



COLLEGE OF  
SOUTHERN  
IDAHO

**Ad-Hoc Report**

**College of Southern Idaho**

**March 2018**

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## Introduction

During the spring of 2015, the College of Southern Idaho hosted a Year Seven Evaluation Team at the conclusion of its first compressed seven year evaluation cycle. At the conclusion of that visit, the college received the following recommendation from the evaluation team:

*Recommendation 2: It is recommended that the institution continue to fully develop a process for use of student learning outcomes at the program and degree level, including (1) development of identifiable and assessable student learning outcomes for the general education component of transfer and applied degree/certificate programs, aligning with and supporting the goals and intended outcomes of the general education program; (2) dissemination and publication of student learning outcomes for all degree programs; and (3) integration and utilization of program level assessments to inform academic and learning-support planning and practices that lead to student learning achievements. (Standards 2.C.10, 4.A.3, 4.B.1, 4.B.2)*

In correspondence from the Northwest Commission on College and Universities (NWCCU) dated July 2, 2015, the college was instructed to address this recommendation in conjunction with its 2018 Mid-Cycle Self-Evaluation Report. The following summarizes the progress that has been made to this point in addressing the recommendation along with plans for the future.

### **Response to Recommendation 2 (Standards 2.C.10, 4.A.3, 4.B.1, 4.B.2)**

As was noted in the college's initial response to Recommendation 2 immediately following the Year Seven Peer-Evaluation, despite the existence of an institutionalized program-level outcomes assessment process for all instructional programs at the college, the Year Seven Self-Evaluation study and visit revealed that student learning outcomes were not defined, published, and assessed in a consistent manner within that process. Additionally, while student learning outcomes had been defined for each component of general education at the college, they had been developed in discreet units, rather than being integrated into a larger program of general education. The college has taken a number of specific steps to address the issues raised in the recommendation. Due the complexity of the wording in the recommendation, it is addressed below in discrete sections connected to specific phrases in the recommendation.

#### **Section One**

**(Recommendation 2: It is recommended that the institution continue to fully develop a process for use of student learning outcomes at the program and degree level, including...)**

At the time of the 2015 Year Seven Self-Evaluation Report and visit, the college was using a three part program assessment process that had been in place for the previous 10 years. In that system, departments were required to produce a three part annual program evaluation that included a program profile, an assessment of program resources, and an assessment of student learning outcomes. During the 2015 accreditation visit it was revealed that the existing process lacked consistency in understanding, execution, and documentation. While the recommendation language acknowledged that the process existed, it also noted that it was not fully developed. A number of steps have been taken since 2015 to modify and more fully develop the process, as is outlined in sections two through four.

At this point, it may be important to understand the college's interpretation of the phrase "program and degree level" within the recommendation. CSI currently has approximately 120 completion options contained within 83 majors/programs. Each completion option is housed within a major/program. Some

majors/programs have multiple completion options. For example, students in the Culinary Arts Program have three completion options: a Basic Technical Certificate, an Intermediate Technical Certificate, and an Associate of Applied Science Degree. Other majors/programs have a single completion option as is the case in the English Program where the only completion option is an Associate of Arts Degree. It is important to note that CSI considers (as does this report) the terms “program” and “major” to be synonymous. Moreover, it is important to note that student learning is assessed at this program/major level, rather than at the degree (Associate of Arts, Associate of Science, Associate of Engineering, and Associate of Applied Science) level. The degree level is simply considered to be a completion option within a major/program.

## **Section Two**

**(Recommendation 2: (1)...development of identifiable and assessable student learning outcomes for the general education component of transfer and applied degree/certificate programs, aligning with and supporting the goals and intended outcomes of the general education program;)**

### **Background**

Historically, the College of Southern Idaho has operated within a standard set of general education requirements tied directly to policies established by the Idaho State Board of Education. In an effort to aid transfer from community colleges to universities within the State of Idaho, that general education system has historically offered very little flexibility. Associate degree transfer students were required to take a core of 36 semester credits of general education within the following categories:

Oral Communication	2-3 credits
Written Communication	6 credits
Mathematics	3 credits
Science	7-8 credits
Social Science	6 credits
Humanities	6 credits
Any additional general education course(s)	4 credits
Total	36 credits (minimum)

While the college had specific student learning outcomes at the course level for all of the courses in these categories, along with general guidelines regarding student learning expectations for each of the six categories, as was noted in the Year Seven Peer-Evaluation report, there were no “fully identified and published learning outcomes that are assessable and provide evidence of an integrated course of study in the general education core.” In short, the disparate parts were being assessed, but there was no assessment of a collective program of general education.

Concurrent with the Year Seven Self-Study and visit, the State of Idaho was in the process of revising its statewide general education and transfer policies in an attempt to clarify student learning expectations and to allow some freedom for institutions, particularly community colleges, to implement high-impact educational practices and to better assess the general education core. This work, which is still ongoing today, has led to several changes in the general education core at CSI and across the state, and has created an environment better suited to evaluation of student learning at the program level in general education.

### **Current State**

The new general education core requirements at the State level require the following:

Oral Communication Integrative Skills	2-3 credits
Written Communication Integrative Skills	6 credits
Mathematical Ways of Knowing	3 credits
Scientific Ways of Knowing	7-8 credits
Social and Behavioral Ways of Knowing	6 credits
Humanistic and Artistic Ways of Knowing	6 credits
Institutionally Designated Credits	4-6 credits
Total	36 credits (minimum)

These changes at the State level, along with CSI's need to better assess general education at the program level, led the college to fully reevaluate its general education requirements in 2016. This process included the following major milestones:

- May 2016: A full day General Education and Assessment Town Hall Discussion and the formulation of an Action Plan
- August 2016: Results were shared with the campus and a pilot project was initiated
- March 2017: A General Education Follow Up Survey was administered in an attempt to craft a shared philosophy of general education
- Spring 2017: Initial sections of Introduction to General Education (GNED 101) were piloted
- Spring 2017: Collaborative course development meetings were held to enhance the design of GNED 101
- Fall 2017: All new degree seeking students required to take GNED 101
- Fall 2017: Meetings began to formulate an assessment plan for the general education program

As a result of these input and design opportunities, the college made a number of structural changes devoted to addressing the needs outlined in Recommendation 2. Most notably, in 2015 the Fine Arts Department at the college was reorganized into the Visual, Performing, and Liberal Arts Department and was given oversight of the program of general education. This change was significant, as it placed the program of general education within a specific college department for the first time rather than having each department responsible for its own general education courses, without any defined central organizational structure. Furthermore, in 2017 the Visual, Performing, and Liberal Arts Department was split again with General and Liberal Studies becoming its own department and breaking off from Visual and Performing Arts. This change was made as further recognition of the leadership and time required to adequately implement and manage the general education reforms taking place at CSI.

Today, the new CSI core meets the State policy with the following requirements:

Oral Communication Integrative Skills	3 credits
Written Communication Integrative Skills	6 credits
Mathematical Ways of Knowing	3 credits
Scientific Ways of Knowing	7 credits
Social and Behavioral Ways of Knowing	6 credits
Humanistic and Artistic Ways of Knowing	6 credits
Institutionally Designated Credits	
• GNED 101	3 credits
• Wellness	2 credits
Total	36 credits

There are several significant changes that have occurred at CSI as a part of this work and several more are still in development.

First, the college has adopted the statewide Ways of Knowing and Integrative Skills as the new student learning outcomes for each of the six prescribed categories outlined above. (Appendix A) These outcomes were developed by discipline area faculty from across the state in face-to-face meetings over the past several years. The objectives for each area attempt to define what it means to be an “educated person” within each of the six general education Ways of Knowing and Integrative Skill areas. Assessment rubrics have been developed from those student learning outcomes and the college is piloting the use of these to assess student learning within each area. (Appendix B) The implementation of this assessment process is further described in section four of this report.

Next, the college has adopted its own General Education Program Outcomes which are designed to integrate the entire program of general education and to provide a foundation for general education program assessment. These four outcomes categories (Think, Communicate, Connect, Be Well) provide an identifiable and assessable set of learning outcomes tying directly back to the college’s Student Success Core Theme. (Appendix C)

A critical component of the program of general education has been the creation of CSI’s Introduction to General Education Course (GNED 101) along with a Wellness requirement, both of which make up the college’s Institutionally Designated Credits. As the statewide general education policy became less restrictive, prescribing 30-32 credits of general education, rather than prescribing all 36, CSI was able to develop these institutionally designated credits that reflected the culture of the institution and took advantage of high impact student success practices. Both the GNED 101 and Wellness requirements emanated from the Town Hall and survey processes mentioned earlier in this report. The General and Liberal Studies Department coordinates GNED 101, the Wellness requirement, and assessment of the General Education Program Student Learning Outcomes of Think, Communicate, Connect, and Be Well, while assessment of Ways of Knowing and Integrative Skills student learning outcomes is still handled at the department level. A visualization of the entire design process can be found in Appendix D.

The college has made significant progress since 2015 in redesigning its general education program by developing identifiable and assessable student learning outcomes for the program of general education which align with and support the goals and intended outcomes of the general education program.

### **Section Three**

#### **(Recommendation 2: dissemination and publication of student learning outcomes for all degree programs ;)**

#### **Dissemination and Publication of Student Learning Outcomes**

While program level student learning outcomes existed for all programs other than general education at the time of the 2015 Year Seven Self-Evaluation report and visit, they were not clearly disseminated and published. That deficiency has been corrected and student learning outcomes for all degree programs, including the general education program, are now available in the [College of Southern Idaho Catalog](#). After clicking on an Instructional Department, program learning outcomes are listed under each program within that department. Additionally, program student learning outcomes are included in course syllabi.

