

**COLLEGE OF SOUTHERN IDAHO**  
**BOARD OF TRUSTEES MEETING**

**OCTOBER 17, 1994**

**PRESIDENT'S BOARD ROOM**

**5:30 p.m.**

**AGENDA**

**MINUTES**

**TREASURER'S REPORT:**

**Custodial Contract for Dorm  
Audit**

**OLD AND NEW BUSINESS:**

**Review Accreditation Visit  
Analysis of Student Body: Dr. Ken  
Campbell**

**Update:**

**Universal Frozen Food Bldg.  
Library/Academic Dev. Center  
Herrett Museum expansion  
and planetarium**

COLLEGE OF SOUTHERN IDAHO  
COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES MEETING  
October 17, 1994

CALL TO ORDER: 5:30 p.m.      PRESIDING: LeRoy Craig

ATTENDING: Trustees: LeRoy Craig, Dr. Thad Scholes, Donna  
Brizee and Bill Babcock

College Administration: Gerald Meyerhoeffer, President  
John M. Mason, Secretary/Treasurer  
Robert Alexander, College Attorney  
Dr. Joan Edwards, Vice President of Planning,  
Research and Development  
Dr. Orval Bradley, Vocational Dean  
Dr. Ken Campbell, Institutional Researcher  
Graydon Stanley, Director of Student Information  
Dick Sterling, Physical Plant Director  
Ron Shopbell, Director of Continuing Education  
Annette Jenkins, Public Information Director

Visitors: CSI Staff: Bob Speyer, DeOnne Smith

Times News: Julie McKinnon

Visitors: Mike Hutchings, Arron Hutchings,  
Fred Jaynes, Rebecca Petterson, Brooks Crowe, Kristy Skinner  
and Kristy Slagel

MINUTES OF SEPTEMBER 19, 1994 were approved as written on  
MOTION by Bill Babcock. Affirmative vote was unanimous.

TREASURER'S REPORT: Acceptance of the Treasurer's report  
was approved on MOTION by Dr. Thad Scholes. Affirmative  
vote was unanimous.

BIDS:

1. The Board approved the low bid of Varsity Contractors  
for custodial services for the dormitory on MOTION by Bill  
Babcock. Affirmative vote was unanimous.

Funding for this contract is from the Dormitory Housing  
Commission Fund.

PRESIDENT'S REPORT:

1. The Fy 94 audit was approved on MOTION by Donna Brizee. Affirmative vote was unanimous.

2. Student Body President Brooks Crowe and Vice President Kristy Skinner reported on the student's mission statement and goals for the year. Their goals include developing a plan for the remodel of the Taylor Building, promoting wellness issues and promoting diversity through positive activities.

3. Dr. Ken Campbell gave a report on the make up of our student body. Among other statistics, he noted that our students were younger, ten percent were single parents and one out of three of our students worked thirty four hours per week or more.

4. The President reported that our accreditation report was very positive. He reviewed the accommodations and recommendations with the Board. It was noted that the recommendations centered around non-educational issues. The President advised the Board that a departmental report would be available in about three weeks.

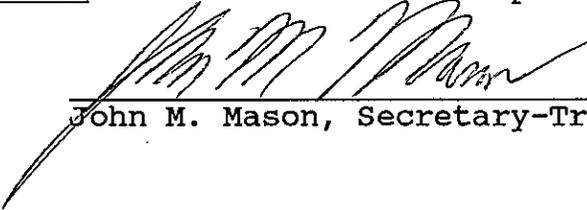
5. The President reviewed the status of our offer to buy the Universal Frozen Food building. He noted that Lamb Weston did not respond to our initial offer and that we had been advised that they were going to advertise the building nation wide.

The President stated that we could not be optimistic concerning the prospect of the College purchasing the building.

