and are general obligations of the College payable from any of its lawful funds. The obligation of the College to make lease payments is subject to annual budget approval by the CWI Board of Trustees and annual renewal of the Appropriation Lease at the option of the College.

2.E.3 MANAGEMENT:

Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws.

CWI manages financial resources with high ethical standards, integrity, and transparency. Management of CWI financial resources align with policies approved by the CWI Board of Trustees and comply with applicable state and federal laws and regulations.

CWI budget managers can view and manage their budgets in Axiom, the CWI budget management software. Axiom provides timely and accurate financial and budget information, as well as various canned reports, that allow budget managers to view and sort down to the individual cost center, object code, and transaction detail.

The Finance Committee Report is a standing and recurring agenda item during the CWI Board of Trustees Meeting each month. The Vice President (VP) of Finance provides an update to the Trustees on pertinent financial matters, periodic updates regarding CWI's financial position in comparison to previous years, and per [CWI Board of Trustees Governance Policies](#), brings forward fiscal matters that require Board of Trustees approval. Fiscal matters that require Board of Trustees approval include but are not limited to items such as the annual budget, amendments to the budget during the fiscal year, special course fees, etc. Board of Trustees members may ask the VP of Finance any clarifying questions related to the CWI's financial resources, management, and sustainability at any time.

[CWI Administration, Business and Finance Policies](#) have been created to establish internal financial controls and oversight, provide consistency in the general business operations of the College, and guide the responsible stewardship of CWI's financial resources. As is the

case with all CWI policies, the CWI Administration, Business, and Finance Policies comply with applicable state and federal laws and regulations.

2F. HUMAN RESOURCES

2.F.1 EMPLOYEE INFORMATION:

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

After a job offer is accepted, the Human Resources Department conducts a review of all full-time employee benefits, including but not limited to compensation, work assignments and locations, benefits, sick leave and vacation accruals, and also conducts a new hire orientation. The review and new hire orientation cover a wide array of information and topics contained in the [CWI Policies and Procedures Manual](#), specifically many of the [CWI Human Resources \(HR\) Policies](#), related to employment rights and responsibilities (ex: evaluation, retention, and termination). In addition, the [CWI Faculty Handbook](#), the Instructional Operating Procedures for Faculty (please see Appendix G1), and the Faculty Evaluation and Promotion Procedures Handbook (please see Appendix G2) provide additional details related to faculty responsibilities, evaluation, retention, and promotion.

The [CWI Faculty Handbook's](#) purpose is to clarify the roles, responsibilities, and rights of CWI faculty members and contains additional information related to specific HR policies. The Faculty Handbook is maintained and approved by the Faculty Senate of CWI, with final approval from the College Provost and Vice President of Academic Affairs. It is reviewed and revised every three academic years, with the next revision date in 2024. The Instructional Operating Procedures for Faculty document includes answers, instructions and/or links to the most frequently asked questions about day-to-day administrative and instructional information for new and returning faculty.

Position descriptions are also a key mechanism in which employees are apprised of their core job duties and responsibilities. Human Resources and supervisors maintain and keep job descriptions up-to-date to capture the duties, responsibilities, and core job functions for all faculty, staff, and administrators. Job descriptions are reviewed and updated, as necessary, by the hiring manager at a minimum prior to a job description being posted to fill a job vacancy in PageUp, CWI's online application, hiring, and employee performance evaluation system.

2.F.2 PROFESSIONAL DEVELOPMENT:

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

CWI is committed to and recognizes the importance and value in the professional growth and development of employees. The [CWI Professional Development Policy](#) provides guidelines for the provision of professional development opportunities for eligible CWI employees. Per the policy, all eligible employees work with their supervisor as part of the annual evaluation process to establish professional goals and appropriate means to achieve them. For example, professional development funds may be used for the payment for the cost of attendance at conferences, seminars, and workshops, subscriptions to educational periodicals, for computer software and hardware for professional and/or instructional use, educational materials related to classroom instruction and/or activities, payment of tuition, fees, and books for academic credit, etc. Additional faculty professional development information is included in the [CWI Faculty Handbook](#) (Section 4.4).

Per the [CWI Educational Tuition Waiver Benefit Policy](#), full-time faculty and staff who work twenty (20) or more hours a week and are expected to be employed for at least five (5) continuous months, as well as their legal spouse, domestic partners, and/or dependent children are able to take CWI credit bearing courses at a reduced cost. The cost to the CWI employee is 10% of the tuition plus a \$20 nonrefundable registration fee per semester. Special course charges, such as activity and lab fees, must be paid by the employee by the due date for the term in which the student is enrolled and are not included in the tuition benefit. Each household (excluding employee) will be allowed to enroll in a maximum of six credits per fall or spring semester and three credits for summer classes. The maximum credits for a CWI employee is unlimited. In addition, reciprocal agreements allow CWI employees to take courses for reduced tuition at other Idaho postsecondary institutions. Currently, CWI has reciprocal agreements with Idaho State University, Lewis-Clark State College, North Idaho College, and College of Southern Idaho.

Additionally, CWI has a fully functioning [Center for Teaching and Learning](#) (CTL). This department provides an average of 2,000 hours of professional development to 500 faculty and staff annually. The CTL is dedicated to the development of professional educators through the intentional distribution of best practices, supported technology adoption, and training opportunities that focus on quality instruction in all learning environments.

2.F.3 SUFFICIENCY:

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The appointment and retention of qualified faculty, staff, and administrators are critical to CWI Mission fulfillment and the success of CWI. The College of Western Idaho employs a sufficient number of qualified faculty, staff, and administrators to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

In Fall 2022, CWI had 321 full-time staff and 57 part-time staff. Of the 321 full-time staff, 21 are administrators. In addition, CWI employed 165 full-time faculty, 410 part-time faculty who primarily serve CWI's non-dual credit students, and 378 part-time faculty who primarily serve CWI's dual-credit students. In Fall 2021, CWI's IPEDS Student-to-Teacher Ratio was 20:1.

The Instruction and Student Services Unit is organized into unique Academic Schools, Divisions, and Departments (please see Appendix H for the Academic Organizational Chart). The [CWI Faculty Appointment and Retention Policy](#) establishes guidelines for the appointment and retention of faculty. As defined in the [CWI Faculty Handbook](#) (Section 3.10 page 23), faculty members are hired based on credentials and interviews. Full-time faculty members in academic instructional areas should hold a master's degree in the field in which they teach or related field. If the master's degree is not in the subject area, faculty members must have completed a minimum of 12 credit hours of graduate credit in the subject area to be taught. The College of Western Idaho reserves the right to hire faculty with a bachelor's degree in the field in which they teach or to hire faculty whose documented work experience has been deemed relevant by a selection committee in that discipline and/or by the administration.

Professional/technical faculty must possess the necessary certifications, licenses, and experiences to meet the requirements for Idaho Career and Technical Education (CTE) Certification. CTE faculty without college degrees are encouraged to work toward and complete appropriate degrees.

CWI strives to employ part-time or adjunct faculty in the academic and career technical teaching areas with the same qualifications as full-time contracted faculty. Adjunct faculty are selected by the department supervisor in consultation with the department faculty and subject to approval and hiring by the appropriate Instructional Dean.

The [CWI Full-time Faculty Compensation Policy](#) and the [CWI Faculty Handbook](#) (Section 4.2) contains faculty workload expectations and Appendix C contains the job descriptions related to each faculty member rank. Full-time faculty workload may include the following: serving on college committees, reporting for accreditation and program review, peer review, hiring, mentoring adjunct faculty, and other tasks as assigned. The expectation for full-time faculty at all ranks will be 75% time spent on instruction and 25% spent on professional development and other college activities. All faculty members are also required to hold appropriate office hours.

2.F.4 EVALUATION:

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

CWI faculty, staff, and administrators are regularly and systematically evaluated on an annual basis and align with the CWI Mission and goals, educational objectives, and performance management policies and procedures. Evaluations are based on job responsibilities and duties, include written criteria that are published, accessible, and clearly communicated via the PageUp and/or Blackboard systems, depending on if an employee is faculty or staff. The [CWI Performance Review Employees Policy](#) establish and provide guidelines for CWI's employee performance management process. Evaluations are applied equitably, fairly, and consistently based on job duties, assessed for effectiveness, and provide feedback for improvement.