## **Section Four**

### **(Recommendation 2: integration and utilization of program level assessments to inform academic and learning-support planning and practices that lead to student learning achievements.)**

While CSI has made significant progress on Recommendation 2 since 2015, this final piece of the recommendation continues to be a work in progress. The college has worked to develop and revise processes to establish a more focused and consistent assessment of program level student learning outcomes. Focus has also been placed on improving the reporting process to ensure that results are readily available to be used to inform academic and learning-support planning and to ensure that they lead to student learning achievement. Additional resources have been directed at this need through the hiring of an Instructional Designer who has been instrumental in the refinement of student learning assessment design and implementation through her work with the college's instructional deans, department chairs, and faculty. This section of the report examines these processes for program level student learning assessment and the plans being formulated to better use assessment outcomes for continuous improvement.

#### **Program Level Student Learning Outcomes Assessment**

Student learning assessment within instructional programs is coordinated at the program level by the department chair in charge of that program. In the case of large programs with multiple faculty (e.g., Education, Nursing) assessment is a combined effort of the numerous faculty in the program. In other instances, the program may be administered and assessed by a single faculty member (e.g., Accounting and Bookkeeping, Diesel Technology). The specific tools used for program level student learning assessment vary by department. In some cases, outcomes align with industry certification exams and/or national technical skills assessments, allowing for those tools to be used to measure student learning (e.g. Career and Technical Education (CTE) Programs). In these areas, the coordination and collection of assessment data is enhanced by the college's CTE Assessment Coordinator. In other cases, capstone experiences are used (portfolios, performances, presentations, etc.) to assess end-of-program learning attainment. These types of assessments are more common in transfer programs.

In the unique case of the program of general education, a formal assessment plan is still being finalized and is currently being piloted. As was noted in section two of this report, the college has established outcomes expectations within each of the six Ways of Knowing and Integrative Skills Assessment categories as well and for the overall program of general education. In the case of the assessment of student learning within the Ways of Knowing and Integrative Skills categories, the task will be handled by groups of faculty who teach in the department offering the specific general education course. These committees will be led by the department chair primarily responsible for each particular Way of Knowing or Integrative Skill. The responsibilities of these committees, which already include reviewing and recommending new general education courses within their way of knowing or integrative skills area, are being expanded to include regular assessment of the courses offered in that area (Appendix E). Courses will be assessed by outcome according to a rotating schedule that ensures that all outcomes are assessed at least once over a five year period of time. Division of duties and specific action timelines within the committees will be decided upon by the department chair with each final annual report due to the appropriate instructional dean by the first of June each year. Assessment will take place using the State of Idaho Ways of Knowing and Integrative Skills Rubrics using artifacts that have been submitted to the CSI General Education evaluation program (further described in the next paragraph). Reports to the appropriate instructional dean may include both quantitative and qualitative data derived from the assessment of the artifacts based on the rubrics as well as recommendations based on that data to improve overall instruction in the particular area.

Assessment of the full integrated program of general education, which includes the college's goals of Think, Connect, Communicate, and Be Well, will be coordinated by the Department of General and Liberal Studies. Each semester, all faculty who teach a General Education course will submit an assignment and a student response that best aligns with one of the four General Education program outcomes. Faculty will submit these artifacts and the artifacts will be compiled in to "exemplar student portfolios." These portfolios will be representative of the work a student would produce while completing the program of General Education at CSI. In other words, each exemplar portfolio will contain student work in each General Education Way of Knowing, Integrative Skill, and Institutionally Designated Credit area, though the work will not be from one particular student. Assessment of portfolios will take place in the semester following the submission process (spring for fall submissions, fall for spring submissions). Assessment will be handled primarily by the General Education Review Committee, which is comprised of four elected faculty representatives from across campus, the Chair Elect of the Curriculum Committee, the Chair of the Department of General and Liberal Studies, and the Instructional Designer. Ex-officio members of the committee also include several deans and a student representative (Appendix F). Assessment results will be reported back to faculty annually at fall in-service, giving faculty the opportunity to make improvements to curriculum and instruction prior to each new academic year.

The submission and collection of data will take place within Canvas, the college's learning management system. The college has recently begun using Canvas to design, collect, and align program level student learning assessment outcomes for all of its program, including general education. Canvas is also being used to provide professional development related to program assessment for all areas of campus. This use of Canvas is a recent development but holds great promise in terms of coordination and consistency. Once the Canvas blueprint site for program assessment is finalized, additional sites will be created for all programs and training will be provided for both groups and individuals.

#### Additional Program Level Assessment Metrics

The college is also working to improve assessment at the program level in areas not directly tied to student learning outcomes. The Office of Institutional Effectiveness has created a number of data reports over the past two years that give decision makers immediate access to program data regarding enrollment, retention, and student success metrics, among others.

The college's Program Review process is also being revised to streamline reporting of all program level assessment, including student learning outcomes. These changes to program review are also being piloted at this time with full implementation expected beginning in the fall of 2018.

#### Use of Assessment Results for Planning and Continuous Improvement

The coordinated and consistent use of assessment results for planning and continuous improvement is the final step to addressing section four of the recommendation. While data collection and assessment procedures are still being finalized, the results will be integrated within the college's existing planning structure to ensure that the results lead to continuous improvement.

Currently, planning at the program level is done through the college's Plan for Development process. This process begins with each employee being given the opportunity to submit an Individual Development Plan (IDP) to his or her supervisor outlining strategies that the employee has developed to address specific goals over the coming year (Appendix G).

Supervisors collect IDPs from individuals in their units and compile them into a Unit Development Plan (UDP) which is also aligned with the core themes and objectives of the college's strategic plan (Appendix

H). Program leaders use the UDP to link existing assessment results to needs in a particular program. An example might work like this. A faculty member in the Communication Department observes that students in the introductory communication course are struggling to appropriately use technology during presentations and that these struggles are decreasing the likelihood of students successfully completing the course. When establishing her IDP, the faculty member notes that she would like to address this failing by creating a laboratory space where students would be able to schedule time to practice with the same presentation technology that is available to them in the classrooms where they are giving their presentations. As she completes her IDP, she notes that this goal aligns with the Strategic Plan's Student Success Core Theme (Core Theme Two) objective of supporting student progress toward achievement of educational goals (Objective C) (Appendix I). When reviewing the various IDPs submitted by the department, the chair of the Communication Department discusses this request with the department and places it on the Unit Development Plan as a funding priority for the upcoming year. This UDP is then forwarded to the appropriate instructional dean who evaluates and prioritizes the request in light of its connection to the strategic plan and available resources. Assuming the request is funded and implemented, the department chair and faculty member each review the impact of the implemented strategy on student ability to use technology in presentations and successful completion of the course.

While this Plan for Development process has been in place for years at the college it has been improved by the work addressing Recommendation 2. Clearly established and communicated program outcomes and a more coordinated and consistent approach to assessing those outcomes will greatly enhance the impact of the process in the years to come. Moreover, the move to using Canvas as a way to manage and coordinate these processes is seen as critical going forward to ensure that the full cycle of planning, implementation, assessment, and improvement is clearly tracked and documented.

### **Conclusion**

Since the spring of 2015, the college has made significant progress in addressing the concerns outlined in Recommendation 2 of the 2015 Year-Seven Peer-Evaluation report and this work has strengthened the college's alignment with Standards 2.C.10, 4.A.3, 4.B.1, and 4.B.2. That said, the work is not yet complete. The college is committed to these fundamental changes in process and fully expects to have several clear cycles of data available at its Year Seven visit that will demonstrate an integrated and robust system of program level assessment.

## **Appendix**

Appendix A: Ways of Knowing and Integrative Skills Student Learning Outcomes

Appendix B: Ways of Knowing/Integrative Skills Assessment Rubric

Appendix C: CSI General Education Program Student Learning Outcomes

Appendix D: Student Learning Assessment Process Visualization

Appendix E: Sample Way of Knowing CSI Plan for Assessment

Appendix F: General Education Review Committee Membership

Appendix G: Blank Individual Development Plan (IDP)

Appendix H: Blank Unit Development Plan (UDP)

Appendix I: 2018 College of Southern Idaho Strategic Plan

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In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship. General education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

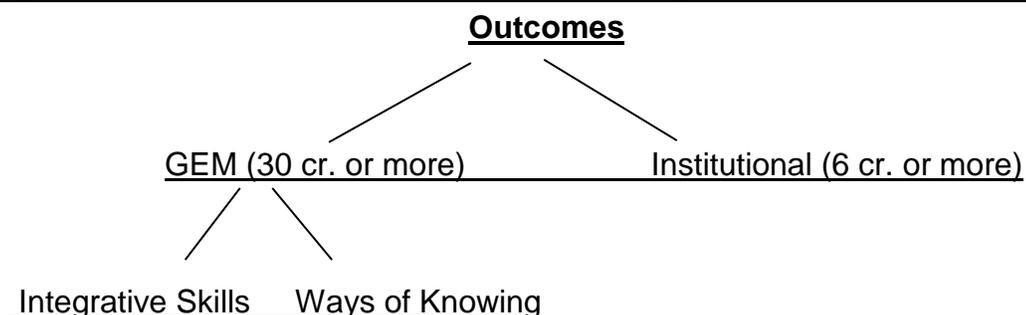
1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The general education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the general education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

**Fig. 1: General education framework reflecting AAC&U Essential Learning**



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2. The intent of the general education framework is to:
    - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
    - b. Establish shared rubrics that guide course/general education program assessment; and
    - c. Create a transparent and seamless transfer experience for undergraduate students.
  
