



Eastern Idaho Technical College
Strategic Plan FY12 – FY16

Revised April 2011



Vision

Our vision is to be a superior professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champions student success and regional workforce needs.

GOAL I: Provide high quality educational programs that prepare students to be successful.

Objectives:

1. Monitor college service area's labor market needs and review the need for new academic programs and community education/workforce training courses.
 - **Performance Measure:**
 - Number of academic programs and community education/workforce training courses identified as needed to respond to labor market needs.
 - **Benchmark:**
 - Identify at least one (1) academic program and at least five (5) community education/workforce training courses identified to respond to labor market needs.

2. Determine feasibility of developing one (1) new academic program and five (5) community education/workforce training courses identified as needed to respond to labor market needs.
 - **Performance Measure:**
 - Completion of feasibility analysis for one (1) new academic program and five (5) community education/workforce training courses.
 - **Benchmark:**
 - Feasibility analyses will be completed for one (1) new academic program and five (5) community education/workforce training courses.

3. Development of new academic program(s) and community education/workforce training courses deemed feasibly possible.



- **Performance Measure:**
 - Development of feasibly possible program(s) and community education/workforce training courses.
- **Benchmark:**
 - All feasibly possible academic program(s) and community education/workforce training courses will be developed.

GOAL II: Provide high quality admission and student support.

Objectives:

1. Provide multiple opportunities to obtain feedback from potential and current students aka “customers.”
 - **Performance Measure:**
 - Number of opportunities for potential and current students to provide feedback regarding their experience with admission and student support staff.
 - **Benchmark:**
 - Identify opportunities currently in place to obtain feedback from potential and current students. Create at least one (1) additional opportunity for potential students to provide feedback to the college about their experience when encountering admission and student support staff. Create at least one (1) additional opportunity for current students to provide feedback to the college about their experience with admission and student support staff.
2. Implement improvements based upon feedback from “customers.”
 - **Performance Measure:**
 - Number of newly implemented “customer” improvements.
 - **Benchmark:**
 - Implement at least three (3) new ideas, identified via feedback of potential students and/or currently enrolled students, to enhance the experience of the potential student and/or the currently enrolled student as it pertains to admissions and/or student support.

GOAL III: Provide a safe and high quality learning environment.

Objectives:

1. Review Emergency Response Plan maintained by the Emergency Response Committee and make changes as appropriate.
 - **Performance Measure:**
 - Ongoing review of Emergency Response Plan with appropriate changes made to plan.
 - **Benchmark:**
 - Throughout the year, at quarterly meetings, the Emergency Response Committee will review the components of the Emergency Response



Plan and modify said plan as appropriate to support a safe learning environment.

2. Increase reach of the EITC Tutoring Center and the services provided by the Center.
 - **Performance Measure:**
 - Number of students served.
 - **Benchmark:**
 - Increase number of students served, during each academic year, by at least one percent (1%).

3. Implement improvements based upon feedback from students via faculty evaluations.
 - **Performance Measure:**
 - Number of newly implemented improvements made by students via faculty evaluations.
 - **Benchmark:**
 - Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.

GOAL IV: Enhance community partnerships.

Objectives:

1. Increase reach of Adult Basic Education Division (ABE) in their efforts to assist individuals become more capable and productive community members and improve individuals' skills in reading, math, writing, and English as a second language; as well as, preparing individuals to successfully complete the GED, if desired.
 - **Performance Measure:**
 - Number of students served.
 - **Benchmark:**
 - Increase number of students served, during each academic year, by at least one percent (1%).

2. Increase reach of Center for New Directions (CND) in their efforts to empower individuals to make positive life changes.
 - **Performance Measure:**
 - Number of students served.
 - **Benchmark:**
 - Increase number of students served, during each academic year, by at least one percent (1%).



3. Encourage collaboration with college service area's labor market.
 - **Performance Measure:**
 - Publicity regarding desire to be of service to college service area's labor market area.
 - **Benchmark:**
 - Increase number of incidents that public relations materials includes specific mention of EITC's desire to collaborate with area market (site existing collaborative efforts as examples, i.e. INL, Wildland Fire Courses, Tech Prep, etc.) by at least three (3) incidents.

Key External Factors

(beyond the control of Eastern Idaho Technical College)

Funding:

Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules:

Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government: A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.