Employee performance management is critical for maximizing individual performance to achieve business results, which involves a continuous exchange of timely, accurate feedback between supervisors and employees throughout the year to set performance expectations, monitor progress, and evaluate results. A formal evaluation process is also conducted on an annual basis. With respect to CWI's formal evaluation process, employees are evaluated according to their position descriptions in a systematic, fair, and equitable manner on a calendar basis. The Human Resource Department provides the format supervisors use, as well as training to maintain a high level of effectiveness among supervisors, in conducting performance evaluations.

Identified supervisors evaluate all administrators and staff on an annual basis. The written, published, and easily accessible performance evaluations occur via the performance management process in PageUp, CWI's performance management system for staff. In

coordination with their supervisor, employees establish performance goals at the beginning of the fiscal year and align their goals to CWI Strategic Plan Goals facilitating Mission fulfillment. An action plan can also developed to facilitate continuous improvement. An evaluation takes place at the end of the year with both the supervisor and employee providing input and feedback into the process, as well as the opportunity for providing encouragement for improvement.

The faculty evaluation process outlined below is documented in the [CWI Faculty Handbook](#) (Section 6 pages 39 – 45) and in the Faculty Evaluation and Promotion Procedures Handbook (please see Appendix G2; Section 1 pages 1-9).

All full-time faculty members are evaluated a minimum of once every year using multiple data sources. The purpose for evaluating faculty is to improve and enhance instructional excellence, to assist in making sound personnel decisions, and to provide information on the performance of faculty in their major areas of responsibility.

The criteria used in evaluating faculty performance for both summative and formative assessments are related to job and rank responsibilities. Faculty are evaluated based on teaching, professionalism, institutional engagement, and professional development.

When improvement and professional development needs are identified, the responsibility for improvement and/or change rests with the faculty member. The institution may assist the faculty member by providing formal and informal improvement opportunities to the faculty. An opportunity for faculty comment is provided within each formal evaluation.

The following are the assessments used for faculty evaluations:

1. Faculty Activity Reporting Form (FPAR). Housed in Faculty Evaluation Blackboard Shell.
2. Strengths Based Coaching. Housed in Human Resources.
3. Summative Evaluation. Housed in Faculty Evaluation Blackboard Shell.
4. Dean evaluation (only for Associate Professors and Professors). Housed in Faculty Evaluation Blackboard Shell.

Faculty have access to an official copy of their own evaluations. Faculty and supervisors turn in, store, and access evaluations (except those housed by Human Resources, which can be accessed separately outside of the site) within their departmental faculty evaluation site. Each department has a Blackboard faculty evaluation organization. In each, faculty have access training materials and only their own evaluations.

Faculty have the ability to turn in their own evaluations, access supervisor feedback on evaluation drafts, view confirmation of completion of an evaluation, and access previous evaluations. Supervisors have access to all their faculty member's submitted work. Supervisors can collect evaluations, give feedback and revision notes as appropriate, and verify completion of evaluations. The associated dean and administrative assistant can access evaluation documents in the department sites to perform administrative functions.

Per the [CWI Board of Trustee Governance Policies](#) and [CWI Board of Trustees Handbook](#) and associated procedure, the Board of Trustees annually conduct a performance evaluation of the CWI President to identify strengths and areas which to improve. The Board of Trustees conduct a review of the President with the intention of strengthening performance, identifying and reaching consensus on goals, ensuring clear understandings of responsibilities, and clarifying expectations among Trustees with the President. The Board of Trustees Chair annually organizes and convenes a special meeting of the Board of Trustees for evaluating the President's performance, and it takes place with the President in Executive Session.

2G. STUDENT SUPPORT RESOURCES

2.G.1 EFFECTIVE LEARNING AND STUDENT SUPPORT ENVIRONMENT:

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success. (ACE Institutional Commitment to Teaching Excellence: <https://www.acenet.edu/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf>, AAC&U Diversity, Equity, and Student Success Resources: <https://www.aacu.org/diversity-equity-and-student-success>)

The College of Western Idaho creates and maintains effective learning environments with appropriate programs and services to facilitate student learning and success. In line with the book *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (McNair et al., 2022)³, CWI strives to be a student ready college, utilizes "a one-student-at-a-time" approach, and in so much as possible develops a custom-tailored academic plan, roadmap, and student support system to meet each student's unique needs and academic goals.

Physical Learning Environments:

In close coordination with Academic Faculty, Student Support Services, and the Facilities Planning Management and Information Technology Teams, CWI strives to be a student-ready college and create physical learning environments that support student learning and success. As much as possible, classrooms and labs are designed as multi-functional, flexible, and adaptable learning spaces to meet student learning and success needs. Physical learning environments, facilities, and services are added, updated, and modified to meet students' current and evolving learning and success needs. CWI aims to provide course delivery options to give students the opportunity to select a style that best fits their learning style and life-style, including in-person, online, and hybrid, as well as new remote and hyflex options. Therefore, classrooms are equipped with technology that facilitates student learning and success, including the support and delivery of multiple instructional delivery modalities, including in-person, online, hybrid, remote and hyflex. In part driven by the pandemic and rapidly changing and evolving student needs, CWI recently invested \$485,000 to deliver courses in face-to-face and synchronous online formats.

³ McNair, T.B., Albertine, S.L., Cooper, M.A., McDonald, N.L., Major, T., Jr. T. (2022). *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (2nd ed.). Jossey-Bass.

Study and learning spaces and open [computer labs](#) are provided on the various CWI campus locations to provide students with readily accessible and reliable access to technology to meet individual student needs. The library, located on both the Nampa Campus and the Ada Campus, offer research help, study space, computer stations, and a selection of textbooks for student use. The Nampa Campus library additionally offers a lounge area, four reservable group study spaces, and a library instruction lab. Wireless internet is available in the library for laptop users and on CWI campus locations and buildings. In addition, the library also provides students free black & white printing, photocopying, and 3-D printing availability. The library also has laptop computers students may check out and utilize on a first-come, first-serve basis.

Group and/or individual study spaces are located at the Nampa Library in the Nampa Campus Multipurpose Building. There are four small study rooms that are available for either group and/or individual student usage that students can be either reserve in advance or utilize on a first-come, first-serve basis.

Learning Commons & Tutoring Services:

The CWI Learning Commons include the [library](#) and various [Tutoring Services](#) to support student learning and success. In line with the one-student-at a time approach and meeting students where they are at, the Learning Commons and Tutoring Services aim to empower students to master course content and succeed in their classes by offering a wide array innovative, flexible, and accessible tutoring services and options.

Tutoring Services offers numerous student tutoring support services and options to promote student learning and success, including [24/7 tutor access via tutor.com](#), [embedded tutors for specific CWI classes](#), [English Language Tutoring](#), [tutoring workshops](#), and writing support via the [Writing Center](#). Tutoring Services not only provide tutoring student support services but also provides [tutoring services for faculty](#).

The tutoring complements classroom instruction in individualized and group sessions, helps students achieve their academic goals, and is available in numerous disciplines, such as Math, Science, Business, English, History, and more. Tutoring staff are available staff is available online via chat and email, by online appointment, and in Blackboard during normal business hours. Understanding that students do not always have questions during business hours, students are also able to access Patronus, a 24/7 chat bot that is accessible on the Tutoring Services webpage, utilize the Tutoring FAQs, and submit a question via email that will be answered by a tutoring staff member.

Tutoring support is free to all currently enrolled students, faculty, and staff. Tutors work with students to help them better understand coursework and prepare for exams. Services

include appointments for math, sciences, writing, foreign languages, certified technical programs, tutor-led study groups and academic skill-building workshops throughout the semester, and more.

The Learning Commons also publishes a newsletter twice a month. The newsletter features articles written by librarians and tutoring staff covering a variety of topics for students, faculty, and staff.

Testing Services:

The [CWI Testing Services](#) staff are committed student learning and success by providing a quality testing experience to applicants, students, graduates, and the community. Testing Services offer academic testing, admission and placement exams, outside and distance proctoring, and certification exams for a variety of professional fields. Testing Services aims to administer tests in a pleasant and secure environment, with the goal of promoting satisfaction and achievement in reaching academic and professional goals.

Center for New Directions:

The [Center for New Directions](#) supports student learning and success and is designed to assist Career and Technical Education (CTE) students overcome barriers to education through student ambassador programs, community resource referrals, career exploration, social connection opportunities, and individual assistance.

The Center for New Direction provides specific support for Career and Technical Education students who are also:

- Career pioneers training to work in an occupation traditionally held by the opposite gender
- Single parents (male or female), including single pregnant women
- Individuals who have been working without pay to care for a household and need to re-enter the workforce
- Economically disadvantaged
- Part of other special populations as defined in the Perkins V grant

The Center for New Directions believes equitable access to meaningful educational experiences promotes student learning and success, student empowerment, self-advocacy, and the creation of social networks. This improves students' ability to reach personal and academic goals and helps them to smoothly transition from college to career.