  3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
    - a. Written Communication
    - b. Oral Communication
    - c. Mathematical Ways of Knowing
    - d. Scientific Ways of Knowing
    - e. Humanistic and Artistic Ways of Knowing
    - f. Social and Behavioral Ways of Knowing
  
  4. GEM courses in each area shall include the following competencies.
    - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
      - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
      - ii. Adopt strategies and genre appropriate to the rhetorical situation.
      - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
      - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
      - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
      - vii. Read, interpret, and communicate key concepts in writing and rhetoric.
  
    - b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
      - i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.

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- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
  - iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
  - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
  - v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
  - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
- i. Read, interpret, and communicate mathematical concepts.
  - ii. Represent and interpret information/data.
  - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
  - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
- i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
  - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
  - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
  - iv. Describe the relevance of specific scientific principles to the human experience.
  - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
  - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
  - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.

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- iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
  - v. Interpret artistic and/or humanistic works through the creation of art or performance.
  - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
  - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
  - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
  - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
  - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
  - v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

**5. General education Requirement**

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

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- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
  - ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
- i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course	3

- c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.
6. Governance of the general education Program and Review of Courses
- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually to ensure consistency and relevance of general education competencies related to their discipline.
  - b. The General Education Matriculation Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework for each institution. GEM Committee duties are prescribed by the Board.
  - c. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.

# Humanistic & Artistic Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (6 credits)



Definition: These courses emphasize appreciation of, inquiry into, and interpretation of the human experience by challenging students to consider the ethical, aesthetic, artistic, and intellectual dimensions of the human experience, past and present, in order to make thoughtful and imaginative contributions to their future world. Competency and Knowledge Objectives: To meet the Humanistic & Artistic Ways of Knowing requirement courses must cover **5 out of 7 outcomes**. The rubric is not intended as a grading rubric.

Rubric Description	Entry-Level Expectation	Meets End-of-Course Expectations	Exceeds End-of-Course Expectations
	Student has entry-level awareness of content to be covered.	Student has achieved the outcome and consistently applies it.	Student has achieved the outcome and makes critical judgments related to relevance and application.
<b>1. Recognize and describe humanistic, historical, or artistic works or problems within patterns of the human experience.</b>	Has fundamental reading comprehension skills that will enable them to retain knowledge of general works and identify patterns as taught in the discipline.	Demonstrates knowledge of representative works and a basic understanding of patterns of the human experience in the discipline.	Consistently and effectively makes insightful and in-depth connections among representative works and can articulate an understanding of patterns of the human experience in the discipline.
<b>2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).</b>	Has the ability to learn the discipline's terminologies, methodologies, processes, and epistemologies.	Uses terminology correctly, employs the conventions of a discipline, and produces insights rooted in field-specific terms and procedures.	Uses terminology correctly to produce subtle, perceptive observations; uses field-specific procedures to arrive at inventive insights.
<b>3. Perceive and understand formal, conceptual, and technical elements specific to the discipline.</b>	Has the ability to learn to identify and understand the discipline's basic elements and concepts.	Understands and articulates how an artifact or text is made, how it is designed, and what it may mean.	Engages with the artifact or text in a way that integrates form, content, and meaning.
<b>4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.</b>	Has the ability to comprehend and to learn to interpret texts, objects, events, and ideas in their cultural, intellectual and historical contexts.	Usually comprehends, analyzes, and plausibly interprets assigned texts; articulates connections between text and contexts of production and/or reception, although observations may be obvious or basic.	Accurately comprehends, convincingly interprets, and insightfully analyzes assigned texts (objects/events/ideas); articulates insightful connections between text and contexts of production and/or reception.
<b>5. Interpret artistic and/or humanistic works through the creation of art or performance.</b>	Has the ability to learn to interpret artistic and/or humanistic works through the creation of art or performance.	Shows basic understanding of humanistic works by creating a related work.	Renders meaning of the works studied through the creation of an independent work.
<b>6. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.</b>	Has the ability to learn to develop critical perspectives or arguments about the discipline's subject matter.	Develops a credible argument and thesis, providing appropriate support including examining assumptions, evaluating evidence, and differentiating claims from reasons.	Develops compelling argument; provides specific, in-depth support in an elegant form through individual voice; makes meaningful connections, communicates insight.
<b>7. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints</b>	Has intellectual curiosity and the ability to learn to demonstrate self-reflection and appreciation of a variety of viewpoints.	Appreciates the value of the discipline and begins to ask relevant questions, but occasionally responds reflexively rather than reflectively. Usually demonstrates appreciation for and ability to entertain a variety of viewpoints without necessarily agreeing with them.	Asks probing questions relevant to the discipline; actively explores and navigates ambiguity and difference; and responds reflectively, demonstrating significant appreciation for a variety of viewpoints without necessarily agreeing with them.

# Oral Communication



## Idaho General Education Matriculation (GEM) General Education Courses (3 credits)

Definition: Communication is a conscious transaction designed to increase knowledge, to influence attitudes, values, beliefs, or behaviors, or foster understanding (inform, persuade, relate).

Competency and Knowledge Objectives: To meet the oral communication requirement of the general education core, upon completion of a course in this category, students are able to demonstrate the following competencies.

Rubric Description	Entry-Level Expectation Student has entry-level awareness of content to be covered.	Meets End-of-Course Expectations Student has achieved the outcome and consistently applies it.	Exceeds End-of-Course Expectations Student has achieved the outcome and makes critical judgments related to relevance and application.
1. <b>Information Resources, Structures: Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.</b>	Demonstrates through spoken messages minimal ability to access, evaluate, or utilize information resources; minimal use of organizational patterns and/or patterns may not be appropriate for audience.	Demonstrates, through spoken messages, ability to access, evaluate, and utilize credible information resources (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) and apply organizational patterns appropriate for audience.	Demonstrates, through spoken messages, the ability to access, critically evaluate, and utilize a variety of types of high-quality information resources (e.g. explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) and apply organizational patterns appropriate for audience.
2. <b>Reasoning &amp; Persuasive Appeals. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.</b>	Demonstrates minimal ability to use fundamental reasoning, rhetorical appeals, and evidence in the construction of ethical persuasive messages.	Demonstrates clear fundamental reasoning, rhetorical appeals, and evidence in the construction of ethical persuasive messages.	Utilizes cogent reasoning, rhetorical appeals, and diverse evidence in the construction of insightful, ethical persuasive messages.
3. <b>Adapt Spoken Messages to Diverse Contexts. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.</b>	Fails to adapt spoken messages to address the personal, ideological, and emotional perspectives of diverse individuals, groups, or contexts.	Appropriately adapts spoken messages to address the personal, ideological, and emotional perspectives of diverse individuals, groups, or contexts.	Creatively adapts spoken messages to address the personal, ideological, and emotional perspectives of diverse individuals, groups, or contexts.
4. <b>Effective Verbal &amp; Nonverbal Behaviors that Promote Self-efficacy. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.</b>	Limited language and nonverbal communicative strategies that fail to support communication goals or illustrate self-efficacy.	Employs spoken language and nonverbal communicative strategies that support communication goals and illustrate self-efficacy.	Strategically employs spoken language and nonverbal communicative strategies that support communication goals and illustrate self-efficacy.
5. <b>Listen to Critically Evaluate Self &amp; Others. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.</b>	Does not demonstrate critical listening to assess the reasoning, evidence, or communication strategies of self and/or others.	Demonstrates critical listening by assessing the reasoning, evidence, and communication strategies of self and others.	Engages in reflective, comparative, and critical listening to assess the reasoning, evidence, and communication strategies of self and others.

Rubric Description	Entry-Level Expectation Student has entry-level awareness of content to be covered.	Meets End-of-Course Expectations Student has achieved the outcome and consistently applies it.	Exceeds End-of-Course Expectations Student has achieved the outcome and makes critical judgments related to relevance and application.
<p><b>6. Key Theories &amp; Concepts in Communication Discipline. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.</b></p>	<p>Shows limited understanding of some of the following theories and concepts: Models of Communication (e.g. Transactional, Linear Models), basic public speaking processes, methods of persuasion (e.g. Toulmin’s Model of Argumentation, Fisher’s Narrative Paradigm, Burke’s Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.).</p>	<p>Displays understanding of the following theories and concepts: Models of Communication (e.g. Transactional, Linear Models), basic public speaking processes, methods of Persuasion (e.g. Toulmin’s Model of Argumentation, Fisher’s Narrative Paradigm, Burke’s Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.) .</p>	<p>Strategically applies the following theories and concepts: Models of Communication (e.g. Transactional, Linear Models), basic public speaking processes, methods of persuasion (e.g. Toulmin’s Model of Argumentation, Fisher’s Narrative Paradigm, Burke’s Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.).</p>

# Mathematical Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (3 credits)



Definition: Coursework in this area is intended to develop an understanding of mathematical reasoning processes and the ability to use these processes to solve college-level mathematical problems. Competency and Knowledge Objectives: To meet the mathematics requirement of the general education core, courses must cover all the objectives below. The rubric is not intended as a grading rubric.

