



YEAR SEVEN  
SELF-EVALUATION  
REPORT **SPRING 2015**

Report prepared for the Northwest Commission on Colleges and Universities



## **Year Seven Self-Evaluation Report**

**College of Southern Idaho**

Twin Falls, Idaho

[www.csi.edu](http://www.csi.edu)

Report Prepared for the Northwest Commission on College and Universities

**Spring 2015**

NOTE: Supporting documents for the *Spring 2015 College of Southern Idaho Year Seven Self-Evaluation Report* are available by clicking on links throughout the document. While every effort has been made to ensure that links are up-to-date and in working order, several are housed by agencies outside of the College of Southern Idaho and may change at any time without warning. If you are having trouble with a link, please let us know and we will attempt to update it or assist you in finding the information in another manner.

Additionally, many of CSI's internal documents are housed inside a password-protected system at <http://tycho.csi.edu>. If you are interested in accessing specific material mentioned in the report that is housed at this address, please contact Chris Bragg, Accreditation Liaison Officer for the College of Southern Idaho, at [cbragg@csi.edu](mailto:cbragg@csi.edu).

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## INSTITUTIONAL OVERVIEW

The College of Southern Idaho (CSI), a comprehensive community college, 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 is located in South-Central Idaho and serves an eight-county region known as the Magic Valley. CSI provides basic skills, workforce training, economic development, professional-technical training and certification, associate degrees, preparation for transfer to four-year colleges, and enrichment programs to its students and community members. CSI is funded by a 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 institution was initially accredited in 1968 and has had its accreditation continuously reaffirmed since then.

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 as the College of Southern Idaho's fourth president.

In addition to its 315-acre main campus located in Twin Falls, CSI has off-campus centers in Burley, Gooding, Jerome, and Hailey. The college established a fifth off-campus center in Idaho Falls in the fall of 2014. CSI offers a full range of degree and certificate programs that serve students in professional-technical and transfer education. The college also offers Adult Basic Education (ABE), English as a Second Language (ESL), and basic skills courses for students requiring pre-college-level work. Faculty teach in a variety of modalities including traditional classrooms, online via the Internet and hybrid courses, on a microwave system, and online over the Idaho Education Network (IEN). CSI partners with sister public post-secondary institutions in Idaho, which offer over 50 bachelors, masters and terminal degrees for students on the CSI campus. CSI's fall 2014 FTE was 3,917 with an unduplicated headcount of 8,357. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

CSI continues to partner with the College of Western Idaho (CWI) in order to assist CWI in meeting standards for accreditation and to allow CWI to offer certificates and degrees while seeking accredited status.

CSI hosted its last full-scale NWCCU visit in 2005, and there was a Focused Interim Visit in 2008. The last regular Interim Visit occurred in 2010. The college's Year One Report was submitted in March 2011, and its Year Three Report was submitted in March 2012. This Year Seven Report marks the college's continued participation in the Seven Year Accreditation Cycle.

## PREFACE

### Institutional Changes

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The College of Southern Idaho has seen changes in a number of areas since its last report. These include the following:

- The college has undergone significant administrative changes since 2012. In the summer of 2013, Dr. Gerald Beck retired from his position as president of the college. The college immediately began a nationwide search for a new president, and in late October, 2013, Dr. Jeff Fox was selected by the Board of Trustees to serve as the fourth President of the College of Southern Idaho. Dr. Fox started his new position on January 1, 2014. At the same time, the college hired Dr. Todd Schwarz as its new Executive Vice President and Chief Academic Officer. Dr. Schwarz was an instructional dean at the college in 2012 and returned to assume his position as the Executive Vice President and Chief Academic Officer following time spent as the Director of the Idaho Division of Professional-Technical Education. The college also saw the departure of the former Dean of Students in August of 2012 and the former Vice President of Student Services/Planning and Development in January of 2014. The Dean of Students position has been filled and the Vice President of Student Services/Planning and Development position was reorganized. A new Associate Vice-President of Student Services has been hired and will begin working at the college in July 2015. As a temporary measure, the Executive Vice-President/Chief Academic Officer is overseeing Student Services.
- The college established its fifth off-campus center in the fall of 2014. The Idaho Falls Center was created at the request of the Idaho State Legislature, the City of Idaho Falls, and Eastern Idaho Technical College. Idaho Falls is one of the largest metropolitan areas in Idaho without community college services and the legislature is interested in remedying that. Eastern Idaho Technical College offers access to Professional Technical programs but Idaho Code Statute 33-2208 restricts their offering of lower division general education courses beyond those needed for students in their specific programs. During the 2014 session, the Idaho State Legislature approved a request from CSI to establish the Idaho Falls Center by providing \$143,600 in ongoing general funds to bring community college educational opportunities to the citizens of Bonneville County and the Idaho Falls area. Ultimately, it is the intent of Idaho Falls city officials and the State Legislature that the citizens of Bonneville County would vote to create a taxing district to support a community college in eastern Idaho.
- In the fall of 2014, the Admissions and Records Department was reorganized to create some separation of duties between student records functions and recruiting and admissions functions. This action was undertaken in an effort to improve institutional communication strategies and to address orientation needs for new students. The major impact of this restructuring was the creation of an Admissions Office and a separate Office of the Registrar. The former Director of Admissions and Records is now the Director of Admissions and an interim Registrar has been appointed.

- As is the case with many institutions across the country, the College of Southern Idaho is exploring ways to better serve underprepared students as they transition into college. In the past, students needing remedial coursework took courses in the college's Academic Development Center (ADC). However, beginning in the fall of 2014, the functions of the ADC and the faculty and courses that had been housed there were absorbed into the existing English, Languages and Philosophy Department and Mathematics, Engineering and Computer Science Department. This transition is part of a larger shift that is tied to the college's Core Theme Three which addresses Basic Skills.
- Construction projects completed since the spring of 2012 include:
  - The Jerome Head Start Center (Fall 2012)
  - A 38,256 square foot Student Apartment Complex (Spring 2013)
  - Applied Technology and Innovation Center (Summer 2014)
    - The 38,762 square foot Applied Technology and Innovation Center (ATI Center) houses programs in Heating, Ventilation and Air Conditioning Technology; Environmental Technology; Wind Energy Technology; Drafting Technology; Manufacturing Technology; and Food Processing Technology. The college's Technology Education Program (a partnership with the University of Idaho) and the college's Workforce Training and Apprenticeship Programs are also housed in the ATI Center.
- Beginning in the fall of 2014, the college reduced the minimum number of credits required to complete an Associate of Science degree from 64 credits to 60 credits. Associate of Arts and Associate of Applied Science Degrees will be reduced to a minimum of 60 credits beginning in the fall of 2015. At present, the only program that can be completed in 60 credits is the Science, Technology, Engineering and Math (STEM) Associate of Science degree. However, a number of other programs are working to reduce their degree requirements to 60 credits beginning in the fall of 2015. This change is in response to work the college is doing in conjunction with Complete College Idaho and Complete College America to increase college completion rates. These changes are also in alignment with other colleges and universities in the state. Additionally, the college has reduced the number of general education credits required for the Associate of Arts Degree from 16 to 15 to meet State Board of Education policy.
- In the fall of 2014, the college adopted a Student Success Initiative and Strategic Plan for Instruction and Academic Affairs. These documents have laid a foundation for the college's next round of institutional strategic planning and for the college's next Seven-Year Accreditation Cycle.

### **Response to topics previously requested by the Commission**

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The College of Southern Idaho received the following Recommendation from the NWCCU Year-Three Evaluation Team regarding Standard 2.C.10:

While the College of Southern Idaho has made substantial progress in the identification and assessment of student learning outcomes for individual courses and disciplines, the evaluation committee did not find evidence that the General Education components of its transfer associate degree programs have identifiable and assessable learning outcomes. The evaluation committee also did not find evidence that the General Education components (the related instruction) of the applied degree and certificate programs have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. The evaluation committee recommends that the College of Southern Idaho establish identifiable and assessable learning outcomes for the General Education components that are stated in relation to the institution's mission and learning outcomes for these programs (Standard 2.C.10 and 2.C.11).

The college addressed this Recommendation in an Ad-Hoc Report to the Commission in September 2013. In order to address the Recommendation, the college published specific learning outcomes for General Education in the *CSI College Catalog* as noted above. The college also mandated that course syllabi for all general education courses at CSI contain the general education student learning outcomes applicable to that course and specific general education area. In February 2014, the Commission noted that the Ad-Hoc Report had been accepted and that the expectations of the Recommendation had been met.

The college has been deeply involved in State General Education Reform efforts that have, among other things, created statewide general education student learning outcomes for each general education area. Courses at each college that meet these statewide student learning outcomes are now tagged with a General Education Matriculation (GEM) Stamp. GEM stamped courses are transferrable to any other public college or university in the state, where they will count toward meeting students' general education requirements. The college reviewed and GEM stamped its current general education courses in the fall of 2014 to ensure that they met the new state requirements. Full implementation of the new statewide general education student learning outcomes will begin in the fall of 2015.

## UPDATED CHAPTER ONE: MISSION, CORE THEMES, EXPECTATIONS

### Executive Summary of Eligibility Requirements 2 and 3

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#### *Eligibility Requirement 2: Authority*

In 1964 and 1965, citizens of Jerome and Twin Falls counties voted to create a two-county local taxing district per Idaho Statute and an elected five-member Board of Trustees from the taxing district to govern the College of Southern Idaho. Trustees are elected at large from within Twin Falls and Jerome counties for staggered, four-year terms. Trustees derive their authority from and hold office in accordance with State of Idaho Code, Title 33, Chapter 21, 33-2106 and 33-2107. The Board of Trustees is subject to the provision of the Constitution of the State of Idaho, the rules and regulations of the State Board of Education as they apply to community colleges, the Board's own policies and procedures, and compliance with Idaho's Open Meeting Law.

#### **Support Resources:**

CSI Board of Trustees Website: <http://www.csi.edu/aboutCSI/board>

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21.htm>

[CSI Board of Trustees Policies](#)

#### *Eligibility Requirement 3: Mission and Core Themes*

The College of Southern Idaho's current mission statement was adopted by its Board of Trustees on April 21, 2008. The mission is reviewed annually as part of the college's strategic planning process and was last reviewed by the Board in the summer of 2014. Based on broad input from the campus community, four core themes were adopted by the Board of Trustees in January of 2011. The college's mission and core themes are appropriate for an associate degree-granting institution of higher education. The College of Southern Idaho's principal programs award the degrees of Associate of Arts, Associate of Science, and Associate of Applied Science, each of which is recognized as appropriate to a community college. The college also offers an Associate of Engineering degree. As is evidenced by the college's annual budget, its resources are devoted to supporting its educational mission and core themes and to fulfilling the college's purpose of meeting the educational interests of its students.

#### **Support Resources:**

CSI History and Mission: [http://www.csi.edu/aboutCSI/history\\_mission.asp](http://www.csi.edu/aboutCSI/history_mission.asp)

CSI Board of Trustees Meeting Minutes: <http://www.csi.edu/aboutCSI/board/minutes.asp>

2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>

**Standard 1.A. – Mission**

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1.A.1 *The institution had a widely published mission statement—approved by its governing board—that articulates a purpose for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

**CSI Mission Statement**

*The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.*

The current version of the CSI mission statement was first adopted by the CSI Board of Trustees on April, 21, 2008. There have been no changes since, although the mission statement is reviewed annually. The mission statement is widely published on the CSI website, in the *CSI Catalog*, on posters throughout campus, and in a number of other documents and areas. It provides purpose and direction for the college as CSI's four core themes are pulled directly from the mission statement. The comprehensive nature of the College of Southern Idaho embodies education as defined by the core themes of Transfer, Professional-Technical, and Basic Skills, as well as a significant responsibility to serve the community in a number of ways, including economic development, community education, sports, and cultural and performing arts exhibition opportunities.

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by the definition, it articulates institutional accomplishments, or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

After CSI submitted its Year One Report, it received the following recommendations:

*Recommendation #1: The evaluation team recommends that the College review its indicators of achievement of Core Themes to ensure they are assessable and provide direct evidence of mission fulfillment (1.B.2)*

*Recommendation #2: While noting that the College has identified mission fulfillment as being measured through the success of its indicators, the evaluation panel recommends that the College of Southern Idaho more clearly define an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).*

After receiving these recommendations CSI convened a Standard 1 Committee specifically to address the recommendations. As a result of this collaborative effort, the college was able to more clearly define institutional outcomes that represent an acceptable threshold or extent of mission fulfillment. The committee's work began with the mission and purpose of the college, based on the four core themes as well as objectives under each core theme and indicators of achievement for each objective. Mission fulfillment is defined in this context and is based on the outcomes achieved on these indicators of achievement. The entire process measures the college's four Core Themes based upon four objectives and twenty indicators of achievement.

**Alignment of mission, core themes, and objectives:**

Mission	Core Themes	Objectives
Educational	1. Transfer Education	To prepare students intending to transfer and who achieve either an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.
Educational	2. Professional-Technical Education	To prepare students for entry into a job or profession related to their field of study by earning a Technical Certificate or Associate of Applied Science degree.
Workforce Development		
Educational	3. Basic Skills Education	To provide developmental courses in math and language arts (reading, writing, grammar, vocabulary, and spelling) to assist students who need to raise existing skills to a college-level competency.
Social	4. Community Connections	To meet the economic development and non-credit educational, social, cultural and community support needs of the eight-county service region by making the college’s human and physical resources available, including facilities and the expertise of faculty and staff.
Cultural		
Economic		

The committee also developed a rating scale to aid in measuring mission fulfillment. The institution evaluates the outcome of each indicator of achievement and determines whether or not the outcome meets expectations. Evaluation of the outcome is based on metrics and, where possible, established targets. The original expectation was that an outcome meeting expectations would get a score of 1, while an outcome not meeting an expectations would get a score of 0.