Counseling & Wellness Services:

The [Counseling and Wellness Service](#) supports student learning and success through supporting student mental health and wellness via direct counseling services, community referrals, consultation, and educational programming. All services are free and confidential.

Counseling and Wellness Services believes mental health and wellness are critical to student learning and success, persistence, retention, and personal development. Licensed, professional, mental health providers offer short-term, non-intensive services to current students and appointments are available in-person, online via Zoom, and by phone.

In addition, case management services are now available to currently CWI students. The College's Case Manager focuses on providing information to students about relevant resources throughout the community and facilitating appropriate referrals to agencies.

Student Disability Services:

The [Student Disability Services](#) support student learning and success by providing resources to support individuals with disabilities. CWI strives for equal academic opportunities to students based on the principles of independent living, accessible universal design, and diversity. Student Disabilities Services (SDS) plays an integral role in fulfilling this commitment by coordinating effective academic access support services and collaborating with students, faculty, staff, and community to create diverse and inclusive learning environments which are accessible to all.

Latinx Student Services:

The [Latinx Student Services](#) Coordinators (LSSC) support student learning and success and strive to create and foster a safe, inclusive, welcoming, and supportive space for students. LSSC's offer student support in both English and Spanish, serve as a resource for students during the college process, host events for students and parents, oversee a mentoring program, host workshops, and provide students with the necessary skills and knowledge to be successful. LSSC's focus on supporting students socially, culturally, academically and through advocacy support.

Veterans & Military Family Services:

The [Veterans & Military Family Services](#) support student learning and success by providing assistance to prospective and enrolled student Veterans and dependents. Veterans & Military Family Services' goal is to assist student Veterans with the transition to college life, and the One Stop Student Services staff and Veteran Specialists aim to provide new and continuing student Veterans with a host of services in a comfortable and welcoming environment.

Student Engagement:

[Student Engagement](#) supports student success and learning through engagement and creates opportunities for students to have a voice in the governance of the CWI campus and centers, creates specific student-run groups to directly respond to student interest, and fosters student leadership within the College and the greater community. Student Engagement supports these elements of student engagement to foster retention and student success by developing programs such as Registered Clubs and Organizations (RCOs), Student Governance (ASCWI), Leadership Development Programs, and Student Events & Programs.

Center for Teaching and Learning:

The [Center for Teaching and Learning](#) supports faculty development in adopting appropriate strategies and skills to meet the needs of diverse learners. Professional development opportunities on creating inclusive classrooms include asynchronous trainings for supporting specific student populations, synchronous campus events, and technology support for adopting universal design in online course delivery.

Equity:

CWI is committed to and strives to achieve equitable or undifferentiated student outcomes for all students. CWI is in the early stages of working to identify achievement equity gaps, or institutional performance gaps, to strategically develop and implement proactive student interventions and strategies to address the equity or institutional performance gaps. CWI recognizes the need for disaggregated, more granular student level data for actionable insights and the development of targeted, proactive student success interventions and strategies. This is a CWI mission critical and important focus to achieve equitable student outcomes and success for all students.

CWI has taken the following actions including but not limited to:

- Established the Institutional Effectiveness Steering Committee, a cross-functional committee with representation college-wide that has a sub-committee with the specific charge to addressing equity or institutional performance gaps
- Developed a new CWI Strategic Plan that focuses on addressing equity or institutional performance gaps for specific student populations and includes the Strategic Plan Objective of “Undifferentiated Outcomes for All”
- Participation in the National Student Clearinghouse’s Postsecondary Data Project (PDP) and the Northwest Commission on College’s PDP Accelerator program

The College of Western Idaho's commitment to achieving undifferentiated student outcomes for all students is ongoing, will continue to be an area of focus, and will be further updated in the CWI Evaluation of Institutional Effectiveness (EIE) Report.

2.G.2 PUBLICATION OF INFORMATION:

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The [CWI Catalog](#) is updated and published annually and is publicly available online. The CWI Catalog is current and up-to-date with accurate information regarding the: [CWI Mission](#); [admission requirements and procedures](#), [grading policy](#), information on [academic programs](#) and [courses, including degree and program completion requirements, expected learning outcomes](#) (sample), [required course sequences](#), and [projected timelines to completion based on normal student progress and the frequency of course offerings](#) (sample); [names, titles, degrees held, and conferring institutions for administrators and full-time faculty](#) (sample); [rules and regulations for conduct, rights, and responsibilities](#); [tuition, fees, and other program costs](#); [refund policies and procedures for students who withdraw from enrollment](#); [opportunities and requirements for financial aid](#); and the [academic calendar](#).

2.G.3 LICENSURE; EMPLOYMENT REQUIREMENTS:

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

National and/or state legal eligibility requirements for licensure or entry into an occupation or professional on the [Professional Licensure and Online Programs](#) webpage and is in compliance with the National Council of State Authorization Reciprocity Agreements (NC-SARA) guidelines and requirements. Individual Career and Technical Education program webpages also contain [licensure and certification information](#) (sample).

2.G.4 FINANCIAL AID:

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

CWI has an effective and accountable program of financial aid consistent with the CWI Mission, student needs, and institutional resources. In line with the [CWI Financial Aid Policy](#), CWI offers various types of financial aid to assist students, including federal, state, institutional aid. Types of aid include grants, scholarships, tuition waivers, work-study, and/or student loans. Information regarding the categories of available financial assistance (such as [scholarships and grants](#) and [loans](#)) are published and publicly available on the [CWI Financial Aid webpage](#) and financial aid information is also included in the [CWI Catalog](#).

Students who seek federal financial aid complete the [Free Application for Federal Student Aid \(FAFSA\)](#) and student eligibility is determined according to the United States Department of Education's regulations and college policy. Financial Aid staff regularly assist students with applications for financial aid, scholarships, etc.

CWI utilizes Colleague as its financial aid software to award, communicate, report, and track financial aid and disbursements. Students are able to securely log-in and access their Self-Service using their established username and password to view their financial aid and scholarship information. Students can accept and decline awards, see what is missing, and determine the status of their financial aid and scholarships.

CWI students may also be eligible for institutional scholarships. Institutional scholarships are managed by the [CWI Foundation](#).

2.G.5 FINANCIAL AID:

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

In line with the [CWI Financial Aid Policy](#), CWI offers various types of financial aid to assist students, including federal, state, institutional aid. CWI participates in the United States Department of Education's Direct Loan Program. The [CWI Financial Aid](#) webpage provides information and definitions about the various types of financial aid available to students. Students who participate in the Direct Loan Program are informed of their [repayment](#)

[obligations](#) and their rights and responsibilities as a student borrower. Financial Aid staff counsel students about limiting the amount of loans they assume.

CWI monitors its loan program and default rate. CWI Financial Aid Department previously partnered with the Utah Higher Education Assistance Authority (UHEAA) as part of its default aversion program. UHEAA worked with students nearing delinquency status of their loans to find a repayment plan that fits their needs and avoid defaulting on their student loan. Due to changes at UHEAA and the student loan payment pause in place due to the COVID-19 pandemic, CWI is currently in the process of replacing UHEAA with a different partnership as part of its default aversion program. [CWI's cohort default rate](#) (10%) is posted on CWI's Financial Aid webpage.

2.G.6 ADVISING:

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

CWI designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success, which includes evaluations and feedback from students, as well as a peer advisor feedback loop. In line with the book *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (McNair et al., 2022)⁴, CWI strives to be a student ready college, utilizes "a one-student-at-a-time" approach. The "one-student-at-a-time" approach and emphasis is especially pertinent to CWI's advisors as they work individually with students to develop a customized academic roadmap and academic support system to meet each student's unique needs and goals.

Advising requirements and responsibilities of advisors are publicly available and published on the and in the [CWI Catalog](#) information is published on the [Student Advising and Success](#) webpage. CWI's Student Advising and Success recognizes academic advising is foundational to student success and learning. Advisors help students navigate the college experience, understand program and course options, connect with campus resources and

⁴ McNair, T.B., Albertine, S.L., Cooper, M.A., McDonald, N.L., Major, T., Jr. T. (2022). *Becoming a Student Ready College: A New Culture of Leadership for Student Success* (2nd ed.). Jossey-Bass.

activities, and identify, develop, and implement plans to successfully achieve their academic or career goals. In line with the [CWI Professional Development Policy](#),

CWI has an extensive onboarding and training process for new Student Success Advisors (SSAs or advisors). An advisor's first six months are focused on a three-tiered training of computer software and applications, data and reports, as well as deep training in the curriculum and requirements of the majors within their purview. Each advisor also takes an 8-hour mental health first aid training course, and they are trained on how to assist students in career exploration. This introductory period is also marked by exposure to and connection with representatives from four-year institutions in the state, so that staff can support students with their transfer needs.

