



COLLEGE OF
SOUTHERN
IDAHO

Mid-Cycle Self-Evaluation Report

College of Southern Idaho

March 2018

Table of Contents

Introduction.....3
Part I: Overview of Institutional Assessment Plan.....3
Part II: Examples of Mission and Core Theme Operationalization.....8
Part III: Year Seven Action Priorities.....14
Appendix.....15

Introduction

In March 2016, the College of Southern Idaho submitted a Year One Self-Evaluation Report outlining a revised mission and vision, a new set of core themes and objectives, an initial outline of potential performance measures, and a vision of mission fulfillment for the college. The conclusion of that report noted the following:

The College of Southern Idaho has a clear mission and plan as it moves into its first full seven year accreditation cycle. Completion of an abbreviated cycle between 2012 and 2016 helped the college better understand the symbiotic relationship that needs to exist between mission, core themes, objectives, strategies, indicators of success, and benchmarks and targets for improvement. The college also gained valuable insight into the process of establishing core themes that both individually manifest and collectively encompass the mission.

This Year One Report marks the start of a fresh look at what the College of Southern Idaho strives to be and how it plans to measure its success in reaching that goal. Going forward, the college will need to find the right balance of maintaining mission and core theme focus while remaining nimble and adapting to the ever changing climate of higher education, especially at the community college level. This will undoubtedly lead to revisions of indicators and targets, and quite possibly the addition and deletion of objectives. But regardless of the inability to predict the future, CSI is committed to the process of institutional planning, coupled with meaningful assessment of mission fulfillment.

Two years later, the college has continued to work from this original foundation to move the plan outlined in the Year One Report from the concept stage into practice. While work remains to be done, significant strides have been made over the first two years of this seven year assessment cycle.

This report outlines the current state of institutional assessment planning and its connection to mission fulfillment, along with two representative examples of how assessment is being used at the college to measure mission fulfillment with a specific focus on student learning. The college looks forward to receiving formative feedback from the Northwest Commission on Colleges and Universities and its review team as it works to strengthen these processes moving forward.

Part I: Overview of Institutional Assessment Plan

Mission and Core Themes

The mission of the College of Southern Idaho is “to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.” (Adopted by the College of Southern Idaho Board of Trustees on January 19, 2016)

The College of Southern Idaho’s institutional assessment process, used for measuring mission fulfillment, is grounded in the institution’s strategic plan which is comprised of the college’s mission and core themes, core theme objectives, performance measures, and benchmarks. (Appendix A)

CSI’s three core themes of Community Success, Student Success, and Institutional Stability individually manifest the essential elements of the college’s mission and collectively encompass that mission. Almost two years after their initial approval by the CSI Board of Trustees, the core themes remain valid and serve as the organizing principles for the college’s planning and assessment process.

- **Core Theme One – Community Success:** As a community college, we are committed to responding to the diverse needs of the communities we serve and to improving the quality of life of the members of those communities.
- **Core Theme Two – 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.
- **Core Theme Three – 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.

It is through planning and assessment processes, integrated with these core themes, that the college is able to meet its vision of improving the lives of those impacted by its services and is able to meet its mission as a comprehensive community college.

Institutional Assessment Process Annual Timeline

The college has an annual institutional assessment cycle. As with any cyclical process there is no true beginning or end. Rather, there is a continuous cycle of planning, implementation, assessment, reflection, and revision. A high level view of a typical annual cycle looks like this:



Institutional Planning and Assessment Timeline

September-December: Informed by data from the previous planning cycle, the college reviews the strategic plan, including performance measures, to determine the extent to which mission fulfillment is being achieved. This review happens throughout the fall in the Strategic Planning Steering Committee, the President’s Cabinet, and at a retreat with the College of Southern Idaho Board of Trustees. This annual review serves as both a time for reflection and for planning as the college looks to the future. It is through this participatory process that a new annual planning cycle begins. Units throughout the college are invited to participate via the Plan for Development process which is further described below under Planning and Implementation. This operationalization of the plan allows for strategies to be established and resources directed to those strategies in an effort to meet core theme objectives and to support mission fulfillment.

January: Once the annual review of the previous year's data is complete and the updated plan is finalized, it is presented to the President's Cabinet for review and approval. This is also the point at which the Cabinet begins to use the assessment data from the previous year to establish strategic priorities for the upcoming year.

February: The College of Southern Idaho Board of Trustees formally approves the revised plan at its February Board meeting.

March: Once the plan has been approved by the CSI Strategic Planning Steering Committee, the President's Cabinet, and the Board of Trustees, it is presented to the Idaho State Board of Education. The State Board reviews the plans for all postsecondary institutions in the state at its April meeting and later approves them at its June meeting.

August: A formal report outlining performance related to the strategic plan is submitted to the Idaho State Board of Education. This document, known as the *Performance Measure Report*, is one component of assessment for the previous academic year. While the *Performance Measure Report* provides an additional tool for institutional assessment, it is not the formal tool used by the college to measure mission fulfillment. (Appendix B)

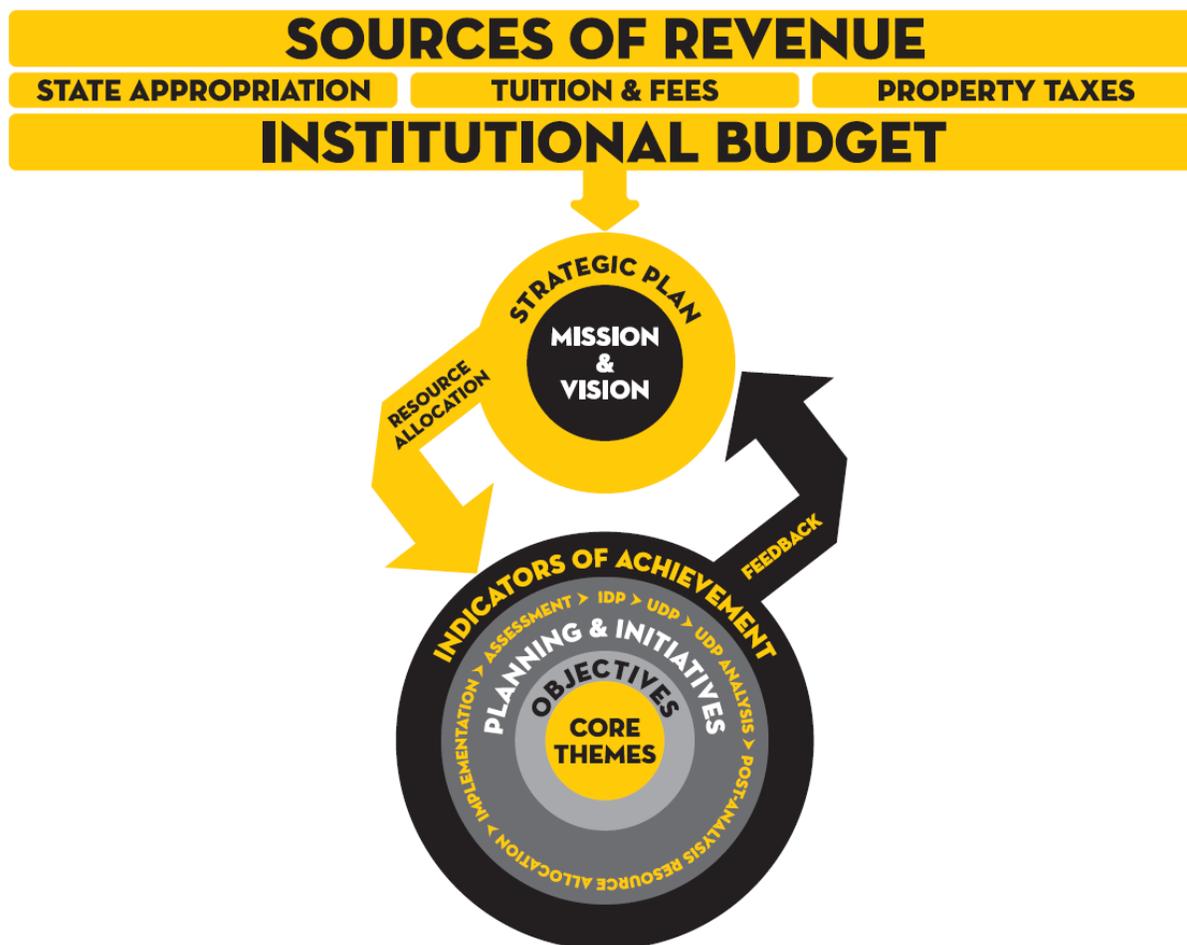
While implementation of strategic initiatives is taking place throughout the cycle this annual planning and review process allows the plan to be assessed at the institutional level in a transparent manner leading to regular and comprehensive assessment of mission fulfillment.