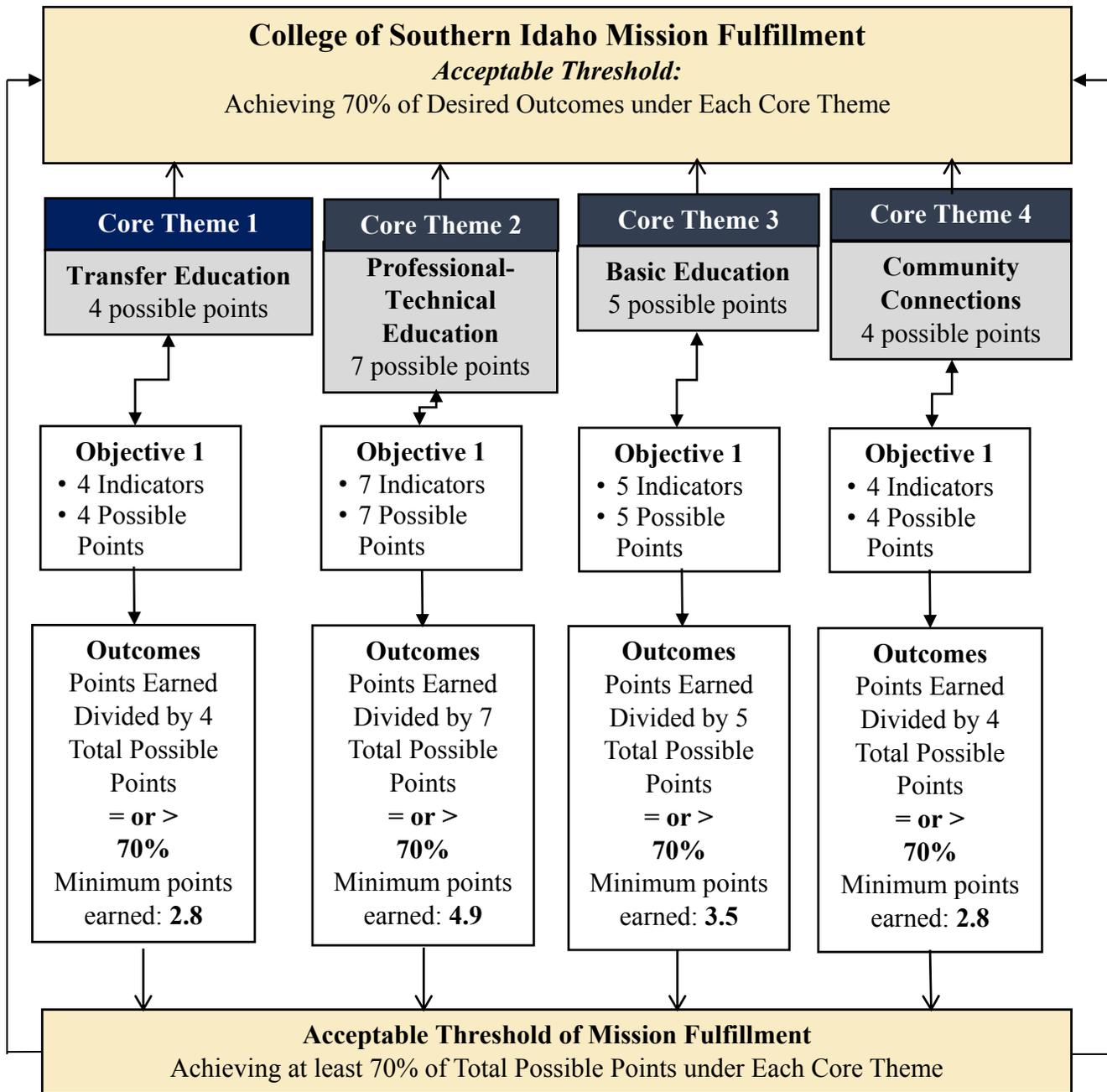
**Rating Scale Rubric**

Rating	Description	Score
Meets expectations	Meets or exceeds desired outcome(s)	1
Does not meet expectations	Does not meet desired outcome(s)	0

There are 20 total indicators and 20 total possible points. Because each core theme has several indicators of achievement, and because some indicators have more metrics than others, the Standard 1 Committee discussed the relative importance of each indicator. The committee considered, but chose not to establish a weighting system associated with the metrics.

In hindsight, a weighted system is something the college should have implemented as there was much discussion during the assessment phase about the relative importance of each indicator. Additionally, as the college worked deeper into the assessment process, it discovered that, while there are 20 total indicators, several of those indicators have multiple metrics that are used for measurement. Therefore, in the assessment process, several indicators were measured by using quarter, third, and half points.

The committee determined that CSI would define mission fulfillment in terms of performance demonstrated under each core theme, with a minimum acceptable threshold of 70% of indicators meeting expectations under each individual core theme.



## **Standard 1.B: Core Themes**

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1.B.1 *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that for the basis for evaluating accomplishment of the objectives of its core themes.*

As noted above, the College of Southern Idaho has four core themes that are essential elements of its mission and collectively encompass its mission:

- Transfer Education
- Professional-Technical Education
- Basic Education
- Community Connections

Each core theme is tied to metrics that are used to measure achievement in relation to targets established by the institution. The levels of achievement that are reached are used to determine mission fulfillment.

### **Core Theme One: Transfer Education**

The Transfer Education Core Theme refers primarily to the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. However, CSI recognizes an additional transfer degree option for students intending to pursue a major in civil, mechanical, agricultural, or electrical engineering (Associate of Engineering), a degree articulated with the University of Idaho.

Each transfer degree has a minimum of 60 credits and is fully articulated with all public institutions in Idaho so that students completing one of these degrees from CSI can transfer to the receiving institution having satisfied the general education requirements at the receiving institution. Each degree meets General Education Core requirements set forth by the Idaho State Board of Education. All transfer degree requirements are published in the *CSI College Catalog* and on the college web site.

The *primary objective* of the Transfer Education Core Theme is to prepare students intending to transfer, and who achieve either an Associate of Arts, or Associate of Science, or Associate of Engineering degree, for success at the baccalaureate level.

There are *four indicators* of core theme achievement for Transfer Education:

1. Lower division transfer programs and general education curricula meet or exceed Idaho State Board of Education requirements.
2. Learning outcomes for transfer programs are clearly defined and assessed.
3. Student evaluations of their transfer education experience.
4. Degree award, retention and completion rates in transfer preparation programs are evaluated and benchmarked.

**Core Theme 1: Transfer Education**

**Objective 1: To prepare students intending to transfer and who achieve either an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.**

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
1A: Lower division transfer programs and general education curricula meet or exceed Idaho State Board of Education requirements.	1A1: Existing programs are reevaluated in the event of changes to State Board Policy and new programs are evaluated against State Board Policy as they are reviewed in the college's Curriculum Committee.	100% of transfer programs will meet or exceed State Board transfer requirements. This is a State requirement.	See Chapter #4.
1B: Learning outcomes for transfer programs are clearly defined and assessed.	1B1: Program level outcomes are clearly defined on program outcomes documents. Program level outcomes are assessed annually and the results are used to make continuous improvement.	100% of programs will have clearly defined and assessed outcomes. This is a State requirement.	See Chapter #4.
1C: Students' evaluation of their transfer education experience.	1C1: Post-transfer survey of students' perceptions regarding their transfer education experience.	A baseline for this indicator was never established. The intent was to measure students' preparedness and perceptions of success at their transfer institution.	See Chapter #4.

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
<p>1D: Degree award, retention and completion rates in transfer programs are evaluated and benchmarked.</p>	<p>1D1: The percentage of degree seeking students who graduate.</p>	<p>Baseline: 16.3%</p> <p>Goal: Meet or exceed previous three year average.</p> <p>The baseline is the three year average of graduates as percent of post-secondary report (PSR 1.0) academic FTE for two years prior to graduation year.</p>	<p>See Chapter #4.</p>
	<p>1D2: The percentage of first-time, full-time students who return for the second fall semester.</p>	<p>Baseline: Previous three year average of 56%</p> <p>Goal: Meet or exceed previous three year average.</p> <p>This is a three year average of IPEDS peer group median.</p>	<p>See Chapter #4.</p>
	<p>1D3: The percentage of students who complete the requirements for general education.</p>	<p>A baseline for this indicator was never established. The intent was to determine the number of students who complete general education requirements and go on to complete their degree.</p>	<p>See Chapter #4.</p>
	<p>1D4: The percentage of transfer students who successfully complete their four year degree.</p>	<p>Baseline: Previous 3 year average of 59.53%</p> <p>Goal: Meet or exceed previous three year average.</p> <p>Students who complete their four-year degree are a good indicator of successful preparation during their first two years.</p>	<p>See Chapter #4.</p>

**Indicator Rationale:**

A primary mission of the college is to prepare students to transfer to a four-year institution. This is only possible if the transfer degrees offered meet or exceed the minimum requirements of the transfer policies set forth by the State Board of Education. Even if those policies are met, the coursework within those programs must prepare students to be successful at a transfer institution. Thus, continuous assessment of those outcomes is critical. Other indicators of success with regard to this core theme include gathering feedback from transfer students about their perception of their preparation at the College of Southern Idaho and their transfer experience. Finally, measurement of degree completion and transfer, along with assessment of any weaknesses allows for better achievement of this objective, this core theme, and ultimately mission fulfillment.

**Overall Analysis of Indicators:** *See Chapter #4.*

**Resulting Actions:** *See Chapter #4.*

**Core Theme Two: Professional-Technical Education**

Professional-Technical Education (PTE) refers to the part of the college mission intended to meet the workforce needs of the service area. In compliance with Idaho Division of Professional-Technical Education regulations, CSI offers a combination of certificates (Technical—TC and Postsecondary—PTC) and an Associate of Applied Science degree (AAS). Each degree and certificate meets General Education Core requirements set forth by the Idaho State Board of Education. TC, PTC, and AAS degree requirements are published in the *CSI College Catalog* and on the CSI web site.

The Professional-Technical Education Core Theme's *primary objective* is to prepare students for entry into a job or profession related to their field of preparation and study. Students successfully completing an AAS, TC, or PTC will possess the necessary skills to accomplish this objective.

There are *seven indicators* of core theme achievement for Professional-Technical Education:

1. PTE program learning outcomes are clearly defined and assessed
2. Programs meet or exceed established benchmarks for performance in technical skill assessments (TSA).
3. Programs meet or exceed established performance benchmarks for program completion.
4. Programs meet or exceed established performance benchmarks for student retention.
5. Programs meet or exceed established performance benchmarks for graduate placement.
6. Employer satisfaction rates with college PTE graduates.
7. Students' evaluation of their PTE education experience.

**Core Theme 2: Professional-Technical Education (PTE)**

<b>Objective 1: Prepare students for entry into a job or profession related to their field of preparation and study.</b>			
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
2A: PTE program learning outcomes are clearly defined and assessed.	2A1: Program outcomes are defined on program outcomes documents.	100% of Program Profiles include annually updated Program Outcomes and Assessment Worksheets. This is a State requirement.	See Chapter #4.
	2A2: Program level outcomes are assessed annually and the results are used to make continuous improvement.	100% of official report data input into Performance Measures Data System for each program and term.	See Chapter #4.
		100% of Program Outcomes Assessment reports completed. This is a college requirement.	See Chapter #4.
2B: Programs meet or exceed established benchmarks for performance in technical skill assessments (TSA).	2B1: Percentage of PTE concentrators who took an approved TSA passing that TSA.	Baseline: Final Agreed Upon Performance Level (Idaho Division of Professional-Technical Education).  Goal: Meet or exceed state Final Agreed Upon Performance Level (Idaho Division of Professional-Technical Education).	See Chapter #4.
		2B2: Percentage of PTE programs whose concentrator TSA pass rate was maintained or improved.	Baseline: 81.4% (average of previous three years).  Goal: Meet or exceed average of previous three years.

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
2C: Programs meet or exceed established performance benchmarks for program completion.	2C1: Percentage of PTE program participants completing their program of study during an academic reporting year.	Baseline: 29.8% (average of previous three years).  Goal: Meet or exceed average of previous three years.	See Chapter #4.
	2C2: Percentage of PTE programs whose program participant completion rate was maintained or improved.	Baseline: 64.7% (average of previous three years)  Goal: Meet or exceed average of previous three years.	See Chapter #4.
2D: Programs meet or exceed established performance benchmarks for student retention.	2D1: Percentage of PTE program participants who returned for a subsequent semester in the program sequence without interruption (semester retention).	Baseline: 78.3% (average of previous three years).  Goal: Meet or exceed average of previous three years.	See Chapter #4.
	2D2: Percentage of PTE programs whose program participant semester retention rate was maintained or improved.	Baseline: 54.7% (average of previous three years).  Goal: Meet or exceed average of previous three years.	See Chapter #4.