An appreciative advising model is utilized as the foundation for building relationships with students, understanding their academic and career goals, and supporting accomplishment of those goals. CWI's communications strategy is both inclusive and intrusive; SSAs consistently assist and proactively conduct outreach to each of their students to support continued student success. Ongoing training occurs individually and as a team, which includes the advisor peer review process. Training occurs consistently throughout the year in formal and informal settings as the team discusses what has been learned at webinars, regional and national conferences (NACADA, etc.), through student surveys, other institutional data reports, as well as reviewing and implementing current research on advising best practices.

All degree-seeking CWI students are assigned a Student Success Advisor (SSA) within 3-5 business days of their admission. SSAs are assigned based on the student's intended major. Students can work with their SSA for career exploration, degree planning, career planning, registration, and discussing strategies to be successful. SSAs also help with transfer planning for students who wish to transfer to four-year colleges and with career preparation for students who plan to enter the workforce after attending and/or graduating from CWI. Non-degree seeking students are contacted so an advisor can be assigned to them based on their educational and career goals. Any student can request to be assigned or re-assigned to an SSA by email at academicadvising@cw.edu.

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

Together, degree-seeking students work with their Student Success Advisor to create a plan which matches the student's educational and career goals. This intentional and collaborative planning helps reduce the risk of students taking more classes than are needed for their degree, saving students potentially both time and money. Students are able to see the plan in Student Planning of myCWI. With a plan available, students can view on-demand which courses apply toward their academic goals.

Staff onboarding requires multiple appointments and consultations with CWI's Registrar staff to understand all the details of the curriculum, program, and graduation requirements relative to the degrees and programs within their job responsibilities. Deliberate planning has occurred for Student Success Advisor offices are located in close proximity to students, the courses they take, and faculty offices. This allows for the intentional engineering of close professional relationships between SSAs, faculty members, and students, and these efforts have resulted in faculty inviting advisors into their classrooms for updates and planning for large groups of students. Additionally, faculty and SSAs often collaborate on possible changes that may be introduced to the Curriculum Committee, allowing for calculated strategizing to advance and maximize student success.

The advisor program is evaluated by students via the Student Satisfaction Inventory Survey and by peer advisors via the Peer Advisor process. The College of Western Idaho annually deploys a Student Satisfaction Inventory Survey to obtain student feedback on a variety of topics including instruction, safety, admissions, advising, etc. The bulleted list below is an example of advising-related questions that have been utilized in the past. Upon institutional receipt and analysis of the annual data, each department gets access to their data, while larger administrative structures have access to the entire data set.

1. I know who my academic advisor is and how to contact them.
2. My academic advisor is available when I need help.
3. My academic advisor is knowledgeable about my program requirements.
4. My academic advisor helps me apply my study to career goals.
5. My academic advisor is knowledgeable about transfer requirements of other schools.
6. I receive ongoing feedback about progress toward my academic goals.

The Student Advising & Success Department takes great care to understand the new year's data in context of prior year's data, along with any applicable open-field text comments relative to student advising, to conduct continuous quality improvements related to advising and the support services offered. Based on this data and resultant trends, advising team leaders identify changes needed to respond to student needs and concerns. For example, students expressed a preference for more career development and exploration. As a result, CWI not only brought in training for SSAs related to career development and exploration,

but CWI also created the Work-Based Learning Center (WBLC) for CWI students. The WBLC is a new resource that assists students with resume development, career advice, job shadowing support, and help locating internship opportunities. Another change that was implemented resulted from feedback about staff needing to be available when students need help. The result was SSAs scheduling their hours outside of the traditional 8:00 a.m. to 5:00 p.m. timeframe.

The Advisor Peer Review process not only identifies logistical improvements but also provides constructive peer feedback from teammates on how to improve advising approach, verbal and body language, and promote an office environment that is inclusive, welcoming, and supportive of students and their educational journeys. Please see Appendix L for the Student Success Peer Advisor Review Form. In 2022, CWI will augment the annual peer review with an annual supervisor review that has similar aims, as well as student reviews. These qualitative feedback loops are essential to keeping an advising crew that is appropriately trained and receives ongoing feedback that is unique and beneficial on an individual advisor basis.

2.G.7 IDENTITY VERIFICATION (DISTANCE ED.):

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

CWI has an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. In addition, CWI ensures that the identity verification process for distance education students protects student privacy and that 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 (please see Appendix D3) requires all credit-bearing courses and programs offered through distance education methods to verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. 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 who enrolls in a distance education course and program is the same person whose achievements are evaluated and credentialed by utilizing at least of one of three ways identified in the United States Federal Higher Education Opportunity Act (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."

2H. LIBRARY & INFORMATION RESOURCES

2.H.1 LIBRARY AND INFORMATION RESOURCES:

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The CWI Library employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services. The CWI Library aims to empower students to master course content, succeed in their classes, and support student learning and teaching by ensuring that students, faculty, and staff can locate, evaluate, and use information effectively.

The CWI Library's Mission is: The College of Western Idaho Library emphasizes agility and innovation in support of the teaching and learning goals of the college. The Library is committed to serving as a partner in the learning process and is driven to foster collaborative relationships with students, faculty, and staff to advance information literacy. The Library supports CWI's Mission by ensuring that the college community can access and use critical information resources.

The CWI Library has 8 well qualified staff members (7 full-time and 1 part-time) who provide access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services. All eight (8) of the librarian and director staff positions below possess a Master's degree in Library Science or equivalent from an institution accredited by the American Library Association.

1. Assistant Director, Library Services
2. Director, Learning Commons
3. Librarian, Collection Management
4. Librarian, Digital Services
5. Librarian, Instruction
6. Librarian (Part-Time)
7. Librarian, User Experience
8. Library Assistant, Specialist

The well-qualified library staff provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services. This is evidenced by the CWI Library Staff Manual (please see Appendix I), which outlines the detailed internal procedures for the library's strategic

management, assessment, maintenance, and continuous quality improvements to meet CWI student, faculty, and staff evolving educational and literacy needs. Below are excerpts from the CWI Library Staff Manual that cover Collection Assessment, Collection Development, Instruction Plan, Liaison Plan, & Procedures for Planning.

Collection Assessment

The assessment of collection development activities occurs at different levels. Overall coordination of collection assessment are out by the Collection Management Team (CMT), comprised of the Learning Commons Director, Collection Management Librarian, and Digital Services Librarian. For more subject-specific questions, including reports supplied for accreditation reviews or newly developed programs, individual librarian liaisons conduct assessment.

A complete cycle of collection assessment occurs every three years. One-third of the general collection is reviewed each year on a rolling basis.

The Collection Management Team (CMT) tracks the circulation and (where possible) in-house use of physical items, along with the number of items in a particular subject area, the acquisition rate, items per student, and age of the collection. For electronic resources, the Digital Services Librarian tracks resource level usage to inform renewal decisions and to enable cross-resource comparisons. Databases are renewed depending on continuing relevance to CWI programs and curriculum, price increases, platform and content alterations, and usage statistics.

The CWI Library Request It! form provides data equivalent to interviews or other methods of gathering stakeholder feedback. Patrons submit purchase or ILL requests when their needs are not met. The CMT regularly reviews and mines requests to determine collection areas that consistently receive requests for new items. The CMT incorporates specialized data reports comparing the CWI Library collection to that of peer institutions to identify areas in need of focused collection development.

Liaisons determine whether their subject collections are meeting the needs of the programs they serve. They may require guidelines from accrediting associations, usage reports by subject area, usage reports by student major, and faculty consultations.

Collection Development

The librarians are primarily responsible for collection development. Faculty, staff, and students may recommend purchase or deselection of materials to support course research or assignments in their program areas. Faculty members, particularly in professional or

technical programs, are encouraged to review with librarians the collections supporting their areas.

Individual librarians have primary responsibility for selection of circulating materials in specific subject areas. These liaison librarians purchase materials in any or all subject areas for the collection, with emphasis upon their assigned disciplinary areas. The Collection Management Librarian has primary responsibility for collection-related decisions and coordinates the selection process.