Planning and Implementation

While the strategic plan is assessed and revised at the institutional level, implementation primarily occurs within various units throughout the college, leading to a process that is broad-based and open to input from appropriate constituencies. The strategic plan's objectives are used by operational units of the college as they develop and implement strategies designed to achieve the objectives within each core theme. These strategies, along with the requests for the resources needed to implement the strategies, are submitted via 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 C). These goals may be large or small and may be short or long term. They are individual to each employee and his or her needs, but employees are encouraged to align requests with the core themes and objectives within the college's strategic plan.

Supervisors collect IDPs from 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 D). Supervisors are encouraged to communicate with employees in their units as they work to prioritize requests into the UDP. The UDP is also used by units to assist in developing budget requests for the upcoming year, thereby serving as a plan driven budgeting tool. Once completed, UDPs are submitted to administrators and are used to establish priorities for resource allocation and to set implementation strategies for the upcoming year. Administrators share decisions about UDP requests back to supervisors who share those decisions with their individual employees in their units. To complete the planning loop, supervisors review UDPs and IDPs from the previous planning cycle annually at the unit level to evaluate and assess the impacts of the strategies that were implemented during the previous planning cycle. The integration of strategic planning, unit planning, individual planning, and resource allocation can be seen in the following graphic.



An example of the full process would work like this. A faculty member in the Communication Department observes that students in an introductory communication course are struggling to appropriately use technology during presentations and that these struggles decrease the likelihood of students successfully completing the course. In her IDP, the faculty member notes that she would like to address this deficiency 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). While reviewing the various IDPs submitted by communication department faculty, the chair of the department discusses this request with department faculty and places it on the Unit Development Plan as a funding priority for the upcoming year. This UDP is then forwarded to her 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 subsequent student ability to use technology in presentations and successful completion of the course. This outcome is then recorded on the end of cycle UDP review. Thus, the plan becomes the interface between the operational units of the college and the strategic vision that guides the college. Because the core themes collectively encompass the mission, the plan provides guidance for all facets of the campus.

While the IDP/UDP process has been in place for many years at CSI, there is still room for improvement. The college is focused on strengthening the feedback loop from administration, to supervisors, to individual employees. There is also a renewed effort to link IDP and UDP requests to the college's strategic plan. To facilitate this, an additional column has been added to both the IDP and the UDP forms wherein authors are asked to demonstrate a connection between their plan items and the college's strategic plan. Finally, discussion is underway regarding adding a more formal budget request process to the UDP.

Effectiveness and Improvement

Thorough evaluation and assessment of the strategic plan is critical to effectively measuring mission fulfillment. Within the strategic plan, each core theme objective is tied to one or more performance measure(s) designed to evaluate the institution's ability to meet that objective. In most cases, performance measures are designed to assess longitudinal data over a number of years allowing for analysis of performance trends in relation to strategies that have been implemented. Ongoing assessment of the performance measures tied to each core theme objective also aids in the planning process. These indicators allow for the entire plan to be assessed and altered as needed in conjunction with resource allocation. This connection between the elements of the strategic plan (mission, core themes, core theme objectives, strategies, and performance measures), resource allocation, assessment, and plan revision, lends a clear purpose to the plan.

Evaluation and assessment of performance measures is dependent upon the systematic collection and analysis of data. While the institutional planning process is in place, data collection and analysis are a work in progress. The college is committed to the use of performance measure indicators that are useful to units throughout the college and that are meaningful, rather than just reflecting an arbitrary measure. As the college moves toward its Year Seven visit, it will be critical to ensure that the use of performance measures is institutionalized and that several years of assessment cycle data are available.

Improvements to data collection and governance are happening across campus through the Enterprise Resource Platform Committee (ERP), which is co-chaired by the Office of Institutional Effectiveness and the Office of Information Technology. This cross-campus partnership has led to a number of initiatives designed to help ensure that decisions at the college can be made with accurate, reliable, and easily accessible data. One example includes the establishment of a Student Orientation, Advising, and Registration (SOAR) cohort of students by the Office of Institutional Research. Prior to each semester, new degree-seeking CSI students are required to participate in SOAR before registering for classes. These SOAR students represent a cohort of degree seeking students that the college is beginning to track annually in relation to student success. It is anticipated that this cohort will be one of the primary groups of students that the college assesses moving into the future, as it best represents students who arrive at CSI with the intent of earning a college credential and/or transferring to another school. Because SOAR has only been required since 2016, only two cohorts exist, making longitudinal analysis difficult. However, this data set will become richer as more cohorts are added. The Office of Institutional Research has also designed a significant number of data visualization dashboards that place information about the SOAR cohort, along with many other college initiatives, into the hands of decision makers at the touch of a button within the college's intranet system. Continued progress in these areas will be critical to sustainable measurement of mission fulfillment moving into the future.

Assessment of Mission Fulfillment, Adaptation, and Sustainability

Assessment is measured through comparison of data against benchmarks established for performance measures tied to each objective within the college's strategic plan. These performance measures are a combination of direct measures, indirect measures, and, in some cases, are simply an acknowledgement of

having accomplished activities critical to the objective. In each case, the assessments collectively provide a snapshot of the health and vitality of the college and of its status in the continuous process of fulfilling its mission.

Internally, data is reviewed throughout the year as it becomes available. A formal report, known as the *Performance Measure Report*, is submitted to the Idaho State Board of Education in August of each year (Appendix B). Summary data is also provided to the College of Southern Idaho Board of Trustees, the President's Cabinet, and the Strategic Planning Steering Committee during their annual review of the strategic plan in the fall via a newly developed college scorecard (Appendix E). This color-coded scorecard serves as an annual visualization of areas where the college is meeting its mission and areas where improvement is needed. The first prototype of this scorecard was developed and piloted in the fall of 2017. Moving forward, the college intends to replace the static scorecard with a more interactive dashboard that will better communicate outcomes information. The college also continuously monitors mission fulfillment through periodic reviews of data at various levels and via reports to the College of Southern Idaho Board of Trustees, the Idaho Office of the State Board of Education, as well as reports posted on the college website and made available to all constituents.

Mission fulfillment at the College of Southern Idaho is an ongoing process rather than an end state. Because of this process-oriented approach, the college has not attempted to establish a specific percentage or quantitative threshold of benchmarks that must be met at any given point in time in order to delineate mission success from mission failure. Rather, an acceptable degree of mission fulfillment is defined as ensuring that all performance measure categories are meeting or exceeding benchmarks or that specific assessable strategies are in place that are targeted at improving any performance measures not meeting benchmarks. As such, the college uses a process that mirrors the regional accreditation process by monitoring where the college is meeting or exceeding expectations and noting where improvement is needed. Much like the recommendation process in regional accreditation, in areas where the need for improvement is noted, specific initiatives should be adopted to improve performance.