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
2E: Programs meet or exceed established performance benchmarks for graduate placement.	2E1: Percentage of PTE program completers who met established definitions for positive placement.	Baseline: 90% Final Agreed Upon Performance Level (Idaho Division of Professional-Technical Education).  Goal: 95% (Set by Idaho Division of Professional Technical Education).	See Chapter #4.
	2E2: Percentage of PTE programs whose program positive placement rate was maintained or improved.	Baseline: 71.2% (average of previous three years).  Goal: Meet or exceed average of previous three years.	See Chapter #4.
2F: Employer satisfaction rates with college PTE graduates.	2F1: Analysis of employer satisfaction rates with CSI graduates.	Unable to establish a baseline or goal due to low response rate.	See Chapter #4.
2G: Students' evaluation of their PTE education experience.	2G1: Post-graduate survey of students' perceptions regarding their PTE experience.	A baseline for this indicator was never established. The intent was to measure students' preparedness and perceptions of success after entering the workforce.	See Chapter #4.

**Indicator Rationale:** Economic vitality as well as quality of life are dependent upon effective people equipped with the necessary skills, knowledge, and attitudes to compete successfully, work efficiently and safely, while balancing responsibilities to the family and the community. A qualified skilled workforce is essential to the competitiveness of state, regional, and local businesses and industries and the safety and well-being of the community. This is why PTE education is a core theme for the College of Southern Idaho.

In order to fulfill this core theme and the mission of the College of Southern Idaho, it is critical that PTE programs meet the workforce needs of the area. It is also critical that the learning outcomes of the programs meet or exceed industry expectations and that course and program level learning outcomes are clearly defined and assessed.

Other indicators of success with regard to this core theme include gathering feedback from graduates about their perception of their preparation at the College of Southern Idaho and their experience in the workforce. Finally, measurement of PTE degree completion and successful entrance into the workforce, along with assessment of any weaknesses will allow for better achievement of this objective, this core theme, and ultimately mission fulfillment.

**Overall Analysis of Indicators:** *See Chapter #4*

**Resulting Actions:** *See Chapter #4*

### **Core Theme Three: Basic Skills Education**

Basic Skills Education refers to pre-college developmental courses that are assigned a 0-level (pre-college level) course designation. Basic skills coursework does not count as college-level credit. Each year, approximately 70% of incoming freshmen test into and take one or more developmental math courses, and about 30% of incoming freshman test into and take developmental composition.

The Basic Skills Education Core Theme has *one primary objective*: To provide developmental courses in math and language arts (reading, writing, grammar, vocabulary, spelling, and English as a second language) to assist students who need to raise existing skills to a college-level competency. Students are placed in developmental courses at various levels based on the results of a CSI approved placement assessment.

There are *five indicators* of core theme achievement for Basic Skills Education:

1. Learning outcomes for developmental courses are clearly defined and mapped through a sequence of courses.
2. Student attrition rates in developmental courses are defined, targeted, and analyzed.
3. Student success rates in developmental courses are defined, targeted, and analyzed.
4. Student success rates in subsequent developmental or college-level courses are defined, targeted, and analyzed.
5. Student perceptions of basic skills acquisition are targeted and analyzed.

**Core Theme 3: Basic Skills Education**

**Objective 1: To provide developmental courses in math and language arts (reading, writing, grammar, vocabulary, and spelling) to assist students who need to raise existing skills to college-level competency.**

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
3A: Learning outcomes for developmental courses are clearly defined and mapped through a sequence of courses.	3A1: Student learning outcomes are included on course syllabi.	All basic skills faculty include student learning outcomes on the course syllabus. This is a college requirement.	See Chapter #4.
3B: Student attrition rates in developmental courses are defined, targeted, and analyzed.	3B1: Number of students enrolling in and completing the developmental course.	70% of students completing the developmental course in which enrolled. This is a college expectation.	See Chapter #4.
3C: Student success rates in developmental courses are defined, targeted, and analyzed.	3C1: Initial placement based on a college approved placement assessment and success based upon completion of the developmental course with a grade of C or higher.	Baseline: 61.6% (average for previous three years).  Goal: Meet or exceed previous three year average.	See Chapter #4.
3D: Student success rates in subsequent developmental or college-level courses are defined, targeted, and analyzed.	3D1: Number of completers enrolling in and completing the subsequent developmental or college-level course with a grade of C or higher.	Baseline: Language = 66.9% (average for previous three years).  Baseline: Math = 51.9% (average for previous three years).  Goal: Meet or exceed previous three year average.	See Chapter #4.

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome
3E: Student perceptions of basic skills acquisition are defined, targeted, and analyzed.	3E1: Post-completion survey of students' perceptions regarding their basic skills experience.	A baseline for this indicator was never established. The intent was to measure students' preparedness and perceptions of success after completion.	See Chapter #4.
<p><b>Indicator Rationale:</b> Analyzing basic skills student enrollment, retention, completion success (skills attainment), persistence in enrolling in higher-level courses in language arts and mathematics, and perceptions provides important information in two keys areas. First, data on students in basic skills courses is essential for continuous improvement. Data is used to annually evaluate instructional and curricular effectiveness. Second, data tracks students as they move into college-level courses in English and mathematics (developmental English to college-level English courses, and developmental math to college-level math courses). This data provides vital information in aligning curriculum and instruction between departments. The collection of data within the Basic Skills Core Theme ultimately leads to verification of mission fulfillment.</p>			
<p><b>Overall Analysis of Indicators:</b> <i>See Chapter #4</i></p>			
<p><b>Resulting Actions:</b> <i>See Chapter #4</i></p>			

**Core Theme Four: Community Connections**

Community Connections refers to the college’s multi-faceted approach to serving the community of Twin Falls and Jerome Counties which form the local community college taxing district and the remaining six counties in the college’s service area. The college specifically provides education and community connections to the larger eight-county service region, especially through off-campus centers in Burley, Gooding, Jerome and Hailey. In the fall of 2014, the college also established an off-campus center in Idaho Falls. Community connections can be described in three ways. First, the college has an educational component defining delivery of developmental and college-level coursework and programs across the service region; CSI also delivers a wide range of non-credit community education courses. Second, the college provides enhanced cultural awareness opportunities through community events such as art shows and exhibitions, theater and fine arts productions, public lectures and films, and athletic events. Finally, CSI is active in partnerships and participates in local and regional economic development and outreach programs.

The Community Connections Core Theme has *one primary* objective: To meet the economic development and non-credit educational, social, cultural, and community support needs of the eight county service region by making the college’s human and physical resources available, including facilities and the expertise of faculty and staff.

There are *four* indicators of core theme achievement for Community Connections:

1. Responsiveness to community economic development needs;
2. Provision of non-credit courses and services to the community;
3. Provision of college-sponsored and supported programs and educational events;
4. Provision for community needs through ancillary community services.

**Core Theme 4: Community Connections**

**Objective 1:** To meet the economic development and non-credit educational, social, cultural, and community support needs of the eight county service region by making the college’s human and physical resources available, including facilities and the expertise of faculty and staff.

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
4A: Responsiveness to community economic development needs.	4A1: Number and scope of grants and community partnerships targeted at economic development.	Maintain and/or improve current financial, facility and personnel resources devoted to this indicator.	See Chapter #4.
	4A2: Use of college facilities for community economic development needs.	Maintain and/or improve current financial, facility and personnel resources devoted to this indicator.	See Chapter #4.
	4A3: Number of college employees serving on community based economic development boards and task forces.	Maintain and/or improve presence on community based economic development boards and task forces.	See Chapter #4.
	4A4: Institutional involvement in providing apprenticeship and customized training programs.	Maintain and/or improve apprenticeship and customized training opportunities.	See Chapter #4.
4B: Provision of non-credit courses and services to the community.	4B1: Number of non-credit courses and services offered at all locations.	Establish baseline and maintain or improve for all metrics.	See Chapter #4
	4B2: Satisfaction with community focused non-credit educational opportunities and services at all locations.	Establish baseline and maintain or improve for all metrics.	See Chapter #4.

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome
4C: Provision of college-sponsored and supported programs and educational events.	4C1: Number of community organizations using college facilities.	Establish baseline and maintain or improve for all metrics.	See Chapter #4.
	4C2: Number and type of community events held on campus and throughout the community that are sponsored by the college.	Establish baseline and maintain or improve for all metrics.	See Chapter #4.
	4C3: Number and type of statewide educational events and conferences held on campus annually.	Establish baseline and maintain or improve for all metrics.	See Chapter #4.
4D: Provision for community needs through ancillary community services.	4D1: Support for federally funded community outreach programs that enhance and meet community needs.	Establish baseline and maintain or improve for all metrics.	See Chapter #4.

**Indicator Rationale:** Developing and supporting economic vitality in the service area is an important part of the college’s mission. To that end, CSI works with a number of agencies to diversify and strengthen the local economy by attracting and retaining businesses to the Southern Idaho region. The college works to implement a focused, consistent program to attract new businesses to the region and to promote economic development through expansion of existing businesses. Part of this endeavor also involves formal and ad hoc workforce training.

The college recognizes that part of its mission is to offer a broad array of non-credit courses and community-focused services to individuals throughout its service area. This objective is achieved through Community Education course offerings, campus services and other non-credit educational opportunities both on the main CSI campus and at the college’s off-campus centers. A significant part of the college’s community connections core theme is college-sponsored and supported programs and educational events. From the college’s very beginnings, the community and the college partnered in building the Fine Arts Community Center in the mid-1960s, and since then, program and facility outreach and partnerships have had a major impact on the growth of the Magic Valley. The college recognizes that ongoing connections in this area serve many purposes, among them public relations,

community educational opportunities, and community enhancement and that these connections are a pivotal part of mission fulfillment.

The college extends its infrastructure to provide support for federally funded programs that enhance and meet community needs. In this regard, ancillary community services represent another facet of CSI's commitment to community and are another indication of mission fulfillment.

**Overall Analysis of Indicators:** *See Chapter #4*

**Resulting Actions:** *See Chapter #4*

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## UPDATED CHAPTER TWO: RESOURCES AND CAPACITY

### Executive Summary of Eligibility Requirements 4 through 21

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#### *Eligibility Requirement 4: Operational Focus and Independence*

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33, Idaho Code. According to the Code, the primary function of the College of Southern Idaho 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). Instructional program proposals are submitted to the Idaho State Board of Education for approval.

As embodied in Idaho Code, the College of Southern Idaho is governed by a locally elected five member Board of Trustees. Trustees are elected from within the College District comprised of Jerome and Twin Falls counties.

#### **Support Resource:**

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2102.htm>

#### *Eligibility Requirement 5: Nondiscrimination*

The College of Southern Idaho is an equal opportunity/affirmative action institution. The college seeks to ensure that all of its policies and procedures are in conformity with, but not limited to, the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 as amended, and all other state and federal non-discrimination statutes.

The college is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the college makes every effort to provide those rights to all persons regardless of race, color, religion, sex, age, national origin, or disability. Decisions affecting the education, employment or access to services and facilities of faculty, staff, and students are based only on performance and legitimate occupational and educational criteria.

This policy applies to all members of the college community, including students, faculty, staff, administrators, vendors, and participants in college-sponsored activities. The policy also applies to all applicants for admission and all applicants for employment.

#### **Support Resource:**

CSI Policies and Procedures Manual (Section 2.02): <http://hr.csi.edu/handbook/tofcmanual.htm>

#### *Eligibility Requirement 6: Institutional Integrity*

Institutional policies at the College of Southern Idaho are formulated via a system that allows for faculty, student, staff, administrative, and board member input. The college also maintains a Policies and Procedures Manual which outlines college guidelines and practices. The Policies and Procedures Manual is maintained by Human Resources, is updated annually, and changes made are approved by the Board of Trustees.

The college is diligent in providing due process for faculty, staff, students, and community members participating in campus programs. The campus Policies and Procedures Manual includes language which highlights the resolve of the college in this regard.

**Support Resource:**

CSI Policies and Procedures Manual: <http://hr.csi.edu/handbook/tofcmanual.htm>  
[HR Policy Manual Update Email](#)

*Eligibility Requirement 7: Governing Board*

The College of Southern Idaho is governed by a volunteer, five-member Board of Trustees who are elected at large from within Twin Falls and Jerome counties for staggered, four-year terms. At its annual November meeting, the Board of Trustees elects one of its members as Chair and a second as Vice Chair. The Board of Trustees also elects a Secretary/Treasurer (which may be a college official) and a Clerk.

The Board of Trustees derives its authority from statutes enacted by the Legislature of the State of Idaho (Section 33-21). The Board is subject to the provisions of the Constitution of the State of Idaho, the rules and regulations of the State Board of Education as they apply to community colleges, the Board's own policies and procedures, and compliance with Idaho's Open Meeting Law (State of Idaho Sec. 33-21; State Board of Education Sec. 1B).

**Support Resource:**

[CSI Board of Trustees Policies](#)  
[CSI Board of Trustees Minutes 11-17-14](#)

*Eligibility Requirement 8: Chief Executive Officer*

The Chief Executive Officer for the College of Southern Idaho is Dr. Jeff Fox. The Board of Trustees selected Dr. Fox as the college's fourth president on January 1, 2014. He previously served as the institution's Executive Vice President/Chief Academic Officer. The President of the College of Southern Idaho reports to and is supervised by the Board of Trustees. The President's annual performance review by the Board includes a written management review statement, a written summary of progress on goals, and suggested goals for the upcoming year.