The librarians purchase materials based on recommendations from CHOICE or other reputable reviewing media, bibliographies of recommended material for subject areas; input from faculty in the relevant subject area; and/or personal review by librarians, when these resources are available.

Instruction Plan

The [CWI Library Services Policy](#) provides guidelines for the maintenance of CWI's library spaces, services, collections, and information literacy instruction. CWI Library adds to the value of teaching and learning on the CWI campus by bringing subject expertise to information literacy instruction. The library's instructional program spans disciplines on campus to develop students' skills and knowledge to become effective, efficient information users, researchers, creators, and lifelong learners.

CWI librarians collaborate with classroom faculty to develop course-integrated, assignment-specific lesson plans. Librarians tailor instruction to integrate national and local information literacy outcomes, to support outcomes in other college programs, and to fit the needs of individual courses and assignments while supporting students in those classes.

Librarians offer consultations and work with faculty on integrating research components into existing courses. Once a class has been scheduled, communication regarding the library instruction session(s) continues between the teaching librarian(s) and the classroom instructor. Library instruction sessions focus on

- Reflecting on and practicing information literacy skills
- Navigating resources for research-based assignments

The goal is to balance a collaborative, individualized approach with an awareness of program and course specific outcomes.

Program Mission and Goals

As part of the mission of CWI Library, the information literacy instruction program plays a crucial role in developing a college community that is information literate, as defined by the Association of College and Research Libraries (ACRL). The instructional program supports the campus community in the development of information-seeking abilities appropriate to their skill level by:

1. leading formal and informal information literacy instruction at all campus locations via in-person and online formats;
2. collaborating with colleagues in all departments in order to integrate information literacy across the curriculum;
3. promoting the use of tools and resources to develop efficient, effective information practices for coursework and lifelong learning; and
4. incorporating innovative pedagogy that is inclusive to all learners.

The goals of the Library's Instructional Program are:

- To prepare the library audience for the dynamic and fluid information ecosystem in which we study, work, and live to become effective lifelong learners;
- To strengthen students' information literacy competencies as a fundamental outcome of all disciplines taught at CWI;
- To ensure the library audience is aware of the relevant, accessible, and affordable resources the library offers so they can be effectively utilized for teaching and learning at CWI.

Purpose of the Plan

This Instruction Plan is intended to give librarians guidance in strengthening our library instruction program and in building our students' information literacy skills. The purpose of the Plan is to guide librarians in improving library instruction, specifically through the following:

- Provide guidance to librarians as we improve our understanding of information literacy and how to make information literacy a more central part of our instruction program;
- Set priorities for the program.

Modes of Instruction

Library instruction may be provided in one or more of these modalities:

Classroom instruction.

Librarians work with a class in person in the Library Instruction Lab or in the room where the class regularly meets, or joins the class online via video or Blackboard.

Instruction sessions are crafted to meet the goals of the instructor and are tied to specific course learning outcomes.

Informal instruction.

This refers to reference assistance, librarian appointments, and workshops for individual students or small groups. This may take place at a service desk, in the public areas of the library, or in a group study room, or remotely through synchronous and asynchronous means.

Supplemental instruction.

The library is committed to working with students and faculty in various online delivery modes, including through badges, asynchronous videos, and research guides.

Instruction should be guided by best practices in teaching, encouraging active learning and critical thinking. If the instruction is linked to a class assignment or project, the goal should be the preparation of the students to complete the assignment or project. Instruction Facilities

In-Library instruction takes place in the Library Instruction Lab (NCMP 105). Out-of-library instruction may take place online or at any CWI campus location, where librarians are invited to meet with classes or groups.

Assessment of Instruction

Classroom instruction is assessed through a survey sent to faculty to complete and share with students after each instruction session. A similar survey is sent automatically to every student after completing a librarian appointment.

Liaison Plan

CWI librarians are assigned one or more instructional schools to collaborate with the teaching faculty in the departments to promote effective library support of the curriculum and enhance students' academic success. Librarian liaisons actively engage with the teaching faculty to determine instruction needs to support curriculum and support faculty information needs in teaching and research. Librarian liaisons teach information literacy and library research skills for their assigned departments, as well as develop online guides in support of the instruction and the information needs of students and faculty in their departments.

Librarian liaisons develop working relationships with teaching faculty. Librarians communicate regularly to relay information about library resources and services pertinent to

them and their students, and they promote library instruction for the students. Librarian liaisons relay library-related questions from assigned department(s) to the appropriate units within the library. Frequent conversation with faculty assists librarians in eliciting feedback regarding the library and its services. Librarian liaisons also provide students in their liaison areas with one-on-one research assistance.

Collection Development

The librarian liaisons coordinate curricular and research collection needs for their assigned departments. Librarians inquire about resources the teaching faculty would like the library to purchase and provide budget information.

Librarians are familiar with the departments' curriculum, degree requirements, and research interests of the teaching faculty. They inquire about future department plans, priorities, and changes to curriculum that would affect the library's collection development. When asked, librarians assist their departments in accreditation reports and other program reviews with data on relevant library resources and services.

Instruction

Librarian liaisons promote and provide instruction in information literacy and library research skills for courses within their schools. Librarians collaborate with their teaching faculty to integrate information literacy into the curriculum. They work with the faculty to target key courses in the curriculum such as introductory classes to the major, research methods classes, and capstones. The teaching faculty, supported by librarians, determine information literacy learning objectives; the research skills students must acquire; specific assignments to reinforce the research skills; assessment methods; and the librarian's role in these processes.

Procedures for Planning

Planning Committee

CWI Library's planning committee is comprised of all full-time professional staff:

- Learning Commons Director
- Library Assistant Director
- Collection Management Librarian
- Digital Services Librarian
- Instruction Coordinator and Faculty Outreach Librarian
- User Experience Librarian

The Planning Committee annually gathers feedback each Spring semester via:

1. A question on the college's student satisfaction survey,
2. A survey of faculty and staff, and
3. An Advisory Meeting to which all campus stakeholders are invited.

Feedback is incorporated into the Planning Committee retreat each summer.

Advisory Meetings

The Library Advisory Meeting serves as an annual opportunity for faculty, students, and staff to provide feedback to the Library Planning Committee. Its roles in representing campus faculty, students, and staff include:

- Meet the guidelines/requirements established by the Northwest Commission on Colleges and Universities (Standard 2.H.1).
- Advise on funding needs necessary to efficiently provide the type and quality of services and materials needed by the college community.
- Advise on general policies related to the currency, quality/depth of collections, services, instruction program, and infrastructure, and as well as on major new initiatives and assessment processes.
- Evaluate how well the Library supports the research needs of the CWI Community.
- Determine best methods to track student/faculty/staff usage data to support the Library Assessment and accreditation requirements.
- Participate in strategic visioning with corresponding bench marking.

Planning Procedures

CWI Library prioritizes adaptability and flexibility in all operations and planning. The Planning Committee meets annually each summer to review the Library's existing strategic plan and make updates that ensure it remains relevant and continues to align with the college's strategic plan. Planning retreats are scheduled to precede and guide individual employee goal-setting each year.

Strategic planning is informed by regular library assessment measures:

- Annual student satisfaction survey.
- Ongoing feedback survey, shared with all patrons in Library email correspondence.
- Data dashboards compiled twice per year.
- Annual faculty survey.
- Annual "Advisory Meeting."

2I. PHYSICAL & TECHNOLOGY INFRASTRUCTURE

2.I.1: PHYSICAL & TECHNOLOGY INFRASTRUCTURE

Consistent with its mission, the institution creates and maintains physical facilities and information technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

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Physical Infrastructure

The College of Western Idaho's physical infrastructure is spread out in multiple geographic locations in the Ada and Canyon Counties and currently includes the Nampa Campus, Canyon County Center, Ada County Center, CWI Horticulture Center, and Whitewater Center. CWI owned buildings total approximately 387,685 square feet under roof. CWI also currently has leased buildings with an additional 115,565 of square footage under roof, for an approximate total of 503,250 rented and owned square footage under roof.

[CWI's Fixed Asset Acquisition and Management Policy](#) establish processes, appropriate standards, authorization requirements and internal controls to ensure that CWI's fixed assets are acquired, safeguarded, monitored, disposed of, and accounted for. Per [CWI Space Utilization Policy](#), Facilities Planning & Management has primary responsibility for CWI's physical infrastructure and their sufficiency, alteration, maintenance and repairs, and space utilization. In addition, Facilities Planning & Management has primary responsibility ensuring CWI campuses are safe, secure, and provide healthful learning and working environments that support CWI's Mission, academic programs, and services.