Rubric Description	Entry-Level Expectation Student has entry-level awareness of content to be covered.	Meets End-of-Course Expectations Student has achieved the outcome and consistently applies it.	Exceeds End-of-Course Expectations Student has achieved the outcome and makes critical judgments related to relevance and application.
<b>1. Read, interpret, and communicate mathematical concepts.</b>	<ul style="list-style-type: none"> <li>– Demonstrates understanding of concepts relating to appropriate pre-requisite material</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates ability to read, interpret, and communicate the course concepts.</li> <li>– Understands the use of abstractions related to course material.</li> <li>– Understands and correctly utilizes appropriate mathematical language.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates ability to extend course concepts to new contexts.</li> <li>– Demonstrates the ability to interpret and apply abstractions.</li> <li>– Understands and correctly utilizes appropriate mathematical language in new contexts.</li> </ul>
<b>2. Represent and interpret information/data.</b>	<ul style="list-style-type: none"> <li>– Demonstrates a general understanding of graphs and/or tables.</li> </ul>	<ul style="list-style-type: none"> <li>– Appropriately represents data or information graphically and/or functionally.</li> <li>– Draw valid conclusions from analysis.</li> </ul>	<ul style="list-style-type: none"> <li>– Appropriately represents data or information graphically and/or functionally.</li> <li>– Draw valid conclusions from analysis.</li> <li>– Predict consequences, trends, or patterns.</li> </ul>
<b>3. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.</b>	<ul style="list-style-type: none"> <li>– Student can follow an argument as to which strategy is chosen.</li> <li>– Process is performed correctly with assistance.</li> <li>– Student can follow steps.</li> </ul>	<ul style="list-style-type: none"> <li>– Student can select appropriate strategy.</li> <li>– Process is performed correctly without assistance.</li> <li>– Student can write down steps</li> </ul>	<ul style="list-style-type: none"> <li>– Student can select the appropriate strategy in a generalized problem.</li> <li>– Process is internalized.</li> <li>– Student can justify why the process is used.</li> </ul>
<b>4. Apply quantitative reasoning to draw appropriate conclusions and support them.</b>	<ul style="list-style-type: none"> <li>– Uses appropriate methods to check the solution and recognize that it is reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses appropriate methods to check the solution and recognize that it is reasonable.</li> <li>– Demonstrates that the conclusion correctly addresses the initial problem.</li> <li>– Explains the problem, process and conclusions to others.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses appropriate methods to check the solution and recognize that it is reasonable.</li> <li>– Demonstrates that the conclusion correctly addresses the initial problem.</li> <li>– Explains the problem, process and conclusions to others.</li> <li>– Recognize the limitations of the methods and the conclusions.</li> <li>– Recognize patterns within a problem that can be applied to other situations.</li> </ul>

# Scientific Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Courses (8 credits)



Definition: A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, and predict natural phenomena. Competency and Knowledge Objectives: To meet the Natural, Physical & Applied Sciences requirement of the general education core, courses must cover all five objectives below. The rubric is not intended as a grading rubric.

Rubric Description	Entry-Level Expectation	Meets End-of-Course Expectations	Exceeds End-of-Course Expectations
1. <b>Foundational Knowledge: Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.</b>	Student has entry-level awareness of content to be covered.	Student has achieved the outcome and consistently applies it.	Student has achieved the outcome and makes critical judgments related to relevance and application.
1. <b>Foundational Knowledge: Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.</b>	Possesses rudimentary awareness of the bounds and subject matter of a specific natural or physical science, and has basic reasoning skills required for analytical problem solving.	Demonstrates knowledge of the facts and theoretical models of a traditional natural or physical science, and can use this information to correctly solve problems and describe phenomena.	Demonstrates detailed understanding of the facts and theoretical models of a traditional natural or physical science, and employs this to correctly pose and answer questions related to the analysis and prediction of phenomena.
2. <b>Scientific Method and Reasoning: Understand the scientific method and apply scientific reasoning to critically evaluate assertions.</b>	Is acquainted with the basic outline of the steps composing the scientific method, and aware of the role of evidence in scientific reasoning.	Demonstrates sound grasp of the scientific method and correctly applies scientific reasoning to assess the validity of assertions.	Demonstrates thorough understanding of all steps of the scientific method, and applies this knowledge to critically evaluate the strengths and weaknesses of scientific assertions.
3. <b>Scientific Communication: Interpret and communicate scientific information via written, spoken, and/or visual representations.</b>	Has been introduced to graphical presentations of information and basic scientific terminology.	Demonstrates ability to accurately convey and receive scientific information through words and pictures.	Clearly conveys scientific data, reasoning, and conclusions through written, verbal, and graphical presentations. Correctly gathers similar information from figures, technical writing, and spoken communication.
4. <b>Relate to Human Experience: Describe the relevance of specific scientific principles to the human experience.</b>	Is aware that scientific principles describe the world around them and have both predictive and explanatory value.	Can explain how specific scientific principles describe events within the real-world, everyday experience of the student, or inform understanding of broader societal issues.	Can use specific scientific principles to predict events within the real-world, everyday experience of the student, and predict outcomes or make judgements related to broader societal issues.
5. <b>Hypothesis Testing: Form and test a hypothesis in the laboratory using discipline-specific tools and techniques for data collection and/or analysis.</b>	Understands the role of experimentation in science.	Formulates a hypothesis in response to a problem or prompt.  Executes an experiment and analyzes data that specifically addresses hypothesis. Draws conclusions based on data.	Independently formulates a hypothesis. Designs and executes an experiment to confirm or refute it. Assesses the quality of the experimental results and draws appropriate conclusions.

# Social & Behavioral Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (6 credits)



Definition: “The Social Science disciplines offer a rigorous examination of human experiences. In studying various behavioral and social theories, research methods, perspectives of inquiry, and historical and cultural influences, students analyze the complex forces that shape human consciousness, interactions, activity, and social institutions.” Competency and Knowledge Objectives: To fulfill the social sciences requirement, courses must require that students meet or exceed course expectations in four of the five objectives. The rubric is not intended to be a grading rubric.

Rubric Description	Entry-Level Expectation	Meets End-of-Course Expectations	Exceeds End-of-Course Expectations
	Student has entry-level awareness of content to be covered.	Student has achieved the outcome and consistently applies it.	Student has achieved the outcome and makes critical judgments related to relevance and application.
<b>1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.</b>	Has college-level reading and writing skills, in order to learn the discipline’s foundational concepts.	Identifies and accurately summarizes key theoretical and conceptual frameworks.	Analyzes and applies theoretical and conceptual ideas in a particular discipline.
<b>2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.</b>	Has awareness of one’s own identity within one’s historical or cultural environment.	Discerns and articulates the impact of the reciprocal relationship between the individual, group, and society.	Analyzes and critiques the interactions of individuals, groups and societies; Evaluates and reflects on how social understanding leads to social actions.
<b>3. Utilize Social Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.</b>	Makes use of evidence from sources and presents it in a summary form though may be from a limited and/or biased perspective.	Through an understanding of an appropriate social science approach, Identifies well-reasoned arguments and critiques information in order to evaluate fact vs. opinion.	Employ an appropriate social science approach to arrive at an informed position on a complex problem, issue or topic.
<b>4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.</b>	Has a basic understanding of how personal and political decisions impact the individual.	Defines and describes how decisions influence individual(s) or communities.	Connects and extends acquired knowledge from a social science discipline to examine the impact of agency on individual, civic, or global decisions.
<b>5. Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.</b>	Recognizes that similarities and differences exist and influence human interaction; acknowledges that learning about others is necessary.	Explains the impact of similarities and differences on interactions and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of the similarities and differences of human experience by asking complex questions and seeking out answers that reflect multiple perspectives.

# Written Communication

## Idaho General Education Matriculation (GEM) General Education Course (6 credits)



Definition: “Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.” Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities. Students will generally demonstrate their achievement of the following Outcomes through the totality of the writing projects they write for the course. The rubric is not intended as a grading rubric.