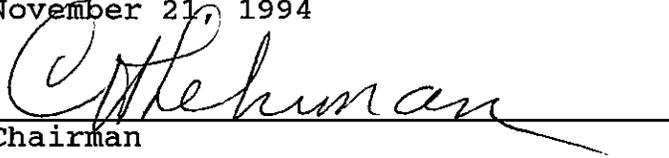
6. Mike Mason reported that construction on the planetarium was underway and that the library construction would begin as soon as a notice to proceed was received from the Division of Public Works. It was hoped the notice to proceed would be issued the week of October 24th.

CSI Trustees  
October 17, 1994  
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ADJOURNMENT was declared at 6:31 p.m.

  
\_\_\_\_\_  
John M. Mason, Secretary-Treasurer

APPROVED November 21, 1994

  
\_\_\_\_\_  
Chairman

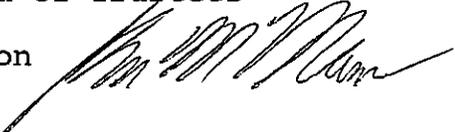


COLLEGE OF  
SOUTHERN  
IDAHO

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October 13, 1994

To: President Meyerhoeffer and the College of Southern  
Idaho Board of Trustees

From: Mike Mason 

Re: Dormitory Custodial Services Bid

We received three bids for the specified three year dormitory custodial contract. The bid breakdowns are on the attached page.

Based upon my review of the bids, I recommend that we accept the low bid of Varsity Contractor's Incorporated at the specified rates on the attached page.

Funding for this contract is from the Dormitory Housing Commission operating budget.

	COLLEGE OF SOUTHERN IDAHO			
	DORMITORY HOUSING COMMISSION CUSTODIAL BIDS			
	OCTOBER 13, 1994			
	VARSIITY		SERVICE	TETON
	CONTRACTORS		MASTER	COMMERCIAL CLEANING
GENERAL DAILY CLEANING	82.50		186.38	118.00
STUDENT ROOM CLEANING PER ROOM	12.50		32.34	28.00
TWICE YEARLY DEEP CLEANING	890.00		11.17 PER HOUR	4,900.00
LAUNDRY ROOM & TRASH ROOM TWICE YEARLY CLEANING	200.00		493.48	250.00
DORM ROOM CLEANING BETWEEN PER ROOM RATE	11.00		12.50	11.00
DAILY CLEANING DURING SUMMER CAMPS				
MEN'S WING - FULLY OCCUPIED	32.75		92.38	50.00
WOMAN'S WING - FULLY OCCUPIED	32.75		94.00	45.00



COLLEGE OF  
SOUTHERN  
IDAHO  
BUSINESS OFFICE

November 21, 1994

To: President Meyerhoeffer and the College of Southern  
Idaho Board of Trustees

From: Mike Mason

Re: Van Bids

We received the following individual van bids for the  
specified two vans:

Dave Munroe	Chevrolet - G30 Sportvan	\$23,067.71
Con Paulos	Chevrolet - G30 Sportvan	22,996.00
Roy Raymond	Ford - Clubwagon	21,339.50
Gary's Westland	GMC - Rally 3500	20,711.00
Randy Hansen	Chevrolet - G30 Sportvan	19,897.00

Based upon a review of the bids by Dick Sterling, I  
recommend that we accept the low bid of Randy Hansen in the  
amount of \$39,794 for the two specified vans.

Funding for this purchase is from the General Fund  
Maintenance department budget.