CWI currently manages and tracks CWI's physical infrastructure and their sufficiency, alteration, maintenance and repairs, and space utilization through three primary mechanisms: the CWI 5-Year Alterations and Maintenance Plan, the CWI Space Needs Analysis, and the CWI Capital Budget Requests to the Idaho State Permanent Building Fund Advisory Council (PBFAC) (please see Appendices J1 – J3 for these documents). CWI is currently in the process of procuring a facilities management and tracking tool that will consolidate all this information into one centralized software. The CWI 5-Year Alterations and Maintenance Plan tracks the scheduled alterations and maintenance of CWI's physical infrastructure and buildings on a 5-year horizon. These are included as part of the CWI budget process and/or the PBFAC budget process. The CWI Space Needs Analysis closely

examines CWI's space deficits and surpluses by space code college-wide and informs institutional direction for space. In addition, it also examines the population of the Treasure Valley to inform a market penetration perspective. The CWI Capital Budget Request document is CWI's request to the State of Idaho Permanent Building Fund Advisory Council (PBFAC) for Capital and Alteration and Repair projects. The content and outputs of both the CWI 5-Year Alterations and Maintenance Plan and the CWI Space Needs Analysis guide and inform the requests to the Permanent Building Fund Advisory Council.

In addition, CWI recently completed its Campus Visioning and Planning Process which provided for an updated strategic development direction, focusing on campus consolidation centered in Nampa and Boise. As part of the CWI Campus Visioning and Planning Process, in Spring 2020, CWI initiated an environmental scan process to evaluate the changing landscape in higher education. The intent of this scan was to help inform the college regarding strategies and areas of focus for future programs and campus development. From the Environmental Scan, CWI engaged in a [Campus Development, Visioning, and Planning](#) process to inform, guide, and prioritize campus improvements to better serve students and communities. A CWI Planning Team, comprised of a comprehensive representation of internal stakeholders, worked alongside Cushing Terrell, a local planning, architecture, and engineering firm, to bring forward a recommendation. Throughout the process, [internal and external feedback](#) was gathered to help provide input on immediate development and future growth needs of the College.

The Planning Team's objective was to provide recommendations to the CWI Board of Trustees and receive approval of strategic direction and priorities for campus development and capital projects. The process included programming priorities, space requirements, campus focus areas, funding sources, and timelines. The visioning timeframe spanned multiple months and included three phases: assessment, exploration, and application. The Campus and Visioning Process is reflective of CWI's process utilized for facility infrastructure needs analysis and changes. Please see Appendix J5 Campus Visioning & Planning FY20222 for more detailed information regarding the Campus Visioning and Planning Process.

As a public entity and stewards of public funds, the [CWI Sustainable Energy and Environment Policy](#) provides guidelines regarding energy and water conservation which promote environmental stewardship while striving to achieve a comfortable environment for occupants. Inline with this policy, environmental stewardship, and campus safety CWI has 19 hazardous waste disposal procedures (please see Appendices J4 – J22).

Campus Safety

The CWI Campus Safety and Security Department conducts adequate provisions for the safety and security of CWI students, faculty, staff, and visitors. All CWI constituents collectively have a shared responsibility for CWI's campus safety and security. The Campus Safety and Security Department consists of 4 full-time employees and an additional 18 contracted security services officers. Security is present when CWI buildings are occupied. In line with the [CWI Emergency Management Policy](#), the Director of Campus Safety and Security is responsible for CWI's emergency management response, which consists of the campus-wide emergency warning system, coordination with local and state law enforcement and emergency agencies, conducting vulnerability and threat assessments and remediation, execution of emergency policies and procedures, and conducting preparedness activities and drills. To help promote a safe academic, learning, and work environment, the [CWI Firearms and Weapons on Campus Policy](#) prohibits firearms and weapons on campus, except for law enforcement officers and those exempt under Idaho law.

CWI complies with the Clery Act and produces an [Annual Safety and Security Report](#) that outlines campus crime statistics and security policies and is posted and publicly available on CWI's website.

Per [CWI Security Policy](#), CWI has established a Threat Assessment Team to formalize the process by which CWI addresses real and potential threats to CWI students, employees, and property. CWI is committed to promoting and maintaining an environment where students, faculty and staff participate in the educational process without compromising the health, safety or welfare of themselves or others. As part of this commitment to a safe campus and workplace, CWI has created a Threat Assessment Team. The Threat Assessment Team works with appropriate campus departments, law enforcement and mental health agencies to expedite threat assessment and intervention. The Threat Assessment Team also develops comprehensive fact-based assessments of students, employees or other individuals who may present a threat to CWI.

CWI also conducts regular training regarding campus violence, threats, and emergencies via an online Campus Violence Incident Training the online training. Periodic in-person trainings are also conducted.

Technology Infrastructure

Per the [CWI Server Administration Policy](#), the CWI Information Technology (IT) Department provides a robust server infrastructure for CWI for the purpose of providing services such as mission critical applications, printing, file shares, backups and software patching. In addition, it also provides CWI's information technology foundation, infrastructure,

maintenance, and support that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

CWI previously outsourced the IT function to contractor support and CWI brought the IT function back internally in 2018. Since that transition, CWI has made significant investments in IT personnel and infrastructure to provide a comprehensive, integrated, and seamless IT infrastructure and support system.

The CWI Information Technology (IT) Infrastructure Lifecycle (please see Appendix K) ensures replacement of IT hardware assets are planned several years in advance thereby forming the baseline of future fiscal planning. IT hardware assets include but are not limited to computers, servers, enterprise storage, wireless gear, security appliances, etc. As a component of the CWI IT Infrastructure Lifecycle, the CWI Infrastructure replacement Cycle focuses on delivering consistently performant services, reflects the latest thought on industry best practice risk management strategies, and occurs on an iterative and regularly scheduled basis.

The CWI Information Technology Department keeps up to date hardware asset inventories to track the age of production hardware, document the capabilities of the College's deployed capital assets, quantify the number of devices in active use, and identify the specific user or location of the physical assets.

The CWI Information Technology Infrastructure Lifecycle considers hardware mean time to failure, the capacity and performance required to meet current and near-term business needs, and the strategic changes needed to adopt new technology models that deliver improved efficiency and enhance user productivity.

Per the [CWI Information Technology Procurement Policy](#), CWI has a five-year replacement policy for desktops and laptops. A standard range of equipment is available; however, special needs may be accommodated. Special requests for non-standard or additional equipment are made to the IT Department. Requests will be considered on an individual basis provided that no equivalent specification is available from standard equipment. Employees are limited to a single desktop PC. If the employee needs to be out of the office for periods of time, a laptop can be provided instead of the normal desktop PC/Terminal. Where a laptop is provided, a desktop docking station and monitor can also be supplied for use in the office. Exceptions require presidential approval.

MOVING FORWARD

The College of Western Idaho is committed to being a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs. As the College of Western prepares for the Evaluation of Institutional Effectiveness (EIE) Report and onsite visit in Fall 2023, there are several efforts and initiatives underway that impact CWI:

- **Implementation of 2024 – 2026 CWI Strategic Plan.** CWI is in the process of finalizing the 2024 – 2026 CWI Strategic Plan that will go into effect July 1, 2023.
 - The new Strategic Plan is aligned with the CWI Mission components of Student Success, Affordable and Accessible Education, and Advance the Local and Global Workforce, as well as Inclusive Culture.
 - The 2024 – 2026 CWI Strategic Plan also includes a focus on addressing equity or institutional performance gaps. CWI strives to achieve Undifferentiated Outcomes for All Students, which is a CWI Strategic Plan Objective, and this guiding principle will continue to inform CWI's strategic and operational initiatives and focus.
- **Continued implementation of the Association for Institutional Research's (AIR's) Aspirational Practices & Leading & Lagging Indicator Framework.**⁵
 - Continue implementing decentralized IR model to increase IR capacity and data literacy college-wide.
 - Continue CWI's development and implementation of End-to-End Student Lifecycle Reporting, which focuses on key leading and lagging student success indicators, to facilitate continuous quality improvements and increase student learning and success.
 - CWI is in the process of procuring and will **implement a CWI Customer Relationship Management (CRM) system.** A CRM system will significantly improve CWI's End-to-End Student Lifecycle data insights to guide proactive student interventions to increase student learning and success.

⁵ Phillips, B.C., Horowitz, J.E. (2017). Creating a Data-Informed Culture in Community Colleges: A New Model for Educators. Harvard Education PR.

