



Three Year Strategic Plan

2021 Educause Horizon Report – Key Trends

Social

- Remote work/learning
- Widening of the digital divide
- Mental health issues

Technological

- Widespread adoption of hybrid learning models
- Increased use of learning technologies
- Online faculty development

Economic

- Decreasing higher education funding
- Demand for new/different workforce skills
- Uncertainty in economic models

Environmental

- Climate change
- Reduction in work travel
- Sustainable development

Political

- Increase in online globalization
- Rise of nationalism
- Public funding for higher education

Source: 2021 EDUCAUSE Horizon Report/Teaching and Learning Edition

Key Technologies & Practices

- Artificial Intelligence (AI)
- Blended and Hybrid Course Models
- Learning Analytics
- Microcredentialing
- Open Educational Resources (OER)
- Quality Online Learning

Source: 2021 EDUCAUSE Horizon Report/Teaching and Learning Edition

Four Possible Future Scenarios

- **Growth** of online and hybrid courses, microcredentialing alternatives, and lifelong learning programs for additional revenue streams.
- **Constraint** after COVID-19 due to depleted or reduced resources and fewer students, leading to a focus on embracing alternative and innovative models for educating students more efficiently.
- **Collapse** due to reductions of state and tuition-based funding due to low student enrollment, resulting in educational mediocrity, inefficiency, and shortage of critical infrastructure and faculty development resources.
- **Transformation** to an “anyone, anywhere” model with greater access to degrees and credentials through learning technology and design, debt forgiveness, and free-tuition programs.

Source: 2021 EDUCAUSE Horizon Report/Teaching and Learning Edition

CWI Unique Challenges 2018

- Of degree-seeking Spring students at CWI, 61% are part-time.
- In FY 2018, only 15% (1,228 of 8,266) of CWI's degree-seeking students completed a program (degree or certificates of at least one year).
- Only 4% of degree-seeking students complete 30 credits or more per academic year. In FY 2018, the average is 11 credits per student per academic year.
- Only 12% of first-time, full-time students graduate within the 150% timeframe. Only 6% of students graduate within the 100% timeframe.
- CWI's academic and CTE populations have been decreasing since 2010.
- Dual Credit students represented 61% of CWI's Spring 2019 population. Only 13% of Dual Credit students transition to a CWI program within one year after high school graduation. Of the over 10,000 Dual Credit students taught by CWI in 2019, 95% were taught on their high school campus.

CWI Unique Challenges 2019

- Of degree-seeking Spring students at CWI, 59% are part-time.
- In FY 2019, only 19% (1,623 of 8,476) of CWI's degree-seeking students completed a program (degree or certificates) of at least one year.
- Only 4% of degree-seeking students complete 30 credits or more per academic year. In FY 2019, the average is 12 credits per student per academic year.
- Only 23% of first-time full-time students graduate within the 150% timeframe. Only 13% of students graduate within the 100% timeframe.
- CWI's Academic and CTE populations have been decreasing since 2010.
- Only 10% of Dual Credit students transition to a CWI program within one year after high school graduation. Of the over 10,000 Dual Credit students taught by CWI in 2020, 96% were taught on their high school campus.

CWI Opportunity Analysis Recommendations

- **Advanced Digital Learning** – Prioritize high-quality online and hybrid programs.
- **Maximize Employer Partnerships** – Develop a comprehensive workforce engagement strategy.
- **Redefine Student Success Outcomes** – Lead on defining successful outcomes for students in Idaho.

Goal #1 – Advanced Digital Learning

Strategy - *Establish an online or hybrid option for 90% of all programming.*

Tactics:

- Make online and hybrid instructional training mandatory for all full- and part-time faculty.
- Expand scope of Instructional Design Department.
- Offer and promote course and program offerings beyond the Treasure Valley and the State of Idaho.
- Develop and implement one new online program per year beginning with RN -BSN.

RN to BSN Programming

- Health was the second largest vertical of 2019, accounting for 13% of all Bachelor's graduates. With 5% yearly growth since 2014, expansion of this discipline has been driven mostly by nursing degrees such as RN-BSN.
- The popularity of nursing (BSN) is not to be understated. It accounted for the majority (57%) of all 2019 health graduates. Over 146,000 nursing students graduated in 2019, a whopping 11 times the next biggest health degree (allied health/health services).
- Nursing is one occupation with the highest absolute projected growth in the next 10 years. If growth continues at the anticipated rate of 7.2%, there will be 220,000 more RNs by 2029.
- Cost and time to completion are more important than any other factor for students in the health discipline.
- Schools with the option to complete the degree online graduate twice as many students as programs that offer a ground-only option.

Source: State of the Education Market: *Trends and Insights in Key Bachelor's Disciplines*; Wiley Education

Undergraduate Health Programs with Highest Online Adoption

- Health Information/Medical Records Administration - 71%
- Health Care Administration/Management - 58%
- Nursing (BSN) - 46%
- Health Services/Allied Health - 41%
- Public Health - 39%

Source: State of the Education Market: *Trends and Insights in Key Bachelor's Disciplines*; Wiley Education

Goal #2 – Maximize Employer Partnerships

Strategy – *Establish CWI as the State’s leading Industry, short-term and microcredentialing training center for online, on-site, or campus training.*

Tactics:

- Create a nationally-certified Cybersecurity Center.
- Survey Treasure Valley business and industry on their employment and training needs and develop and implement appropriate training.
- Develop short-term programming to put displaced COVID-19 workers quickly back to work (especially in technology, energy, and health field).

Goal #3 – Redefine Student Success Outcomes

Strategy – *Become a data-driven institution.*

Tactics:

- Operate the College as a data-informed and data-driven organization.
- Use accurate information and collaboration to create a healthy work environment, culture of trust, and cooperation as opposed to distrust and fear.
- Colleague integration should focus on aligning systems to support data collection and reporting.
- Establish performance outcomes for each program and functional area.
- Monitor, measure, and evaluate performance based on data analysis.