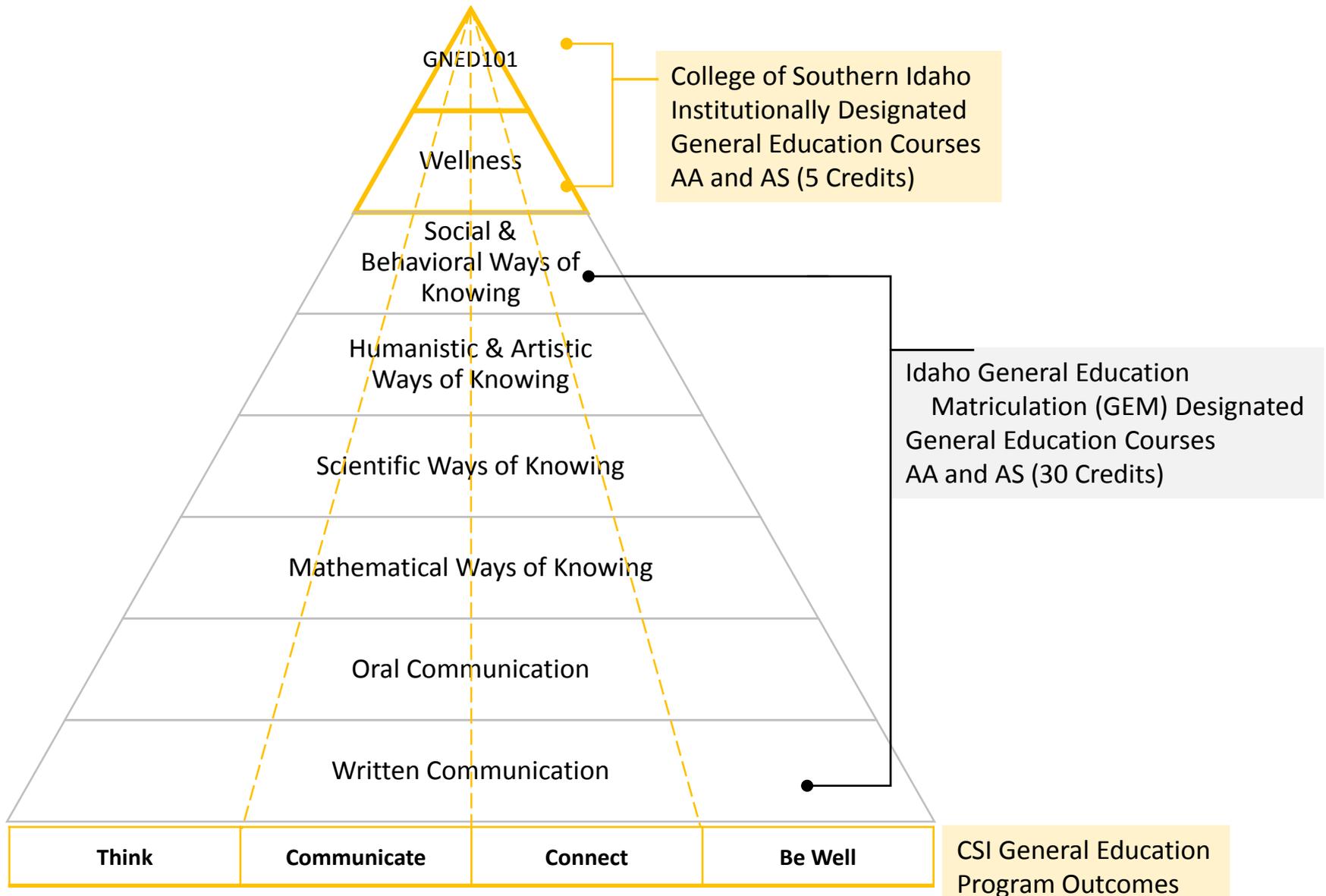
Rubric Description	Entry-Level Expectation Student has entry-level awareness of content to be covered.	Meets End-of-Course Expectations Student has achieved the outcome and consistently applies it.	Exceeds End-of-Course Expectations Student has achieved the outcome and makes critical judgments related to relevance and application.
<b>1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts</b>	Demonstrates mechanical ability to generate, develop, and revise drafts. Editing and proofreading are adequate for purpose.	Demonstrates strong ability to generate, develop, revise, and proofread drafts appropriate to the purpose.	Discerns and applies effective strategies for all elements of the writing process.
<b>2. Adopt strategies and genre that are appropriate to the rhetorical situation</b>	Demonstrates limited understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.	Demonstrates grasp of a variety of rhetorical situations and consistently chooses rhetorically appropriate mode, tone, and voice.	Demonstrates complex understanding of rhetorical situations and uses audience - and purpose -appropriate voice and tone.
<b>3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context</b>	Has some difficulty posing a good research problem. Accesses information using simple search strategies, retrieves information from limited and similar sources.	Can pose a reasonable research problem with guidance. Accesses information using variety of search strategies and relevant information sources. Demonstrates ability to refine search.	Can pose a reasonable research problem; Accesses information using effective, well-designed search strategies and most appropriate information sources. Shows strong ability to analyze information, articulate reasons for choosing solution and demonstrate the consequences of the solution.
<b>4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others</b>	Uses appropriate and relevant evidence to develop and express ideas through most of the work.	Uses appropriate, relevant, and compelling evidence to explore and express ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling evidence to illustrate sophisticated exploration of the subject, conveying the writer’s understanding, and shaping the work.
<b>5. Address readers’ biases and assumptions with well-developed evidence-based reasoning.</b>	Demonstrates basic understanding of using evidence to support argument while anticipating readers’ concerns.	Anticipates readers’ biases or assumptions and responds with some recognized argumentative strategies.	Effectively implements argumentative techniques that result in well-developed evidence-based arguments.
<b>6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.</b>	Relies heavily on one strategy – such as direct quotation – to incorporate source material. Incorporation is mechanical and attribution is inconsistent. Errors in tone, voice, syntax, grammar, and punctuation may be numerous.	Uses appropriate strategies to present information but may be incorporating them mechanically. Source attribution is consistent. Makes minimal errors in syntax, grammar, and punctuation.	Demonstrates skillful and strategic ability to present information and arguments, using a variety of techniques (such as, but not limited to, paraphrase, synthesis, and quotation). Syntax, grammar, punctuation, and citations follow accepted conventions.



# General Education Program – Portfolio Scoring Rubric

	No Evidence – Beginning				Intermediate				Competent		
	0	1	2	3	4	5	6	7	8	9	10
<b>THINK</b>	<p>Awareness of disciplinary foundations</p> <p>Discuss personal reactions to or interpretations of ideas, texts, and objects</p> <p>Identify approaches and terminologies used to discuss, analyze, solve, interpret and create in particular disciplines</p>				<p>Explain how disciplinary foundations can be used to understand the self, the real-world environment, and broader societal issues.</p> <p>Explain ideas, texts, and objects in a context outside the “self,” such as social or historical.</p> <p>Use conventional approaches and terminologies to discuss, analyze, solve, interpret, predict, and create in a particular discipline.</p>				<p>Use disciplinary foundations to examine the self, the real-world environment, and broader societal issues.</p> <p>Explain ideas, texts, and objects in multiple contexts outside the “self,” such as social or historical.</p> <p>Use conventional approaches and terminologies to discuss, analyze, solve, interpret, predict, and create in a particular discipline. Products of these processes show awareness of alternatives, mindfulness of drawbacks, and thorough consideration for the possible objections of others.</p>		
<b>COMMUNICATE</b>	<p>Minimal ability to create an effective message or solution to a problem.</p> <p>Lacks awareness of the rhetorical situation.</p> <p>Lacks skill to evaluate, analyze, interpret, and use material or data as a critical consumer of information.</p>				<p>Adequate ability to create an effective message or solution to a problem.</p> <p>Adequate awareness of the rhetorical situation.</p> <p>Adequate skill to evaluate, analyze, interpret and use material or data as a critical consumer of information.</p>				<p>Discerns and applies learned strategies to create an effective message or solution to a problem.</p> <p>Demonstrates complex awareness of the rhetorical situation.</p> <p>Competently and consistently evaluates, analyzes, interprets, and uses material or data as a critical consumer of information.</p>		
<b>CONNECT</b>	<p>Identify the ways of knowing involved in becoming a generally-educated learner.</p>				<p>Explain how the different ways of knowing are interconnected; judge the appropriateness of using one or more ways of knowing to solve a problem or explore an issue; reflect on one’s progress as a generally-educated learner.</p>				<p>Explain how the different ways of knowing are interconnected and how they can enrich engagement with the world; deconstruct biases when different ways of knowing are used; reflect on one’s progress as a generally-educated learner.</p>		
<b>BE WELL</b>	<p>Does not recognize how beliefs and behaviors improve and maintain lifelong wellness.</p>				<p>Recognizes how beliefs or behaviors maintain or improve current and lifelong wellness.</p>				<p>Recognize and reflect upon how beliefs and behaviors improve and maintain their lifelong wellness.</p>		

# College of Southern Idaho – General Education Program Framework



# Assessing General Education Program Outcomes

GE Program

THINK	COMMUNICATE	CONNECT	BE WELL
Humanistic & Artistic (6 credits) Social & Behavioral (6 credits) Scientific (7-8 credits) Mathematical (3 credits)	Oral Communication (3 credits) Written Communication (6 credits)	GNED101 (3 credits)	Wellness (2 credits)

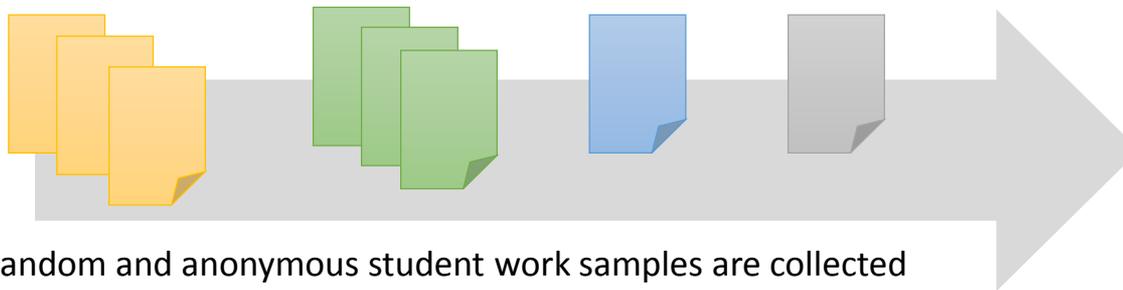
GE Courses

Each GE Course instructor indicates which classroom instructional activities and assessments align with Student Learning Outcomes.