Conclusion

Two years after submission of the Year One Self-Evaluation Report, the institution remains satisfied that the core themes and objectives outlined in that report are valid and form a solid foundation for a process of planning and assessing mission fulfillment. While the college must continue to work to strengthen the process in a number of ways, including refining performance measures and benchmarks, the current plan has CSI in a solid position to regularly and meaningfully measure mission fulfillment moving forward.

Part II: Representative Examples of Assessment Process

While the College of Southern Idaho's Core Themes focus on three broad areas (Community Success, Student Success, Institutional Stability), planning for and assessing student learning is at the heart of measuring mission fulfillment. As noted by NWCCU in both its eligibility requirements and standards, the College of Southern Idaho's main purpose is to "serve the educational interests of its students" and to ensure that "educational programs culminate in the achievement of clearly defined student outcomes." The college mission statement further solidifies this purpose, as does Core Theme Two in the college's strategic plan, Student Success. The Student Success Core Theme has five specific objectives focused on student success:

- Objective A: Foster participation in post-secondary education.
- Objective B: Reinforce a commitment to instructional excellence.
- Objective C: Support student progress toward achievement of educational goals.

- Objective D: Provide evidence of achievement of student learning outcomes.
- Objective E: Offer opportunities for student engagement that go beyond the classroom.

While each of these objectives measures student success, Objective D is specifically designed to ensure that the college is focused on students meeting specific learning outcomes. Currently, Objective D has no quantitative indicators. Rather, the college plans to establish a “compliance” indicator which measures whether or not programs are on track to be assessed as required. In its present state, this compliance indicator will be more meaningful than an indicator that attempts to quantify student learning at the institutional level. While such an indicator might be able to be established once these assessment processes reach maturity, it is not practical, or even desirable at this point. Nevertheless, the college has chosen to provide two representative examples from this Student Success Core Theme to demonstrate how the college’s mission and core themes are being operationalized through the assessment process in order to demonstrate mission fulfillment. The college looks forward to feedback regarding how these processes might be strengthened.

Example One (Program Level Student Learning Assessment—General Education Program)

Background and Current Status

Following its 2015 Year-Seven Self Evaluation and visit it was determined that the College of Southern Idaho needed to better define and assess student learning at the General Education Program level. At the same time, significant changes were being made to Idaho State Board of Education policy addressing general education. In light of both of these events, the college fully reevaluated its general education requirements in 2016. At the conclusion of that evaluation, the following Program of General Education was created:

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

As a part of this change, the college adopted new student learning outcomes for each of the Ways of Knowing and Integrative Skill categories outlined above. (Appendix F) These outcomes were developed by discipline area faculty from across the state in face-to-face meetings over the past several years. The outcomes 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 also been developed from these student learning outcomes for use by faculty in student learning assessment. (Appendix G) Additionally, 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 H)

The final component has been the establishment of Institutionally Designated Credits which round out the program. As part of the new state policy, institutions are given the flexibility of offering 4-6 credits worth of institution specific courses which can be used to embed a high impact practice or a local flavor into the general education program. At CSI, this opportunity has led to the creation of CSI's Introduction to General Education Course (GNED 101) along with a Wellness requirement. GNED 101 has been a critical component of the reform of general education at CSI as it has allowed the college to offer a high impact student success course designed to get students started on the right track in college.

Because the current program of general education is so new, the first full iteration of a formal assessment plan is just being rolled out. While that plan was piloted in spring 2017, several pieces are still being finalized. It has been included in this report as an example in hopes of receiving formative feedback from the evaluation team as it represents a critical and collective assessment of student learning for the largest group of students at CSI.

Data Collection, Analysis, Utilization and Communication

As noted above, the college has established outcomes expectations within each of the six Ways of Knowing and Integrative Skill 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 Skill categories, the task will be handled by groups of faculty who teach in the department offering the specific general education courses. 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 recommending new general education courses within their Way of Knowing or Integrative Skill area, are being expanded to include regular assessment of the courses offered in that area. 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 committee will be determined by the department chairs with a final year-long 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 Skill Rubrics (Appendix G) 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. This new process is first being piloted in the spring of 2018. (Appendix I)

Assessment of the full program of general education, which includes the college's goals of Think, Connect, Communicate, and Be Well, is being coordinated by the Department of General and Liberal Studies. Each semester, all faculty who teach a General Education course will submit an assignment and student response that best aligns with one of the four General Education program outcomes. Faculty submit artifacts that are then compiled into "exemplar student portfolios." These portfolios are representative of the work a student would produce while completing the program of General Education at CSI. In other words, each exemplar portfolio contains student work in each General Education Way of Knowing, Integrative Skill, and Institutionally Designated Credit area, though that work is not from one particular student. Assessment of portfolios is scheduled to take place in the semester following the submission process (spring for fall submissions, fall for spring submissions). Assessment is 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 college's Instructional Designer. Ex-officio members of the committee also include several deans along with a space for a student representative (Appendix J). The initial round of this assessment process is also taking place in the spring of 2018. 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 the new academic year.

The submission and collection of data takes place in 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 programs, including general education. Canvas is also being used to provide professional development around program assessment for all areas of campus and to standardize the college's reformed Program Review process. This use of Canvas is a recent development but holds great promise in terms of coordination and consistency. Once the Canvas blueprint site is finalized, additional sites will be created for all programs and training will be provided for both groups and individuals.

Lessons Learned and Future Plans

The collection of artifacts from all General Education faculty during the first semester of this new assessment process has been a challenge. The submission process is simple, and done in the familiar Canvas environment. However, only two-thirds of general education faculty enrolled in the Canvas course used for submission, and not all of those faculty submitted artifacts. Thus, growing a culture of belonging to the General Education program and regularly assessing General Education outcomes are two areas of focus moving forward. To facilitate this, monthly emails reminding faculty to submit artifacts, along with presentations at a summer conference geared to an audience of part-time and dual credit faculty, are planned.

At the time of writing this report, the General Education Review Committee is reading General Education portfolios for the first time, and learning a great deal from this process. One challenge is communicating assessment results back to faculty. Although an in-service meeting in August focused on examining the results of the assessment cycle is planned, the Committee is looking for ways to send meaningful individual feedback to faculty who participate. This feedback is designed to counter some faculty perceptions that they "do something" but "nothing ever happens" with what they do. It will be important to show faculty that the work they submit does indeed lead to change in our program of General Education.

Example Two (Program Level Student Learning Assessment—Communication Program)

Background and Current Status

All programs at the College of Southern Idaho are required to measure student learning at the program level. In Career-Technical Education (CTE) Programs, this is often accomplished via a Technical Skills Assessment or nationally normed end of program example. Alternatively, academic transfer programs typically have a less rigidly structured approach to program level student learning assessment. Unlike CTE programs, they are typically not required to use a formal technical skills assessment and, in most cases, such an assessment does not exist. Rather, programs are left to devise program goals and objectives that uniquely meet their transfer mission. By meeting this mission of graduation and preparation for transfer, these programs serve to meet the college's mission and aid in the achievement of mission fulfillment. While CSI has any number of examples of CTE and transfer programs that assess students learning, the Communication Program was chosen as a representative example a transfer program.

Data Collection, Analysis, Utilization and Communication

The Communication Program Outcomes Assessment Cycle follows a six step approach that ensures a complete cycle of assessment.

