College of Southern Idaho

Twin Falls, Idaho
Appendix

Prepared for the Northwest Commission on Colleges and Universities

04/06/2005 – 04/08/2005

Standard One:
Institutional Mission and Goals, Planning and Effectiveness

Appendix 1

Appendix 1.1
Vision 2006: A Journey in Progress Strategic Plan, 2001-2006

Readopted by CSI Board of Trustees
June 16, 2003

GOAL I: SERVICE

<u>STRATEGY</u>

Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance.

<u>ACTION AREA A: Student Service</u>

Action Item   1) Assure a student's continuing access to educational and training opportunities by: eliminating student/CSI contact barriers; insuring collaboration among student service departments; communicating interactively with the College community, other institutions of higher education, and community at large. *(Student Services)*

Action Item   2) Establish a convenient, user-oriented student services system sometimes referred to as "one stop service". *(Student Services)*

Action Item   3) Reinvigorate programs to increase recruitment, retention, and placement of students. *(Director, New Student Services)*

(The following addresses Action Items 1-3 above).

The Departments that comprise the Division of Student Services at CSI are: New Student Services, Admissions and Records, Financial Aid and Scholarships, Advising, the Success Center, the Center for New Directions and Student Disability Services. For the past year the Departments have planned and developed collegial strategies for student recruitment, retention and placement of students. A brochure that was collaboratively developed and shows the services and location and contact points for all of student services at the College is one manifestation of the Division's work plan. The Departments of the Division worked together to develop ideas for the so-called one stop student services center. Called the "Matrix", the Center is a newly constructed location for all of the registration functions a student needs with the sole exception of testing. Development of the Matrix (which means protecting and nurturing) necessitated coordination with all other Divisions and many other Departments at CSI. A finalized strategic plan for the Division will be in place by November of this year. A grant opportunity for further collaborative development of the Division is envisioned for application in spring of 2004.

Action Item   4) Institutionalize a minimum standard of "computer literacy" for degree-seeking students and expectations of compliance. *(Computer Skills Assessment Committee)*

In 1998, the College began to develop plans to institute a computer literacy component for graduation. Since that time, all those students entering fall 2001 in an associate degree or certificate program (as printed in the College catalog) will be required to demonstrate computer literacy as assessed by the Computer Skills Assessment. The assessment consists of six tests: general technology, internet/email, word processing, spreadsheet, presentation, and database. Students are required to successfully complete (70% threshold) general technology, internet/email, and word processing; and then can choose one of the remaining tests to fulfill the requirement (either spreadsheet, presentation or database).

Action Item   5) Offer classes at nontraditional times. *(Chief Academic Officer)*

During the 2002-2003 school year (fall 2002 and spring 2003) the College began to analyze opportunities for its students to access coursework throughout the day. Nontraditional class times were defined as prior to 8:00 a.m. and start times at or after 3:00 p.m. Monday through Friday. Based on this definition, during fall 2002, 15.11% of all technical course offerings were offered at nontraditional times and 14.69% of all academic courses were offered at nontraditional times. Spring 2003 indicated that 14.61% of all technical classes and 14.92% of academic classes were offered at nontraditional times.

Action Item   6) Develop opportunities for students with young families. *(Center for New Directions)*

The CSI Childcare Center is one of the original 87 Childcare Centers in the country that received a 4-year competitive grant (2000-2004) from the US Department of Education, the *Child Care Access Means Parents in School Program (CCAMPIS)* based on a portion of the college's PELL funding. The Program provides enhanced childcare programming and services to low-income college student parents at the post-secondary level.

Eligible activities at CSI included:

* Establishing and expanding the CSI childcare program into the summer school session. Services were designed for infants and toddlers as well as providing College for Kids, Science Summer Camp, Nutrition and Culinary Arts, Creative Art, swimming lessons and field trips for older children. Nutrition and Culinary Arts was in coordination with the University of Idaho Extension Service.
* The grant provided scholarships to parent-students, thus subsidizing the costs of the childcare services.
* Programs involving parents included Swim Day, Tea Party, Art Display, Italian Dinner, End of School Barbeque, Picnics,

CSI has received approximately $30,000 a year to run the program. Openings that were not filled were given on a first-come, first-serve basis to faculty and staff, then the public. They paid market rate for services. The grant has provided

materials, supplies, food, equipment repair and replacement, computers, and funds for travel expenses and scholarships to low-income parents. The college has picked up the personnel costs through revenues generated by the program, and the college's general fund.

As the grant runs out at the end of FY 04, the College will need to decide whether, and how to continue this program. Overall costs were approximately $60,000 per year.

ACTION AREA B: Diversity of Student Body

Action Item 1) Adopt a College definition of diversity that includes multicultural, highly able, and international students. *(Diversity Committee)*

Review of the definition will be on the agenda for the present school year.

Action Item 2) Expand recruitment of multicultural, highly able, and international students. *(Diversity Committee)*

Recruitment was intensified during 2002-2003. Multicultural Day was the largest recruitment event sponsored by CSI. CSI offered scholarships through the Hispanic Youth Symposium. Among other activities, the international website for CSI was translated into Spanish, Japanese, French and Chinese. Additionally, CSI started an Intensive English Program. The CSI Success Center is the primary point of contact between CSI and international and culturally diverse students. The number of contacts will be about the same at CSI, contrary to the downward trend nationally, and the time needed for each contact person is much greater due to the changes in visa regulations.

Action Item 3) Recharge programs that promote understanding of diversity internally and externally. *(Diversity Committee)*

The CSI Diversity Committee worked with the Diversity Council of the Student Senate to deliver diversity events on campus. Cultural awareness training was conducted for many programs.

ACTION AREA C: Communication

Action Item 1) Establish a user-friendly College-wide electronic communication system that interactively communicates institutional and departmental voice, data, and video messages. *(Dean, Information Technology)*

System development and maintenance is ongoing and includes extending access and convergence to a single network. Plans are underway to evaluate and probably migrate to an Exchange environment, which will ultimately enable unified messaging (voice and text messages stored in single box).

Action Item   2) Communicate system-wide announcements and news items of general interest to the internal community. *(Human Resources)*

Weekly "E-notes" originating from HR office will continue to inform employees of campus events, policy and procedure changes, and general news items. Specific items are sent as the information is available.

The current email system also allows individual employees to send campus wide announcements. For those employees outside the internal email system, the Human Resource office will send out individual messages as well.

Action Item   3) Establish a systematic survey process to obtain input about the quality of service exhibited by the College, internally, with former students, and with the community at large. *(Dean, Information Technology)*

User feedback about functionality and reliability of the communication network is solicited through help desk trouble tickets, student surveys, computer committee, instructional council and planning committee.

Action Item   4) Establish a representative committee to invite to the college campus-wide speakers of general interest (not classroom guests). *(TBA)*

The Speakers Committee will be established during the fall semester of the 2003-2004 school year.

Action Item 5) Assure that the "open door" policy on campus continues and is extended to communications that are not face-to-face. *(Administrator in Responsible Areas)*

The "Open Door" policy at the College of Southern Idaho means that all employees, whether staff, faculty or administration, give priority to student issues. Student issues always rise to the top of the CSI employee's work even to the point of interrupting other matters. The "Open Door" policy is presently one of culture. It will be formalized during the 2003-04 school year.

ACTION AREA D: Quality

Action Item   1) Develop process for balancing student growth with quality instruction. *(Chief Academic Officer)*

The College of Southern Idaho has developed a process for developing schedules to ensure courses are offered during the entire span of a day. In addition, class sizes are continually monitored and controlled to maintain optimal levels tied to the full-time faculty ratio. Student data is reviewed regularly to ensure continuous improvement.

Action Item   2) Set expectations for quality programs and services by assuring that standards of performance and measurements of compliance are in place. *(Chief Academic Officer)*

Standards are set in the above areas and are reviewed to ensure compliance or changes are made.

Action Item 3) Assure quality of instruction in all programs in cooperation with faculty, department heads, division directors, and deans. *(Department Chairs or Equivalent)*

> All levels of instructional personnel are involved in setting standards.

GOAL II: INNOVATION

<u>STRATEGY</u>

Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions and reasonable risk may be a part of the College enterprise. The goal of "Innovation" is both to establish and to maintain the inventive spirit of the College.

<u>ACTION AREA A:</u> **Programs and Program Review**

Action Item 1) Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. *(Chief Academic Officer)*

> Technical programs at CSI as well as some academic programs (where appropriate) have Program Advisory Groups to assist in making recommendations for improvements and changes in program curriculums. In addition, the Curriculum Committee on campus regularly assesses and regulates curriculum and curriculum development issues across all program areas. During academic year 2002-2003, a number of courses required action, i.e. were changed, new, or retired as follows: Retired: 38 courses, Changed: 43, and New: 87.

Action Item 2) Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function; student preparation and instructional methods; student performance and outcomes. Take corrective action where indicated. *(President, Department Chairs)*

> Program review is on a 5 year basis. Each year, four programs – two academic and two technical departments perform a review of their programs.
> New programs and courses or changes in existing programs and courses must be reviewed and approved by the College Curriculum Committee. This committee is comprised of representatives from both academic and technical areas of instruction.
> All courses must have a syllabus stating course requirements, methods, grading, and outcomes assessment.

Action Item 3) Assure that the needs of special populations and persons with disabilities of the College are anticipated. *(Coordinator, Student Disabilities)*

> Accountability as it relates to overall effectiveness in programs and services is challenged when the largest population of students served by Student Disability Services is students with learning disabilities. CSI is accepting and enrolling

students who predictably will need specialized academic supports: both in content areas and in strategic compensation skills training. Tutoring is not an accommodation. It is available to all students and therefore to students with disabilities.