**College of Southern Idaho  
Twin Falls  
October 4-6, 1994**

**DRAFT**

**General Recommendations**

1. It is imperative that the college initiate a collaborative process with faculty and staff to develop a comprehensive and uniform set of policy and procedural documents. Current policy development processes and materials are not in full compliance with Commission Standard VII and VIII in the areas of faculty participation, employment security, and academic freedom. The faculty and administration must be willing to demonstrate that they mutually recognize and accept their collective responsibility to work in full cooperation with each other in the development and adoption of these policies and procedures.
2. It is evident that the college recognizes the need to have an on-going planning process, to implement planning, to assess outcomes and to use assessment as a basis for further planning as called for in Policy Statement 25. The college needs to coordinate its varied efforts at outcomes assessment. There is an uneven understanding of student outcomes to be measured and the use of the data collected across the college. It is further recommended that staff training and technical assistance be provided to build staff competence in integrated planning, assessment and decision making.
3. In order to effectively carry out its mission as the college continues in its steady growth pattern, the team recommends that attention be given to the anticipation and management of the potentially negative effects of high growth. The college should specifically address the overloading of personnel, the related stress on the administrative structures, and the possible erosion of quality. Such efforts will help insure continued compliance with Commission Standards I and VIII.
4. CSI has conducted a major review of its mission due in part to its concern about diversity. The college should demonstrate that it embraces diversity through its hiring practices, recruitment efforts, and other operational procedures.

- 5. Standard V requires that a member college's curricular offerings be institutionally supported to effectively articulate the college's mission and goals. This process is operationalized in all but the vocational division through the college curriculum development and approval process. Currently the vocational division course offerings do not receive institutional endorsement and support in this way. One of the consequences of this is that some duplication of curriculum exists and some lack of support for curriculum can occur. We recommend the implementation of an institution wide curriculum process, including all the segments of the instructional community, to create college wide support for all its curricular offerings.

**General Commendations**

- 1. The college is exceptionally student centered. Students are regarded as the college's "reason for being". Faculty and staff continually go out of their way to respond to the needs of individual students.
- 2. Campus grounds, buildings, and facilities are carefully planned, aesthetically pleasing and superbly maintained reflecting the deep pride that all faculty, staff, and students have in the college and its environs.
- 3. The college and its surrounding community enjoy a warm and deep mutual relationship, based on a history of community responsiveness on the part of the college and a tradition of strong college support and loyalty on the part of the community.
- 4. The college is commended for its support of entrepreneurial efforts. The staff of the college demonstrate a spirit of creativity and a high level of energy for exploring new programming possibilities.
- 5. The college has an impressive record of successfully generating much needed revenue through grants and gifts. The CSI Foundation has amassed over \$8 million dollars in assets in its brief ten year history.
- 6. The college has built strong partnerships with businesses, communities, and agencies that have resulted in innovative programs, increased resources for students, and enhanced college capacity.

7. The college is to be commended on its innovative use of technologies. The college and its talented staff are imaginatively creating and implementing systems which increase student contact with instructors, information, learning tools, other students, and college services. This serves to increase the value of the educational experience for the college's students.
8. Faculty and staff are afforded many opportunities for professional development and show commitment to continued growth.
9. CSI staff and students consistently show a high level of internal commitment to the organization and to one another as members of an "extended family". Institutional pride and vitality are reflected in hard work, excellent programs, and creative initiatives across campus.