Step 1—Planning: The cycle begins with an annual review of student learning outcomes. As is the case with all educational programs, student learning assessment begins with clearly defined outcomes. These outcomes are reviewed each year based on feedback from the department's own assessment cycle as well as input from outside organizations including both the State of Idaho General Education Steering Committee as well as the National Communication Association. The Communication Program currently works with the following program outcomes:

- Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
- Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

Each course in the communication program is also mapped against these program goals to ensure adequate coverage. (Appendix K)

Step 2—Data Collection: The necessary data for the assessment process is collected through the department's capstone course COMM 280. This course serves as the final assessment vehicle for all students graduating with an Associate of Arts in Communication. Students are made aware of COMM 280 at the start of the program and throughout each course in the program with syllabi statements to this end located in each course in the major. In this final program course, students are required to:

- Create a digital portfolio of their work (with reflections) from throughout their time in the Program;
- Use their accumulated communication skills to arrange and carry out a community engagement project;
- Present the experience in a 20-25 minute oral presentation to the Communication Department faculty.

Completed student portfolios are archived in Canvas and additional student feedback about their time in the program is collected. More detailed requirements for each section of the course can be found in the course syllabus. (Appendix L)

Step 3—Analysis: The third step in the process is the analysis of the data collected in COMM 280. COMM 280 is offered each semester based on the demand created by graduating students. One primary instructor guides the work of the students in COMM 280 which ends with a presentation to a panel of all full time Communication faculty. Prior to the presentations, each full time Communication faculty member reviews the digital portfolio of work that has been created for COMM 280. These portfolios

contain samples of work and reflection from all communication classes taken by a particular student and inform the viewing of the final presentation. The faculty member of record in the given semester uses department approved rubrics to assess the digital portfolio along with other requirements of the course (community engagement, research paper, etc.). This is then shared with the other faculty in the department. With all of this as background, all faculty then assess the oral presentation with a separate departmentally agreed upon oral presentation rubric. Upon completion of all presentations, faculty compare their assessments to aid in norming presentation quality. (Appendix M)

Step 4—Evaluation: Faculty then discuss the entire group of presentations in an effort to find patterns in the content, possible changes that need to be made in the curriculum, as well as the strengths and weaknesses of the students and the program. Faculty also reflect at this time on the assessment process and conversation ensues as to the improvements that can be made both to the program, but also to the process used to assess the program. This evaluation step leads to recommendations for curriculum, staffing, and pedagogy changes from previous semesters. In the past, these discussions have led to changes in course content, the decision to require a program course or to make it optional, changes to advising recommendation, etc.

Step 5—Implementation: The fifth step is implementation of those findings. Implementation strategies vary depending on the type of resources needed for the implementation. Changes requiring additional resources move to the individual faculty IDP and then the unit UDP. Changes requiring larger college wide input are then taken to the department chair for consideration through the campus Curriculum Committee. Changes focusing on pedagogy and content are dealt with through individual changes by faculty and these changes are communicated to all faculty (adjunct and dual credit) through a mentoring system and large department meetings held at the summer CSI P20 conference.

Step 6—Cycle Completion: A formal report of these proceedings is created annually and shared with the instructional dean overseeing the Communication Program. Implemented changes are reviewed via the next cycle of COMM 280 with changes being assessed and those findings used to inform modifications of objectives, curriculum, pedagogy and/or staffing moving forward.

Lessons Learned and Future Plans

Both the processes and the product of COMM 280 provide valuable information about the Communication Program and the students who complete it. The Communication Department has been working on the continual improvement of COMM 280 for several years and each cycle brings with it improvements to both the assessment system and the program. In particular, the assessment system has grown in both practical and philosophical ways to address needed concerns. Early in the process the Communication department moved from hard copy work to as much digital archiving as possible. Moving portfolio creation, storage, and development online helped to encourage a longitudinal look at student and program growth. The department also learned the importance of effective norming and maintains a strong commitment to the idea of this norming conversation as one of the valuable mechanisms for providing consistency across sections and instructors. Additionally, overtime, the community engagement section of the assessment has grown and developed. The first attempts at community outreach lacked structure and direction. The program learned valuable lessons from these first ventures and has since created a much more intentional approach to the laboratory environment that it wants to create with the community engagement portion of the capstone course. In fact, one of the newest faculty members in the Communication Department was hired (in part) for her strength and experience with building community engagement programs and recognizing the need for such expertise was a key finding of this assessment system.

Based on the most recent semester of experience and data, the Communication Department feels as if the assessment has captured the oral presentation and community engagement process, but needs to focus on a cumulative assessment of content principles that support the program learning outcomes. In order to do this, content questions have been developed to add to COMM 280 that specifically map back to each of the six program outcomes. (Appendix N) It is the hope of the Communication Department that this will provide a more traditional look at accumulated content knowledge to balance and support the community engagement application of this knowledge.

Part III: Year Seven Action Priorities

The College of Southern Idaho is well positioned to measure mission fulfillment moving forward. The mission, core themes, and objectives in the current strategic plan are valid and are serving the college well in this process. The college has a well-established institutional planning process that is participatory, widely understood, and that drives resource allocation. This process is assessed using specific performance measures which are evaluated regularly and are reported widely. Despite this foundation, there is still work to be done.

At the institutional level, the college will need to continue to focus to:

- Ensure that performance measures are meaningful and actionable;
- Improve the feedback loop in the IDP/UDP process;
- Set clear strategic priorities and communicate those priorities widely;
- Ensure that data is shared in meaningful and actionable ways.

The assessment of student learning will need to continue to be a priority for CSI. Specifically, the college will need to:

- Focus on particular areas where assessment is weak;
- Provide continual professional development for faculty;
- Better document the use of outcomes data for the improvement of student learning;
- Continue to focus on coordination of assessment efforts;
- Fully implement the plans that are in place;
- Demonstrate clear use of assessment data to improve student learning.

The College of Southern Idaho would like to thank NWCCU and the evaluation team for reviewing this report and visiting our campus to aid us in this important peer review process.

Appendix

Appendix A: 2018 CSI Strategic Plan

Appendix B: 2017 Performance Measure Report

Appendix C: IDP Template

Appendix D: UDP Template

Appendix E: 2017 Assessment Scorecard Prototype

Appendix F: Ways of Knowing/Integrative Skill Student Learning Outcomes (State Policy III.N.)

Appendix G: Ways of Knowing/Integrative Skills Assessment Rubrics

Appendix H: CSI Gen Ed Program Outcomes and Rubrics

Appendix I: Ways of Knowing/Integrative Skill Plan for Assessment Sample

Appendix J: General Education Review Committee Membership

Appendix K: Communication Program Curriculum Map

Appendix L: Communication 280 Syllabus

Appendix M: Communication 280 Rubrics

Appendix N: Communication 280 Content Assessment Questions



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.¹

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.¹

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 ² (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% ³ (by 2019)

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

FY13 (2012-2013)	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%) ⁴ (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% increase₅ (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 enrollment₆ (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: TBD₇ (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 colleges₈ (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%₉ (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%₁₀ (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% ¹¹ (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% ¹² (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 ¹³

- 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% ¹⁴ (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: TBD¹⁵ (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: TBD¹⁶ (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% ¹⁷ (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%	33.5%	58.3%	59.5%	61%
646/1394	324/968	813/1395	609/1023	
(Fall 2011 Cohort)	(Fall 2012 Cohort)	(Fall 2013 Cohort)	(Fall 2014 Cohort)	

Benchmark: 61%¹⁸ (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%	19%	20%	21%	22%
(186/1,011)	(180/966)	(191/976)	(181/843)	
Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	

Benchmark: 22%¹⁹ (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%	8%	9%	10%	11%
(75/1,011)	(75/966)	(83/976)	(84/843)	
Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	

Benchmark: 11%²⁰

- 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%	57.9%	60.4%	61.1%	62%
638/1,060	525/906	842/1,395	(838/1,372)	
Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	

Benchmark: 62%²¹ (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: TBD²² (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: 70²³ (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%²⁴ (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 ²⁵ (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 ²⁶ (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% ²⁷ (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 ²⁸ (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 ²⁹ (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 ³⁰ (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% ³¹ (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) ³² (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 ³³ (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.