Action Item   4) Routinely assess the competitive marketplace for higher education. *(Chief Academic Officer)*

Business and industry along with community and faculty have the responsibility to continually assess marketplace needs. Review of existing programs is on a five-year rotation.

ACTION AREA B: Technology

Action Item   1) Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. *(Dean, Information Technology)*

Ongoing transition of microwave network to digital technology -- enables voice and data networks to run in parallel. Internet bandwidth for campus and outreach centers (except Blaine County) tripled in summer 2003; Blaine County Center will be added to digital network (and internet access) during fall 2003. The transition to VoIP voice system is nearly complete with ongoing enhancements. New digital links are being established to Minico High School and Kimberly High School. New multimedia classrooms have been developed in Aspen and Canyon buildings.

Action Item   2) Provide faculty, staff, and administration experience with emerging technologies. *(Director, Instructional Technology)*

The Instructional Technology Center (ITC) continues to expand opportunities for faculty/staff/administration to obtain training in the use of technology related to their positions. Courses in Blackboard (CSI's online course delivery platform), GroupWise, teaching and learning in online environments, multimedia design including Photoshop, using a digital camera and scanning, as well as webpage development and design using Dreamweaver have been featured throughout the year.

Action Item   3) Continuously analyze, regularly report upon and make recommendations related to improvement opportunities in distance learning, internet, and the evolving data, video and voice technologies. *(Dean, Information Technology; Director, Instructional Technology)*

See Action Item 1) reporting above.

Action Item   4) Cooperate in community-wide communication networks in discharge of the College's responsibility in the context of homeland security. *(President of College; Director, Public Information)*

Over the past several years, the CSI Director of Public Information has been involved with a group that fulfills a part of this goal -- the Public Information

Emergency Response team, or PIER. The organization is made up of public information officers from all Idaho state agencies.

It is within the Governor's purview to have at his disposal any or all of the state public information officers in the event of a state emergency, whether localized or widespread. These officers have been used over the years particularly in flooding or fire emergencies in areas of Idaho where professional communicators are not readily available.

At the discretion of the Idaho Bureau of Disaster Response and the State Communications Center located at Gowan Field, state public information officers can be 'called up' much like the National Guard troops and sent to areas where there is a need. To date, no call has been issued for public information officers in Twin Falls.

In an effort to provide ongoing training, quarterly meetings are held at Gowan Field in Boise in which various emergency plan topics are presented. A CSI representative makes every effort to attend these meetings; however, if attendance is not possible, he receives the meeting materials and minutes subsequent to those meetings.

CSI is also represented on the Magic Valley Disaster Response Team. The group consists of local public information officers and meets quarterly to discuss various response scenarios and responsibilities. The group coordinates all local public agencies' roles in possible emergencies.

ACTION AREA C: **New Funding**

Action Item   1) Maintain and establish cordial working relationships with supervisory agencies and elected officials. *(President of College; Assistant to President)*

The President and Executive Vice President of the College attend meetings, planning sessions, and maintain informal contact with the State Board of Education and the Office of the State Board. The President is in regular contact with the Governor and his staff. The Assistant to the President, as part of his duties, represents the College when the Legislature is in session. The President and his Cabinet are in contact with local and statewide legislators irregularly throughout the year.

Action Item   2) Foster acceptance of the expectation that employees participate in seeking funding to supplement State general fund monies. *(PACE; President, Faculty Senate)*

The College of Southern Idaho's Institutional Planning & Development Office (specifically the Grants Development operation) regularly communicates campus wide upcoming internal and external funding opportunities via its website and the PDQ (Planning & Development Quest) newsletter published each semester. In addition, workshops are offered twice annually to all CSI employees interested in improving their grantwriting skills. Faculty and staff participation in the grant development process continues to increase on an annual basis.

Action Item   3) Promote grant development and foundation activities. *(VP Planning & Development; Coordinator, Grants; Associate Director, Foundation)*

As mentioned above, publications pertaining to grants as well as the CSI Foundation are published and circulated throughout the year. The Foundation prints and mails some 4500 copies of the annual donor and financial report. Three times during the year the Foundation publishes and mails the Eagle's Eye newsletter containing information about donors and CSI students. The Planning and Development Department has revived the joint newsletter, PDQ - Planning and Development Quest also as mentioned previously.

GOAL III: PARTNERSHIPS

STRATEGY

In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses, and community organizations.

ACTION AREA A: Internal Partnerships

Action Item   1) Develop outreach centers with services at all campus sites. *(Directors, Outreach Centers; Directors of Services Involved)*

Outreach centers at Burley, Gooding and Hailey were started and are further developed by an assessment of needs within each community. An analysis of the student services delivered at each site and any need for additional services is underway.

Action Item   2) Establish standards and expectations for sharing of resources and cooperation between and among departments and between technical and academic disciplines. *(Chief Academic Officer; Instructional Dean)*

Assessment of the need for standards and the development of expectations is underway.

Action Item   3) Establish program-development assistance for faculty to further the grant request process. *(Coordinator, Grants Development & Planning; Dean, Information Technology)*

See Action Item 2) under Goal II Innovation: New Funding reporting above. In addition, the Dean of Information Technology produces system and ad hoc reports in support of grant applications as requested by the Coordinator of Grants Development. Also, the Coordinator regularly provides grant development services to faculty and administration as follows:

  * Facilitates the development and implementation of the annual grants agenda
  * Researches funding opportunities
  * Coordinates the decision making process for 'pop up' opportunities
  * Designs and coordinates project and proposal development

- Coordinates proposal submission
- Assists with grants management where appropriate
- Provides periodic continuing education opportunities to CSI faculty, staff & administration in the grant development process and grant proposal technicalities.

Action Item 4) Establish administration, faculty and staff cooperative process. *(PACE; Faculty Senate; Administration)*

The CSI Faculty Senate is an active participant in the affairs of the College. The Professional and Certified Employees Committee (PACE) is actively involved in awareness and training for all College employees. The administration is embarking on a two-pronged initiative comprised of teambuilding and change management.

Committees that are important in the development of policy, procedure and programs as well as discharging a communication function are numerous. Inter alia, they are: Curriculum Committee, Instructional Council, Strategic Planning Council, CSI Web Committee, Title III Evaluation, Accreditation Steering Committee, Diversity Committee, Faculty and Staff Development Committee, Rank Committee.

ACTION AREA B: Service Area School Districts

Action Item 1) Establish regular administrative and faculty interaction with counterparts at school districts including both public and private schools. *(Chief Academic Officer; Instructional Dean; Coordinator, Tech Prep; Director, New Student Services; Director, ARTEC; Director, Adult Eve/Dual Credit/Summer School; Talent Search Representative*

Over the last several years, the College of Southern Idaho has worked very closely with area school districts through the ARTEC project. Funded by a grant from the J.A. & Kathryn Albertson Foundation, the ARTEC project purpose is to serve as the statewide model Professional-Technical Academy. In addition to hosting superintendent meetings on the College of Southern Idaho main campus, CSI continues to explore opportunities that can benefit both area school districts and the College. Last year, CSI, in partnership with the Twin Falls School District and Idaho State University, developed and submitted a National Science Foundation Math Science Partnership targeted grant proposal that would serve to improve math and science achievement of middle school students, with a special focus on minority student achievement. The College anticipates increasing the number of partnership projects with area school districts such as those mentioned above.

Action Item 2) Develop dual credit and tech prep opportunities. *(Chief Academic Officer)*

CSI continues to expand dual credit and tech prep opportunities to students throughout the Magic Valley and beyond. Last year alone, 27 high schools from Aberdeen to Mountain Home to Nampa offered CSI dual credit opportunities for their students. Over 2100 students earned college credit through these dual credit offerings. Tech prep was also an opportunity available to area students. CSI is a

participating member of the Region IV Tech Prep Consortium in the State of Idaho. CSI works cooperatively with 21 school districts in the delivery of these opportunities tied to programs in Agriculture, Automotive & Diesel, Business Education, Cabinetmaking/Millwork/Woodworking, Drafting, Electronics, Food Service, Marketing, Residential Carpentry, and Welding. Each year, over 600 students receive CSI credit for tech prep coursework.

ACTION AREA C: **Higher Education Partnerships**

Action Item   1) Broker four-year degree and advanced degree offerings in the service area by surveying, advocating and developing delivery or expansion of programs with appropriate institutions of higher education. *(Chief Academic Officer; Instructional Dean)*

The College of Southern Idaho brokers a number of Bachelor's and Master's Degrees on its main campus in Twin Falls. Boise State University provides Bachelor's Degrees in Accounting, General Business Management, and Criminal Justice-Law Enforcement emphasis and Bilingual Education graduate coursework.

Bachelor's Degrees from Idaho State University include General Studies, Elementary Education, Human Resource Training & Development, and Nursing. Master's Degrees include Education Administration, Instructional Technology, Physical Education/Athletic Administration, Nursing, Nurse Practitioner or Leadership, and Human Resource Training & Development.

Northwest Nazarene University provides a Master's Degree in School Counseling.

The University of Idaho provides Horticulture or Crop Science/Plant Service, Agriculture Science and Technology (General Ag), and Agriculture Education (which requires a year in Moscow) Bachelor's opportunities. Master's opportunities include Educational Leadership and Professional Technical Education.

Action Item   2) Cooperatively construct a higher education center for the easy access of service area students to four-year and advanced degree offerings. *(President of College; VP Planning & Development)*

The College of Southern Idaho has submitted its request for funding through the Idaho Department of Public Works beginning with the State Board of Education. The sole request for new construction this year is the Higher Education Center that will house representatives of four-year institutions delivering bachelors and graduate degrees in Magic Valley.