**Support Resource:**

President's Message: <http://www.csi.edu/aboutcsi/>

*Eligibility Requirement 9: Administration*

The CSI administrative team consists of qualified and skilled personnel who provide structure, support, and resources to enable the instructional programs and support services to effectively work toward meeting the college's mission. The CSI Administration includes an Executive Vice President/Chief Academic Officer, a Vice President of Administration, an Associate Vice President of Student Services, an Associate Vice President of Institutional Information and Effectiveness, and a Special Assistant to the President. Four instructional deans along with the Director of Library/Herrett Center answer to the Executive Vice President/Chief Academic Officer and are responsible for the academic programming at CSI and supervision of the off-campus centers and advanced learning opportunities. The Dean of Students, Director of the Advising Center, Director of Financial Aid, Director of Admissions, and Registrar each answer

to the Associate Vice President of Student Services and are responsible for the various support services, student government, and student activities available at CSI. The Dean of Finance and the Director of Physical Plant report to the Vice President of Administration. In addition, the CSI Administration includes the following positions which all report directly to the President: the Public Information Officer, Director of Human Resources, Athletic Director, Executive Director of the Southern Idaho Economic Development Organization, and the Executive Director of the CSI Foundation.

**Support Resource:**

[CSI Organizational Chart](#)

*Eligibility Requirement 10: Faculty*

The college employs expert faculty who are well-qualified in their areas of instruction. The college is committed to high academic and professional standards and to the continuous improvement of its educational programs, services, processes, and outcomes. This commitment is reflected in the full-time faculty evaluations which follow a three-year cycle and four-part model with the exception of new faculty members who are evaluated annually for the first three years. The four-part model includes evaluation instruments and information that is gathered through self-evaluation, peer evaluation, student evaluation, and department chair evaluation. Faculty evaluations are reviewed by instructional deans and forwarded to the Human Resources office. Part-time faculty evaluations are handled at the department chair level. Faculty member qualifications are determined and maintained by department chairs and college administration. In the fall of 2014, 166 full-time faculty members and 296 adjunct instructors taught courses at the college with full-time faculty teaching 66% of enrollments.

The college's department chairs are responsible for curriculum development and are required to participate in the Curriculum Committee. Curriculum proposals are submitted to the Chief Academic Officer for further review and final approval.

**Support Resource:**

[Faculty Evaluation Template](#)

Curriculum Committee Website:

[http://www.csi.edu/facultyAndStaff\\_/committees/curriculum.html](http://www.csi.edu/facultyAndStaff_/committees/curriculum.html)

*Eligibility Requirement 11: Educational Program*

The College of Southern Idaho confers the following degrees and certificates: Associate of Arts, Associate of Science, Associate of Engineering, Associate of Applied Science, and Technical and Postsecondary Certificates. In addition, the college provides classes to students needing remedial work in math, language arts, and study skills. The college also provides English as a Second Language Education and administers Adult Basic Education, a state and federally funded non-credit program for out-of-school youth and adults whose skills are below the 12.9 grade equivalent.

**Support Resource:**

2014-2015 CSI Catalog (page 43): <http://www.csi.edu/catalog/>

*Eligibility Requirement 12: General Education and Related Instruction*

Associate degrees earned at the College of Southern Idaho require a substantial amount of general education course work. Associate of Arts and Associate of Science Degrees require 36 hours of general education course work, including classes in the areas of communication, composition, humanities, mathematics, science, and social sciences. These general education requirements match Idaho State Board of Education requirements and are articulated with all public post-secondary institutions in Idaho. The Associate of Engineering Degree requires fewer general education credits at the College of Southern Idaho but students are required to complete that general education coursework upon transfer to the University of Idaho. The Associate of Applied Science Degree requires 15 hours of general education coursework, including communication, composition, mathematics, and social sciences (human relations). The technical certificate requires 9 hours of general education coursework, including communication or English, mathematics, and social science (human relations).

**Support Resource:**

2014-2015 CSI Catalog (page 41): <http://www.csi.edu/catalog/>

*Eligibility Requirement 13: Library and Information Resources*

The college maintains library and learning resources consistent with its mission and core themes. The library maintains current collections through purchases of new materials and by systematic weeding of outdated materials. Acquisitions are made in response to program development and faculty requests. The library augments its collections through the use of interlibrary loan and access to electronic resources. Off-campus centers are served by remote access to databases and e-book collections and by delivery of physical items via campus couriers. Reference services are provided in person, by telephone, and by email.

**Support Resource:**

CSI Library Website: <http://www.csi.edu/library/>

*Eligibility Requirement 14: Physical and Technological Infrastructure*

The main campus of the College of Southern Idaho, located in Twin Falls, Idaho, is situated on over 330 acres. The campus features well-spaced buildings with a park-like environment. Students in the college's eight-county service region are likewise served by four additional off-campus centers located in Gooding, Hailey, Jerome, and Burley, Idaho. In the fall of 2014, the college established a fifth off-campus center in Idaho Falls. With the exception of Idaho Falls, the college either owns the facility in which the off-campus center is housed or maintains a long-term lease relationship with local school districts or other state agencies. The new Idaho Falls location is on a short-term lease. The total square footage of all facilities including the main campus and off-campus centers is in excess of 900,000 square feet.

An extensive system of fiber optic connections and a dedicated digital video conferencing network provides CSI faculty, staff, students, business, and community partners with interconnection between facilities for community and educational use as well as access to the Internet for academic and research activities. Both Internet-based and synchronous video courses are supported by the Blackboard learning management system. Laboratory, library, and testing facilities are state of the art and provide a companion learning piece for general classroom activities. The physical plant operations keep buildings comfortable for year-around occupancy

and provide the necessary power and fiber-optic connections, along with attending routers, servers, and cabling, to sustain a reliable data network.

**Support Resource:**

CSI Campus Map: <http://www.csi.edu/aboutCSI/campusmap.asp>

Institutional Information and Effectiveness Website: <http://www.csi.edu/its/>

*Eligibility Requirement 15: Academic Freedom*

The college maintains policies that support an atmosphere where intellectual freedom and independence exist, as outlined by Section 2.01 of the CSI Faculty Handbook.

**Support Resource:**

CSI Faculty Handbook (Section 2.01): <http://hr.csi.edu/facultyHandbook/>

*Eligibility Requirement 16: Admissions*

The Board of Trustees establishes admission policies for the college. These policies are based on Idaho State Board of Education Policy III Q. Consistent with its mission as a comprehensive community college, the College of Southern Idaho has an open admission policy. The admission policy and the process for admission are published in the *CSI College Catalog* and on the college web site.

**Support Resources:**

[Idaho State Board of Education Policy III Q](#)

2014-2015 CSI Catalog (page 17): <http://www.csi.edu/catalog/>

CSI Getting Started Webpage: <http://www.csi.edu/gettingStarted/>

*Eligibility Requirement 17: Public Information*

The college publishes in its catalog and on its website all information regarding its mission, admission policies, grading policies, academic programs, names of administration and faculty, student conduct, student rights and responsibilities, tuition and costs, refund policies and procedures, financial aid information, and the academic calendar. The Registrar coordinates the publication of the *CSI College Catalog* and oversees its annual revision process. Vice presidents, deans, directors/coordinators, and program managers are responsible for the accuracy, currency, and completeness of the information published under their respective areas of the website. The Public Information Officer is primarily responsible for public information external to the college. The Vice President of Administration, or his designee, handles all public records requests.

**Support Resources:**

CSI Public Information Office Website: <http://www.csi.edu/publicinformationoffice/>

2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>

CSI Website: <http://www.csi.edu/index.asp>

*Eligibility Requirement 18: Financial Resources*

In accordance with Idaho statutes and reflecting best practices in institutional accounting and management, the College of Southern Idaho maintains a stable account balance and funding base that is sufficient to sustain its operations and sustain the academic, technical, and community

outreach programs central to its mission as a community college. This funding base reflects revenue drawn from the following sources: base state appropriations; revenue accounts and local tax revenue; and tuition and fees, grants, and other revenue sources in the form of rents, donations, etc. In addition to designing and maintaining a balanced budget, the college maintains a balance with restricted and unrestricted revenues that covers annual expenditures while maintaining a long-term cash reserve as a buffer against unforeseen expenses and emerging institutional needs.

While the budgeting and accounting practices of the college meet both Idaho statutory requirements and governmental auditing standards, they also conform to CSI Board Policies relating to budget formulation, reporting, administration, and auditing.

**Support Resources:**

[General Fund Budget FY 2014](#)

*Eligibility Requirement 19: Financial Accountability*

The College of Southern Idaho is committed to transparency and accuracy in reporting the institution's financial information. The college annually undergoes an external audit in order to ensure the highest standard of compliance to Federal Laws, Idaho Statutes, CSI Board Policies, as well as generally accepted auditing standards, specifically focusing on adherence to governmental auditing standards. Findings of fact and attendant recommendations are reported as a formal and independent opinion in a timely manner to the Board of Trustees. These findings are offered as part of a comprehensive written report and oral presentation conducted by representatives of the auditing firm and moderated by the Vice President of Administration for the College of Southern Idaho.

In the fall of 2014, a longtime employee was charged with five counts of grand theft amounting to over five hundred thirty thousand dollars over a five year period. In response to this discovery, the college contracted with a certified forensics examiner to evaluate and make recommendations regarding the college's systems of internal control. The evaluation process involved reviewing policies and interviewing each business office and payroll office staff member individually to independently validate procedures and practices. The experience led to a stronger system of operations. The college is in the process of adding a professional employee to allow for better separation of duties. Job descriptions have been reviewed and modified as needed and responsibilities have been re-calibrated. While the dollar amount involved is significant the college is fiscally sound and the missing funds have not negatively impacted the financial stability of the college. Additionally, insurance proceeds will cover a significant portion of the missing funds. The actions taken to date have significantly strengthened internal controls. The college is committed to the objective of minimizing the risk of loss while still trying to operate as efficiently as possible. All recommendations received as a result of the auditing processes are translated into operating procedures and processes used by the college in order to ensure compliance with local, state, and federal guidelines.

**Support Resources:**

CSI Policies and Procedures Manual (Section 8): <http://hr.csi.edu/handbook/tofcmanual.htm>  
[CSI Board of Trustees Minutes 11-17-14](#) (See Internal Control Assessment Report)

*Eligibility Requirement 20: Disclosure*

The college discloses to the Commission all required information through its Accreditation Liaison Officer.

*Eligibility Requirement 21: Relationship with the Accreditation Commission*

The college accepts the policies and standards of the Commission and agrees to comply with these standards and policies. In addition, the college understands and agrees that the Commission may disclose information regarding the college's accreditation status to any agency or members of the public requesting such information. Additionally, the college's President currently serves as a Commissioner with the Northwest Commission on Colleges and Universities.

**Additional Policies:**

**Credit Hour Policy:** The College of Southern Idaho Credit Hour Policy outlines a definition of a credit hour that is in compliance with federal regulations Section 600.2 and 600.24. This policy is published on pages 18 and 19 of the *2014-2015 College of Southern Idaho Catalog*. All credit bearing courses at CSI are approved by the Curriculum Committee and must demonstrate adherence to this policy.

**Support Resource:**

2014-2015 CSI Catalog (page 18): [http://www.csi.edu/catalog/Curriculum Committee Proposal Form](http://www.csi.edu/catalog/Curriculum%20Committee%20Proposal%20Form)

**Record of Student Complaints Policy:** The College of Southern Idaho is committed to treating student complaints in a fair and equitable manner. Complaint and appeals processes for individual areas of campus are outlined in the *2014-2015 College Catalog* as well as on the college website. Student rights and responsibilities are outlined in the Student Handbook and in the Student Code of Conduct.

Formal written complaints from students are addressed by the administrator in charge of the campus office appropriate to the complaint. Documentation outlining the resolution of those complaints is also housed in those offices and is available for review by evaluators. Specific examples include the Business Office, Office of Financial Aid, Office of the Registrar, Office of Instruction and Academic Affairs, and the Office of Student Services.

The Idaho State Board of Education has an additional avenue for appeal when students do not feel that their concerns have been adequately addressed by the institution. (III.P.18)

Further discussion of the college's handling of student complaints can be found in section 2.A.15.

**Support Resource:**

2014-2015 CSI Catalog (page 31): <http://www.csi.edu/catalog/>  
CSI Student Code of Conduct Website: <http://www.csi.edu/studentHandbook/index.asp>  
Financial Aid Satisfactory Academic Progress Policy:  
[http://www.csi.edu/prospectiveStudents/\\_studentServices/financialAid/sap.asp](http://www.csi.edu/prospectiveStudents/_studentServices/financialAid/sap.asp)

Student Handbook Unlawful Discrimination and Harassment Policy:

<http://www.csi.edu/studentHandbook/nonDiscrimination.asp>

[Student Code of Conduct](#)

[Idaho State Board of Education Policy III P](#)

Distance Education Policy and Student Verification Policy: The College of Southern Idaho offers courses via the Internet and via two-way microwave transmissions. These courses have identical student learning outcomes to their face-to-face versions and are fully integrated into all processes at the institution. Students in online courses participate through the campus Learning Management System (LMS) and each student has a unique log in to access the system. Student testing is handled via the LMS or through testing at one of the college's campus testing centers or with an approved proctor. In each instance, the identity of the student is verified with photo identification. While some proctor options do charge a nominal fee for their services, students typically choose these options out of convenience rather than necessity. In almost all cases, students have the option of completing their coursework and assessment requirements without incurring additional fees. On-campus faculty design and implement all distance education courses and students have access to all campus support services.

Further discussion of the college's Distance Education and Student Verification Policies can be found in section 2.D.14.