## CSI Fall 1994 Credit Student Characteristics

	CSI Program				TOTAL	
	Academic		Vocational			
<b>EMPLOYMENT STATUS</b>						
Employed less than 35 hrs/wk	1066	31.5%	238	33.5%	1304	31.9%
Employed more than 34 hrs/wk	1009	29.8%	175	24.6%	1184	28.9%
Employed as homemaker	176	5.2%	43	6.0%	219	5.4%
Not employed, seeking work	458	13.5%	130	18.3%	588	14.4%
Not employed, not seeking work	547	16.2%	92	12.9%	639	15.6%
Missing Data	125	3.7%	33	4.6%	158	3.9%
<b>HOUSEHOLD STATUS</b>						
Single Parent With Dependents	345	10.2%	123	17.3%	468	11.4%
Couple With Dependents	919	27.2%	254	35.7%	1173	28.7%
Without Dependents	1658	49.0%	262	36.8%	1920	46.9%
Other	406	12.0%	67	9.4%	473	11.6%
Missing Data	53	1.6%	5	0.7%	58	1.4%
<b>NUMBER OF CHILDREN</b>						
No Dependents	1318	39.0%	227	31.9%	1545	37.8%
1 Dependent	409	12.1%	108	15.2%	517	12.6%
2 Dependents	451	13.3%	136	19.1%	587	14.3%
3 Dependents	228	6.7%	69	9.7%	297	7.3%
4 or more Dependents	204	6.0%	58	8.2%	262	6.4%
Missing Data	771	22.8%	113	15.9%	884	21.6%
<b>EDUCATIONAL OBJECTIVE FOR TERM</b>						
Personal Enrichment	455	13.5%	32	4.5%	487	11.9%
Get A Job	126	3.7%	84	11.8%	210	5.1%
Improve Skills For Current Job	307	9.1%	127	17.9%	434	10.6%
Get A Different Job	103	3.0%	52	7.3%	155	3.8%
Earn 1 Year Certificate	36	1.1%	86	12.1%	122	3.0%
Earn 2 Year Degree (No Transfer)	326	9.6%	233	32.8%	559	13.7%
Transfer To 4 Year Without CSI Degree	319	9.4%	7	1.0%	326	8.0%
Transfer To 4 Year With CSI Degree	1439	42.6%	61	8.6%	1500	36.7%
Other/Unsure	230	6.8%	24	3.4%	254	6.2%
Missing Data	40	1.2%	5	0.7%	45	1.1%
<b>ESTIMATED TIME TO COMPLETE EDUCATIONAL OBJECTIVE</b>						
One Semester Or Less	218	6.4%	28	3.9%	246	6.0%
One Year	557	16.5%	141	19.8%	698	17.1%
Three Semesters	188	5.6%	105	14.8%	293	7.2%
Two Years	668	19.8%	152	21.4%	820	20.0%
Three Years	663	19.6%	103	14.5%	766	18.7%
More Than Three Years	1034	30.6%	171	24.1%	1205	29.4%
Missing Data	53	1.6%	11	1.5%	64	1.6%

## CSI Fall 1994 Credit Student Characteristics

	CSI Program				TOTAL	
	Academic		Vocational		Count	Col %
	Count	Col %	Count	Col %		
<b>HEADCOUNT TOTAL</b>	3381	100.0%	711	100.0%	4092	100.0%
<b>FULL-TIME STATUS</b>						
Full-Time	1726	51.0%	492	69.2%	2218	54.2%
Part-Time	1655	49.0%	219	30.8%	1874	45.8%
<b>GENDER</b>						
Female	2201	65.1%	405	57.0%	2606	63.7%
Male	1180	34.9%	306	43.0%	1486	36.3%
<b>AGE GROUPS</b>						
Less than 18	111	3.3%	9	1.3%	120	2.9%
18-19	891	26.4%	165	23.2%	1056	25.8%
20-21	397	11.7%	74	10.4%	471	11.5%
22-24	317	9.4%	70	9.8%	387	9.5%
25-29	284	8.4%	84	11.8%	368	9.0%
30-34	268	7.9%	79	11.1%	347	8.5%
35-39	296	8.8%	82	11.5%	378	9.2%
40-49	410	12.1%	98	13.8%	508	12.4%
50-64	209	6.2%	35	4.9%	244	6.0%
65 or Older	153	4.5%	4	0.6%	157	3.8%
Missing Data	45	1.3%	11	1.5%	56	1.4%
<b>ETHNICITY</b>						
Alaskan/Native American	54	1.6%	13	1.8%	67	1.6%
Asian or Pacific Islander	43	1.3%	7	1.0%	50	1.2%
Black (Non-Hispanic)	19	0.6%	3	0.4%	22	0.5%
White (Non-Hispanic)	3007	88.9%	628	88.3%	3635	88.8%
Hispanic	147	4.3%	37	5.2%	184	4.5%
Non-Respondent	107	3.2%	23	3.2%	130	3.2%
Missing Data	4	0.1%			4	0.1%
<b>CURRENT EDUCATION LEVEL</b>						
Completing High School	146	4.3%	19	2.7%	165	4.0%
Not a High School Graduate	57	1.7%	20	2.8%	77	1.9%
Completing GED/Equivalency	42	1.2%	15	2.1%	57	1.4%
High School Graduate	885	26.2%	174	24.5%	1059	25.9%
GED Grad or Equivalent	89	2.6%	49	6.9%	138	3.4%
Some College, No Degree	1622	48.0%	327	46.0%	1949	47.6%
Associate Degree	189	5.6%	34	4.8%	223	5.4%
Bachelor's Degree or higher	267	7.9%	25	3.5%	292	7.1%
Missing Data	84	2.5%	48	6.8%	132	3.2%
<b>MARITAL STATUS</b>						
Single, Never Married	1612	47.7%	288	40.5%	1900	46.4%
Married	1287	38.1%	294	41.4%	1581	38.6%
Divorced/Separated	335	9.9%	113	15.9%	448	10.9%
Widow/Widower	72	2.1%	8	1.1%	80	2.0%
Missing Data	75	2.2%	8	1.1%	83	2.0%