Action Item   3) Develop articulation to four-year degree programs. *(Chief Academic Officer; Instructional Dean; Director, Advising; Director, New Student Services; Program Coordinators)*

Currently articulation agreements are held with Boise State University, Brigham Young University, BYU Idaho, Eastern Washington University, Idaho State University, Lewis and Clark State College, Montana State University-Northern, University of Idaho, and Utah State University.

ACTION AREA D: **Community Partnerships**

Action Item **1)** Maintain and clarify the process for responsiveness to training requests from business. *(Chief Academic Officer; Instructional Dean; Director, Adult Eve/Dual Credit/Summer School; President of College; VP Planning & Development)*

The College of Southern Idaho has an ongoing commitment to assist in the recruitment and development of regional employers. Some of the employers and organizations that CSI has provided services and/or training include Glanbia Foods, Inc. and Dell Computer Corporation, for example. This fall, the Dean of Instruction has helped create new curriculum for training programs for new businesses locating in Magic Valley from out of state.

Action Item **2)** Continuously review comprehensive policies and procedures for discharge of Local Emergency Planning Committee duties. *(Dean, Human Resources)*

The State Board of Education requires the Institution's Administration Emergency Plan be updated each August. The College of Southern Idaho is in compliance.

Internally, a Safety Committee, made up of representatives of each building, makes safety suggestions to administration and communicates general safety information to all employees through a regular Safety Newsletter.

A representative of Human Resources attends the monthly meetings of the Local Emergency Planning Committee as a part of the county defense plan.

Action Item **3)** Create just-in-time training opportunities. *(Director, Center for New Directions; Chief Academic Officer; Instructional Dean; Director, Adult Eve/Dual Credit/Summer School)*

The Center for New Directions closely works with agencies and organizations within the 8-county area. A significant partnership is with Region IV Development and its South Central Idaho Workforce Investment Board. The Center as a Workforce Investment Act contractee with the SCWIB, is a partner with other contractees and interested agencies.

One aspect of this partnership is to put together quick-response teams to meet with dislocated workers. The quick response teams meet on-site with employees before plant closures to provide them with information about their individual services. As these clients enter the One-Stop system, they are provided a safety net of providers within the communities we serve, to guide them through often confusing processes. The end goal is to help them get the training they need to stay self-sufficient.

Since training or retraining is the major component of dislocated worker success, the Center works with CSI to be aware of trends, and provide input into program development. The Center also has begun to provide a gateway into CSI for refugees.

The Trade and Industrial Education department continues to work with business and industry to provide just-in-time training for the incumbent and emerging workforce. This past year Diesel Technology provided instruction to the National

Guard, and industry-specific training throughout the United States in partnership with Freightliner.

The college is currently working with a prospective employer who may move to Twin Falls from another state, to provide industry-specific training to its new hires. The company is the first of its kind for the Magic Valley, and the college plans to hire instructors, design specialized curricula, and provide facilities to assist the new employer as it ramps up its operation. This activity would be coordinated with the Southern Idaho Economic Development Organization, the Idaho Workforce Training Network, the Idaho Division of Professional Technical Education, the Twin Falls Chamber of Commerce, the City of Twin Falls, and the Idaho Department of Commerce.

Action Item   4) Provide organizational leadership in regional economic development. *(President of College; VP Planning & Development; Chief Academic Officer; SIEDO)*

The College of Southern Idaho participates in the Southern Idaho Economic Development Organization (SIEDO). Both the Executive Vice President of Instruction and the Vice President of Planning and Development participate in the organization. As a result of SIEDO's diverse community member participation, Dell Computer and WOW Logistics have located in the area. Currently, SIEDO and its partners are actively pursuing ten new business leads.

In addition to new business development, SIEDO and its partners are currently working on nine local companies' expansion/retention efforts.

The College is also represented on the Boards of the Twin Falls Downtown Business Improvement District and the Twin Falls Urban Renewal agency.

Action Item   5) Maintain and invigorate partnerships with community organizations to further cultural and artistic programs and events. *(Student Services; Directors, Outreach Centers; President of College; Chief Academic Officer)*

The College of Southern Idaho regularly cooperates with area individuals and organizations to bring culture and art to the Magic Valley. Evidence of this includes Arts on Tour, Dance Camp for youth, Music Fest for youth, Herrett Center, Nutcracker, Success Breakfast, Friends of the CSI Players, and a wide array of community enrichment classes that may include Russian Art, Photography, and Foreign Languages.

GOAL IV: FULLY DEVELOP RESOURCES

STRATEGY

Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources.

ACTION AREA A: Human Resources

Action Item   1) Institute and refine system-wide professional development and renewal. *(Faculty/Staff; PACE; Self; Department Chairs; Dean, Human Resources)*

> The Faculty Staff Development Committee is an ongoing committee that assess faculty, including new faculty orientation, and staff development needs and provides resources for training. HR provides logistical support.
>
> PACE has expanded the staff inservice to include a two-day training for all staff and professional employees. They have an active training committee. Human Resources provides support as requested.
>
> Human Resources provides professional training and renewal opportunities for employees.

Action Item   2) Create a database tracking system for professional development. *(Self; Department Chairs; Human Resources; VP Finance)*

> Human Resources is currently tracking on-campus training offered to employees; however, Teams Elite does not have the capability of tracking attendees within the system.

Action Item   3) Cooperatively review personnel classification system; job descriptions; and evaluation process. *(Dean, Human Resources)*

> The President, Executive Vice President, Vice President of Finance and the Dean of Human Resources regularly review the emerging classification system which changes to meet the internal needs. Currently the system covers only contracted employees; non-contracted employees are being entered into the system as new positions are opened and job descriptions are created and evaluated. The long-term goal would be to include part-time employees as well.

Action Item   4) Reaffirm salary competitiveness goals. *(Administration; Dean, Human Resources)*

> Major competitiveness comparisons are made with the Mountain States Association of Community Colleges Annual Salary Survey, State of Idaho employee classification, grade and salary system and the Central Idaho survey by the Idaho Department of Labor.

Action Item   5) Develop a process leading toward greater employee diversity to reflect a more diverse student body. *(Diversity Committee)*

> The process of employment with a goal of increasing employee diversity at CSI includes the Human Resources Department, the Office of the President, student and CSI committees on diversity and Institutional Planning and Development.

ACTION AREA B: Facilities and Grounds as a Resource

Action Item   1) Ensure that buildings and landscaping are student and environmentally friendly including landscaping with lowered water demand. *(Director, Physical Plant)*

The College continues to work with the City of Twin Falls to get campus lawn, tree and shrub irrigation off the potable water system and onto the canal water supply. CSI is doing this as resources become available that enable the development of the required pumping stations. If all goes according to plan, by 2005 CSI will have 90% of campus irrigation water off the City potable water system.

This conversion to canal water supply for irrigation only conserves potable water, not water itself. As the College continues to develop campus landscaping as new buildings or additions are constructed, particular effort will be made to develop landscaping where possible with shrubs and grasses that require less water than earlier campus types.

The President is a very accessible person, and is very responsive to student, staff and faculty concerns. When a concern is brought up in regards to improving the environmental friendliness of an area, CSI responds. When a student has a concern about an accessibility issue, it is analyzed and enhancements/changes are made to better accommodate the student.

Being proactive in regard to accessibility issues is something the College excels at. Whenever planning an addition or a remodel, considerable effort is made to develop those plans with personnel as well as the customer in mind.

Action Item   2) Develop grounds and facilities that are safe. *(Security & Safety Committee; Director, Physical Plant)*

The College of Southern Idaho has a very active Safety Committee. The Security Supervisor is the chair, with monthly meetings attended by staff members from all over campus. It is their Mission to make suggestions to Administration regarding Campus safety. Since committee members come from all over campus as building representatives, they are in a position to be in touch with all the issues in their areas.

CSI is in a constant process of appraising condition of its grounds and facilities, as well as how tasks are performed in and around those facilities. Custodians have weekly safety meetings with their supervisor. Maintenance laborers also have safety meetings with their supervisor that include reviewing safety information to insure that maintenance employees are prepared to operate in a safe manner in and around the grounds and facilities.

College facilities and grounds are inspected by the State of Idaho- Division of Public Safety on an annual basis. Each building is inspected by the State Inspector for workplace safety and potential liability. This very thorough process was started several years ago, and prompted CSI to hire a part-time person to take care of the concerns.

The Twin Falls City Fire Department inspects each building on campus annually, making sure that facilities are fire safe. They check fire extinguishers, fire alarms,

and generally check out CSI buildings to make sure employees are conducting business in a safe manner. Pre-fire planning is another important aspect of this inspection.

Action Item **3)** Expand use of classroom buildings in non-traditional times. (*Chief Academic Officer)*

See Goal I Service, Action Area A Student Service, Action Item 5) reporting on page 2.

Action Item **4)** Maintain open spaces and buildings consistently at the traditional high level of appearance and function. (*Planning Council; Trustees; Master Plan)*

Many years ago when the College of Southern Idaho was first being developed out of farmland, it was decided to create a park-like environment. The campus buildings have literally sprung up over the years throughout 129 acres of irrigated lawn, majestic trees and shrub filled gardens. This environment is a major selling point of the campus, and is a source of pride for the entire community.

Action Item **5)** Provide buildings and facilities for community use in a way that is consonant with increasing energy, maintenance, and opportunity costs and fees-for-use. *(VP Finance)*

An extensive review of room and facility charges was completed in June of 1999 with an implementation date of January 2000. The review compared campus rates with local businesses. While some upward adjustments were made, there was little administrative support to significantly increase prices to market rates.

