FUTURING

Futuring is an evolutionary process.

Each year, we invite our content experts to discuss collaborative research so we can assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage.

Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.
OUR CONTENT EXPERTS

PRESIDENT'S ADVISORY COUNCIL

President Rick Aman
VP Lori Barber, Academic and Student Affairs
VP Byron Miles, Finance
VP Mary Taylor, HR
Executive Director Angela Hays, WTCE

ACADEMIC TEAM

Dean Angela Sackett
Dean Jacob Haeberle
Dean Chuck Bohleke
Don Williams, Faculty
Linda Montgomery, Faculty

STAFF TEAM

Hailey Mack, Student Affairs
Larry Surtees, Academic Support
Mary Stephenson, Early College
Dustin Nielson, Budget
Raquel Cuevas, Registrar
Tiffany Cleverly, Financial Aid
Ray Fox, IT
Penny Lyon, EIWTC
Ruby Taylor, HR
David Facer, CEI Foundation
Amy Brumfield, IE
Emma Getliff, Executive Administration
Amanda Logan, External Affairs
Maximizing our current resources to best meet our present needs and grow sustainably to achieve our desired future

Finding and recruiting the students who could most benefit from our educational offerings

Ensuring our institution prepares our students for their short- and long-term goals.

Building and evolving programs that meet our regional employers’ needs

Developing our human resources so that we are always their and the region’s employer of choice

Building our college identity so that our stakeholders are confident in their investment here
Our Alignment with Idaho K-20 Public Education-Strategic Plan

1. **INSTITUTIONAL SUSTAINABILITY**
   - **Goal #1:** Educational Alignment. Objective A: Data Transparency. Deeper analysis of CEI data to leverage resources.

2. **STUDENT ACHIEVEMENT**
   - **Goal #2:** Educational Preparedness. Objective A, B & C. Analysis to ensure curricula rigor.
   - **Goal #3:** Educational Attainment. Objective A, B & C. Tracking and improving completion of certificates and degrees throughout CEI's focus groups.

3. **STUDENT RECRUITMENT**
   - **Goal #2:** Educational Preparedness, Objective A. Analysis to ensure curricula rigor.
   - **Goal #3:** Educational Attainment. Objective B. Data study to eliminate obstacles to education to enhance school readiness and success.

4. **PROGRAMMING & FACILITIES**
   - **Goal #4:** Building micro-credential pathways strengthens workforce alignment & medical education.

5. **EMPLOYEE RETENTION & RECRUITMENT**

6. **BRAND DEVELOPMENT**
   - **Goal #1:** Educational Alignment. Objective B. Better advertisement of transfer and institutional alignment, especially early college to CEI to improve go-on rate.
   - **Goal #2:** Educational Readiness. Objective A & B. Find new opportunities to bring new student groups into the college system or reskill for changing workforce.

See Idaho State Board of Education: FY 2023-2028 Idaho K-20 Public Education-Strategic Plan
INSTITUTIONAL SUSTAINABILITY

1
COST

Goal: Develop resources to offset the difference between cost of course delivery and resources
Metrics: Cost per class average
Data Source: Internal five-year budget model
Review: Monthly with PAC, EC, and other key stakeholders.

2
INFLATION

Goal: Find cost-saving strategies to combat inflation
Metrics: Budget allocations account for inflation rate
Data Source: Internal five-year budget model
Review: Each semester by PAC and EC. Annual report to Board.

3
FUTURE TECH

Goal: Prepare for the build
Metrics: Complete the bidding process and evaluate the budget
Data Source: Bidding process
STUDENT ACHIEVEMENT

1  COURSE COMPLETION

Goal: Improve FY 2022 87% overall rate and ensure equitable outcomes from focus groups
Metrics: Disaggregated & benchmarked institutional longitudinal data
Data Source: Internal reporting
Review: Each semester by faculty, PAC, and EC. Annual report to Board.

2  RETENTION

Goal: Increase new student retention to 60% to match Idaho peers
Metrics: Retention rate as calculated by the state
Data Source: Idaho State Board of Education Postsecondary Dashboards
Review: Each semester by faculty, PAC, and EC. Annual report to Board.