- **Strategic Technology & End-to-End Student Lifecycle Business Processes Partnerships.**
 - CWI is currently strategically partnering with two contractors to examine both CWI's technology usage and End-to-End Student Lifecycle Business Processes to facilitate continuous quality improvements and increase student learning and success.

- **Continue Campus Planning & Implementation for CWI campus consolidation and expansion.**
 - In 2022, CWI received Board of Trustees approval for a multi-year and multi-phased Campus Visioning, Planning, & Implementation Plan. The Plan focuses on CWI campus consolidation into two primary locations in Nampa and Boise.
 - The Campus Visioning, Planning, & Implementation Plan includes both campus consolidation and expansion with the construction of new CWI buildings on the two primary CWI campus locations to promote student learning and success.

STANDARD 2 EVIDENCE CHECKLIST:

ELEMENT SPECIFIC	SPECIFIC ASSOCIATED STANDARD	REQUIRED EVIDENCE / ITEM	LINKS AND/OR REFERENCES TO REQUIRED EVIDENCE
Governance	2.A.1 Board	Institutional governance policies & procedures	CWI Board of Trustees Governance Policies CWI Board of Trustees Handbook
		System governance policies/ procedures (if applicable)	Not Applicable
		Multiple board governing policies/ procedures (if applicable)	Idaho State Board of Education Policies & Rules Idaho State Board of Education Policy I.A.I
		Board's calendar for reviewing institutional and board policies/ procedures	CWI Board of Trustees Agendas & Meeting Minutes Archive
		By-laws and Articles of Incorporation referencing governance structure	Section 33-2106 – Idaho State Legislature
	2.A.2 Leadership	Leadership organizational chart	Appendix A1: President's Cabinet Org Chart
		Curriculum vitae of executive leadership	Appendices A2 – A8: Executive Leadership's Curriculum Vitae
			Other: Appendices A9 – A11: President's Cabinet & Executive Operations Team Strategic Planning Day Agendas
	2.A.3 CEO / President	Curriculum vitae of President/ CEO	Appendix A2: President Jones' Curriculum Vitae
	2.A.4 Decision-making	Institutional governance policies & procedures (see 2.A.1)	CWI Institutional Policies Appendix B1: CWI's Participatory Governance Appendices B2 – B6: Governance Bodies' Charters Appendix B7: ASCWI Constitution Appendix B8: ASCWI Bylaws Appendix B9: Faculty Senate Bylaws

			<p>Appendix B10: Staff Senate Bylaws</p> <p>CWI Board of Trustees Governance Policies</p> <p>CWI Board of Trustees Agendas & Meeting Minutes Archive</p> <p>ASCWI webpage</p> <p>CWI's Policy Update, Approval and Communication Policy</p>
Academic Freedom	2.B.1 and 2.B.2 Academic freedom	Academic freedom policies and procedures	<p>CWI Academic Freedom Policy</p> <p>CWI Respectful Community Policy</p> <p>Appendix G1: Instructional Operating Procedures for Faculty (page 22)</p> <p>CWI Information Technology Resource Use Policy</p> <p>Inclusive Excellence Core Theme</p> <p>CWI Faculty Handbook</p> <p>- Faculty Standards of Practice and Academic Freedom (page 10)</p> <p>III.B. - Academic Freedom and Academic Responsibility Idaho State Board of Education</p> <p>Appendix C: Course Syllabus Template</p>
	2.C.1 Transfer of credit	Transfer of credit policies / procedures	<p>Appendix D1 – D3: Sample Procedures</p> <p>CWI Transfer of Credit Policy</p> <p>III.V. - Articulation and Transfer Idaho State Board of Education</p> <p>CWI Catalog - Transfer & Articulation</p> <p>CWI Website: Transfer Information</p>
	2.C.2 Students' rights, responsibilities	<p>Documentation of students' rights and responsibilities policies and procedures, which include:</p> <p>(Student handbook or Catalog; links to webpages – please note specific pages or areas)</p> <p>- Academic honesty</p>	<p>CWI Student Handbook</p> <p>CWI Student Handbook: Academic Honesty</p> <p>CWI Respectful Community Policy</p> <p>CWI Standards of Student Conduct Policy</p>

		<p>- Appeals, grievances</p>	<p>CWI Student Handbook: Appeals, Grievances, & Reporting Concerns</p> <p>CWI Student Club and Organization Handbook</p> <p>CWI Student Handbook - Student Protections Regarding Grievances</p> <p>CWI Catalog - Student Protections Regarding Illegal Discrimination or Harassment Grievances</p> <p>Links to Maxient Student Forms:</p> <ul style="list-style-type: none"> • CARE and Student Conduct • Student Consumer Information • Counseling and Wellness Services • Self-Help Resources • Case Management Resources • Domestic and Intimate Partner Violence Resources • Title IX
		<p>- Accommodations for persons with disabilities</p>	<p>CWI ADA and Reasonable Accommodation Policy</p>
	<p>2.C.3 Admissions; placement; academic standing</p>	<p>Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.)</p>	<p>CWI Catalog - Registration & Academic Policies</p> <p>CWI Catalog – Admission Information</p> <p>CWI Faculty Handbook</p> <p>CWI Student Handbook</p> <p>CWI Open Admissions Policy</p> <p>CWI Institutional Policies</p> <p>Admission Policies</p> <p>Student Affairs Policies</p> <p>Cisco Networking and Security Technologies Program Page</p> <p>Practical Nursing Program Page</p> <p>CWI Website – Placement Testing</p> <p>CWI Catalog – Placement Testing</p> <p>Latinx Student Service Coordinators (LSSCs)</p>

		Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures (If Catalog, please note specific pages.)	CWI Catalog - Standards for Academic Progress CWI Catalog - Appeals CWI Student Handbook - Appeals
	2.C.4 Student records	Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies	CWI Information Privacy and Data Security Policy CWI Student Records and Confidentiality Policy CWI Catastrophic Events Policy Idaho State Board of Education's Higher Education Records Retention Schedule of the Records Management Guide CWI Catalog - FERPA Information CWI Website - FERPA Information
Institutional Integrity	2.D.1 Truthful representation	Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity	CWI Communications Policy CWI Conflict of Interest, Non-Grant Related Policy CWI Business Ethics Policy CWI Website CWI Catalog Advanced Mechatronics Engineering Technology Program Page Animal Veterinary Sciences Program Page
	2.D.2 Ethics and complaints	Policies/procedures for reviewing internal and external complaints and grievances	CWI Communications Policy CWI Conflict of Interest, Non-Grant Related Policy CWI Business Ethics Policy CWI Whistle Blower Policy CWI Student Handbook Section 3 – Appeals, Grievances, and Reporting Concerns CWI Grievances Policies webpage CWI Student Club and Organization Handbook

			CWI Conflict of Interest, Non-Grant Related Policy CWI Complaint Process for CWI Employees Policy Title IX Grievance Procedures CWI Accreditation Webpage Links to Maxient Student Forms: <ul style="list-style-type: none"> • CARE and Student Conduct • Student Consumer Information • Counseling and Wellness Services • Self-Help Resources • Case Management Resources • Domestic and Intimate Partner Violence Resources • Title IX • Student Handbook
	2.D.3 Conflicts of interest	Policies/procedures prohibiting conflict of interests among employees and board members	CWI Communications Policy CWI Conflict of Interest, Non-Grant Related Policy CWI Conflict of Interest Grant Related Policy CWI Business Ethics Policy CWI Board of Trustees Handbook - Conflict of Interest (pages 8-11)
Financial Resources	2.E.1 Audits, oversight	Policies/procedures that articulate the oversight and management of financial resources	CWI Audits Policy
		Latest external financial audit including management letter:	Appendix F: Most Recent 2021 Audited Financial Report
		Cash flow balance sheets	Appendix F: Most Recent 2021 Audited Financial Report
		Audited financial statements	Appendix F: Most Recent 2021 Audited Financial Report
		Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments	Appendix F: Most Recent 2021 Audited Financial Report