Major factors are involved in setting prices for use of campus facilities. Commercial use by major supporters and use by non-profit clubs and organizations that cannot pay make the development of a consistent policy difficult. Many groups also claim affiliation with a college club, educational unit or organization which may also provide an exception to a policy.

The College will revisit the policy at a time when the administration feels negative feelings over the price increase are not outweighed by the public goodwill generated by the current policy. The culture of the College is to provide facilities to the public at the lowest price possible.

Fees for use will be addressed by the administration within the next 12 months.

Action Item **6)** Fully develop the Wood River Valley facility as indicated by program offerings. *(Administration; Hailey Outreach; Wood River Valley Community)*

At the time of this reporting, the College of Southern Idaho has begun to renovate to occupy the old Wood River High School. Upon completion, CSI will have 12,212 square feet of space to deliver and expand courses in its Blaine County outreach facility.

ACTION AREA C: Financial Resources

Action Item   1) Manage and invest money resources prudently on behalf of the public in the service area. *(President of College; VP Finance)*

Action Item   2) Develop budgets annually and provide budgetary responsibility and accountability. *(President of College; VP Finance)*

Reporting for both Action Items 1 and 2: Audit reports are being finalized. Budgetary procedures at CSI follow the prescription of the CSI Board of Trustees and the State Board of Education.

Appendix 1.2
Fall 2003 Accreditation Survey Question #72

Would you agree that:	Total					Total Percent in Agreement	Total Percent in Disagreement
	SD	D	A	SA	DK/NA		
You are satisfied with the work environment at CSI?	0.8%	7.4%	39.2%	50.9%	1.8%	90.1%	8.2%

KEY: SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree DK/NA=No Opinion/Does Not Apply.
Includes responses from fall 2003 survey of students, faculty, staff and administration.
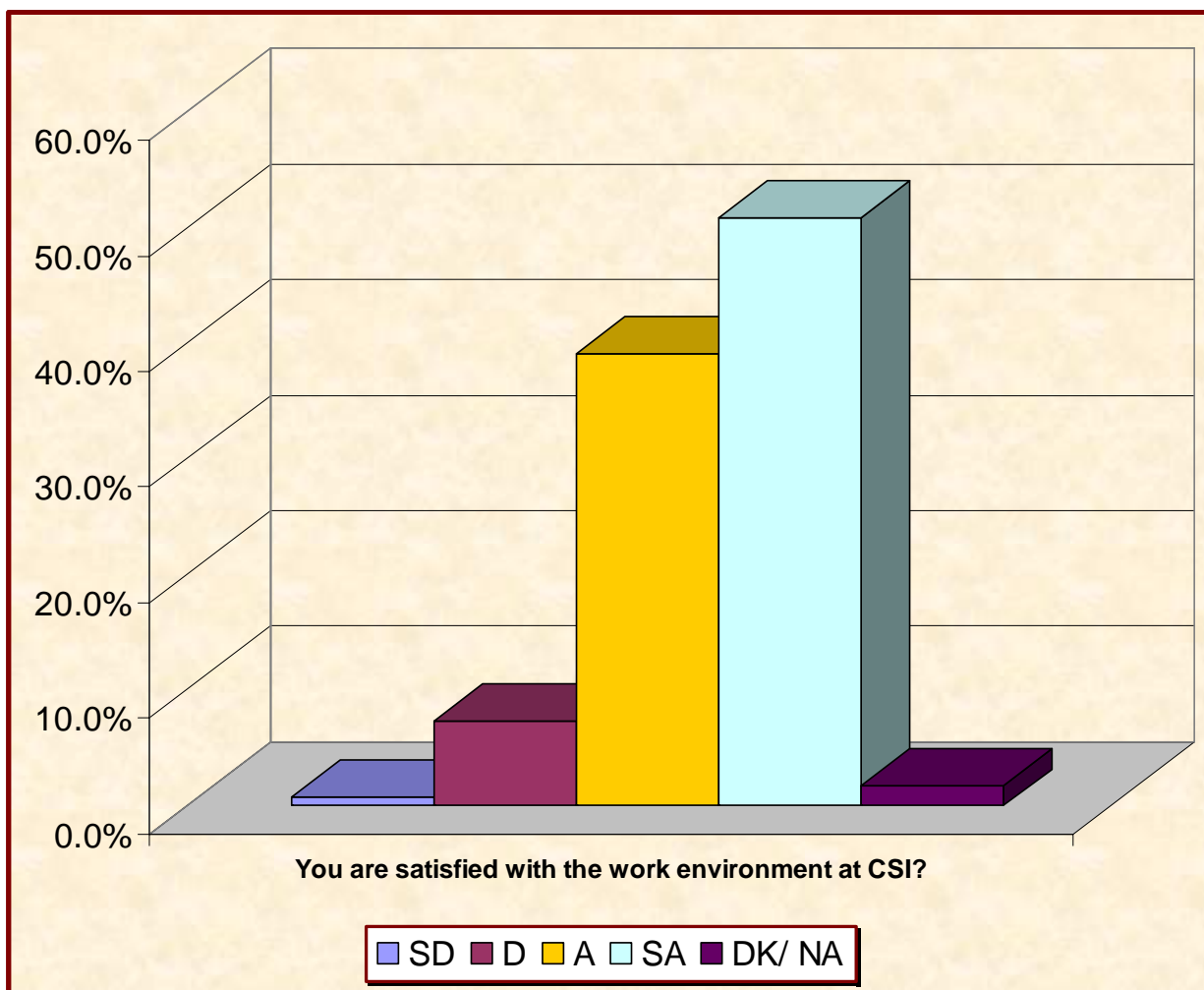
Appendix 1.3
Planning Flowchart

CSI Planning Process

	Fall			Winter				Spring			Summer		
	August	September	October	November	December	January	February	March	April	May	June	July	August

Administrative Leadership

Planning Committees & Leadership

Institutional Research

Planning & Development

All Fac/Staff/Adm Input

Department/Division Input

Trustee Approval

Environmental Assessment

Internal Audit

Review Strategic Plan & Mission Statement

Leadership Retreat & Subcommittee Work

Develop Planning Assumptions

Retreat Follow Up

Develop Administrative Priorities

Develop Division Goals /Obj/Actions

Individuals Develop Plans for Improvement (PFIs)

Develop Unit Goals/Obj/ Actions (UPFIs)

CSI Trustee Review of Strategic Plan & Mission

Prioritize Institution needs & allocate resources

Performance Reporting to SBE & DFM

Evaluate/Revise Planning Process

Appendix 1.4
Strategic Planning Subcommittees

Steering Committee

Purpose: The purpose of the Steering Committee is to guide the planning process by giving institutional vision and direction for the College's Plan. The committee will capitalize on the leadership experience of the President, Vice Presidents, Deans, and Directors.

Responsibilities: The Steering Committee will ensure that institutional directives are developed through the following strategies: 1) use institutional resources to generate strategic ideas, 2) ensure that all reasonable channels of communication are available to internal constituencies for planning idea development including the Coordinating Committee, 3) call upon external resources to refine the strategic directions, and 4) ensure that a collaborative "top-down, bottom-up" planning process results in coherency among the ideas and strategies that develop.

Members:

1. Jerry Meyerhoeffer, President and Committee Chair
2. Marvin Strope, President of Department Chairs
3. Julie Heithecker, President of Faculty Senate
4. Jim Dawson, Past President of Faculty Senate
5. Jerry Beck, Executive Vice President
6. Curtis Eaton, Vice President
7. Mike Mason, Vice President
8. DeVere Burton, Dean
9. Ken Campbell, Dean
10. Barbara Knudson, Dean
11. Ron Shopbell, Director
12. Jeff Duggan, Assistant to the President
13. John Martin, Director
14. Colin Randolph, Director
15. Randy Dill, Director
16. Todd Schwarz, Director
17. Scott Scholes, Director
18. Graydon Stanley, Director
19. John Hughes, Director
20. Doug Maughan, Director
21. Char Sutton, Coordinator of Grants Development & Planning
22. Debbie Wilson, Associate Director of CSI Foundation
23. Sue Summers Carver, CSI Foundation Board Representative

Coordinating Committee

Purpose: The purpose of the Coordinating Committee is to ensure that representatives of the broader College population contribute to the development of strategic directions and subsequent goals and objectives for the Plan.

Responsibilities: The Coordinating Committee will be responsible for sharing and soliciting ideas and comments during Plan development with their designated constituencies and to encourage Plan support at all levels of the institution.

Members:

1. Mike Green, Academic Department Chair Representative
2. Rick Snider, Academic Faculty Representative
3. Rosa Davila, Academic Faculty Representative
4. Tony Mannen, Executive Vice President Designee
5. Jodie Vargas, Professional Staff Representative
6. Ken Triplett, Technical Faculty Representative
7. Claudeen Buettner, Technical Dean Designee
8. Jeff Fox, Academic Department Chair Representative
9. Edit Szanto, Faculty Senate Representative
10. Mark Sugden, Faculty Senate Representative
11. Kathy Deahl, Classified Staff Representative
12. Marc James, Facilities Staff Representative
13. Annette Braegger, Outreach Center Representative

Process Committee

Purpose: The purpose of the Process Committee is to manage the development, implementation, and continuation of an effective strategic planning process.

Responsibilities: The responsibilities of the Process Committee will include facilitating the strategic planning process (i.e. conducting planning meetings, producing meeting summaries and their integration into the planning process, conducting the environmental scan and summarizing the findings, conducting ongoing communication with and among stakeholders, and development of a working Plan). The Process Committee will support the efforts of the Coordinating Committee and shall report periodically to the Steering Committee.