CSI Distance Learners Website: <http://www.csi.edu/distancelearners/>

CSI Frequently Asked Questions about Online Classes:

[http://www.csi.edu/coursesAndPrograms\\_/onlineCourses\\_faq.asp](http://www.csi.edu/coursesAndPrograms_/onlineCourses_faq.asp)

CSI Testing Center Website: <http://www.csi.edu/ip/adc/testing/proctorinfo.htm>

## **2.A Governance**

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*2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

The College of Southern Idaho has an effective system of governance, which includes the elected Board of Trustees, administration, faculty, staff, and students who participate through well-defined roles and responsibilities. The Board of Trustees is an elected five person board as defined by Idaho Statute. The Board meets monthly to determine and review broad general practices that govern the operation of the college district and to delegate administrative authority to the President. During the academic year, the President's Council, which includes representatives from a cross-section of campus, meets bi-weekly to discuss college initiatives and to provide input and participate in the college decision-making process. Input to the decision-making process is also received from Faculty Senate, Professional and Classified Employees (PACE), the Student Senate, the college Curriculum Committee and the college Instructional Council. For discussions of academic transfer, professional-technical matters, policy, and state funding appropriation, the President and the Executive Vice President/Chief

Academic Officer meet bimonthly with the Idaho State Board of Education and monthly with State Board subcommittees.

**Support Resource:**

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2106.htm>

CSI Board of Trustees Website: <http://www.csi.edu/aboutCSI/board/index.asp>

*2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

The College of Southern Idaho is not governed by a multi-unit governance system. In 1964 and 1965, citizens from the two counties of Jerome and Twin Falls voted to create a two-county local taxing district per Idaho Statute, and Trustees from the taxing district govern the college (see 2.A.4)

**Support Resource:**

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2106.htm>

*2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

The College of Southern Idaho received its initial accreditation in 1968. Since that time, the Northwest Commission on Colleges and Universities has continuously accredited the college. The college's Accreditation Liaison Officer is an experienced evaluator for the NWCCU and is responsible for monitoring compliance with the Northwest Commission on Colleges and Universities Standards of Accreditation. The college also has a number of other experienced evaluators.

Idaho is a right-to-work state, and the College of Southern Idaho does not have unions nor does it operate within a collective bargaining framework.

The College of Southern Idaho complies with legislative action that is unique to the college (i.e. terms of office for Board Members, firearms on campus) as defined in Idaho Statute.

External mandates are strictly followed to ensure compliance. CSI adheres to all applicable federal, state, and local laws, regulations, and guidelines. Compliance responsibility rests with the appropriate offices and sometimes is shared among departments. Examples of external mandates include: Higher Education Opportunity Act (HEOA), Family Educational Rights and Privacy Act (FERPA), the Clery Act, U.S. Department of Education regulations, including Title

IX, applicable Idaho State Board of Education (SBOE) and Idaho Division of Financial Management (DFM) policies, procedures, and guidelines.

**Support Resource:**

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2106.htm>

**Governing Board**

*2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

An elected five-member Board of Trustees governs the College of Southern Idaho. Trustees are elected at large from within Twin Falls and Jerome counties for staggered, four-year terms. Trustees derive their authority from and hold office in accordance with State of Idaho Code, Title 33, Chapter 21, 33-2106 and 33-2107.

The Board of Trustees Policies state that no board member shall use his or her position on the Board of Trustees to acquire any fiscal interest in any dealings with the college.

The Board of Trustees is subject to the provisions of the Constitution of the State of Idaho, the rules and regulations of the State Board of Education as they apply to community colleges, the Board's own policies and procedures, and compliance with Idaho's Open Meeting Law.

**Support Resources:**

CSI Board of Trustees Website: <http://www.csi.edu/aboutCSI/board/index.asp>

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2106.htm>

[CSI Board of Trustees Policies](#) (See BP .10.01)

*2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

Three members of the Board of Trustees constitute a quorum for the transaction of business. An affirmative vote of the majority of all Board members present is required for the passage of a motion except where otherwise provided by law.

**Support Resource:**

[CSI Board of Trustees Policies](#) (See BP .09.02)

*2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

In the summer of 2011, the Board of Trustees established the College of Southern Idaho Board of Trustees Policies Manual. The Board of Trustees annually reviews the Board of Trustees Policies Manual and the CSI Employee Policies and Procedures Manual which includes the Business Office Policies Manual and a link to the CSI Emergency Procedures Manual. These documents are revised and updated as needed.

**Support Resource:**

[CSI Board of Trustees Policies](#) (See BP .08.03)

CSI Policies and Procedures Manual: <http://hr.csi.edu/handbook/tofcmanual.htm>

[CSI Emergency Procedures Manual](#)

*2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

The Board of Trustees reviews the President's performance annually. This evaluation includes a written management review statement by the President, a written summary of progress on goals established for the previous 12 months, and suggested goals for the subsequent 12 months.

In the summer of 2013, President Jerry Beck stepped down from his position, and Mr. Curtis Eaton was appointed Interim President while the Board of Trustees conducted a national search for the college's next president. The Board engaged the services of the American Community College Trustees (ACCT) to conduct the search. The Board selected Dr. Jeff Fox, then Executive Vice President and Chief Academic Officer, as the next president in late October of 2013. Dr. Fox became CSI's fourth president on January 1, 2014.

The Board of Trustees utilized ACCT's Presidential Evaluation process to evaluate President Fox. The results were reviewed by the Board, and President Fox met with the Board in an Executive Session on September 11, 2014.

**Support Resource:**

[CSI Board of Trustees Policies](#) (See BP .12)

CSI Presidential Search Website: <http://www.csi.edu/PresidentialSearch/index.asp>

*2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

With guidance from Association of Community College Trustees (ACCT), the Board of Trustees created and approved a policy to evaluate its performance on an annual basis. The evaluation instrument and the evaluation procedure were conducted by ACCT to ensure a transparent and

open process. The Board of Trustees reviewed the results in a special public meeting on September 11, 2014 and the evaluation is available in the Office of President.

**Support Resource:**

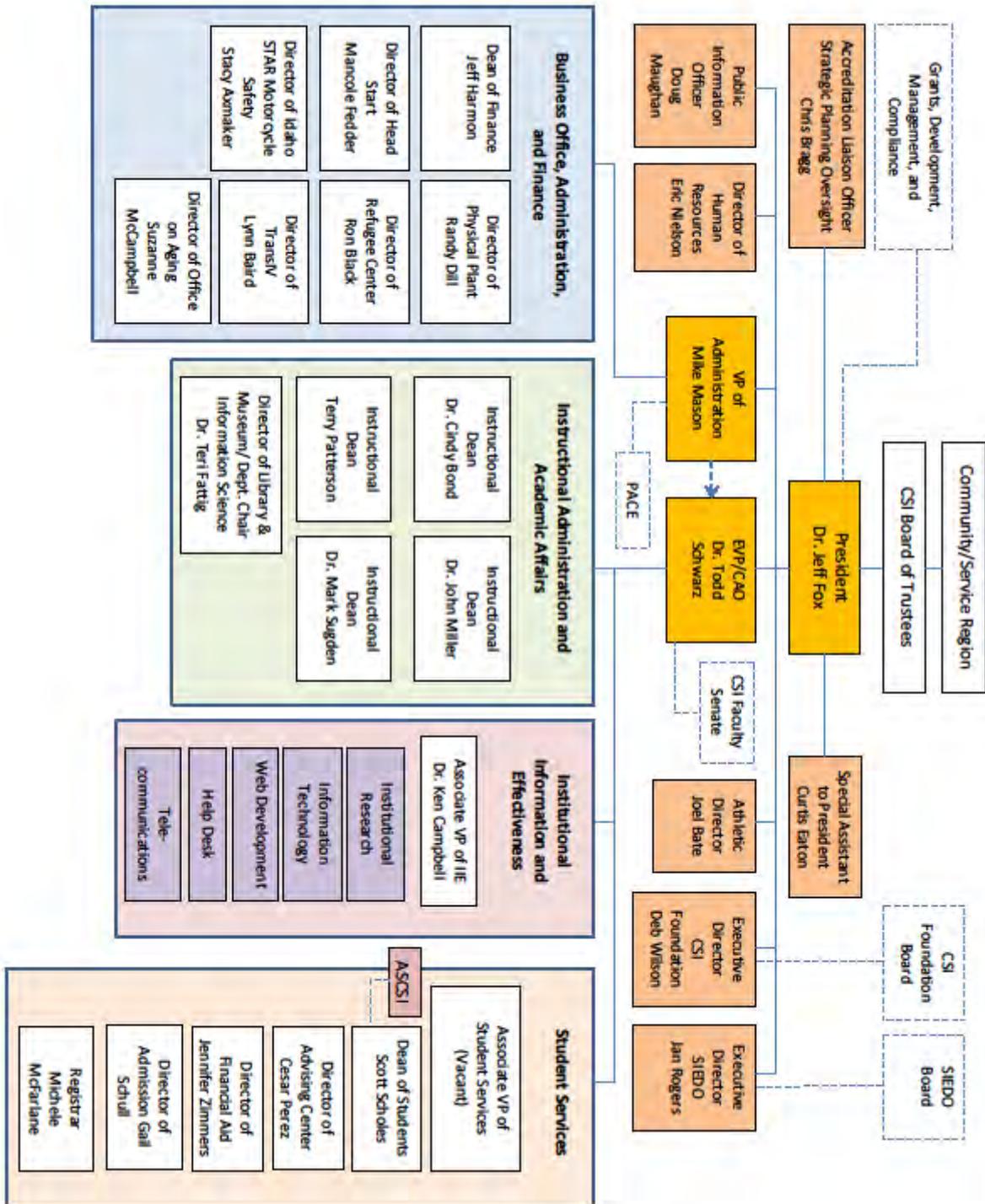
[CSI Board of Trustees Policies](#) (See BP .13)

**Leadership and Management**

*2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The President leads the College of Southern Idaho. He is directly advised by the Executive Vice President and Chief Academic Officer, the Vice President of Administration, and the Special Assistant to the President. Additional levels of administrators exist in various areas of the college as needed to ensure mission fulfillment (associate vice presidents, deans, directors, coordinators, and department chairs). Together, these individuals are responsible for managing the institution and assessing its effectiveness.

Figure 2.1: Administrative Structure



*2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

President Jeff Fox has served as Chief Executive Officer of CSI since January, 2014 with full-time responsibility for the institution falling under his jurisdiction. President Fox began his career at the college in 1987 as an Associate Professor of English, was selected as the Director of the Academic Development Center in 2000, Department Chair of English, Languages, and Philosophy in 2003, and was selected as the Executive Vice President and Chief Academic Officer in 2008 before being selected as CSI's fourth President.

President Fox serves on the Board of Directors of the Southern Idaho Economic Development Organization (SIEDO) representing the college in Southern Idaho's economic development and also serves on the Board of Directors for the CSI Foundation. Dr. Fox serves on the Board of Directors for the eastern region of the St. Luke's hospital system, and chairs the Planning Committee for the region as well. He served as board member and then chair of the Idaho Humanities Council from 2003-2013. While a faculty member at the college, Dr. Fox received the Outstanding Academic Teaching Award in 1996. He currently serves as a board member for the Friends of Idaho Public Television. Dr. Fox is a member of the Twin Falls Rotary Club. For many years, Dr. Fox served as an evaluator and trainer for the Northwest Commission on Colleges and Universities (NWCCU). He is currently a Commissioner for the NWCCU.

**Support Resource:**

President's Message: <http://www.csi.edu/aboutcsi/>

*2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

The College of Southern Idaho employs a sufficient number of qualified administrators in order to collaborate on numerous levels to achieve the objectives outlined by the core themes.

**Figure 2.2: Administrative Positions**

<b>TITLE</b>	<b>NAME</b>	<b>QUALIFICATIONS</b>
President	Jeff Fox	Ph.D., University of Idaho BA, MA, California State University, Sacramento Graduate Studies, Harvard University, MLE
Executive Vice President and Chief Academic Officer	Todd Schwarz	Ph.D., University of Idaho MS.Ed., Boise State University BS.Ed., University of Idaho AAS, College of Southern Idaho
Vice President of Administration	Mike Mason	BBA, Boise State University CPA, CMA
Associate Vice President of Institutional Effectiveness	Ken Campbell	Ph.D., University of California, Irvine BA, University of Redlands
Associate Vice President of Student Services	Michelle Schutt (begins 6/1/15)	Ph.D., Colorado State University MA, Emporia State University MA, St. Cloud State University
Instructional Dean	Cindy Bond	Ph.D., University of Idaho M.Ed., University of Idaho BA, Boise State University CPA.
Instructional Dean	John Miller	M.Ed, ED.S., Ed.D., University of Idaho
Instructional Dean	Terry Patterson	MS, Ed.S., University of Idaho BS, University of California, Davis AA, American River College
Instructional Dean	Mark Sugden	BS, MS, Ph.D., University of Minnesota
Dean of Students	Scott Scholes	M.Ed., Washington State University BS, Boise State University
Director of Physical Plant	Randy Dill	17 years in Hotel Management 17 years Facilities Management
Dean of Finance	Jeff Harmon	M.Ed., University of Idaho BBA, Boise State University AA, College of Southern Idaho CPA
Public Information Officer	Doug Maughan	28 years in media communication 17 years in public relations
Director of Human Resources	Eric Nielsen	BBM, Boise State University AA, College of Southern Idaho
Athletic Director	Joel Bate	MA, University of Idaho BS, Boise State University
Special Assistant to the President	Curtis Eaton	JD, University of Idaho MPA, Johns Hopkins University BA, Stanford University
Executive Director of the CSI Foundation	Deb Wilson	BS, Graduate Study, University of Idaho AS, College of Southern Idaho Foundation Associate Executive Director, 1990-2012 President, Council for Resource Development, 2010

**Support Resource:**

Administration Website: <http://www.csi.edu/aboutCSI/administration.asp>

**Policies and Procedures**

**Academics**

*2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

Academic policies concerning faculty are published in the online CSI Faculty Handbook which is accessible to all students, faculty, administrators, and staff. Academic policies as related to instruction (plagiarism, attendance, grading, etc.) are also found on course syllabi, in the *CSI College Catalog*, in the Student Handbook, and in the Student Code of Conduct.