GNED 101 Course Calendar\*

Week	Date	Topic	Instructional Activities	SLO Number Supported	Assignment Due Dates Exam Dates
1	08/2017	What is a generally educated person?	Case Study and in-class seminar	No. 1	08/2017
2	09/2017	Art and Science	Concept map	No. 2	09/2017
3	09/2017	Skills, strategies, and resources	Task management mapping	No. 4	09/2017
4	10/2017	What is plagiarism?	Online discussion with examples	No. 3	10/2017

Student Work

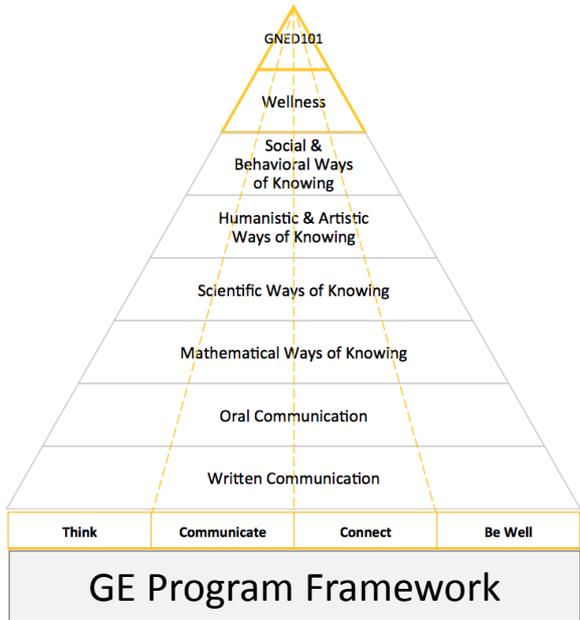


Random and anonymous student work samples are collected from each course to represent an exemplar “portfolio”. The “portfolio” does not represent an individual student or an individual instructor, but an overall view of work from general education courses.

Representatives from the General Education Committee and Sub-Committees will evaluate each “portfolio” using the GE Program Rubric for Think, Communicate, Connect, and Be Well to assess GE Program Outcomes.

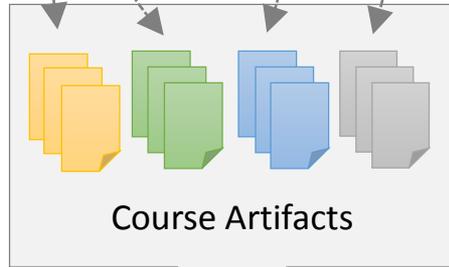
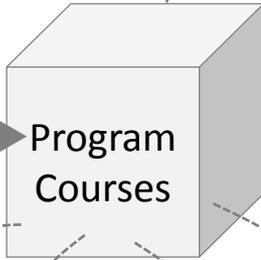
# Assessing General Education Program Outcomes

State of Idaho General Education  
Ways of Knowing, Integrative Skills, and  
Institutionally Designated Credits

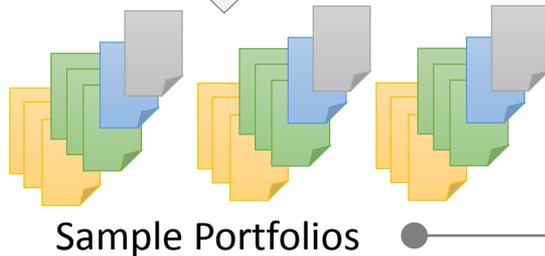


THINK				
COMMUNICATE				
CONNECT				
BE WELL				
<b>GE Program Rubric</b>				

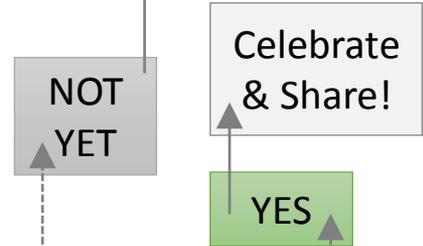
Annual  
Program Review



Evidence of  
Student Achievement



**Initiate Discussion**  
In spring with program outcome domains to identify instructional remedies to disseminate in May for faculty implementation in fall



**Assessment**  
Do existing GE instructional artifacts demonstrate student achievement of GE Program Outcomes?

**GE Committee**  
Reviews portfolio against rubric for evidence of student achievement each spring, summer, fall

## Social and Behavioral Ways of Knowing Plan for Assessment College of Southern Idaho

### College Level Direction

Each statewide way of knowing (*Oral Communication, Written Communication, Social and Behavioral Ways of Knowing, Artistic and Humanistic Ways of Knowing, Mathematical Ways of Knowing and Scientific Ways of Knowing*) currently has a committee membership designated by the CSI Curriculum Committee guidelines for the purpose of evaluating new courses that aspire to become “GEM stamped.” These committees are now also the start of designated expert groups with the knowledge to make informed decisions regarding courses within each Way of Knowing.

These designated committees review and assess each course yearly using the Statewide Outcomes and Rubrics. Courses are assessed by outcome according to the following schedule:

Year #1 (2018-19)	Outcome #1
Year #2	Outcome #2
Year #3	Outcome #3
Year #4	Outcome #4
Year #5	Outcome #5

Each Way of Knowing is empowered to modify this rotation (two outcomes in one year, outcome 5 before outcome 1, etc.) based the needs of the particular discipline group as long as all outcomes are assessed over a five year period of time.

Division of duties and specific action timelines within the committee will be decided upon by the committee chair with each final year-long report due to the Academic Dean by the first of June each year. Assessment will take place using the State of Idaho Ways of Knowing Rubrics and artifacts to be assessed will be shared from the CSI General Education evaluation program. Reports to the Academic Dean will include both quantitative and qualitative data derived from the assessment of the artifacts based on the rubrics as well as recommendations based on that data to improve overall instruction in the particular Way of Knowing.

Based on the College of Southern Idaho’s current department chair structure (and state level general education committee representatives), assessment teams will be led by:

**Oral Communication (Tiffany Seeley-Case)**  
**Written Communication (Clark Draney)**  
**Institutionally Designated (GNED and Wellness)**  
**(Whitney Smith-Schuler)**

**Social and Behavioral Ways of Knowing (Tiffany Seeley-Case)**  
**Mathematical Ways of Knowing (Ron Cresswell)**  
**Scientific Ways of Knowing (Bill Ebner)**  
**Artistic and Humanistic Ways of Knowing (Scott Farkas)**

## Social and Behavioral Ways of Knowing Discipline Area

There are currently 20 courses at the College of Southern Idaho taught that meet the Social and Behavioral Ways of Knowing area of general education curriculum. These courses exist in every modality including dual credit.

ANTH 101 Physical Anthropology	GEOG 102 Cultural Geography	POLS 101 American National Government
ANTH 102 Cultural Anthropology	GEOG 200 World Regional Geography	POLS 102 Introduction to Political Science
CRIJ 103 Introduction to Law and Justice	HIST 101 Western Civilization	POLS 221 Introduction to International Relations
ECON 201 Principles of Macroeconomics	HIST 102 Western Civilization 2	PSYC 101 General Psychology
ECON 202 Principles of Microeconomics	HIST 111 US History 1	SOCY 101 Introduction to Sociology SOCY 105 Human Relations
EDUC 204 Families, Communities and Culture	HIST 112 US History 2	COMM 102 Interpersonal Communication COMM 220 Intercultural Communication

In order to assess these courses, instructors (full time, adjunct, and dual credit) will meet annually to review syllabi, curriculum guides, and assessment mechanisms. In order to facilitate these conversations, the following items are required to be submitted to the College of Southern Idaho Social and Behavioral Ways of Knowing Assessment site located in Canvas:

1. Current copies of syllabi (syllabi should all follow the CSI template to ensure that general education outcomes as well as course content are represented).
2. A current copy of the course curriculum guide that includes textbook and mandatory assignments
3. A copy of one assignment sheet that will provide the committee with detail as to which outcomes are being assessed with this particular assignment.

### Timeline

Required items should be submitted to the Canvas site at the beginning of each semester. On the Monday and Tuesday of Thanksgiving vacation week, the Social and Behavioral Ways of Knowing Discipline Group will meet to review all submitted data. Members of the committee will review the uploaded items and bring with them any concerns that they might have in preparation for the meeting.

The review of courses will be done using the state of Idaho rubric created for the Social and Behavioral Ways of Knowing with one objective assessed each year on a rotational basis for long-standing existing courses and NEW courses being assessed for all six outcomes for their probationary period of three years.

### Process and Report

Review of courses will be conversational and narrative in nature with the group prioritizing (1) new courses (2) courses by which members express concern regarding achievement of outcomes (3) remaining courses. Instructors of courses will be called upon to explain and defend the mechanism by which they both instruct and assess the statewide outcomes.

The final report offered by this committee will assign each course a “meets” or “doesn’t meet” assessment along with recommendations to be offered to both the department where the course resides along with Curriculum Committee. Recommendations may be at the course, instruction, curriculum, or institutional level.

# Social & Behavioral Ways of Knowing

Idaho General Education Matriculation (GEM) General Education Course (6 credits)

[Sample report for existing course](#)



Definition: "The Social Science disciplines offer a rigorous examination of human experiences. In studying various behavioral and social theories, research methods, perspectives of inquiry, and historical and cultural influences, students analyze the complex forces that shape human consciousness, interactions, activity, and social institutions." Competency and Knowledge Objectives: To fulfill the social sciences requirement, courses must require that students meet or exceed course expectations in four of the five objectives. The rubric is not intended to be a grading rubric.