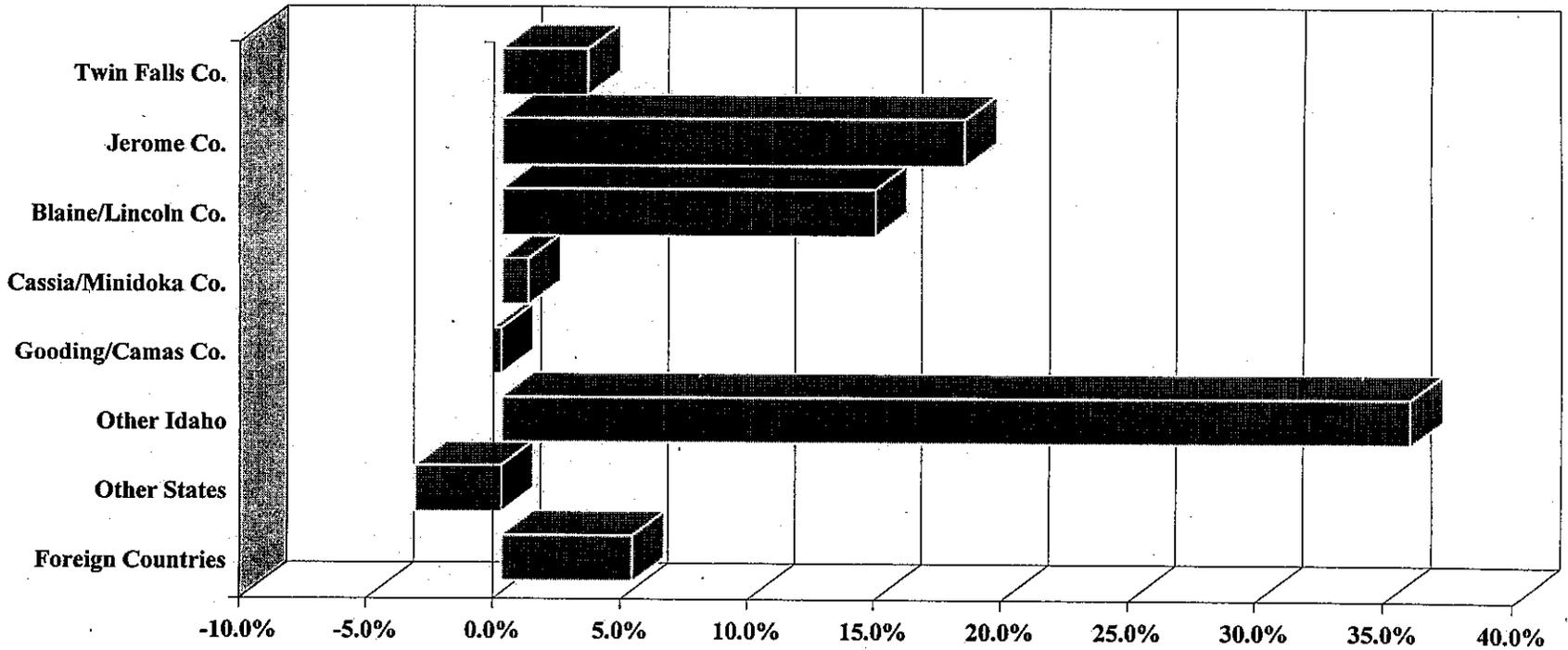
## CSI Credit Student Headcount by Place of Residence: Fall 1990 - Fall 1994