**Support Resource:**

CSI Faculty Handbook (Section 2): <http://hr.csi.edu/facultyhandbook/>

2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>

CSI Student Code of Conduct Website: <http://www.csi.edu/studentHandbook/index.asp>  
[Student Code of Conduct](#)

*2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

Policies regarding access to and use of library and information resources are published on the library's website. Policies and procedures are reviewed on an annual basis. Compliance with library and information resources policies and procedures is enforced by the Library Director and library staff.

The college has developed a computer use policy that is designed to guide students, faculty, and staff in the acceptable use of computer and information systems and networks provided by the College of Southern Idaho. The policy's guiding principles are stated below:

The CSI community is encouraged to make innovative and creative use of information technologies in support of education and research. Access to computer systems and networks owned or operated by College of Southern Idaho imposes certain responsibilities and obligations and is granted subject to college policies, and local, state, and federal laws. Acceptable use always is ethical, non-offensive, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

**Support Resource:**CSI Library Policies: <http://www.csi.edu/support/library/libraryPSPolicies.htm>CSI Computer Use Policy: [http://www.csi.edu/its/computer\\_use.asp](http://www.csi.edu/its/computer_use.asp)

*2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

The Idaho State Board of Education requires that transfer students from any Idaho public academic accredited institution who have completed the equivalent of the Idaho State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses at the receiving institution. The College of Southern Idaho lower division general education core requirements meet the credit and course requirements and require a minimum of thirty-six credit hours as prescribed by the Idaho State Board of Education.

The College of Southern Idaho has articulation agreements with all Idaho public colleges and universities and with Treasure Valley Community College in Ontario, OR. Students who receive an Associate of Arts (AA) or an Associate of Science (AS) degree and transfer to one of the Idaho schools are considered to have satisfied lower division general education core requirements and are granted junior standing upon transfer. Students who receive an Associate of Applied Science (AAS) degree may transfer credits to Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho. CSI also has articulation agreements with several institutions of higher education in surrounding states.

The CSI Transfer Guide webpage is designed to assist students in navigating the transfer process from CSI to another college or university. Course equivalency guides from area colleges and universities, a calendar of transfer events, guidelines on how to transfer, links and contact information for area colleges and universities and other relevant information can be found on the transfer guide website.

CSI also accepts credits from regionally accredited institutions. Please see 2.C.8 for more information.

**Support Resources:**[Idaho State Board of Education Policy III V](#)

CSI Transfer Guide Webpage:

[http://www.csi.edu/prospectiveStudents/\\_studentServices/transferGuide/index.asp](http://www.csi.edu/prospectiveStudents/_studentServices/transferGuide/index.asp)

**Students**

*2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.*

It is the intent of the college to treat all students with equal care, concern, dignity, and fairness. Policies and procedures regarding students' rights and responsibilities are clearly stated and readily available. Applicable policies and procedures, including appeals and grievance procedures are published on the CSI website and in the *CSI College Catalog*. Student appeals and grievances are handled by the appropriate departments and college personnel. Students are provided an opportunity to be heard. For example, financial aid appeals and Suspension Contract appeals go to the Financial Aid Office, grade appeals and appeals related to the students' academic record are submitted to the Registrar, Suspension Contract appeals are submitted to the Advising Office, student conduct-related appeals are handled by the office of the Dean of Students, and appeals or grievances related to academic issues generally first go to the instructor or Department Chair, then to the appropriate Dean and/or the Executive Vice President and Chief Academic Officer.

In spring of 2010, the Faculty Senate unanimously passed a motion “to form an Academic Integrity Ad Hoc Committee to work with students to investigate, promote, and support a campus-wide academic integrity policy.” Subsequently, members from both transfer and professional-technical departments joined with representatives from the Student Senate to form the Academic Integrity Ad Hoc Committee for its first meeting in April 2010. Following the formation of the committee, members read current research and examined best practices, investigated the existing campus policies, and surveyed the CSI Board of Trustees, administration, staff, faculty, and students to assess perceptions of academic integrity issues on CSI's campus. Further, the members researched academic integrity policies and procedures across campuses nation-wide with an emphasis on community colleges that have similar size and mission to CSI. Based upon the work of this committee, a set of procedures for supporting academic integrity have been approved. Implementation of and training on these procedures commenced in the fall of 2014.

The College of Southern Idaho is sensitive to and understanding of its responsibilities to the equal access, accommodation and support of individuals with disabilities. Staff and faculty alike provide resources, advocacy and collaboration across campus. Student Disability Services (SDS) builds and maintains partnerships with students, faculty, staff and administrators to promote an accessible, non-discriminatory learning, teaching and working environment meeting the needs and abilities of students with disabilities. As recommended by the Office of Civil Rights, an informal complaint procedure is used and is designed to resolve issues related to disability discrimination and/or obstacles to access to services, programs, and activities. This collaborative approach provides timely and effective intervention to resolve issues. CSI works to keep the

complainant and other key persons central to the resolution with a focus on achieving a positive change.

The CSI Student Code of Conduct outlines student behavioral standards and expectations of student conduct, the disciplinary process, applicable sanctions, and appeals procedures. The Student Code of Conduct was approved by the Board of Trustees on March 22, 2010. Judicial Action, an online student conduct management and tracking system, has been implemented and is managed by the Dean of Students and by Campus Security and Safety.

In the spring of 2014, the College of Southern Idaho shifted responsibilities for Title IX compliance from the Human Resources Office to the Dean of Students. Since that time, a concerted effort has been made to improve the college's ability to respond to Title IX related concerns. During the past year, individuals from Counseling Services, Campus Security and Safety, Human Resources, and the Dean of Students office attended off-campus training opportunities regarding all aspects of Title IX administration. In addition to a review of current practices, these individuals have provided a series of trainings for faculty, staff, and students to ensure that all incidents are reported in a timely fashion. These trainings include face-to-face trainings along with on-line trainings from a third party vendor. Currently, a new sexual misconduct policy is being vetted and a Title IX website is under construction. Adjustments to job descriptions have been proposed to administration in order to provide more resources for Title IX training and investigation. During the spring of 2015, additional staff is scheduled to receive training from the Association of Title IX Administrators regarding how to conduct Title IX investigations.

**Support Resources:**

[Student Code of Conduct](#)

CSI Student Disability Services Website: <http://www.csi.edu/Disabilities/>

CSI Student Disability Grievance Procedures:

<http://www.csi.edu/Disabilities/students/grievanceProcedures.asp>

[Academic Status Flowchart](#)

Financial Aid Satisfactory Academic Progress Policy:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/financialAid/sap.asp](http://www.csi.edu/prospectiveStudents_/studentServices/financialAid/sap.asp)

[CSI Grade Appeal Process](#)

Student Handbook Unlawful Discrimination and Harassment Policy:

<http://www.csi.edu/studentHandbook/nonDiscrimination.asp>

*2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

The College of Southern Idaho is an open-door, equal opportunity institution, committed to providing all eligible students access to appropriate educational offerings. As outlined in Idaho State Board of Education Policy 3.Q, the college is committed to ensuring that students admitted to the college are placed into coursework at a level where they have a reasonable probability of success. Absent standard entrance tests results which can be used for placements, all students must take the Computerized Adaptive Placement Assessment and Support System (COMPASS) test prior to enrolling in courses requiring math or English placement. The COMPASS test covers reading, writing, mathematics, spelling, and vocabulary. The results are used during the educational planning process to assist students in selecting appropriate level courses.

In lieu of the COMPASS test, the college also accepts the following placement information: American College Testing (ACT), Scholastic Aptitude Test (SAT), Alternative Credit, and Transfer Credit. Students who have completed appropriate college-level coursework at another regionally-accredited institution may submit an official transcript to determine placement.

In 2013, the college began requiring all applicants to Professional-Technical Programs to fill out additional admission materials and to receive approval from the Program Director. This aids in the advising process which increases the likelihood of student success. Application forms for each PTE program are available on the specific program website.

Policies regarding continuation and termination from educational programs are clearly defined, widely published in print and on the web, administered in a fair and timely manner, and meet the requirements of Idaho State Board of Education Policy 3.G. General termination policies are outlined in the *2014-2015 College Catalog*. In some areas, such as Nursing, there are additional admission and dismissal policies. Where applicable, specific admissions and termination policies can be found on each program's website.

The College of Southern Idaho also uses a Satisfactory Academic Progress (SAP) system for determining Financial Aid eligibility. This system, along with academic standing policies dealing with probation, suspension, and readmission are incorporated into Financial Aid and Advising Center procedures and are outlined in the *College Catalog*.

**Support Resources:**

[Idaho State Board of Education Policy III Q](#)

CSI Placement Testing Website: <http://www.csi.edu/placementTesting/>

CSI Getting Started Website: <http://www.csi.edu/gettingStarted/>

CSI Office of the Registrar Website:

[http://www.csi.edu/prospectiveStudents/\\_studentServices/admissions\\_records/](http://www.csi.edu/prospectiveStudents/_studentServices/admissions_records/)

CSI Health Science and Human Services Website: <http://hshs.csi.edu/>

CSI Student Disability Grievance Procedures:

<http://www.csi.edu/Disabilities/students/grievanceProcedures.asp>

### [Academic Status Flowchart](#)

Financial Aid Satisfactory Academic Progress Policy:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/financialAid/sap.asp](http://www.csi.edu/prospectiveStudents_/studentServices/financialAid/sap.asp)

### [CSI Grade Appeal Process](#)

2014-2015 CSI Catalog (page 30): <http://www.csi.edu/catalog/>

[Idaho State Board of Education Policy III G](#)

*2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

Co-curricular activities and organizations play a significant role in providing a broad education to students by reinforcing and supplementing curricular offerings. The college has an elected student senate (ASCSI) and a range of student councils, clubs, and organizations recognized ASCSI. These groups and the policies that govern them are published on the CSI website and in the Club and Organization Handbook. Additionally, all co-curricular groups and activities are required to establish, maintain, and abide by constitutions or charters that are approved by and filed with the Student Activities Office.

The Student Code of Conduct and Student's Rights and Responsibilities also provide expectations and policies relative to student participation in co-curricular activities. The Office of Student Activities coordinates the activities sponsored by campus clubs, schedules special student events, provides information on student recreational activities, and supervises the Student Senate, Ambassadors, Diversity Council, Interclub Council, and Eagle Hall dormitory. Information on the variety of services to students and their policies are available online.

#### **Support Resources:**

CSI Student Government Website:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/studentGov/councils.asp](http://www.csi.edu/prospectiveStudents_/studentServices/studentGov/councils.asp)

CSI Student Activities Website: <http://www.csi.edu/studentActivities/>

CSI Student Code of Conduct Website: <http://www.csi.edu/studentHandbook/index.asp>

CSI Club and Organization Resource Guide:

<http://www.csi.edu/studentActivities/clubs/resource-guide.asp>

#### **Human Resources**

*2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

The Human Resource Department, in conjunction with campus departments, reviews and revises policies and procedures annually and recommends changes as necessary. Policy changes are also initiated as needed in response to recommendations and changes relevant to the college. New and revised policies are communicated through e-mail to the employees for their comments.

Following input from employees, the college administration reviews the policy recommendations

and submits them to the for Board of Trustees approval. Following approval by the Board of Trustees, the approved policy is added or changed in the CSI electronic document, which is the official version, of the CSI Employee Policies and Procedures Manual.

**Support Resources:**

CSI Policies and Procedures Manual: <http://hr.csi.edu/handbook/tofcmanual.htm>  
[CSI Board of Trustees Minutes 12-20-13](#)  
[HR Policy and Procedure Manual Update Email](#)

*2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

The Human Resource Department coordinates an orientation for all new full-time employees upon hiring. This orientation covers matters contained within the CSI Policies and Procedures Manual such as days and hours of work, compensation, benefits, leave, and other issues related to employment rights and responsibilities, including evaluation, retention, promotion and termination. Supervisors introduce new employees to their work place and the specific duties outlined in the job description for the position by their supervisor.

In addition to an orientation to the college policies and procedures and work site, Human Resources offers a new employee orientation program frequently throughout the year. A general orientation to the history and mission of the college, student services processes and professional development and performance evaluation are addressed at this time. All new full-time faculty are expected to attend Effective Teaching Workshops prior to in-service week each fall and all faculty are encouraged to attend. Additional criteria for evaluation, retention, and promotion that are specific to faculty are outlined in the college Faculty Handbook.

**Support Resources:**

New Employee Worksite Orientation Website: <http://hr.csi.edu/Orientation/Index.htm>  
CSI Hiring Procedures: <http://hr.csi.edu/hiring/policy.html>  
CSI Policy and Procedures Manual: <http://hr.csi.edu/handbook/tofcmanual.htm>  
CSI Faculty Handbook (Section 3): <http://hr.csi.edu/facultyHandbook/Index.html>  
[Effective Teaching Workshop Agenda](#)

*2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.*

The College of Southern Idaho makes every effort to protect employees' privacy rights and interests and prevent inappropriate or unnecessary disclosures of information from any worker's file or record. Payroll and benefit records, including annual and sick leave, are retained in the Human Resource office. Annual leave and sick leave information are also available to employees at any time via the MyCSI portal.