Members:

1. Curtis Eaton, VP of Institutional Planning & Development and Committee Chair
2. Char Sutton, Coordinator of Grants Development & Planning
3. Donanna McKinstry, Assistant
4. Jerry Beck, Executive Vice President
5. Ken Campbell, Dean
6. Jeff Fox, Faculty Representative
7. Pat Nelson, Community Representative
8. Chuck Lehrman, CSI Board of Trustees

Appendix 1.5
Personal Plan for Improvement Worksheet

COLLEGE OF SOUTHERN IDAHO
PERSONAL PLAN FOR IMPROVEMENT
Goal Setting Worksheet

Name _____

DEPARTMENT _____

Date _____

Goal	Activities	Resources	Time Frame	Benefit to Department	Negotiation/Outcomes

Appendix 1.6
Unit Plan for Improvement Worksheet

Goal	Activities	Person(s) Responsible	Successes/Barriers	Resources Required

COLLEGE OF SOUTHERN IDAHO
UNIT PLAN FOR IMPROVEMENT

Appendix 1.7
Grant Opportunities

CSI Foundation Mini-Grants

The purpose of these grants is to stimulate creative ideas and activities and their subsequent implementation that result in improved student learning. Collaboration among staff is an important criterion for selection. **FY2004 deadlines: Friday, October 10, 2003, and Friday, February 13, 2004.**

Presidential Grants (by invitation only)

Each year the President develops project initiatives for which applications may be submitted to the Foundation. Initiatives are typically announced early spring. **Grants are deferred for FY2004** as requested by the President so that funds can be focused on student scholarships.

Collaborative Retreat Grants (up to $2,500)

The purpose of these grants is to foster communication between two or more areas of the College that have specific mutual projects, interests, or issues. **No deadline; applications accepted year round.**

Pioneering Grants ($5,000-$10,000)

The purpose of these grants is to promote farsighted, innovative or visionary projects. It is expected that a substantial portion of these grant funds will be for equipment and application. **FY2004 deadline is Friday, November 14, 2003.**

These deadlines for these internal funding opportunities were for FY2004. The FY2005 deadlines and guidelines will be posted by mid-September or sooner.
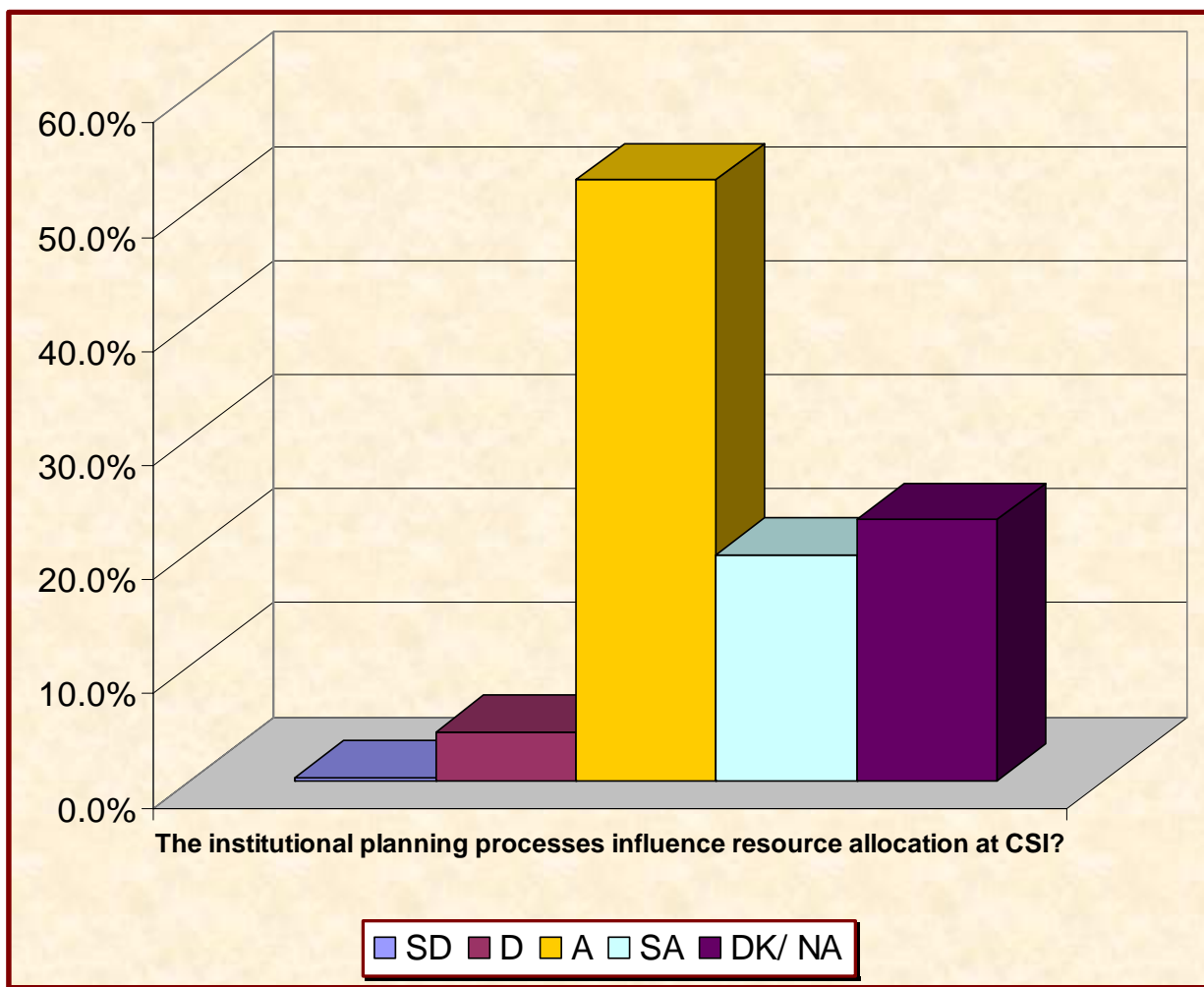
Appendix 1.8
Fall 2003 Accreditation Survey Questions #3, #4, #5

Question #3

Would you agree that:	Total					Total Percent in Agreement	Total Percent in Disagreement
	SD	D	A	SA	DK/ NA		
The institutional planning processes influence resource allocation at CSI?	0.3%	4.3%	52.7%	19.8%	22.9%	72.5%	4.6%

KEY: SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree DK/NA=No Opinion/Does Not Apply.
Includes responses from fall 2003 survey of students, faculty, staff and administration.

Question #4

| Would you agree that:	Total					Total Percent in Agreement	Total Percent in Disagreement
	SD	D	A	SA	DK/ NA		
The institutional use of the planning process improves instructional programs, institutional services, and activities at CSI?	0.4%	3.6%	54.7%	23.6%	17.7%	78.3%	4.0%

KEY: SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree DK/NA=No Opinion/Does Not Apply.
Includes responses from fall 2003 survey of students, faculty, staff and administration.

The institutional use of the planning process improves instructional programs, institutional services, and activities at CSI?
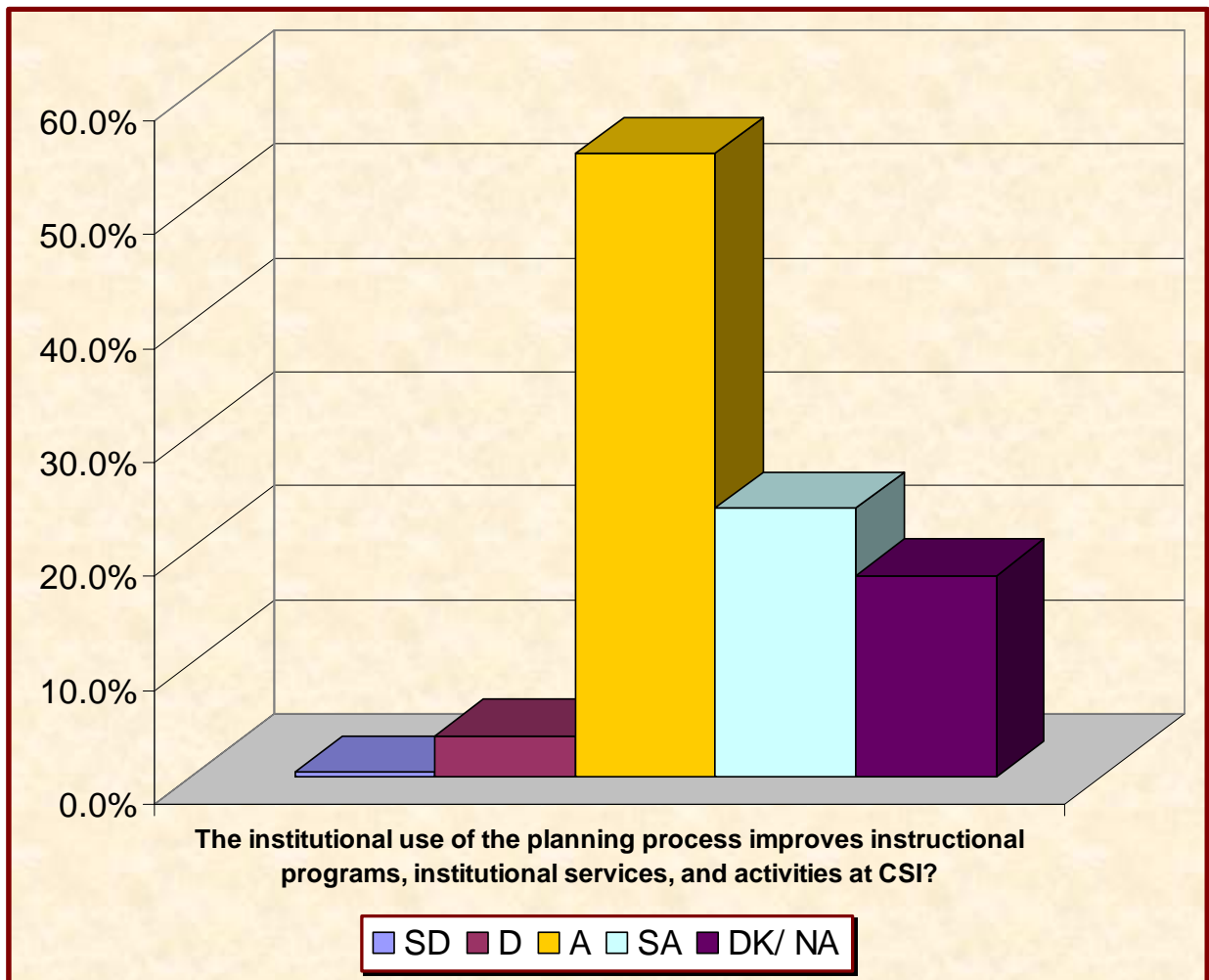
SD D A SA DK/ NA