¹The 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.

²The 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.

³CSI 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.

⁴This 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.

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

⁶As 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.

⁷The 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.

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

⁹This 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.)

¹⁰Ninety 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.

¹¹The 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.

¹²The 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.

¹³Because 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.

¹⁴The 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.

¹⁵The 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.

¹⁶In 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.

¹⁷In 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.

¹⁸The 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.

¹⁹The 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.

²⁰While 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.

²¹The 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.

²²100% of college programs offer structure schedules. This is a State of Idaho metric and the college benchmark will be 100% compliance.

²³The 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.

²⁴CSI 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.")

²⁵The 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.

²⁶ 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.

²⁷ 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.

²⁸ 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.

²⁹ 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]).

³⁰ 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.

³¹ 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.

³² 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.

³³ This measure is under development as is set to be established by FY19.

Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI celebrated its 50th anniversary during the 2015-2016 academic year.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and is under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first President of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president.

CSI's service area is defined in Idaho Code as an eight county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers its programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), Jerome (Jerome Center) and Idaho Falls (Idaho Falls Center).

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 110 program options ranging from short-term certificates to two-year associate degrees. Additionally, CSI provides basic skills, workforce training, economic development, and enrichment programs to its students and community members. The college also offers Adult Basic Education and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, via an interactive microwave system, and online over the State's broadband service. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelors, masters, and other terminal degrees for students on the CSI campus. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
Academic Appropriation	\$11,948,200	\$12,265,300	\$12,518,200	\$13,465,800
One Time Appropriation	\$0	\$0	\$0	\$1,200,000
Liquor Fund	\$200,800	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$617,048	\$637,326	\$612,535	\$641,165
Property Taxes	\$5,704,325	\$5,800,084	\$6,166,660	\$6,448,991
Tuition & Fees	\$11,273,859	\$10,645,022	\$11,712,745	\$11,702,747
County Tuition	\$1,459,115	\$1,429,238	\$1,580,619	\$1,967,030
Other	\$1,513,653	\$1,622,030	\$1,409,241	\$1,094,167
Total	\$32,664,000	\$32,599,000	\$34,200,000	\$36,719,900
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	23,285,000	\$22,170,000	\$22,697,000	\$24,423,900
Operating Expenditures	4,893,000	\$4,513,000	\$5,431,000	\$10,323,000
Capital Outlay	4,539,000	\$5,916,000	\$6,072,000	\$1,973,000
Total	\$32,664,000	\$32,599,000	\$34,200,000	\$36,719,900

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Degree Production Degrees/Certificates Awarded and Headcount of Recipients (Source: IPEDS Completions) (Statewide Performance Measure)	1,271 completions 1,100 completers (2012-13)	1,152 completions 963 completers (2013-14)	1,137 completions 970 completers (2014-15)	1,167 completions 1,035 completers (2015-2016)
Degree Production¹ Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE (Source: IPEDS Completions/PSR1 Annual Degree Seeking FTE) (Statewide Performance Measure)	28.3% (1,100/3,983) (2012-2013)	22.9% (963/4,211) (2013-2014)	25.1% (970/3,860) (2014-2015)	30.0% (1,035/3,454) (2015-2016)
Dual Credit Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report) (Statewide Performance Measure)	2,486 12,171 (2013-2014)	3,178 16,331 (2014-2015)	3,942 18,155 (2015-2016)	5,353 25,680 (2016-2017)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (Source: CSI Remediation Report)	60.6% (692/1141) (2013-14)	60.6% (659/1087) (2014-15)	62.3% (493/791) (2015-16)	50.7% (533/1053) (2016-2017)
Annual Enrollment Headcount (unduplicated) Career Technical Transfer (Source: PSR Annual Enrollment)	11,747 1,190 10,557 (2013-14)	10,686 1,097 9,589 (2014-15)	10,912 1,049 9,863 (2015-16)	12,091 1,076 11,015 (2016-2017)
Annual Enrollment FTE Professional Technical Transfer (Source: PSR Annual Enrollment)	4,468.17 892.60 3,575.57 (2013-14)	4,153.70 803.47 3,350.23 (2014-15)	3,956.55 775.62 3180.93 (2015-16)	3,942.67 693.63 3249.03 (2016-2017)
Workforce Training Headcount Total Duplicated Headcount (Source: State Workforce Training Report)	3,137 (2013-14)	4,319 (2014-15)	9,478 (2015-16)	5,761 (2016-2017)

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Core Theme/Goal 1: Community Success						
Objective C: Meet the workforce needs of the communities we serve						
1. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-up) (Goal 1; Objective C; Measure III)	actual	86.1%	93.4%	97.2%	92.6%	-----
	target	Maintain placement at or above the average for the previous four years (85.6%)	Maintain placement at or above the average for the previous four years (88.2%)	Maintain placement at or above the average for the previous four years (89.7%)	Maintain placement at or above the average for the previous four years (90%)	92.3%
Core Theme/Goal 2: Student Success						
Objective A: Foster participation in post-secondary education						
2. Tuition and fees² (Source: CSI) (Goal 2; Objective A; Measure IV)	actual	\$110/credit	\$115/credit	\$120/credit	\$130/credit	-----
	target	Maintain tuition and fees at or below the average of other Idaho community colleges (\$130 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges (\$131 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges (\$135 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges (\$136.50 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
3. Retention Rates² 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) (Goal 2; Objective C; Measure I)	actual	Fall 2012 cohort 56% (574/1,020)	Fall 2013 cohort 56% (441/783)	Fall 2014 cohort 57% (382/672)	Fall 2015 cohort 60% (366/606)	-----
	target	CSI's retention rate will be at or above the median for its IPEDS peer group (52.7%)	CSI's retention rate will be at or above the median for its IPEDS peer group (54.4%)	CSI's retention rate will be at or above the median for its IPEDS peer group (55.8%)	60%	62%

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
4. Academic Progress² 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: VFA) (Goal 2 Objective C Measure VI)	actual	46.3% (646/1,394)	33.5% (324/968)	58.3% (813/1,395)	59.5% (609/1,023)	-----
	target	<i>First year of measure; target being established (2011 cohort)</i>	<i>Second year of measure; target being established (2012 cohort)</i>	<i>Third year of measure; target being established (2013 cohort)</i>	47.5% (2014 cohort)	61%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
5. Graduation Rate² Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure VII)	actual	<i>Fall 2010 cohort</i> 18% (186/1,011)	<i>Fall 2011 cohort</i> 19% (180/966)	<i>Fall 2012 cohort</i> 20% (191/976)	<i>Fall 2013 cohort</i> 21% (181/843)	-----
	target	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.6%)</i>	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (23.4%)</i>	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.2%)</i>	21%	22%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
6. Academic Progress² Percentage of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years. (Source: VFA) (Goal 2; Objective C; Measure VIII)	actual	60% (638/1,060)	57.9% (525/906)	60.4% (842/1,395)	61.1% (838/1,372)	-----
	target	<i>First year of measure; target being established (2007 cohort)</i>	<i>Second year of measure; target being established (2008 cohort)</i>	<i>Third year of measure; target being established (2009 cohort)</i>	62% (2010 cohort)	62%