3  COMPLETION

Goal: Shrink achievement gap between Hispanic & white and male & female completions
Metrics: Disaggregated & benchmarked institutional longitudinal data
Data Source: Postsecondary Data Partnership
Review: Annual report to faculty, PAC, EC, and Board.

4  PLACEMENT

Goal: Develop tracking processes to document transfer and employment placement across programs and with disaggregation
Metrics: Expand placement tracking to all credit-seeking graduates
Data Source: In development, but using PDP, Student Tracker, and others
Review: Annual report to faculty, PAC, EC, and Board.
### FY 2022: Course Pass Rate

**Overall**
- **Pass Rate**: 89%
- **10th Day Enrolls**: 3220
- **Withdrawals**: 336
- **D, F or Inc**: 570

**Males**
- **Pass Rate**: 87%
- **10th Day Enrolls**: 1271
- **Withdrawals**: 136
- **D, F or Inc**: 239

**Hispanic**
- **Pass Rate**: 85%
- **10th Day Enrolls**: 516
- **Withdrawals**: 84
- **D, F or Inc**: 143

**Age 18-24**
- **Pass Rate**: 86%
- **10th Day Enrolls**: 1168
- **Withdrawals**: 172
- **D, F or Inc**: 321

**First Gen**
- **Pass Rate**: 86%
- **10th Day Enrolls**: 710
- **Withdrawals**: 128
- **D, F or Inc**: 209

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**Internal Reporting: Program Review Dashboard, January 2023**

*Note: It is possible for students to fit into multiple categories (e.g., male & Hispanic) so the individual columns do not equal the overall totals*
CEI's New Student Retention Rate
41%

Idaho Community College
New Student Retention Rate
60%

Statewide Retention Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Systemwide</th>
<th>Four Year Institutions</th>
<th>Two Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSU</td>
<td>ISU</td>
<td>LCSC</td>
</tr>
<tr>
<td></td>
<td>CEI</td>
<td>CSI</td>
<td>CWI</td>
</tr>
<tr>
<td>Idaho</td>
<td>4 Years</td>
<td>2 Years</td>
<td></td>
</tr>
</tbody>
</table>

Of those students that attended college, how many of them were retained?

The chart below shows the number of students retained and the percentage of students retained.

New Student College of Eastern Idaho

Source: Idaho SBOE Postsecondary Dashboard, January 2023
Adult Student
Two-Year Completion Rate by Race/Ethnicity

Source: Postsecondary Data Partnership, January 2023
Adult Student
Two-Year Completion Rate by Gender

How have completion gaps between student sub-groups changed from cohort to cohort?

Subgroup Gap Analysis by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
<th>Female</th>
<th>Male</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>11.2%</td>
<td>3.7%</td>
<td>14.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td>2018-19</td>
<td>8.4%</td>
<td>8.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>11.6%</td>
<td>6.5%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>17.2%</td>
<td>5.3%</td>
<td>22.5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Postsecondary Data Partnership, January 2023
STUDENT RECRUITMENT

1 HISPANIC/LATINO

Goal: Become a Hispanic-serving (not just Hispanic-enrolling) institution
Metrics: Enrollment through completion statistics, branding strategies
Data Source: PDP & internal reporting, community study
Review: Each semester by faculty, PAC, and EC. Annual report to Board.

2 MALES

Goal: Increase male population to 50% from 40%
Metrics: First year adult and early college student enrollment
Data Source: PDP & IPEDS data, along with internal reporting
Review: Each semester by faculty, PAC, and EC. Annual report to Board.

3 EARLY COLLEGE

Goal: Develop tracking of EC student conversion to CEI adult learner
Metrics: Disaggregated & benchmarked institutional longitudinal data
Data Source: Internal & Idaho SBOE Postsecondary Dashboard
Review: Annual report to faculty, PAC, EC, and Board.