		Significant contracts/grants	Appendix F: Most Recent 2021 Audited Financial Report
		Endowment and giving reports	Appendix F: Most Recent 2021 Audited Financial Report
		Investment revenue	Appendix F: Most Recent 2021 Audited Financial Report
	2.E.2 Planning	Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	May Board of Trustees Meeting Agenda – first reading of CWI budget June Board of Trustees Meeting Agenda – second reading of the CWI budget CWI Investments Policy CWI Debt Management Policy
	2.E.3 Management	Description of internal financial controls	CWI Administration, Business and Finance Policies
		Board approved financial policies, state financial policies, or system financial policies	CWI Board of Trustees Governance Policies
Human Resources	2.F.1 Employee information	Human resource policies / procedures	CWI Human Resources (HR) Policies
		Policies/procedures related to teaching, scholarship, service, and artistic creation	CWI Full-Time Faculty Compensation Policy CWI Free Inquiry, Assembly and Expression Policy CWI Intellectual Property and Copyright Policy , CWI Faculty Handbook <ul style="list-style-type: none"> • Section 2.6 Copyrights, Patents, and Intellectual Property (pages 13 - 19) • Section 3 – Employment Policies for Faculty (pages 20 - 28) Appendix G1: Instructional Operating Procedures (IOPs) for Faculty Appendix G2: Faculty Evaluation and Promotion Procedures Handbook
		Policies/procedures for appraising employees of working conditions, rights and	CWI At Will Employment Policy

		<p>responsibilities, evaluation, retention, promotion, and termination</p>	<p>CWI Faculty Appointment and Retention Policy</p> <p>CWI Employee Conduct Policy</p> <p>CWI Performance Review of Employees Policy</p> <p>CWI Employee Corrective Action Policy</p> <p>CWI Separation Employment Policy</p> <p>CWI Compensation Policy</p> <p>CWI Employee Benefits Policy</p> <p>CWI Financial Exigency/Curricular Revisions Policy</p> <p>CWI Full-time Faculty Compensation Policy</p> <p>CWI Faculty Handbook</p> <ul style="list-style-type: none"> • Section 4 – Faculty Responsibilities (pages 20 - 28) • Sections 6-7 – Faculty Evaluation, Rank and Promotion (pages 39-49) <p>Appendix G1: Instructional Operating Procedures (IOPs) for Faculty</p> <p>Appendix G2: Faculty Evaluation and Promotion Procedures Handbook</p>
	<p>2.F.2 Professional development</p>	<p>Employee professional development policies/procedures</p>	<p>CWI Professional Development Policy</p> <p>CWI Faculty Handbook</p> <p>Section 4.4 – Faculty Professional Development (pages 30 – 31)</p> <p>CWI Educational Tuition Waiver Benefit Policy</p> <p>Center for Teaching and Learning</p>
	<p>2.F.3 Sufficiency</p>	<p>Documentation about engagement and responsibilities specified for faculty and staff, as appropriate</p>	<p>CWI Faculty Appointment and Retention Policy</p> <p>CWI Faculty Handbook (Section 3.10 page 23)</p> <p>CWI Full-time Faculty Compensation Policy</p>

			CWI Employee Conduct Policy CWI Faculty Handbook (Section 4.2 and Appendix C)
		Personnel hiring policy/procedures	CWI At Will Employment Policy CWI Faculty Appointment and Retention Policy CWI Interview Expenses Policy CWI Moving Expenses Policy CWI Pre-Employment Background Policy CWI Pre-Employment Information Policy
		Academic organizational chart	Appendix H: Academic Organizational Chart
	2.F.4 Evaluation	Administrator/staff /faculty evaluation policies/procedures	CWI Performance Review Employees Policy CWI Faculty Handbook (Section 6 pages 39 – 45) Appendix G2: Faculty Evaluation and Promotion Procedures Handbook (Section 1 pages 1-9) Presidential Performance Evaluation: CWI Board of Trustee Governance Policies (pages 5-6) CWI Board of Trustees Handbook (pages 11-12)
Student Support Resources	2.G.1 Effective learning and student support	Listing of programs and services supporting student learning needs	CWI Computer Labs CWI Library Tutoring Services 24/7 tutor access via tutor.com Embedded tutors for specific CWI classes English Language Tutoring Tutoring Workshops Writing Center

		Tutoring services for faculty CWI Testing Services Center for New Directions Counseling and Wellness Services Student Disability Services Latinx Student Services Veterans & Military Family Services Student Engagement Center for Teaching and Learning
2.G.2 Publication of information	Catalog (and/or other publications) that provides information regarding: (See 2.C.2) (Student handbook or Catalog; links to webpages – please note specific pages or areas)	CWI Catalog
	- Institutional mission	CWI Mission
	- Admission requirements and procedures	Admission requirements and procedures
	- Grading policy	Grading policy
	- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion	Information on Academic Programs and Courses, Including degree and program completion requirements Expected learning outcomes (sample); Required course sequences and Projected timelines to completion based on normal student progress and the frequency of course offerings (sample);
	- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (sample)
	- Rules and regulations for conduct, rights, and responsibilities;	Rules and regulations for conduct, rights, and responsibilities

		- Tuition, fees, and other program costs	Tuition, fees, and other program costs
		- Refund policies and procedures for students who withdraw from enrollment	Refund policies and procedures for students who withdraw from enrollment
		- Opportunities and requirements for financial aid	Opportunities and requirements for financial aid
		- The academic calendar	Academic calendar
	2.G.3 Licensure; employment requirements	Samples of publications and other written materials that describe:	
		Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.	Professional Licensure and Online Programs
		Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	Licensure and certification information on program pages (sample)
	2.G.4 & 2.G.5 Financial Aid	Published financial aid policies/ procedures including information about categories of financial assistance (Student handbook or Catalog; links to webpages – please note specific pages or areas	CWI Financial Aid Policy CWI Financial Aid Webpage CWI Catalog – Financial Aid Information CWI Foundation – institutional scholarships
	2.G.5 Repayment Obligations	Information to students regarding repayment obligations	CWI's cohort default rate under Strategy #5 in explanatory text Student Loan Repayment Obligations
		Policies / procedures for monitoring student loan programs	CWI Financial Aid Policy
	2.G.6 Advising	Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas)	Student Advising and Success CWI Catalog - Advising
		Systematic evaluation of advising	Appendix L: Student Success Advisor Peer Review Form

		Professional development policies / procedures for advisors	CWI Professional Development Policy
	2.G.7 Identity verification (distance ed.)	Policies/procedures for ensuring identity verification for students enrolling in distance education courses	Appendix D3: Student Identity Verification in Distance Education Procedure
Library and Information Resources	2.H.1 Library and information resources	Procedures for assessing adequacy of library collections	Appendix I: CWI Library Staff Manual (Collection Assessment – pages 12-13)
		Library planning committee and procedures for planning and collection development	Appendix I: CWI Library Staff Manual (Collection Development – page 12)
		Library instruction plan; policies/procedures related to the use of library and information resources	CWI Library Services Policy Appendix I: CWI Library Staff Manual (Instruction Plan – pages 23-24)
		Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	Appendix I: CWI Library Staff Manual (Liaison Plan – pages 25-27)
Physical and Technology Infrastructure	2.I.1	Facilities master plan, including:	Appendices J1 – J3 Appendix J5: Campus Visioning & Planning FY20222
		Equipment replacement policies/procedures	CWI Fixed Asset Acquisition and Management Policy Appendix J1: CWI 5-Year Alterations and Maintenance Plan Appendix J2: CWI Space Needs Analysis Plan
		Procedures for assessing sufficiency of physical facilities	CWI Construction Activities Policy CWI Space Utilization Policy Appendix J1: CWI 5-Year Alterations and Maintenance Plan Appendix J2: CWI Space Needs Analysis Plan Appendix J3: CWI Capital Budget Requests to the Idaho State Permanent Building Fund Advisory Council (PBFAC)

			<p>Appendix J5: Campus Visioning & Planning FY20222</p> <p>Campus Development, Visioning, and Planning</p> <p>Campus Development, Visioning, and Planning internal and external feedback</p>
		<p>Policies and procedures for ensuring accessible, safe, and secure facilities</p>	<p>CWI Sustainable Energy and Environment Policy</p> <p>CWI Environmental Health & Safety Policy</p> <p>CWI Firearms and Weapons Campus Policy</p> <p>CWI Security Policy</p> <p>Annual Safety and Security Report</p>
		<p>Policies/procedures for the use, storage, and disposal of hazardous waste</p>	<p>CWI Sustainable Energy and Environment Policy</p> <p>and</p> <p>CWI Sustainable Energy and Environment Policy + 19 Hazardous Waste Disposal Procedures for these two policies</p>
		<p>Technology master plan and planning processes</p>	
		<p>Technology / equipment update and replacement plan</p>	<p>CWI Server Administration Policy</p> <p>CWI Information Technology Procurement Policy</p> <p>Appendix K: CWI Infrastructure Lifecycle</p>