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Core Theme/Goal 3: Institutional Stability						
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
7. Undergraduate cost per credit hour³ (Source: IPEDS Finance and PSR Annual Enrollment) (Goal 3; Objective B; Measure I)	actual	Not available	\$277.30 (\$50,266,494/ 181,270)	\$262.36 (\$44,004,146/ 167,724)	\$306.37 (\$48,285,971/ 157,609)	-----
	target	NA	Less than \$300	Less than \$300	Less than \$300	Less than \$300
Core Theme/Goal 3: Institutional Stability						
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
8. Graduates per \$100,000⁴ Unduplicated headcount of all undergraduate degrees and certificated divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions (Source: IPEDS Finance and IPEDS Completions) (Goal 3; Objective B; Measure II)	actual	Not Available	1.916 (963/\$502.66)	2.204 (970/\$440.04)	2.143 (1,035/\$482.86)	-----
	target	NA	2.1	2.1	2.1	2.3
Core Theme/Goal 3: Institutional Stability						
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
9. Grant Production^{2,5} Total Yearly Dollar Amount Generated Through External Grants (Source: CSI) (Goal 3; Objective B; Measure III)	actual	\$3,608,174	\$4,446,965	\$3,585,207	\$2,896,447	-----
	target	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will generate more than \$4 million annually through external grants</i>	<i>Will generate more than \$3 million annually through external grants</i>

Performance Measure Explanatory Notes

¹Figures for FY14, FY15, and FY16 have been updated from the 2016 PMR to reflect corrections in rolling average calculations.

²An additional year of data has been added since the submission of the CSI Strategic Plan in spring 2017. Data in the PMR reflects the most current data available and, in some cases, had led to an adjusted benchmark when compared to the Strategic Plan.

³Undergraduate Cost Per Credit Hour: IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits hours are weighted (Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0
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 2013-2014, 2014-2015, and 2015-2016 compared to previous reports).

⁴ Unduplicated headcount of all certificates and degree earners per \$100,000 of spending.
(Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: IPEDS Completions
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 2013-2014, 2014-2015, and 2015-2016 compared to previous reports).

⁵This figure is expenditure based and includes workforce training funds, external contracts, and grants directly related to the mission of the College of Southern Idaho. This figure does not include grants related to the public service umbrella agencies of the college such as Head

Start, Early Head Start, Small Business Development Center, Office on Aging, Trans IV, Refugee Center, and Idaho STAR. This also includes updated post-audit numbers for 2015-2016 that were not available at the time the CSI Strategic Plan was submitted.

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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 CSI Strategic Plan 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: _____

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College of Southern Idaho Mission Fulfillment Scorecard (prototype)

APPENDIX E

Core Theme	Performance Measure	Title	FY2015 Actual	FY2016 Actual	FY2017 Benchmark	Benchmark Adjustment from Prior Year	FY2017 Actual	Target Status/ Trend	Notes**
Community Success	PM 1.A.1	Strengthen Communities	NA	NA	NA	NA	NA	NA	1
	PM 1.B.1	Economic Partnerships	NA	NA	NA	NA	NA	NA	1
	PM 1.C.1	Workforce training headcount and completions	1,618 4319	1,852 9,478	Meet the workforce training needs of our area as determined by industry	NA	1,972 5,761	↔	2
	PM 1.C.2	CTE completers over rolling 3-year average of CTE FTE	51%	54%	NA	NA	51%	NA	3
	PM 1.C.3	CTE placement	93%	97%	Maintain placement at or above the average for the previous four years (92%)	↔	93.0%	↑	4
	PM 2.A.1	Annual unduplicated headcount	10,686	10,912	Match FY 2016 2% increase	↑	12,091	↑	5
	PM 2.A.2	Annual FTE	4,154	3,957	Reverse trend of post-recession declining enrollment	↔	3,943	↓	6
	PM 2.A.3	Annual dual credit enrollment	16,331 credits; 3,189 headcount	18,155 credits; 3,942 headcount	TBD	↔	25,680 credits; 5,353 headcount	↑	7
	PM 2.A.4	Tuition and Fees	\$120 (-10.2%)	\$130 (-4.8%)	Maintain tuition at +/- 5% of average of other Idaho Community Colleges	↔	\$130 (-4.5%)	↔	8
	PM 2.A.5	Hispanic/Latino Enrollment	21.37%	21.31%	Increase Hispanic/Latino enrollment to 25% of overall enrollment	↔	22.87%	↑	9
	PM 2.B.1	CCSSE Satisfaction Rate	87%	90%	Maintain a student satisfaction rate at or above 90%	↑	90%	↔	10
	PM 2.C.1	Retention (IPEDS)	56%	57%	Achieve a fall-to-fall IPEDS retention rate of 60% or higher.	↔	60%	↑	11
	PM 2.C.2	Retention (VFA)	67%	72%	Achieve a fall-to-spring VFA retention rate of 72% or higher.	↑	72%	↔	12
	PM 2.C.3	Degrees and certificates awarded*	179 Certificates 845 Degrees	192 Certificates 919 Degrees	NA	NA	151 Certificates 817 Degrees	NA	13
	PM 2.C.4	Degrees and certificates awarded	25%	30%	Achieve 31% graduation to enrollment average over 3 year rolling period	↑	30%	↔	14

Student Success	PM 2.C.5	Remediation progress*			TBD	NA			15
	PM 2.C.6	Math Gateway Progress*			TBD	NA			16
	PM 2.C.7	Academic progress (30 or more credits earned in first year)*	7.3%	7.4%	NA	NA	7.1%	NA	17
	PM 2.C.8	Academic progress (VFA Credits Thresholds)	34%	58%	Achieve 48% of students reaching VFA minimum credit threshold	↑	60%	↑	18
	PM 2.C.9	Graduation rate (IPEDS 150%)*	19%	20%	Achieve an IPEDS 150% of time graduation rate at or above 21%	↔	21%	↑	19
	PM 2.C.10	Graduation rate (IPEDS 100%)*	8%	9%	NA	NA	10%	↑	20
	PM 2.C.11	Completion rate (VFA)	58%	60%	Achieve a VFA six-year completion rate at or above 62%	↔	61%	↑	21
	PM 2.C.12	Number of Programs Offering Structure Schedules*			TBD	NA			22
	PM 2.C.13	Median Credits Earned at Graduation	77	75	TBD	NA	73	↓	23
	PM 2.C.14	CCSSE Student Recommendation	97%	98%	97%	↔	97%	↔	24
	PM 2.D.1	General Education Student Learning Outcomes			TBD			TBD	25
	PM 2.D.2	Program Level Student Learning Outcomes			TBD			TBD	26
	PM 2.E.1	CCSSE Activity Participation	23%	29%	30%	↑	27%	↓	27
	Institutional Stability	PM 3.A.1	Employee Success Survey			TBD			TBD
PM 3.B.1		Cost per credit hour	\$277.30	\$262.36	Maintain a cost-per-credit-hour of less than \$300	↔	\$306.37	↑	29
PM 3.B.2		Graduates per \$100,000	1.92	2.20	Maintain a ratio of degree and certificates divided by IPEDS finance at or above 2.3	↑	2.14	↓	30
PM 3.B.3		Financial Reserves			25%				31

	PM 3.C.1	Foundation scholarships	\$1.78 million	\$1.76 million	Increase prior year distribution by 3%	↔	\$1.69 million	↓	32
	PM 3.D.1	Infrastructure			TBD				33

Metric Currently In Use	Undetermined	Undetermined
Proposed Metric	Above Target	Above Target
Metric Being Developed	Below Target	Below Target

*Required Statewide Performance Metric
**Notes can be found at the end of the Strategic Plan

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

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").