Question #5

Would you agree that:	Total					Total Percent in Agreement	Total Percent in Disagreement
	SD	**D**	**A**	**SA**	**DK/ NA**		
You receive adequate feedback about the planning process and goal setting at CSI?	2.7%	25.1%	47.1%	12.1%	13.0%	59.2%	27.8%

KEY: SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree DK/NA=No Opinion/Does Not Apply.

Includes responses from fall 2003 survey of students, faculty, staff and administration.

You receive adequate feedback about the planning process and goal setting at CSI?

SD D A SA DK/ NA
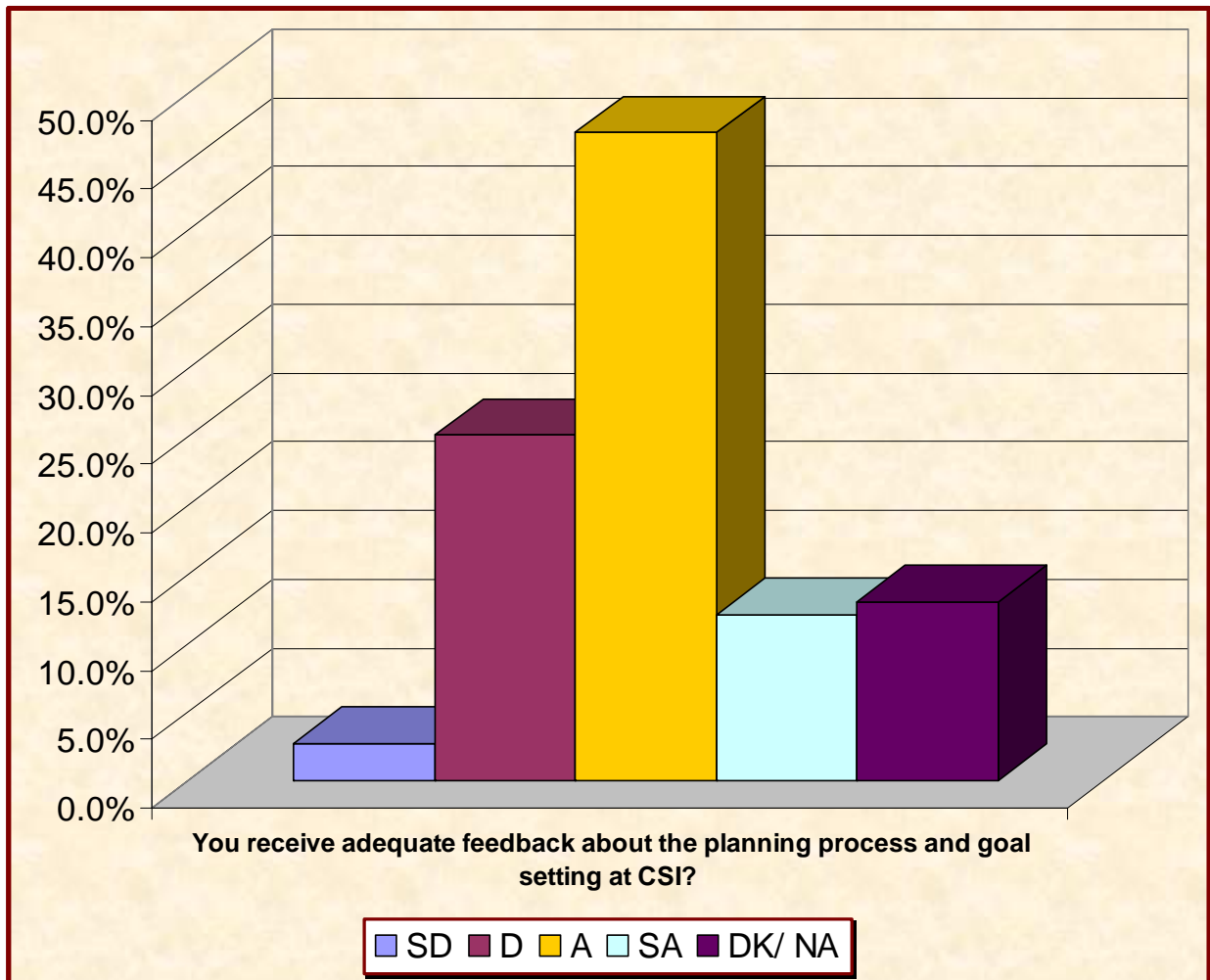
Appendix 1.9
Planning Timeline

➢ June 16, 2003	Strategic plan readopted by the Board of Trustees June 16, 2003
➢ July 15, 2003	Planning report submitted to the State Board of Education
➢ July 28, 2003	Community Forum to seek input from community representatives for the CSI strategic planning process
➢ July 2003	Update and redesign of the planning website
➢ July 2003	Development of planning brochure *Vision 2006*
➢ August 1, 2003	Summary of Strategic Plan Goals submitted to State Board of Education
➢ Late August, 2003	Planning & Development Newsletter (PDQ) published and distributed electronically, hard copy and web
➢ September 1, 2003	FY2003 Strategic Planning Performance Report submitted to the Idaho Division of Financial Management
➢ September 22/23, 2003	Planning Kick Off Retreat held at the Burley Best Western Inn attended by participants of all 3 planning committees
➢ September 23, 2003	Community luncheon with Mini-Cassia community representatives
➢ October 2003	Subcommittees began work to develop recommendations from common threads identified at the Burley Retreat
➢ October 2003	Framed and distributed *Vision 2006* posters
➢ October 23 - Nov 13, 2003	Weekly luncheon planning discussions at the Desert Cafe on campus
➢ November 2003	Subcommittees continued work to develop recommendations
➢ November 2003	Draft of new Planning Flowchart prepared
➢ January 2003	Subcommittees continued work to develop recommendations
➢ January 7, 2004	Follow-up Planning Retreat to further develop common threads identified at the Fall Retreat
➢ January 14 & 16, 2004	Two Planning workshops conducted during inservice
➢ January - February 2004	Subcommittees drafted strategies for possible implementation to present to administration
➢ February 1, 2004	Published Spring PDQ newsletter
➢ March 10, 2004	Coordinating Committee conducted meeting to review subcommittee recommendations
➢ March 2004	Synthesized subcommittee initiatives into the Strategic Plan
➢ April 5, 2004	Planning and Development briefed President on agenda for Steering Committee
➢ April 7, 2004	Steering Committee reviewed summary of subcommittee recommendations

➢ April 12, 2004	Planning and Development met with Administration to present planning recommendations for approval
➢ April 14, 2004	Process Committee reviewed the planning process
➢ April 19, 2004	Submit recommended changes to Strategic Plan to Board of Trustees
Future Planning Events	
➢ April 27, 2004	Meet with Faculty Senate
➢ May 5, 2004	Meet with Department Heads to discuss planning process
➢ May 17, 2004	Trustees act on Strategic Plan for 2004/05
➢ June 2004	Visit non-instructional department meetings to discuss Planning and the PFI process
➢ July 15, 2004	Submit adopted Strategic Plan and planning report to the State Board of Education
➢ July 2004	Community meeting for input from community representatives for the CSI strategic planning process
➢ July 2004	Visit non-instructional department meetings to discuss Planning and the PFI process
➢ July 2004	PACE training: Planning and the PFI
➢ August 1, 2004	Submit summary of Strategic Plan Goals to State Board of Education
➢ August 2004	Inservice presentation to faculty on Planning and the PFI process
➢ August 2004	Visit non-instructional department meetings to discuss Planning and the PFI process
➢ August 2004	Publish Fall PDQ newsletter
➢ September 1, 2004	Submit Strategic Planning Performance report to the Division of Financial Management
➢ September 2004	Strategic Planning Retreat
➢ September 2004	Student Senate planning presentation
➢ September 2004	Visit non-instructional department meetings to discuss Planning and the PFI process
➢ October 2004	Possible Faculty Retreat
➢ October/December 2004	Planning and Development Follow-up to retreats

Appendix 1.10
Links Between CSI Philosophy, Purposes, Mission, Unique Indicators, State Board of Education Indicators and the CSI Strategic Plan

Philosophy

The College recognizes all individuals as having value in a democratic society. The primary purpose of the college is to assist students with varying levels of ability and diverse backgrounds in developing skills, values, and attitudes necessary for effective living. (*Reference Goal 1: Service, Action Area Student Service, Action Item 6; Action Area Diversity of Student Body, Action Item 1, 2, 3; Action Area Communication, Action Item 5; Goal II: Innovation, Action Area Programs & Program Review, Action Item 3; Action Area Technology, Action Item 1*)