	Fall 1990		Fall 1991		Fall 1992		Fall 1993		Fall 1994		Percent of Total Headcount F'90 - F'94	Percent Change	
	Head Count	% of F'90 Total	Head Count	% of F'91 Total	Head Count	% of F'92 Total	Head Count	% of F'93 Total	Head Count	% of F'94 Total		1993-94	1990-94
Twin Falls Co.	1299	46.3%	1415	44.1%	1534	43.6%	1707	44.5%	1765	43.1%	44.2%	3.4%	35.9%
Jerome Co.	259	9.2%	326	10.2%	368	10.5%	340	8.9%	402	9.8%	9.7%	18.2%	55.2%
Cassia Co.	233	8.3%	270	8.4%	292	8.3%	382	10.0%	384	9.4%	8.9%	0.5%	64.8%
Minidoka Co.	238	8.5%	279	8.7%	286	8.1%	367	9.6%	373	9.1%	8.8%	1.6%	56.7%
Gooding Co.	186	6.6%	249	7.8%	300	8.5%	261	6.8%	256	6.3%	7.2%	-1.9%	37.6%
Blaine Co.	112	4.0%	119	3.7%	127	3.6%	129	3.4%	145	3.5%	3.6%	12.4%	29.5%
Lincoln Co.	58	2.1%	63	2.0%	70	2.0%	61	1.6%	73	1.8%	1.9%	19.7%	25.9%
Camas Co.	6	0.2%	6	0.2%	5	0.1%	12	0.3%	16	0.4%	0.3%	33.3%	166.7%
Other Idaho	205	7.3%	278	8.7%	297	8.4%	288	7.5%	391	7.5%	8.4%	35.8%	90.7%
Other States	172	6.1%	155	4.8%	184	5.2%	234	6.1%	226	6.1%	5.6%	-3.4%	31.4%
Foreign Countries	9	0.3%	31	1.0%	45	1.3%	58	1.5%	61	1.5%	1.2%	5.2%	577.8%
Unknown	26	0.9%	17	0.5%	10	0.3%	0	0.0%	0	0.0%	0.3%		
<b>Total</b>	<b>2803</b>	<b>100.0%</b>	<b>3208</b>	<b>100.0%</b>	<b>3518</b>	<b>100.0%</b>	<b>3839</b>	<b>100.0%</b>	<b>4092</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6.6%</b>	<b>46.0%</b>