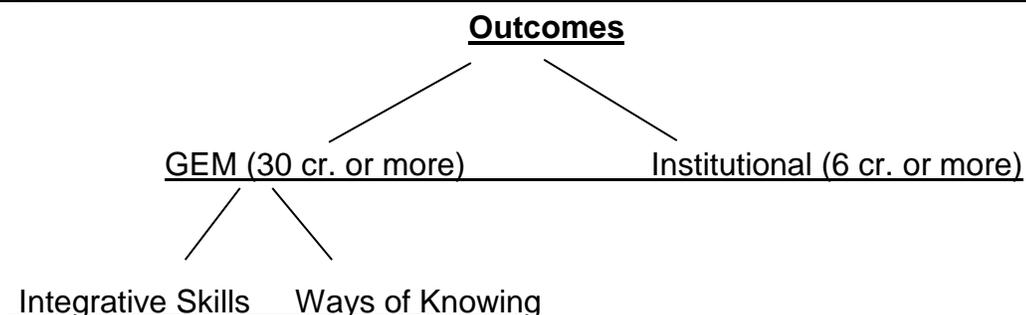
1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

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



Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

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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.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

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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.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

- 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

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

- 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 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. Recognize and describe humanistic, historical, or artistic works or problems within patterns of the human experience.	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.
2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).	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.
3. Perceive and understand formal, conceptual, and technical elements specific to the discipline.	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.
4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.	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.
5. Interpret artistic and/or humanistic works through the creation of art or performance.	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.
6. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.	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.
7. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints	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.

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

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. Foundational Knowledge: Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.	Student has entry-level awareness of content to be covered. 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.	Student has achieved the outcome and consistently applies it. 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.	Student has achieved the outcome and makes critical judgments related to relevance and application. 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. Scientific Method and Reasoning: Understand the scientific method and apply scientific reasoning to critically evaluate assertions.	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. Scientific Communication: Interpret and communicate scientific information via written, spoken, and/or visual representations.	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. Relate to Human Experience: Describe the relevance of specific scientific principles to the human experience.	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. Hypothesis Testing: Form and test a hypothesis in the laboratory using discipline-specific tools and techniques for data collection and/or analysis.	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.

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. Information Resources, Structures: Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.	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. Reasoning & Persuasive Appeals. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.	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. Adapt Spoken Messages to Diverse Contexts. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.	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. Effective Verbal & Nonverbal Behaviors that Promote Self-efficacy. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.	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. Listen to Critically Evaluate Self & Others. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.	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>6. Key Theories & Concepts in Communication Discipline. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.</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>

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.
1. 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.
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.	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.
3. 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.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	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.
5. Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.	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.
1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts	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.
2. Adopt strategies and genre that are appropriate to the rhetorical situation	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.
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context	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.
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others	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.
5. Address readers’ biases and assumptions with well-developed evidence-based reasoning.	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.
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.	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
THINK	<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>		
COMMUNICATE	<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>		
CONNECT	<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>		
BE WELL	<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>		

**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 I

	<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

Curriculum Map Communication

Program Outcomes		COMM 101	COMM 102	COMM 105	COMM 171	COMM 220	COMM 140	COMM 209	COMM 280 (Capstone) (assess)
↓	Courses →								
1. Information Resources, Structures: Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.		X						X	X
2. Reasoning & Persuasive Appeals. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.		X		X			X	X	X
3. Adapt Spoken Messages to Diverse Contexts. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.		X		X		X		X	X
4. Effective Verbal & Nonverbal Behaviors that Promote Self-efficacy. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.		X		X				X	X
5. Listen to Critically Evaluate Self & Others. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.		X							
6. Key Theories & Concepts in Communication Discipline. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.		X	X		X	X	X	X	X

Communication Portfolio

COMM 280

Professor: Mark Wasden

Office Phone: 732-6764

Email: mwasden@csi.edu

Office Location: Hepworth 169

Office Hours: M-F 11-11:50

COURSE DESCRIPTION: This course will provide students with the opportunity to preview potential college choices, apply for admissions, and become familiar with the scholarship application process. The student will also prepare a comprehensive digital portfolio that will demonstrate the abilities and character of the person who created it. This portfolio will be a tool to assist the students in transferring to another college, and/or gain employment. In this course, students will gather documentation of their work history, participate in a service-learning project or an internship, and demonstrate that they have achieved the Communication Department Student Learning Objectives. Students will complete this project with a final presentation juried by the faculty within the program.

PRE-REQUISITES: Students must be in their final semester of the Communication Program or have permission from his/her advisor to register for the course.

REQUIRED TEXTBOOK AND SUPPLIES: Students will choose the portfolio platform they will be using. Costs incurred are dependent on the type of platform used and may range from free to \$100.

PROGRAM OBJECTIVES:

Upon completion the Communication program at CSI, students are able to demonstrate the following competencies (which intentionally mirror the state requirements in this category).

- Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
- Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

COURSE OBJECTIVES:

- Potential graduates will be able to identify and demonstrate application of communication concepts through a service-learning/internship and a researched response paper.
- Potential graduates will be able to compose and deliver an effective public presentation.
- The Communication Department will collect data with which to evaluate and improve upon curriculum and course content.

OUTCOME ASSESSMENT: At the end of this course, students will:

- identify potential colleges and fill out one admissions application
- create a comprehensive digital portfolio including a cover letter, e-resume, representative examples of communication coursework, service-learning/internship procedures, and a researched response paper.
- present their research to a group of communication faculty using successful and effective public presentation skills as demonstrated by the corresponding grading rubric.
- provide a copy of a handwritten thank you note and complete a departmental exit survey to evaluate their experience with the department in its entirety.

OFFICE HOURS: Given the independent nature of this class, it is imperative that students take advantage of instructor office hours for questions, clarifications, etc. Email for additional times to meet with the instructor if necessary.

ATTENDANCE: This is the capstone course for the Communication Program at the College of Southern Idaho; therefore, it is your chance to demonstrate that you are leaving here with the appropriate knowledge base in human communication. Much of the work in this class is done on an individual basis and it is your responsibility to make sure you keep on top of this situation. Make sure you take it seriously and ask for assistance if necessary.

Students may drop this course prior to the end of the first week of classes without it being recorded on the student's official transcript. A student-initiated drop after that date is considered a withdrawal and results in the grade of "W". Students may withdraw from courses until 75% of the course meetings have elapsed. No course may be withdrawn from after 75% of the course has elapsed.

GRADING: The evaluation of your progress in this class will be based on the following:

College Information (50 points total)

Final Portfolio (300 points total)

Final Presentation (250 points total)

Letter grades will be assigned on the following scale:

A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F = 0%-59%

The Communication Department will save a copy of your final Portfolio and it may be used as a sample for students in upcoming semesters.

ACADEMIC DISHONESTY: There is no place at an institution of higher education for any form of academic dishonesty. Plagiarism and/or cheating will be dealt with according to the procedures stipulated by the College of Southern Idaho faculty and student handbooks.

STUDENTS WITH DISABILITIES: Any student with a documented disability may be eligible for reasonable accommodations. To determine eligibility and secure services, students should contact Student Disability Services at their first opportunity after registration for a class or classes. Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls Campus. 208-732-6260.

CSI EMAIL: Since email is the primary source of written communication with students, all registered CSI students get a college email account. Student email addresses have the following format:<address>@eaglemail.csi.edu where <address> is a name selected by the student as a part of activating his/her account. Students activate their accounts and check their CSI email online at <http://eaglemail.csi.edu> (Links to an external site.). Instructors and various offices send messages to these student accounts. Students must check their CSI e-mail accounts regularly to avoid missing important messages and deadlines. At the beginning of each semester, free training sessions are offered to students who need help in using their accounts.