Purposes

- ❖ **To provide a program of general education** through instruction embodying knowledge, skills, and values needed by each individual in a democratic society; (*Reference Goal II: Innovation, Action Area Programs & Program Review*)

- ❖ **To provide university-parallel curriculum**—the first two years of four-year college majors in preparation for entrance into the junior year of any four-year college or university; (*Reference Goal II: Innovation, Action Area Programs & Program Review, Action Item 4; Goal III: Partnerships, Action Area Higher Education Partnerships, Action Item 3*)

- ❖ **To provide a program of technical education** through majors that prepares students for immediate gainful employment upon successful completion; (*Reference Goal II: Innovation, Action Area Programs & Program Review, Action Item 1, 2*)

- ❖ **To provide a continuing program of adult education** for lifelong learning for those living in the community who are unable or do not desire to pursue studies on a full-time basis; (*Reference Goal III: Partnerships, Action Area Community Partnerships, Action Item 5; Goal II: Innovation, Action Area Programs & Program Review, Action Item 1*)

- ❖ **To provide a program of guidance** through personalized services as an integrated factor in the successful achievement of all other institutional purposes; and (*Reference Goal I: Service, Action Area Student Service; Goal III: Partnerships, Action Area Internal Partnerships, Action Item 1*)

- ❖ **To provide community services** by making college resources available. This includes both the physical facilities and the unique abilities of the staff. (*Reference Goal III: Partnerships, Action Area Community Partnerships; Goal IV: Fully Develop Resources, Action Area Facility & Grounds as a Resource, Action Item 5*)

Mission

The College of Southern Idaho, a comprehensive community college, provides educational, social, and cultural opportunities for a diverse population of South Central Idaho. In this rapidly changing world, CSI encourages its students to lead enriched, productive, and responsible lives. (*The Mission is a concise summary of the above Philosophy & Purposes, i.e. also tied to the above Strategic Plan references.*)

Unique Indicators

1. Eight-County Participation Rate: The proportion of the resident population aged 16 and older in CSI's eight-county service area that participated in an instructional course sponsored by CSI during a given calendar year will be maintained at or near 12%. *Unduplicated count of students in academic, technical, enrichment, short-term training and/or developmental courses. (*Reference Goal I: Service, Action Area Student Service, Action Items 1, 3, 5 and 6*)

2. Instructional Indicators: (*Reference Goal I: Service, Action Area Quality, Action Item 1.*)
    - Average number of sections per academic year by full-time and part-time faculty status maintained at 2003 levels.
    - Average number of enrollments per academic year by full-time and part-time faculty status maintained at 2003 levels.
    - Average section size by full-time and part-time faculty status maintained at 2003 levels.

3. Technology Access and Use:
    - All CSI graduates (both associate degree and certificate earners) will pass the CSI computer literacy skills test as indicated in the College catalog. (*Reference Goal I: Service, Action Area Student Service, Action Item 4.*)
    - Number of sections using Blackboard platform for instructional tools/delivery and number of students using those tools will reflect increases in overall College enrollment (7%) and average class size (15 students). (# of courses/# of students). (*Reference Goal II: Innovation, Action Area Technology, Action Item 1.*)
    - Number of faculty integrating Blackboard tools in instruction. (*Reference Goal II: Innovation, Action Area Technology, Action Item 2.*)

4. Scholarship Support: CSI promotes Promise Scholarships to all eligible students. The College matches Promise Scholarships for freshman. The CSI Foundation, Inc. matches Promise Scholarships for sophomores (College match/CSI Foundation match). These matches will at least be maintained at 2003 levels. (*Reference Goal II: Innovation, Action Area New Funding, Action Item 3.*)

5. Advancement: CSI identifies resources and budget requirements necessary for continued quality growth through effective planning.
    - Seek, develop, and submit grants, not less than 90% of which support the Strategic Plan. (*Reference Goal II: Innovation, Action Area New Funding, Action Item 3.*)
    - In all cases (100% of the time), CSI Foundation, Inc. fund raising strategies support the College's Strategic Plan. (*Reference Goal II: Innovation, Action Area New Funding, Action Item 3.*)

- State general funding levels maintained or increased (five-year rolling average). *Represents original appropriation net of property tax and holdback adjustments. (*Reference Goal II: Innovation, Action Area New Funding, Action Item 1.*)
- Each CSI department actively pursues a minimum of one external discretionary grant funding opportunity annually toward meeting one of CSI's strategic directions (out of 33 departments). (*Reference Goal II: Innovation, Action Area New Funding, Action Item 2.*)

6. Professional Staff Recruitment, Retention and Compensation: In recognizing the critical importance of professional faculty and staff in student success, the College establishes three measurement areas: recruitment, retention, and compensation/benefits.
    - Recruit highly skilled instructors and staff representing the diversity of the student body (64.5% female, 35.5% male, and 9.6% nonwhite). (*Reference Goal IV: Fully Develop Resources, Action Area Human Resources, Action Item 5.*)

        i. Contracted Employees by Gender (Female/Male)
        ii. Contracted Employee Diversity (nonwhite)

    - Retain employees, includes both faculty and staff, minimizing rate of turnover (excluding retirements). (*Reference Goal IV: Fully Develop Resources, Action Area Human Resources, Action Item 3.*)
    - Compensate faculty at salary levels at or above the average of regional community colleges (percentage of **Mountain States** average; beginning 2002 the measure includes North Idaho College). (*Reference Goal IV: Fully Develop Resources, Action Area Human Resources, Action Item 4.*)
    - Compensate staff at salary levels that meet <u>at least the minimum range</u> for similar positions among other State of Idaho employees. CSI is at the minimum across all contracted staff positions. (*Reference Goal IV: Fully Develop Resources, Action Area Human Resources, Action Item 4.*)

7. Quality of Educational Experience at CSI
    - At least 90% of students surveyed evaluate their entire educational experience at CSI as either good or excellent. This rate continuously exceeds the college peer group as defined by the Community College Survey of Student Engagement (CCSSE) survey (**CSI**/National Peer Group). (*Reference Goal I: Service, Action Area Communication, Action Item 3.*)

8. Adequate Support to Succeed at CSI
    - At least 75% of students surveyed indicate they receive the support they need to help them succeed at CSI either quite a bit or very much. This rate continuously exceeds the college peer group as defined by the CCSSE survey (**CSI**/National Peer Group). (*Reference Goal I: Service, Action Area Communication, Action Item 3.*)

9. Quality of Relationships with a) Faculty and b) Administrative Personnel and Offices
    - At least 60% of students surveyed indicate that the quality of their relationships with faculty are available, helpful, and sympathetic (**CSI**/National Peer Group). Note: wording for faculty for 2003 survey is "helpful, considerate and sympathetic." (*Reference Goal I: Service, Action Area Communication, Action Item 3.*)

▪ At least 60% of students surveyed indicate that the quality of their relationships with administrative personnel and offices are helpful, considerate, and flexible (**CSI**/National Peer Group). (*Reference Goal I: Service, Action Area Communication, Action Item 3.*)

SBOE Indicators

1. Headcount (applications, admissions, enrollments) (*Reference Goal I: Service, Action Area Student Service, Action Item 1, 3, 5, 6; Action Area Quality, Action Item 1*)
2. Remediation activity (basic skills improvement) (*Reference Goal I: Service, Action Area Student Service, Action Item 1, 3*)
3. Retention (course completion) (*Reference Goal I: Service, Action Area Student Service, Action Item 3*)
4. Graduation rates (*Reference Goal I: Service, Action Area Student Service, Action Item 3*)
5. Off-campus credit hour delivery (*Reference Goal II: Innovation, Action Area Technology, Action Item 1, 2, 3*)
6. Pass rate on board exams (licensing & certifications) (*Reference Goal I: Service, Action Area Quality, Action Item 1, 2, 3*)
7. Employer satisfaction with graduates *(Goal II: Innovation, Action Area Programs & Program Review, Action Item 1, 2)*
8. Transfer (number, transfer readiness, performance after transfer) (*Reference Goal III: Partnerships, Action Area Higher Education Partnerships, Action Item 1, 3*)
9. Outreach services (*Reference Goal III: Partnerships*)
10. Dollars generated by external grants & contracts (*Reference Goal II: Innovation, Action Area New Funding*)
11. Degrees & certificates awarded (*Reference Goal I: Service, Action Area Quality; Goal II: Innovation, Action Area Programs & ProgramReview*)
12. Public service & partnership activities (*Reference Goal III: Partnerships*)

Appendix 1.11
Community Forum Information

Community Meeting Summary
Twin Falls, Idaho - December 14, 2001

We invited more than 60 people from community organization's lists. The organizations included AARP and cattle associations, art and music groups, Chambers of Commerce, city and county officials from Twin Falls and Jerome Counties, and many others. Forty said they would attend. Thirty-five actually attended representing a good cross section of Jerome and Twin Falls counties.

In the introductory comments, the attendees were told that CSI takes very seriously the word "community" as a part of its category name: Community College. The attendees were grouped into sections of five to six people each to discuss the topics presented to them. A spokesperson for the small working groups reported that group's ideas and opinions for each topic. All ideas were recorded for post-meeting synthesis. Attendees were asked to leave contact addresses and phone numbers if they wanted to receive follow up information. Almost all did so. All session evaluation forms submitted (about 26) were positive. Most were very complimentary of the College asking for Community input.

The two-hour session was divided into three sections with the small groups being asked to discuss and report out before moving on to the next section. Many common ideas were expressed.