Human Resources maintains all documents relating to personnel records. Since 2011, employee files have been scanned and are housed electronically on secure servers. Files prior to 2011 are either still in hard copy form and are kept under lock and key or have been scanned and are housed electronically on secure servers. Files are considered confidential and are only accessible to authorized personnel who have a valid, demonstrable employment need for specific information. All medical information relating to an employee is kept in a separate Medical Records System file in Human Resources and maintained as set forth in federal regulations.

### **Institutional Integrity**

*2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

CSI represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The *College Catalog* which is updated annually and the CSI website communicate the details pertaining to requirements for degree completion, program descriptions, and graduation information. The Registrar oversees the content of the *College Catalog*. Department chairs and directors are responsible for the accuracy of their individual webpages to assure integrity in all representations about mission, programs, and services. The college also publishes advising checklists for all certificates and degrees as well as planning documents to aid students in mapping out their educational plans.

The CSI Public Information Office ensures that accurate and timely information is made available to the community. The office is in frequent contact with and continually available to local reporters and editors. The office serves as a central location to produce a steady stream of information, updates, and calendars of events. The Public Information Office also works to ensure that the college uses best practices for social media and digital information. Employees attend internal and external meetings and serve on committees to ensure that they are well informed. They also engage in trainings and workshops through entities such as the Federal Emergency Management Association (FEMA). The college also takes time to build partnerships and relationships with business and community members outside of CSI to ensure that the college is knowledgeable about current information.

#### **Support Resource:**

CSI Website: <http://www.csi.edu/>

CSI Advising Center Website: <http://advising.csi.edu/>

2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>

CSI Public Information Office Website: <http://www.csi.edu/publicinformationoffice/>

*2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

The College of Southern Idaho strives to meet high ethical standards in dealing with all of its constituents. For example, CSI is proactively addressing this standard by providing training designed to prevent unlawful workplace discrimination and/or harassment. Every CSI employee must complete an online tutorial and quiz available on the college website as a condition of employment.

Per the CSI Employee Policies and Procedures Manual unlawful workplace discrimination or harassment of an applicant for employment, a student, a member of the public, or an employee by any employee of the college is in violation of State and/or Federal law and will not be tolerated by the College of Southern Idaho. Any account of harassment reported by a student, member of the public or fellow employee is taken seriously and is required to be reported immediately to a supervisor or directly to CSI Human Resources. CSI also began mandatory Title IX training in the fall of 2014 to address this issue.

When concerns do arise, CSI follows the practice of due process. The college ensures the right of the accused to be heard in his or her own defense to provide an equitable method for the administrative resolution of complaints. This right is secured without coercion, restraint, or reprisal against any employee for filing or for involvement in a complaint, and to establish a uniform method for filing a complaint.

The CSI Student Code of Conduct addresses the fair and equitable treatment of students by defining procedures for academic or conduct-related appeals and grievance procedures.

CSI also adheres to all Federal and State employment mandates.

**Support Resources:**

Harassment Prevention Online Tutorial and Quiz: <https://www.csi.edu/harassment/index.asp>

CSI Student Code of Conduct Website: <http://www.csi.edu/studentHandbook/index.asp>

Student Handbook Unlawful Discrimination and Harassment Policy:

<http://www.csi.edu/studentHandbook/nonDiscrimination.asp>

CSI Policy and Procedures Manual (Section 6.01): <http://hr.csi.edu/handbook/tofcmanual.htm>

*2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate*

*autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

Members of the CSI Board of Trustees, administrators, and employees of the institution and agencies serve a public interest role and have a clear obligation to conduct all affairs of the institution and agencies in a manner consistent with that role. All decisions of the CSI Board of Trustees, administrators, and employees are to be made solely on the basis of a desire to promote the best interests of the institution, agencies, and public good. The positions of CSI Trustee, President, Vice President, Associate Vice President, Dean, Department Chair, and Grant Manager/Principle Investigator are required to complete an annual Conflict of Interest Disclosure Statement. In the case of any potential conflict of interest of a Board of Trustee member, a conflict of interest statement is required as specified in the Board of Trustees Policies.

**Support Resources:**

CSI Policy and Procedures Manual (Section 2.17): <http://hr.csi.edu/handbook/tofcmanual.htm>  
[CSI Board of Trustees Policies](#) (See BP .10.01)

*2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

Copyrights and other forms of intellectual property are valuable assets that must be protected. Careful management of these assets benefits the authors, CSI, and the general public. The *CSI Copyright and Intellectual Property Policy* promotes campus-wide compliance; clarifies individual and institutional rights and responsibilities; establishes procedures for addressing allegations of infringement; addresses the use of copyrighted materials by college faculty, staff, and students; clarifies ownership and distribution of net income; addresses intellectual property management and administration; outlines permission request procedures; and provides procedures for dispute resolution.

The content of the policy represents a good faith effort of the CSI Board of Trustees to promote campus-wide compliance with copyright and intellectual property laws and regulations. The policy applies to all full-time and part-time college employees, students, all persons acting under contract with the college for commissioned works, and anyone else using CSI resources. The college began a review of the current policy in the spring of 2015 to ensure that it remains up-to-date.

**Support Resource:**

[CSI Copyright and Intellectual Property Policy and Procedures](#)

*2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

CSI accurately represents its current accreditation status. Information concerning this status can be found on the college website and in the *College Catalog*.

**Support resource:**

CSI Accreditation Statement: <http://www.csi.edu/aboutCSI/accreditation.asp>

2014-2015 CSI Catalog (page 7): <http://www.csi.edu/catalog/>

*2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.*

The Vice President of Administration is responsible for reviewing contracts, memoranda of understanding, agreements and other documents concerning financial obligations made on behalf of the college. Additionally, the Vice President of Administration keeps the President informed to determine if any issues need to be brought before the Board of Trustees. Signature authority on these documents is limited to the Dean of Finance, the Vice President of Administration, and the President. This policy also stipulates the guidelines concerning independent contractors.

**Support Resources:**

CSI Policies and Procedures Manual (Section 8.13): <http://hr.csi.edu/handbook/tofcmanual.htm>

**Academic Freedom**

*2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The Board of Trustees of the College of Southern Idaho recognizes the principle of academic freedom, pursuant to which:

- a. The faculty member is entitled to freedom in the classroom to utilize his or her own teaching methods and to discuss his or her own subject within the guidelines of the course syllabus and consistent with professional conduct.
- b. The faculty member, as one of the employees of the college, enjoys all of the political rights of a citizen. However, he or she shall not solicit for, actively support or proselytize for any political candidate within the classroom or on the campus and thereby abuse his or her special position of influence.

Published policies relating to academic freedom are found in the CSI Faculty Handbook.

**Support Resource:**

CSI Faculty Handbook (Section 2.01): <http://hr.csi.edu/facultyHandbook/>

*2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

The College of Southern Idaho subscribes to the following statements of the American Association of University Professors:

Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. It carries with it duties correlative with rights. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. (*Policy Documents & Reports*, 10th ed. Washington, D.C.: American Association of University Professors, 2006.)

**Support Resource:**

CSI Faculty Handbook (Section 2.01): <http://hr.csi.edu/facultyHandbook/>

*2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

As outlined in the CSI Faculty Handbook, implicit in the principles of academic freedom are corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, plagiarism, serious moral dereliction, and arbitrary and capricious disregard for standards of professional conduct may constitute adequate grounds for dismissal or other disciplinary sanctions against faculty members.

All CSI instructional personnel are expected to be professional in their duties and to be loyal to the institution, its ideals, and its personnel. The college expects instructors to be willing to support administrative and group decisions and to work toward common goals. Instructors are expected to help preserve and protect college property and the college's reputation in every aspect of their professional endeavors.

**Support Resources:**

CSI Faculty Handbook (Section 2.02): <http://hr.csi.edu/facultyHandbook/>

**Finance**

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Business policies are established to provide a framework for consistency, structure and guidance for the general business operations of the college. All Business Office policies can be found in the *CSI Employee Policies & Procedures Manual*, Section 8. While many policies are based upon laws or regulations, most simply reflect good business practices. Policies for payment of fees, refunds and student related issues are found in the *2014-2015 CSI College Catalog*. Policies are not designed to cover all unique situations or special circumstances. Any questions concerning the business operations of the college should be directed to the Business Office. In all cases, the Business Office will operate in accordance with State and Federal laws and regulations. The Vice President of Administration, the President, and the college attorney are responsible for the interpretations of laws and regulations and how they apply to the college. Annual audit reports are available for public review in the Business Office.

In the fall of 2014, a longtime employee was charged with five counts of grand theft amounting to over five hundred thirty thousand dollars over a five year period. In response to this discovery, the college contracted with a certified forensics examiner to evaluate and make recommendations regarding the college's systems of internal control. The evaluation process involved reviewing policies and interviewing each business office and payroll office staff member individually to independently validate procedures and practices. The experience led to a stronger system of operations. The college is in the process of adding a professional employee to allow for better separation of duties. Job descriptions have been reviewed and modified as needed and responsibilities have been re-calibrated. While the dollar amount involved is significant the college is fiscally sound and the missing funds have not negatively impacted the financial stability of the college. Additionally, insurance proceeds will cover a significant portion of the missing funds. The actions taken to date have significantly strengthened internal controls. The college is committed to the objective of minimizing the risk of loss while still trying to operate as efficiently as possible. All recommendations received as a result of the auditing processes are translated into operating procedures and processes used by the college in order to ensure compliance with local, state, and federal guidelines.

**Support Resource:**

CSI Policies and Procedures Manual (Section 8): <http://hr.csi.edu/handbook/tofcmanual.htm>  
[CSI Board of Trustees Minutes 11-17-14](#) (See Internal Control Assessment Report)

**2.B Human Resources**

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2.B.1 *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are*

*clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

To maintain its support and operations functions, the institution employs a sufficient number of qualified personnel to serve more than 8,000 students. In the fall of 2014, CSI employed 166 full-time faculty and 280 full-time staff and 296 part-time faculty and 139 part-time staff.

The policies related to employment are found in the CSI Employee Policies and Procedures Manual which can be accessed on the CSI web site. The procedures for the selection and hiring of personnel are clearly and fully delineated on the CSI web site. The college uses an online system to allow prospective employees to apply for open positions. Instructions and information regarding use of the online system are included on the college website. Job listings for open positions include criteria and qualifications for selection.

Human Resources maintains job descriptions that accurately reflect duties, responsibilities, and authority for all faculty and support staff. They are updated as necessary and are reviewed by the hiring authority for accuracy before open positions are added to the online application system.

**Support Resources:**

[Instructional Activity by Faculty Status and Section Type](#)

CSI Policies and Procedures Manual: <http://hr.csi.edu/handbook/tofcmanual.htm>

Employment at CSI Website: <https://employment.csi.edu>

CSI Hiring Procedures Website: <http://hr.csi.edu/hiring/policy.html>

*2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

Designated supervisors evaluate all CSI administrators and staff at least once annually. This formal process results in a written record kept on file in the Human Resource (HR) office for full-time employees and in the supervisor's file for part-time employees. The HR Office provides an "Employee Performance Evaluation" form, available on the HR website, for this purpose. Included are instructions for the supervisor, definition of terms, employee expectations, and criteria to be measured with regard to performance of work duties and responsibilities. The form also provides the supervisor and employee the opportunity to set goals and develop an action plan that supports the continuous improvement philosophy of the college. For some staff, this part of the evaluation is further developed using the Individual Development Plan process described elsewhere in this report. The college provides training and resources to supervisors to help ensure that the evaluation process is effective.

Upper-tier administrators are included in the annual evaluation process although it typically is modified in a manner that reflects the more extensive job descriptions of these positions. For example, Instructional Deans as a group may select a peer evaluation one year and a survey of the faculty/staff under their management the next. The President evaluates vice presidents while the appropriate vice president, associate vice president, or dean, evaluates directors and department chairs. Regardless of the mechanism used, a written record of the evaluation for each

administrator is produced and stored in the Human Resources Office. The Board of Trustees annually evaluates the President.