# CSI Credit Student Residency

Percent Change: Fall 1993 - Fall 1994

**Student Residence**



## CSI Credit Enrollment: Fall 1990 - Fall 1994

HEADCOUNT	Fall 1990		Fall 1991		Fall 1992		Fall 1993		Fall 1994		Percent Change	
	Count	% of F'90 Total	Count	% of F'91 Total	Count	% of F'92 Total	Count	% of F'93 Total	Count	% of F'94 Total	1993-94	1990-94
<b>Total</b>	2800	100.0%	3194	100.0%	3515	100.0%	3839	100.0%	4092	100.0%	6.6%	46.1%
Full-Time	1455	52.0%	1567	49.1%	1881	53.5%	2019	52.6%	2218	54.2%	9.9%	52.4%
Part-Time	1345	48.0%	1627	50.9%	1634	46.5%	1820	47.4%	1874	45.8%	3.0%	39.3%
<b>Gender</b>												
Males	1043	37.3%	1242	38.9%	1247	35.5%	1417	37.1%	1486	36.3%	4.9%	42.5%
Females	1757	62.8%	1952	61.1%	2268	64.5%	2398	62.9%	2606	63.7%	8.7%	48.3%
<b>Age Groups</b>												
Less than 18	43	1.6%	50	1.6%	86	2.5%	57	1.5%	120	3.0%	110.5%	179.1%
18-19	730	26.4%	775	24.5%	870	25.0%	833	22.0%	1056	26.2%	26.8%	44.7%
20-21	347	12.5%	391	12.3%	426	12.3%	543	14.4%	471	11.7%	-13.3%	35.7%
22-24	226	8.2%	289	9.1%	354	10.2%	416	11.0%	387	9.6%	-7.0%	71.2%
25-29	307	11.1%	347	11.0%	364	10.5%	395	10.4%	368	9.1%	-6.8%	19.9%
30-34	311	11.2%	369	11.6%	352	10.1%	395	10.4%	347	8.6%	-12.2%	11.6%
35-39	289	10.5%	327	10.3%	357	10.3%	378	10.0%	378	9.4%	0.0%	30.8%
40-49	334	12.1%	422	13.3%	460	13.2%	471	12.5%	508	12.6%	7.9%	52.1%
50-64	132	4.8%	154	4.9%	148	4.3%	194	5.1%	244	6.0%	25.8%	84.8%
65 or Older	46	1.7%	44	1.4%	57	1.6%	100	2.6%	157	3.9%	57.0%	241.3%
Unknown	35		26		41		57		56			
<b>FULL-TIME EQUIVALENT</b>												
<b>Total</b>	1941	100.0%	2129	100.0%	2456	100.0%	2592	100.0%	2737	100.0%	5.6%	41.0%
Full-Time	*		*		*		*		2229	81.4%		
Part-Time	*		*		*		*		508	18.6%		
<b>Gender</b>												
Males	822	42.3%	979	46.0%	1000	40.7%	1054	40.7%	1142	41.7%	8.4%	39.0%
Females	1119	57.7%	1150	54.0%	1456	59.3%	1534	59.3%	1595	58.3%	4.0%	42.5%
<b>Age Groups</b>												
Less than 18	25	1.3%	27	1.3%	46	1.9%	27	1.0%	66	2.4%	147.2%	161.9%
18-19	736	38.3%	749	35.3%	833	34.2%	785	30.6%	1031	38.1%	31.3%	40.2%
20-21	302	15.7%	323	15.2%	347	14.3%	469	18.2%	397	14.7%	-15.3%	31.3%
22-24	167	8.7%	217	10.2%	270	11.1%	318	12.4%	301	11.1%	-5.3%	80.2%
25-29	184	9.6%	213	10.0%	246	10.1%	263	10.2%	227	8.4%	-13.7%	23.1%
30-34	161	8.4%	196	9.3%	217	8.9%	220	8.5%	202	7.5%	-8.0%	25.4%
35-39	132	6.9%	164	7.7%	204	8.4%	197	7.7%	193	7.1%	-1.8%	46.5%
40-49	157	8.2%	174	8.2%	206	8.5%	218	8.5%	206	7.6%	-5.5%	31.5%
50-64	47	2.4%	47	2.2%	56	2.3%	61	2.4%	63	2.3%	3.8%	34.2%
65 or Older	9	0.5%	10	0.5%	10	0.4%	12	0.5%	18	0.7%	48.8%	90.3%
Unknown	20		9		20		24		32			

\* FTE proportions not calculated prior to Fall 1994.

# Credit Student Enrollment by Student Characteristics

Percent Change Fall '93 - Fall '94

## Headcount

Total Headcount

Full-Time

Part-Time

Males

Females

24 or Younger

25 or Older

## Full-Time Equivalent

Total FTE

Males

Females

24 or Younger

25 or Older

-10.0%

-5.0%

0.0%

5.0%

10.0%

15.0%

20.0%