<u>**Section I**</u>

Imagine yourself in Twin Falls five years from now and something has happened to cause the College of Southern Idaho to disappear from the community. 1) What would the community lose as a result of this disappearance? 2) … you professionally or your professional colleagues … and 3) … you, your family, or your friends…? The most common answers were:

1. Community: cultural diversity, community anchor/focus/center/heart, educational opportunities, economic/cultural/educational opportunities and development, center for economic development, community synergy, youth would migrate out of the area, economic vitality, access to higher education, athletic events, arts/cultural events.

2. Professionally: economic development, training opportunities, loss of resources, leadership training, leadership, advancement opportunities, workforce education, loss of training facilities, resource for employee training, continuing education unit training, training youth, facilities, access to subject matter experts, well trained employees, opportunities for training and in-service, arts and humanities resources.

3. Personally: youth migrating out of the area, enrichment/educational/continuing education/life long learning opportunities, economic development, community focus, exercise facilities, a diversity connection, entertainment/culture/arts events, good friends, symbol of community pride, quality athletic events, beautiful grounds and green space.

Section II

What do you think the College of Southern Idaho should do 1) more of, 2)…less of? The most common answers were:

1. More of: closer connections to the high schools and ARTEC for a Technical Center, higher education opportunities, parking spaces, just in time training, wider choice of classes, cooperation with four-year institutions and extended degree opportunities, marketing of existing programs, short-term training, recruit new industry, training that will improve the skill sets of community, workforce training, expand distance learning with four-year schools outside of Idaho to include graduate and postgraduate opportunities, K-12 integration in years 13 and 14 (pathways), expand class times, campus housing, drug and alcohol awareness, defer costs to students/scholarships, cultural opportunities, student union integrated with a community center, brokering of higher education, technical training, facilities available to community at less cost, encourage free speech and diversity of thought, weekend classes, active role for trustees, library access, resources and services, wider bachelor's degree offerings, computer over science and mathematics degrees, advanced degrees in business, more health science educational opportunities beyond technical certificates and associates degree.

2. Less: water in the parking lots and the tennis courts, reliance on property taxes, traffic congestion, duplication of courses across programs, sharing of CSI land, focus on uniformity (increase diversity), focus on athletics, hiring from within, CSI should do less of nothing that it already does.

Section III

Attendees were given a copy of the themes as recently revised by the Steering committee.

Considering the four themes that are developing in the CSI strategic planning process (innovation, service, partnerships, utilization of resources) comment on whether they are useful and "on target" or not, whether there should be additional themes to cover directions not represented; and any refinement of the themes you would suggest. There were no comments pertaining to the "service" theme.

Basically the larger group was enthusiastic toward the four theme topics and had minor fine-tuning suggestions. The suggestions included:

❑   Perform as an Innovative Institution

1.   Program Review should include improved articulation of content from courses at CSI to other four-year institutions to minimize students having to duplicate courses.
2.   Program Review: needed programs defined by student numbers and by request.
3.   Develop pre-engineering program that articulates beyond CSI.
4.   Funding might include development of an alumni association.
5.   Funding: work with the legislature to decrease property taxes to residents while retaining our local board and control.
6.   Student Access: does this mean open entry, open exit or all programs?
7.   Leadership: should say topnotch faculty, staff and administration.

8. Provide a forum for open community dialogue regardless of controversy or special interest group pressure.

❑ Enter into Productive Partnerships

1. Partnerships should be expanded to include other guidance-based organizations including the Boys & Girls Club and YMCA.
2. Partnerships should include not only the identification of new partners, i.e. Dell Computers, but recruitment and expansion to existing industry/business in the area (improved workforce training).
3. Expand partnerships to include postsecondary through postgraduate.
4. K-12 partnerships should include career counseling (pathways).
5. Economic Development: instead of focusing on reducing unemployment, focus on increasing the diversity of and the expansion of employment opportunities for the community through the attraction of new business/expansion of existing businesses.
6. Consider limiting outreach in funding crunches.
7. Place a higher emphasis on higher education partnerships rather than K-12.

❑ Fully Develop all Resources

1. Human Resources: In order to recruit employees to fill those positions being vacated by retirements, CSI may have to adjust its starting salaries.
2. Professional Development and Renewal could include faculty research. Also contemporary education for faculty for 2001 and beyond.

Community Forum
July 28, 2003

Forum Location: **CSI Twin Falls Campus, Taylor Building**
Invitees: **Agencies and Businesses in Twin Falls and Jerome Counties, and the**
                       greater Burley area

<u>Meeting Summary</u>

The purpose of the Community Forum was to seek input from community representatives for the
CSI strategic planning process. At the meeting, small groups of participants were asked to
discuss various topics and report their conclusions. The resulting information is valuable to the
College as it prepares to meet its future needs.

Introductory comments and an overview of the college were presented by Curtis Eaton, VP of
Planning and Development and Char Sutton, Coordinator of Planning. CSI Student Body
President, Seth Collins elaborated upon the theme "Stay Near; Go Far" to share some of the
reasons that make CSI appealing to prospective students. Beyond the beauty of the campus
grounds CSI offers:
- the lowest tuition rates in the state
- scholarship opportunities
- a centralized location for the Magic Valley population
- personal attention/service
- small classes and one-on-one contact with faculty

<u>Discussion Section I.</u>

        We ask your help in assessing the community, state and national context in which CSI
operates. "External" refers to those things that are outside of the usual decision making of the
College and over which it may have little or no control.
> "…external opportunities and external threats refer to economic, social, cultural,
> demographic, environmental, legal, governmental, technological, and competitive trends and
> events that could significantly benefit or harm the institution in the future."

Please comment on the opportunities/threats that affect CSI.

1. **Opportunities:**

- Build on 2-year community college image while expanding 4-year opportunities, masters and doctorate offerings in partnership with other institutions
- Offer more "non essential" classes for the life-long learner
- Expand programs to reflect changing job market in the area, i.e. health services, hospitality, ag and dairy
- Expand satellite locations
- Expand dual credit offerings at high schools and facilitate seamless programs from high school to CSI to 4-year institutions
- Expand student housing
- Expand drug awareness programs in partnership with community agencies
- Become the intellectual center for the community offering more speaker

- Use state and regional population growth to expand student base that reflects diversity of the area
- Expand training for business leaders
- Capitalize on the state's ability to attract business (non-ag) to provide a larger tax base and jobs
- Strive to achieve economic independence (or, at least, self reliance) in order to create fiscal freedom and reduce reliance on government funding
- Expand awareness for high school counselors
- Capitalize on excellent staff (especially administration) and low student to faculty ratio

- presentations
- Expand marketing of the college to increase community awareness
- Expand "Stay Near" idea that a student can save money on expenses first 2 years (rising cost of tuition at 4-year colleges)
- Expand joint efforts for economic development of the community
- Establish an alumni association
- Expand summer programs for children
- Expand funding by CSI Foundation
- Delineate differences between CND and community ed offerings

2. **Threats:**

- Access to North College Road (need to maintain as a ease/west artery for city
- Territorial from 4-year institutions
- Increasing tuition costs to students
- Student growth outstripping faculty and facilities (lose small class size advantage)
- Failing to be responsive to organizations with long-standing histories, as well as new groups

- Limitations on financial aid for students
- State funding cuts
- SBOE and proposed chancellor system
- Online educational offerings by other institutions
- Maintain educational standards continuity for athletes compared to other students
- Incongruent credit transfers

Discussion Section II.

Please review the following items and comment on whether you think they are important to CSI. If so, what additional action should CSI take?

- Economic development
- Diverse workforce and student body
- Four-year degrees
- Agricultural programs

- Health Science (nursing and related)
- Programs for teacher education
- Use of CSI facilities
- Technology in the community

Participants felt that all of the above areas were important with most listing "Economic development" and Four-year degrees" as areas of greatest importance. It was also expressed that CSI should not become a four-year institution but should continue doing what it does best and brokering 4-year program opportunities.

Other comments:

- Need to be on the cutting edge with agricultural programs
- Continue expansion of Health Science programs
- Use facilities in evening as a revenue stream
- Review and improve law enforcement program

- Provide dairy programs
- Consolidate non-credit programs
- Expand senior citizen programs
- Become the "higher education" center for the area
- Expand workforce training, especially hospitality/hotel management

Discussion Section III.

Share your group observation about:

1. What CSI should do more of:
    - Easing transfers of credits
    - Speaker forums
    - Advertising and marketing of programs and services
    - Student housing

2. What CSI should do less of:
    - Speed bumps
    - Congestion in parking lots

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Leadership2006
Community Luncheon 9/23/2003**

Comments

Are you familiar with what CSI offers in the Mini-Cassia area?
- Yes 9
- No.......1

Would you like to learn more about what CSI offers?
- Yes 4
- No.......4

If you believe that CSI should offer more classes or programs please tell us what they would be?
- Computer
- It is right on course now

What should CSI do more of in the Mini-Cassia area?
- Training/advisory re: economic growth etc. Your expertise in bringing business to town is proven … this area needs help with progress and attitudinal change!
- Economic development
- A co-operative employment program of some kind
- Going on the right track
- Promote what you offer – reach out
- CSI does a great job with offering classes

What should CSI do less of in the Mini-Cassia area?
- None (2)

Thoughts about how CSI conducts its business in the Mini-Cassia area and how it could improve:
- Every contact I have had has been very positive
- I think the staff and administration is forward looking and serve the students well
- I have been amazed at the number of students who took advantage of their opportunity
- Very well
- Too low of a profile – get more involved
- Great school!
- Excellent professional staff – great opportunities

Thoughts about how CSI performs its various roles in South Central Idaho and how it could improve:
- On the right track
- Continue focus on non traditional students – monitor nursing students that leave the area for employment to determine why.