4 FULL-TIME

Goal: Investigate part-time student reasons for low credit enrollment
Metrics: Full-time student enrollment rate
Data Source: IPEDS reporting
Review: Annual report to faculty, PAC, EC, and Board.
### FY 2022 Students

#### Males
- 39.5%

#### Females
- 60.5%

#### Part-time vs. Full-time
- Full-time: 44% Males, 56% Females
- Part-time: 38% Males, 62% Females

Source: IPEDS 12 month enrollment 2022-2023
## FY 2022 Hispanic Students

### % of total student population: Hispanic Males

**14.7%**

### % of total student population: Hispanic Females

**16.8%**

### Full-time and Part-time Enrollment

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>249</td>
<td>432</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>294</td>
<td>1,101</td>
</tr>
<tr>
<td>Two or more races</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>14</td>
<td>113</td>
</tr>
<tr>
<td>Total men</td>
<td>789</td>
<td>2,438</td>
</tr>
</tbody>
</table>

Source: IPEDS 12 month enrollment 2022-2023
PROGRAMMING & FACILITIES

1
INTEGRATE WTCE & ACADEMICS

Goal: Develop data tracking between WTCE & academics to increase cross marketing and credential completion

Metrics: Internal survey of cross-divisional pathways

Data Source: Internal reporting

Review: Each semester by faculty, PAC, and EC. Annual report to Board.

2
CAMPUS UTILIZATION

Goal: Maximize campus utilization

Metrics: Hold campus utilization summits twice a year

Data Source: Ellucian Analytics & CEI model

Review: Bi-annual meeting of deans, registrar, facilities, WTCE.

3
FACILITIES

Goal: Maximize expenditures on facilities

Metrics: Cost/benefit analysis of external sites

Data Source: Internal Finance review

Review: Report to PAC, EC, and Board.

4
MICROCREDENTIALS

Goal: Develop industry-supported micro-credential pathways

Metrics: Follow Education Design Lab Protocols

Data Source: As specified by pilot

Review: Annual report to faculty, PAC, EC, and Board.
EMPLOYEE RETENTION

1. RECRUITMENT
   Goal: Shorten hiring time
   Metrics: Track job posted to start date
   Data Source: Internal reporting
   Review: Report to PAC, EC, and Board

2. RETENTION
   Goal: Increase employee retention
   Metrics: Retention rate
   Data Source: HR IPEDS reporting
   Review: Monthly report to PAC. Annual report to campus and Board.

3. INCREASE ADJUNCT
   Goal: Increase adjunct pool
   Metrics: Study full-time to adjunct faculty ratio (70 to 80 in FY 2022)
   Data Source: HR IPEDS
   Review: Annual report to faculty, PAC, EC, and Board.
<table>
<thead>
<tr>
<th>#</th>
<th>Section</th>
<th>Goal</th>
<th>Metrics</th>
<th>Data Source</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HISPANIC/LATINO</td>
<td>Develop strategies to become a Hispanic-serving, not just enrolling institution</td>
<td>Strategic survey results of our area</td>
<td>Rexburg Business and Development Center</td>
<td>Bi-weekly reports to SEM, President, VP, and IE</td>
</tr>
<tr>
<td>2</td>
<td>CAMPUS DEVELOPMENT</td>
<td>Build greater brand consistency and recognition on campus</td>
<td>Lumina Grant documentation</td>
<td>Internal monitoring</td>
<td>Broad campus publication using governance structure</td>
</tr>
<tr>
<td>3</td>
<td>EARLY COLLEGE</td>
<td>Increase conversion of early college students to adult CEI learners</td>
<td>Track early college to CEI adult learner enrollment rates</td>
<td>Internal reporting</td>
<td>Annual report to faculty, PAC, EC, and Board.</td>
</tr>
<tr>
<td>4</td>
<td>NATIVE AMERICAN</td>
<td>Develop greater relationships with the tribe to integrate that cultural influence on our campus</td>
<td>Track intercultural events and attendance</td>
<td>Internal reporting</td>
<td>Annual report to faculty, PAC, EC, and Board.</td>
</tr>
</tbody>
</table>
Informer 5
IE can create on-demand internal reporting

Power BI
Customizable and sophisticated dashboards, built by IE using CEI's data.

IPEDS
Open federal reporting site, compare to other IHEs

Watermark Evalkit
Handles course evaluation and other institutional research projects.

Postsecondary Data Partnership
Pre-made institutional & national peer dashboards on KPIs. Ask registrar for access or see Student Insights Dashboard.

Ellucian Analytics
Pre-made, sophisticated, granular analytics on institutional data. Real time and on demand, but for limited users with need to know.

State Reporting
- Postsecondary Dashboard
- The Factbook
- Other topical reporting

Have more research questions?
Ask!

Put in a Help Desk ticket or contact Institutional Effectiveness!