COURSE	Rubric Description	Entry-Level Expectation	Meets End-of-Course Expectations	Exceeds End-of-Course Expectations	Review 2018-2019 (Meets/Doesn't Meet)	Recommendations
		Student has entry-level awareness of content to be covered.	Student has achieved the outcome and consistently applies it.	Student has achieved the outcome and makes critical judgments related to relevance and application.		
	Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	Has college-level reading and writing skills, in order to learn the discipline's foundational concepts.	Identifies and accurately summarizes key theoretical and conceptual frameworks.	Analyzes and applies theoretical and conceptual ideas in a particular discipline.		
ANTH 101 Physical Anthropology						

# Social & Behavioral Ways of Knowing

Idaho General Education Matriculation (GEM) General Education



## Course (6 credits)

Sample report for new course

Definition: "The Social Science disciplines offer a rigorous examination of human experiences. In studying various behavioral and social theories, research methods, perspectives of inquiry, and historical and cultural influences, students analyze the complex forces that shape human consciousness, interactions, activity, and social institutions." Competency and Knowledge Objectives: To fulfill the social sciences requirement, courses must require that students meet or exceed course expectations in four of the five objectives. The rubric is not intended to be a grading rubric.

Course	Rubric Description	Entry-Level Expectation Student has entry-level awareness of content to be covered.	Meets End-of-Course Expectations Student has achieved the outcome and consistently applies it.	Exceeds End-of-Course Expectations Student has achieved the outcome and makes critical judgments related to relevance and application.	Review 2018-2019  (Meets/Doesn't Meet)	Recommendation
EDUC 204						
	Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	Has college-level reading and writing skills, in order to learn the discipline's foundational concepts.	Identifies and accurately summarizes key theoretical and conceptual frameworks.	Analyzes and applies theoretical and conceptual ideas in a particular discipline.		
	Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	Has awareness of one's own identity within one's historical or cultural environment.	Discerns and articulates the impact of the reciprocal relationship between the individual, group, and society.	Analyzes and critiques the interactions of individuals, groups and societies; Evaluates and reflects on how social understanding leads to social actions.		
	Utilize Social Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.	Makes use of evidence from sources and presents it in a summary form though may be from a limited and/or biased perspective.	Through an understanding of an appropriate social science approach, Identifies well-reasoned arguments and critiques information in order to evaluate fact vs. opinion.	Employ an appropriate social science approach to arrive at an informed position on a complex problem, issue or topic.		
	Evaluate how reasoning,	Has a basic understanding of how	Defines and describes how	Connects and extends acquired		

Appendix E

	<p>history, or culture informs and guides individual, civic, or global decisions.</p>	<p>personal and political decisions impact the individual.</p>	<p>decisions influence individual(s) or communities.</p>	<p>knowledge from a social science discipline to examine the impact of agency on individual, civic, or global decisions.</p>		
	<p>Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.</p>	<p>Recognizes that similarities and differences exist and influence human interaction; acknowledges that learning about others is necessary.</p>	<p>Explains the impact of similarities and differences on interactions and begins to negotiate a shared understanding based on those differences.</p>	<p>Articulates a complex understanding of the similarities and differences of human experience by asking complex questions and seeking out answers that reflect multiple perspectives.</p>		

DRAFT

**General Education Review Committee Membership**

Chris Bragg, Associate Dean of Institutional Effectiveness

Cindy Bond, Instructional Dean

Deb Matier, Faculty

Ellen Neff, Faculty

John Hughes, Instructional Dean

Janea Newell, Instructional Designer

Kim Madsen, Faculty

Perri Gardner, Faculty

Tiffany Seeley-Case, Department Chair (Social Science)

Todd Schwarz, Executive Vice President/Chief Academic Officer

Whitney Smith-Schuler, Department Chair (General and Liberal Arts)

Student Representative



# College of Southern Idaho

## INDIVIDUAL DEVELOPMENT PLAN

Name: \_\_\_\_\_

Dept/Unit: \_\_\_\_\_

Year: \_\_\_\_\_

**CSI VISION**

To improve the quality of life of those impacted by our services.

**CSI MISSION**

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

**CORE THEMES**

Community Success—Student Success—Institutional Stability

**ADDITIONAL DEPARTMENT/PROGRAM/OFFICE GOALS/OBJECTIVES (OPTIONAL)**

Goal (What do you want to accomplish?)	Activity (How will you do it?)	Resources Required (What resources will you need? [include budget estimate where applicable])	How does your goal/activity align with the <a href="#">CSI Strategic Plan</a> and current Strategic Initiatives? (How does it help lead the College to mission fulfillment?)	Outcome (What was the result?) <i>[Should be left blank until end of this development cycle and the beginning of the next cycle]</i>

# College of Southern Idaho

## UNIT DEVELOPMENT PLAN



Submitted by: \_\_\_\_\_

Department: \_\_\_\_\_

Year: \_\_\_\_\_

**CSI VISION**

To improve the quality of life of those impacted by our services.

**CSI MISSION**

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

**CORE THEMES**

Community Success—Student Success—Institutional Stability

**ADDITIONAL DEPARTMENT/PROGRAM/OFFICE GOALS/OBJECTIVES (OPTIONAL)**

Goal (What do you want to accomplish?)	Activity (How will you do it?)	Resources Required (What resources will you need? [include budget estimate where applicable])	How does your goal/activity align with the <a href="#">CSI Strategic Plan</a> and current Strategic Initiatives? (How does it help lead the College to mission fulfillment?)	Outcome (What was the result?) <i>[Should be left blank until end of this development cycle and the beginning of the next cycle]</i>



COLLEGE OF  
SOUTHERN  
IDAHO

2018-2022  
STRATEGIC PLAN

**MISSION STATEMENT**

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

**VISION STATEMENT**

To improve the quality of life of those impacted by our services.

## DEFINITIONS OF MISSION TERMS

**“Provide quality...opportunities that meet...the diverse needs”**: This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators and benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

**“Educational”**: Relating to activities typically encompassed by teaching and learning.

**“Social”**: Relating to the welfare of human beings as members of society.

**“Cultural”**: Relating to the customs, traditions, and values of a society.

**“Economic”**: Relating to economic development and economic welfare.

**“Workforce Development”**: Relating to the training of a qualified workforce.

**“Communities we serve”**: The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

## DEFINITIONS OF PLAN TERMS

**Goal/Core Themes**: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

**Objectives**: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

**Performance Measures**: Quantitative or qualitative indicator used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

**Critical Success Activity**: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

**Benchmarks**: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

**GOAL/CORE THEME 1: COMMUNITY SUCCESS**

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

**Objective A:** Strengthen the communities we serve

**Performance Measure:**

- I. The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.

**Benchmark:** Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.<sup>1</sup>

**Objective B:** Cultivate economic partnerships across the communities we serve

**Performance Measure:**

- I. The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as the Southern Idaho Economic Development Council (SIEDO), Jerome 20/20, Business Plus, Region IV Development (RIVDA), and Sun Valley Economic Development (SVED), among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.

**Benchmark:** Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.<sup>1</sup>

**Objective C:** Meet the workforce needs of the communities we serve

**Performance Measures:**

- I. Total Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA Headcount 3,137 Completions	1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	Meet the workforce training needs of our area as determined by industry

**Benchmark:** Meet the workforce training needs of our area as determined by industry <sup>2</sup> (by 2019)

- II. Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	51% (422/834)	54% (413/759)	51% (370/723)	55%

**Benchmark:** 55% <sup>3</sup> (by 2019)

- III. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY13 (2014-2015)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
86.1%	93.4%	97.2%	92.6%	92.3%

**Benchmark:** Maintain placement at or above the average for the previous four years (92.3%) <sup>4</sup> (by 2019)

**GOAL/CORE THEME 2: STUDENT SUCCESS**

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

**Objective A:** Foster participation in post-secondary education

**Performance Measures:****I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,747	10,686	10,912	12,091	2% increase

Benchmark: 2% increase<sub>5</sub> (by 2019)

**II. Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4,468.17	4,153.70	3,956.55	3942.67	Reverse trend of post-recession declining enrollment

Benchmark: Reverse trend of post-recession declining enrollment<sub>6</sub> (by 2019)

**III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12,171 credits 2,486 headcount	16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	TBD

Benchmark: TBD<sub>7</sub> (by 2019)

**IV. Tuition and Fees (Source: College of Southern Idaho)**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$115 (-12.3%)	\$120 (-10.2%)	\$130 (-4.8%)	\$130 (-4.5%)	Maintain tuition at +/- 5% of average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of average of other Idaho community colleges<sub>8</sub> (by FY2019)

**V. Hispanic/Latino Enrollment (Source: College of Southern Idaho)**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	21.37%	21.31%	22.87%	25%

Benchmark: 25%<sub>9</sub> (by FY2020)

**Objective B:** Reinforce a commitment to instructional excellence

**Performance Measures:****I. Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
90%	87%	90%	90%	90%

Benchmark: 90%<sub>10</sub> (by FY2019)

**Critical Success Activity:**

- Fully develop a 3-5 year comprehensive faculty and instructional improvement and professional development plan:
  - Develop qualification protocol for online instruction and pilot implementation
  - Develop and expand the Effective Teaching Academy
- Continue implementation of adjunct and dual credit professional development program

**Objective C:** Support student progress toward achievement of educational goals

**Performance Measures:**

- I. Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56%	56%	57%	60%	61%
(574/1,020)	(441/783)	(382/672)	(366/606)	
Fall 2012	Fall 2013	Fall 2014	Fall 2015	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 61% <sup>11</sup> (by FY2019)

- II. Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
70.1%	66.7%	71.6%	71.6%	73%
(1,524/2,175)	(1,093/1,638)	(1,184/1,653)	(1,123/1,569)	
Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 73% <sup>12</sup> (by FY2019)