Online Course evaluations: Students are strongly encouraged to complete the evaluation at the end of the course which is worth 20 points. Evaluations are very important to assist the teaching staff to continually improve the course. Evaluations are available online through MyCSI (<http://mycsi.csi.edu> (Links to an external site.)) by clicking on the CoursEval tab in the yellow navigation bar at the top of the MyCSI web site once you are successfully logged in. Students will receive an email when the evaluation becomes available and then have up to two weeks to submit the evaluation before the end of the course. The last day to complete an evaluation is the last day of the course. Evaluations are anonymous and are not available to faculty until after grades are submitted. Your feedback is greatly appreciated!

DROP STATEMENT

If you miss more than 6 hours of instruction (class-time) you will not pass this course and will receive an "F" unless YOU take action. A student may drop a course or all courses prior to the end of late registration (first Friday of the term) without it being recorded on the student's official transcript. A student-initiated drop after the late registration period is considered a withdrawal, and results in the grade of W. Students may drop courses online until the end of the late registration period. In order to withdraw from one or more courses following late registration, a completed registration form is required. Instructions on the form indicate when a signature of instructor and/or Financial Aid advisor is required. The completed form may be submitted to Admissions & Records or any off-campus center. NOTE: Students may withdraw from courses until 75% of the course meetings have elapsed. No course may be withdrawn from after 75% of the course has elapsed.

CSI CAMPUS SECURITY

The College of Southern Idaho is committed to providing safe campuses for all students. Currently in place is an Emergency Notification System (RAVE) that provides information relating to an emergency on any CSI campus. This information is delivered electronically and can be received by all phone numbers and internet-equipped computers identified by the student. Registration is automatic when students register and contact information can be customized online (<http://www.csi.edu/alert/>) as necessary. The Twin Falls campus is also equipped with an Emergency Warning "Siren" that can be heard outside of buildings across campus. In the event of a signal, students arriving on campus should leave, and others should proceed with caution to avoid the emergency area. Students are encouraged to report any emergency (medical, criminal, behavioral, etc.) that is cause for action. Do this by calling 911 regardless of which campus you are on. If you are on the Twin Falls campus, also call Campus Security at 732-6605 after placing the 911 call (the Twin Falls campus has security personnel available 24/7).

NONDISCRIMINATION STATEMENT

It is the policy of the College of Southern Idaho to comply with all federal, state and local authorities requiring nondiscrimination, including but not limited to Title VI of the Civil Rights Act of 1964, the Civil Rights Restoration Act of 1987, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Age Discrimination Act of 1975, and Executive Orders 12898 (Environmental Justice) and 13166 (Limited English Proficiency). College of Southern Idaho is an equal opportunity employer.

The college does not exclude from participation in, deny the benefits of, or subject any individual to discrimination on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, limited English proficiency, or any other status protected under applicable federal, state or local law.

For more information or if you believe you have been subject to discrimination on the basis of sex, sexual orientation, gender identity, or disability, or if you believe you have been subject to discrimination on any other basis, please contact the College of Southern Idaho's Title IX, ADA, and 504 Coordinator:

Eric Nielson, Director of Human Resources (208) 732-6267

You may also file a complaint with: U.S. Department of Education

Office of Civil Rights (OCR)

810 3rd Avenue #750

Seattle, WA 98104

(206) 607-1600

OCR.Seattle@ed.gov

FINAL PRESENTATION GRADING RUBRIC (250 total points)

Introduction:

Captured attention	___/10
Previewed the main points	___/10
Set the mood and tone of the speech	___/10
Overall impact of the introduction	___/10

Body:

Organization of key points	___/10
Use of signposts/transitions	___/10
The speaker linked field of study concept(s) to service-learning/internship	___/25
The speaker noted 5 (minimum) credible sources for presentation integrity	___/20
The speaker articulated how she/he would implement knowledge for future use	___/10

Conclusion:

Review of main points	___/10
Memorable ending (strong finish)	___/10
Closure of topic (thought circle)	___/10
Did the overall speech meet the goals of the presentation?	___/10

Delivery:

Vocal variety	___/5
Eye contact	___/10
Rate/pace of delivery	___/5
Vocal fillers (uh, um, ah)	___/5
Clarity of delivery (points are easily understood/heard)	___/5
Gestures	___/5
Proper movement (avoid nervous movements and “own the room”)	___/5
3x5 cards (5 max) one sided, minimal use, proper handling	___/5
Questions and Answers	___/10

Physical Appearance:

Professional	___/10
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Visual Aid - Required

Professional appearance	___/10
Effectively used	___/10

Time _____

Did the speaker keep to the 20-25 minute time limit?	___/10
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Additional Notes:

Grade _____/250

Digital Portfolio 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.	Student Placement Based on Portfolio Evidence (Comments)
				Program Placement Based on Portfolio Evidence (Comments)
1. Information Resources, Structures: Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.	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. Reasoning & Persuasive Appeals. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.	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. Adapt Spoken Messages to Diverse Contexts. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.	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.	

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.	Student Placement Based on Portfolio Evidence (Comments)
				Program Placement Based on Portfolio Evidence (Comments)
4. Effective Verbal & Nonverbal Behaviors that Promote Self-efficacy. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.	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. Listen to Critically Evaluate Self & Others. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.	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.	
6. Key Theories & Concepts in Communication Discipline. Understand key theories, perspectives, principles, and concepts in the Communication	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 persuasion)	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	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	

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.	Student Placement Based on Portfolio Evidence (Comments)
				Program Placement Based on Portfolio Evidence (Comments)
discipline, as applied to oral communication.	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.).	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.) .	Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.).	

Final ePortfolio Grading Rubric (300 Total Points)

I. Cover letter and resume _____/20

II. Representative content section checklist with a personal reflection per paper/event (must choose at least five courses). For every missing sample paper a 10% reduction will be applied to the ePortfolio grade.

Interpersonal Communication	_____
Intercollegiate Tournament Speaking	_____
Critical Thinking and Argumentation	_____
Mass Media and Society	_____
Intercultural Communication	_____
Business and Professional Speaking	_____
Digital Communication (portfolio itself +)	_____

III. Community Engagement/Internship Component

Community Engagement/Internship Proposal	_____/10
Community Engagement/Internship Contract	_____/10
Benchmark Report Form	_____/10
Community Engagement/Internship Verification Form	_____/10
Researched Response Paper	_____/200

IV. A copy of the thank you note written to your Community Engagement mentor _____/10

V. Format is professional, and adherent to effective digital communication techniques _____/10

VI. Final exit survey _____/20

eportfolio total _____/300

Presentation Average _____/250

Final Grade _____/550

Communication Content Assessment (Proposed) with Outcome Connection

Program Outcomes	Reflection Questions
Reflection Responses to meet Program Outcomes	
General Instructions: Using specific examples, discussions, projects, activities, etc. from your communication classes, demonstrate how you gained the knowledge, skill, or ability described in each of the areas below. 125 word minimum per response.	
<p>1. Information Resources, Structures: Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.</p>	<p>What was the most impactful way you learned to research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding?</p>
<p>2. Reasoning & Persuasive Appeals. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.</p>	<p>In which experience did you learn to research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors?</p>
<p>3. Adapt Spoken Messages to Diverse Contexts. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.</p>	<p>Describe how you adapted spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.</p>
<p>4. Effective Verbal & Nonverbal Behaviors that Promote Self-efficacy. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.</p>	<p>In which coursework did you employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy?</p>
<p>5. Listen to Critically Evaluate Self & Others. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.</p>	<p>Provide an example of when you listened in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of yourself and others.</p>
<p>6. Key Theories & Concepts in Communication Discipline. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.</p>	<p>Choose and describe your understanding of three key theories, perspectives, principles, and concepts in the communication discipline as applied to oral communication.</p>