- III. Number of degrees/certificates produced annually (Source: IPEDS Completions) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
198 Certificates	179 Certificates	192 Certificates	151 Certificates	NA
880 Degrees	845 Degrees	919 Degrees	817 Degrees	

Benchmark: NA <sup>13</sup>

- IV. Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
22.9%	25.1%	30.0%	29.9%	31%
(963/4,211)	(970/3,860)	(1,035/3,454)	(951/3,184)	

Benchmark: 31% <sup>14</sup> (by FY2019)

- V. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35%	38%	53%	54%	TBD

Benchmark: TBD<sup>15</sup> (by FY2019)

- VI. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
28%	29%	32%	34%	TBD

Benchmark: TBD<sup>16</sup> (by FY2019)

- VII. Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7.0%	7.3%	7.4%	7.1%	10%

Benchmark: 10% <sup>17</sup> (by FY2021)

- VIII. Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
46.3% 646/1394 (Fall 2011 Cohort)	33.5% 324/968 (Fall 2012 Cohort)	58.3% 813/1395 (Fall 2013 Cohort)	59.5% 609/1023 (Fall 2014 Cohort)	61%

Benchmark: 61%<sup>18</sup> (by FY2019)

- IX. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18% (186/1,011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	20% (191/976) Fall 2012 Cohort	21% (181/843) Fall 2013 Cohort	22%

Benchmark: 22%<sup>19</sup> (by FY2019)

- X. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7% (75/1,011) Fall 2010 Cohort	8% (75/966) Fall 2011 Cohort	9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	11%

Benchmark: 11%<sup>20</sup>

- XI. Percent of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled (Source: Voluntary Framework of Accountability)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60% 638/1,060 Fall 2007 Cohort	57.9% 525/906 Fall 2008 Cohort	60.4% 842/1,395 Fall 2009 Cohort	61.1% (838/1,372) Fall 2010 Cohort	62%

Benchmark: 62%<sup>21</sup> (by FY2019)

- XII. Number of programs offering structured schedules (Source: CSI Advising Materials) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: TBD<sup>22</sup> (by FY2019)

- XIII. Median credits earned at graduation (Source: College of Southern Idaho)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
78	77	75	73	70

Benchmark: 70<sup>23</sup> (by FY2019)

- XIV. Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97%	97%	98%	97%	97%

Benchmark: 97%<sup>24</sup> (by FY2019)

**Objective D:** Provide evidence of achievement of student learning outcomes

**Performance Measures:**

- I. **Critical Success Activity:** Finalize assessment of General Education program student learning outcomes; gather and interpret data  
**Critical Success Activity:** Initial implementation of General Education Program Student Learning Outcomes Plan with 100% participation  
**Benchmark:** 100% compliance <sup>25</sup> (FY2019)
- II. **Critical Success Activity:** Finalize program level student learning outcome assessment for all programs; gather and interpret data  
**Critical Success Activity:** Initial implementation of Program Level Student Learning Outcomes Plan with 100% participation  
**Benchmark:** 100% compliance <sup>26</sup> (FY2019)

**Objective E:** Offer opportunities for student engagement that go beyond the classroom

**Performance Measures:**

- I. **Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25%	23%	29%	27%	30%

**Benchmark:** 30% <sup>27</sup> (by FY2019)

**GOAL/CORE THEME 3: INSTITUTIONAL STABILITY**

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

**Objective A:** Provide employees with a work environment that values employee success and satisfaction

**Performance Measures:**

- I. **Chronicle of Higher Education Great Colleges to Work For Survey**  
**Benchmark:** TBD <sup>28</sup> (To be established in 2019)

**Objective B:** Ensure that the college maintains the financial resources necessary to meet its mission

**Performance Measures:**

- I. **Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus CTE credits weighted at 1.0)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	\$ 277.30 (\$50,266,494/ 181,270)	\$262.36 (\$44,004,146/ 167,724)	\$306.37 (\$48,285,971/ 157,609)	Less than \$300

**Benchmark:** Less than \$300 <sup>29</sup> (by FY2019)

- II. **Unduplicated headcount of all undergraduate degrees and certificates divided by \$100,000 of spending in IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1.916 (963/\$502.66)	2.204 (970/\$440.04)	2.143 (1,035/\$482.86)	2.3

**Benchmark:** 2.3 <sup>30</sup> (by FY2019)

III. Institutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
Above 25%	Above 25%	Above 25%	Above 25%	25%

Benchmark: 25% <sup>31</sup> (by FY2019)

**Objective C:** Maintain a strong relationship with the CSI Foundation

**Performance Measures:**

I. Total Dollar Amount Awarded to Students by the CSI Foundation

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$1.76 million	\$1.78 million	\$1.76 million	\$1.69 million	\$1.74 million

Benchmark: \$1.74 million (a 3% increase over the previous year) <sup>32</sup> (by FY2019)

**Objective D:** Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

**Performance Measures:** This measure is under development

I. Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

Benchmark: TBD <sup>33</sup> (To be established in 2019)

**KEY EXTERNAL FACTORS:**

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been show to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

**EVALUATION PROCESS:**

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

<sup>1</sup>The college has chosen to classify this as an observable benchmark rather than a measureable bench mark. Our performance in strengthening our community and supporting economic development is tied to the College's support and involvement in numerous events, activities, projects, and agencies throughout our service region. These are constantly evaluated through interaction with our constituents at the individual program level. These self-assessments and evaluations provide information used for on-going improvement through our annual strategic planning review and revision cycle. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

<sup>2</sup>The college has chosen to classify this as an observable benchmark rather than a measureable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the College's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the College is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

<sup>3</sup>CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we would expect 55% of our CTE students to complete each academic year.

<sup>4</sup>This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

<sup>5</sup>Matching the FY 2016 2% increase would put enrollment on a positive trend after several years of declines.

<sup>6</sup>As has been the case with college enrollment across the nation, CSI FTE has been declining. Rather than setting a benchmark for growth, the College's current goal is to reverse this trend of declining FTE. Once that goal has been achieved, a growth benchmark will be established.

<sup>7</sup>The college is working to establish a benchmark for dual credit enrollment that accounts for instructional capacity, regional capacity, and quality assurance. This metric is current under development.

<sup>8</sup>This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

<sup>9</sup>This benchmark reflects the estimated Hispanic/Latino population in the College's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

<sup>10</sup>Ninety percent is a reasonable target considering that comparison schools have averaged 85% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

Source Note: The *Community College Survey of Student Engagement (CCSSE)* is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 300 schools participated in the CCSSE during the current assessment period.

<sup>11</sup>The 61% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

<sup>12</sup>The 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 67.3% on this metric while North Idaho College earned a 76.1% during the assessment period.

<sup>13</sup>Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked.

<sup>14</sup>The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

<sup>15</sup>The College is working to move students initially placed into remediation into successful college level coursework as quickly as possible. Because this is a new State of Idaho metric and due to significant changes in remediation at the college over the past few years, insufficient data exist to set a benchmark at this time.

<sup>16</sup>In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. Because this is a new State of Idaho metric and due to significant changes in remediation at the college over the past few years, insufficient data exist to set a benchmark at this time.

<sup>17</sup>In recognition of data showing that students who complete 30 or more credits per year have more long term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. The college is implementing policies that it hopes will move this population to 10% by FY2021.

<sup>18</sup>The 61% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

<sup>19</sup>The 22% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

<sup>20</sup>While the IPEDS 100% of time to completion metric is unrealistic for community colleges given the enrollment patterns of our students, the College has set a benchmark to improve this percentage to 11%. The college also measures and benchmarks completion based metric 2.C.XI (see footnote 21) which is tied to the VFA Six Year Completion rate.

<sup>21</sup>The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric.

<sup>22</sup>100% of college programs offer structure schedules. This is a State of Idaho metric and the college benchmark will be 100% compliance.

<sup>23</sup>The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Student over 23 are often returning to school after earning credits at an earlier point in time. Those past credits often inflate the final total of credits at graduation.

<sup>24</sup>CSI has consistently received scores averaging 97% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

<sup>25</sup>The college is in the pilot phase of a new program of General Education Student Learning Outcomes Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of the general education program compliant with participation.

<sup>26</sup> The college is in the pilot phase of a new program of General Education Student Learning Outcome Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of programs compliant with participation.

<sup>27</sup> Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc)." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 20% on this metric in the most current assessment year.

<sup>28</sup> CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey in the spring of 2018. Data from this survey will be used to assess and set future benchmarks for this objective.

<sup>29</sup> This benchmark was aligned with Goal 4, Objective C in the 2018-2023 Idaho State Board of Education Strategic Plan and is currently well below the State Board target of \$320 per undergraduate weighted student credit hour. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports. (Methodology: Use weighted credit hours from PSR 1.5 for an academic year (ex. 2015-2016 [available August of end year]) and financials from the same fiscal year [available April of following year]).

<sup>30</sup> This benchmark was aligned with Goal 4, Objective C in the 2018-2023 Idaho State Board of Education Strategic Plan and is currently well above the State Board target of 1.7 graduates per \$100,000. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports.

<sup>31</sup> The college ensures that it maintains a 3 month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices. While the college has been above 25% for the past four years, exact figures are still being calculated as this is a new measure.

<sup>32</sup> This benchmark recognizes a growth target for total scholarship dollars awarded for each year. The current goal is a 3% annual increase and is established by the College of Southern Idaho Foundation.

<sup>33</sup> This measure is under development as is set to be established by FY19.