**Support Resource:**

CSI Policies and Procedures Manual (Section 2.21): <http://hr.csi.edu/handbook/tofcmanual.htm>

CSI Performance Management System: <http://hr.csi.edu/PMS/Index.html>

*2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

The institution provides a wealth of opportunities to CSI employees for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

These include:

- The Individual Development Plan (IDP);  
<http://planning.csi.edu/planning/process/operationalPlan.asp>
- The Best Practices Committee promotes and disseminates successful and innovative methods of quality instruction and classroom management;  
[http://www.csi.edu/facultyAndStaff\\_/committees/bpe/](http://www.csi.edu/facultyAndStaff_/committees/bpe/)
- The Professional and Classified Employees (PACE) organization serves as an official voice for the CSI non-teaching, non-administrative employees and encourages and nurtures the employees' personal and professional growth; <http://pace.csi.edu/>
- Mini-grants, offered by the CSI Foundation are awarded to faculty or staff for various educational and/or research projects;  
<http://planning.csi.edu/grantsDevel/internalGrants/miniGrants.asp>
- Collaborative Retreat Grants, funded jointly by the CSI Foundation and Faculty Staff Development Committee foster communication between two or more areas of the college that have specific mutual projects, interests, or issues;  
<http://planning.csi.edu/grantsDevel/internalGrants/collaborativeRetreat.asp>
- Pioneering Grants, funded by institutional funds, support the *2012-2017 Strategic Plan* and promote farsighted, innovative or visionary projects;  
<http://planning.csi.edu/grantsDevel/internalGrants/index.asp>
- Innovation Circle grants are awarded to four faculty members from different departments on campus and are used for investigation of innovative ideas or for finding innovative ways to solve specific needs on campus; <http://planning.csi.edu/grantsdevel/>
- Sabbatical leave is a privilege available to qualified members of the faculty for intellectual refreshment and professional growth, normally obtained by study, research, travel, work experience, or other creative activity;  
<http://hr.csi.edu/facultyHandbook/Index.html> (Section 3.14.02)
- Leave with pay may be allowed to employees to attend conferences and professional meetings to maximize their educational opportunities;  
<http://hr.csi.edu/facultyHandbook/Index.html> (Section 3.14.03)

- Financial support is given to faculty and staff to cover expenses when attending conferences; <http://hr.csi.edu/facultyHandbook/Index.html> (Section 3.14.03)
- Release time for classes that directly benefit the employee in performing their current duties may be taken during regular working hours as part of their job; <http://hr.csi.edu/handbook/tofcmanual.htm> (Section 5.10)
- Full-time regular employees and their spouses and children can take credit classes at CSI without paying charges associated with credits (commonly thought of as tuition and fees); <http://hr.csi.edu/benefits/employee/educational.asp>
- Reciprocal agreements negotiated between Boise State University, Idaho State University, Lewis-Clark State College, North Idaho College, College of Western Idaho and the College of Southern Idaho entitles full-time regular employees to register for select courses at these institutions using the educational privilege benefit of a reduced fee. <http://hr.csi.edu/benefits/employee/educational.asp>
- CSI Recreation Center memberships are provided free of charge to full-time faculty and staff, and spouses and children under 18 to promote the health and wellness of CSI employees and their families. Passes to athletic events are also offered at a greatly reduced price. <http://hr.csi.edu/benefits/employee/recreational.asp>

*2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

In fall 2014, CSI employed 166 full-time faculty and 296 part-time faculty. In order to ensure that a sufficient number of qualified faculty are employed to achieve the college's educational objectives, oversee academic policies, and ensure the integrity of its academic programs, wherever and however they are delivered, the college employs an outcomes assessment model that ensures the college's mission, core themes, programs, services, and characteristics are at the center of everything the college does.

Across campus, faculty members, programs, and departments participate in the college's outcomes assessment model. This is a planning process designed to ensure the college is meeting its mission and to promote continuous improvement in all measures of performance of the college as an institution of higher learning. It is an ongoing process of setting goals, developing corresponding activities to achieve goals, measuring outcomes of the activities, assessing effectiveness in meeting the goals, and finally, incorporating this information into subsequent planning. The two key components that document this process are the faculty members' Individual Development Plan (IDP) and the associated programs' Unit Development Plan (UDP). The IDP, UDP and associated reports are available on every department's intranet site. The Instructional Deans and the Executive Vice President and Chief Academic Officer annually review this information.

**Support Resource:**

Internal Website Access Point: <https://tycho.csi.edu/accred>

*2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

College of Southern Idaho faculty workload expectations are published in the Faculty Handbook and responsibilities and work expectations also are included in faculty job descriptions. Responsibilities and work expectations are designed to meet the educational needs of students by describing guidelines for credit hours of teaching and office hour availability for meeting with students. Commensurate with the institution's expectation for teaching, service, scholarship, research, and/or artistic creation, faculty responsibilities and guidelines to promote excellence in teaching were developed by faculty committees over time and approved by the Faculty Senate, the President, and the Board of Trustees of the college.

**Support Resources:**

CSI Faculty Handbook (Section 3.11): <http://hr.csi.edu/facultyHandbook/Index.html>

*2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified area of concern.*

All faculty members at the College of Southern Idaho are evaluated in a regular, systematic, substantive, and collegial manner with the intent of contributing to the continuous improvement of instruction at CSI. The following protocol is used.

Evaluations of full-time faculty are completed annually for the first three years of employment and then once every three years thereafter. As is set forth in the Faculty Handbook the evaluation is a four-part process and includes self, peer, student, and supervisor evaluations. These multiple indices of effectiveness are used to evaluate the faculty member's roles and responsibilities and to provide evidence of teaching effectiveness.

**Student Evaluation:** Student evaluations of instructors are available for students to complete via the college's online system during the final weeks of each class taught by the faculty member. The evaluations are filled out by students anonymously. After the class has concluded and final grades have been submitted, student evaluations are made available to faculty and to department chairs. Each level of administration also has access to all student evaluation data via the online system.

**Self-evaluation:** This narrative is a faculty member's evaluation of his or her own role in the college. While the faculty member has the latitude to address any issues in this narrative, the following list serves as a guideline for faculty.

1. Instruction: includes teaching methods and pedagogy, work on a new course, development of instructional materials, research associated with instruction.
2. Faculty Development: includes information about membership in professional organizations, presentations, recognitions and awards, completion of earlier objectives.
3. College Service: includes information about serving as advisor to student organizations, attendance at and participation in college committees, elected positions within the college, etc.
4. Community Service: includes information about service to community organizations, representing the college in the community, participation in community projects and public service.
5. Research or Scholarly Publications: includes information about research and publications.

Peer Evaluation: Peer evaluations are arranged for by the faculty member. The faculty member may select any colleague who he or she feels will provide substantive and helpful feedback. The peer reports can include a review of course outlines and syllabi, course texts and materials, examinations, and other measures of performance. Numerous ongoing activities play a natural part in peer evaluation including sharing ideas, joint problem solving related to student learning, and feedback between instructors.

Supervisor Evaluation: The department chairperson or immediate supervisor reviews the faculty member's performance including results of student, self-, and peer-evaluations. The supervisor writes a review of the faculty member, signs it, and returns it to the faculty member. The faculty member reviews the report, signs it, and returns it to the supervisor who then forwards the report to the appropriate dean or vice president.

Part time faculty are evaluated at the department level by the department chair or designee. Evaluations typically consist of some portion or portions of the four-part evaluation system that is used for full-time faculty.

The evaluation process at the College of Southern Idaho is meant to be used for professional improvement. As a result, when improvement or professional development needs are identified through the evaluation process, the responsibility for improvement is the faculty members; however, the Individual Development Plan (IDP) which is completed annually allows the department chair and faculty member to communicate on a regular basis concerning progress being made toward improvement. In some cases, the college may also assist the faculty member by providing professional development and improvement opportunities.

**Support Resources:**

CSI Faculty Handbook (Section 3.08): <http://hr.csi.edu/facultyHandbook/Index.html>  
[Faculty Evaluation Template](#)

## 2.C Education Resources

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*2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

All CSI programs and courses are focused on providing appropriate content and rigor that can be measured using clearly identified learning outcomes and that culminate in college-level degrees and certificates. Programs and courses are established around a set of learning outcomes that reflect the nature of the courses being offered. Academic degree programs are focused on transferability and articulation with four-year programs. Outcomes within these programs are established to prepare students at a level that ensures success after transfer. Technical programs use input from industry professionals and third-party skills assessments to create learning outcomes that demonstrate employability. Any substantive change to these programs, courses, or their learning outcomes requires review by and approval of the CSI Curriculum Committee.

All program and course outcomes are listed on department specific sites on the college intranet. Deans and department chairs are responsible for reviewing these files to ensure accuracy, completeness, and currency. Program and course learning outcomes and objectives are published for students in course syllabi. While program directors and instructors strive for continuous improvement using tools like Individual Development Plans, Unit Development Plans, various skills assessments, and providing annual outcomes assessment reports, there is an official review Program Review Process that each program undergoes every five years. Program directors and faculty present the program profile, program resources, and indicators of program quality before the CSI Instructional Council and can also be asked to present to the CSI Board of Trustees.

Program completion leads to a technical certificate, Associate of Applied Science, Associate of Arts, Associate of Science, or Associate of Engineering degree.

### **Support Resources:**

Internal Website Access Point: <https://tycho.csi.edu/accred>  
[Program Review Template](#)

*2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

CSI publishes an annual catalog that identifies course descriptions, general education student learning outcomes, and, in some cases, program level student learning outcomes. Program level outcomes can also be found on program websites. More detailed information about course outcomes and program outcomes are provided in each course syllabus. Each enrolled student receives either a printed or electronic copy of the course syllabus at the start of the course. CSI course syllabi are required to outline expected course outcomes.

**Support Resource:**

2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>  
Internal Website Access Point: <https://tycho.csi.edu/accresd>  
[Syllabus template](#)

*2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

Student achievement in courses is documented through transcription of attempted credits. Credits are earned when students satisfactorily complete individual course requirements and objectives as measured by assessments established by faculty using guidelines provided by their department and criteria in the Faculty Handbook. Outcomes and assessments for all courses offered by the College of Southern Idaho are clearly stated in each course syllabus. Course syllabi are published and made available to all students in the course and are on file on department specific pages on the college's intranet.

Degrees are awarded based upon satisfactory completion of required coursework. Completion of a specific set of courses, as determined by the program faculty, approved by the college Curriculum Committee, and published in the *CSI Catalog*, results in a technical certificate, Associate of Applied Science, Associate of Arts, Associate of Science, or Associate of Engineering degree. The manner in which credits and degrees are awarded is published in the *2014-2015 CSI Catalog* and includes policies that are consistent with higher education norms.

**Support Resources:**

CSI Faculty Handbook (Section 2): <http://hr.csi.edu/facultyHandbook/Index.html>  
2014-2015 CSI Catalog (page 18): <http://www.csi.edu/catalog/>

*2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

Admission and graduation requirements are clearly defined and widely published in the *College Catalog*. Students can see what courses are required, what electives are suggested, and the total credit hours required to achieve degrees or certificates in a program. Individual course descriptions are also available to help students better understand the content and credit hours of these courses which fulfill the needs of the program. Based on student choices, individual program and academic advising takes place, and then an appropriate sequence is outlined for the students to help them achieve their educational goals in a timely fashion. The college has also developed two and four semester academic plans for all programs that are available to students to use as an advising and tracking tool.

**Support Resources:**

[Idaho State Board of Education Policy III Q](#)  
2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>  
CSI Advising Center Website: <http://advising.csi.edu/>  
Degree and Certificate Semester Plans: <http://www.csi.edu/semesterplans/>

*2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

The College of Southern Idaho has a Curriculum Committee composed of department chairs from each instructional area of the college. That group, through the use of clear policies and procedures outlined in the Curriculum Committee By-Laws, is responsible for approval and revision of curriculum. This begins with individual faculty members designing curriculum and submitting the appropriate forms, through their department chair, to the Curriculum Committee for review. After review, approved curriculum is forwarded to the Executive Vice-President/Chief Academic Officer for final review and approval. Curricular changes that are denied are returned to the department originating the change. This set of procedures is outlined in the Curriculum Committee By-Laws which are regularly reviewed and updated.

Current faculty members are actively involved in the selection of new faculty. This process is most frequently handled through the use of hiring committees which are typically composed of faculty within the hiring department, the department chair, a dean who oversees that particular area, and occasionally a faculty member from outside the hiring department.

Assessment of student learning is a faculty-led process that happens at the course, program and degree levels.

**Support Resources:**

CSI Faculty Handbook (Section 2.03): <http://hr.csi.edu/facultyHandbook/>

CSI Curriculum Committee Website:

<http://www.csi.edu/facultyAndStaff/committees/curriculum.html>

Internal Website Access Point: <https://tycho.csi.edu/accred>

*2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel ensures that the use of library and information resources is integrated into the learning process.*

Library and information resource personnel actively encourage students to utilize library resources and services in their learning process. The library provides resources and services that assist teaching and learning, such as: open computer lab, access to printers, copiers, scanners, group study rooms, a quiet room, and physical and electronic resources (books, journals, audio and video, etc.). Library staff also provide training to students on the use of library resources. These sessions are held both in the library as well as in classrooms. Topics covered range from how to use the library catalog, to using specific databases or resources, style guides, etc.

Many CSI departments have faculty representatives who sit on the Library Advisory Committee thus facilitating ongoing communication in partnership with the Library Director regarding

needed or anticipated resources for faculty and students. In addition, the Library Director encourages all faculty to ask for needed resources.

Most programs and faculty utilize the library and information resources in assigned coursework and these requirements are typically spelled out in course syllabi. Many programs require research and/or a research project for successful completion of the course with the requirement of peer reviewed sites or materials. Students may find applicable research materials at the library or may use online resources to locate this information. The Reference Librarian is available to assist students with research methods as needed in the library and also visits classrooms throughout the year to provide training to students.

**Support Resource:**

CSI Library Website: <http://www.csi.edu/library/>

CSI Library Advisory Committee:

[http://www.csi.edu/facultyandStaff\\_/committees/libAdvisory.asp](http://www.csi.edu/facultyandStaff_/committees/libAdvisory.asp)

[Syllabus template](#) (See item 10)

*2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

Credit for Prior Learning (CPL) policies and procedures are defined and followed before credits are awarded to students who qualify. CPL credits are awarded only at the undergraduate level and a maximum of 25% of CPL credits are allowed to go toward a declared Postsecondary Certificate, Technical Certificate, or Associate of Applied Science degree option at CSI as noted in the *2014-2015 CSI Catalog*.

**Support Resource:**

2014-2015 CSI Catalog (page 20): <http://www.csi.edu/catalog/>

*2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

CSI accepts college-level transfer credit from regionally accredited postsecondary institutions, as recognized by the U.S. Department of Education. Transcripts are evaluated on a course-by-course basis to determine content and credit level equivalencies. Non-equivalent courses may count toward total hours required for graduation.

CSI participates in the Idaho State Board of Education's Statewide Articulation and Transfer Agreement. Students who transfer with an Associate of Arts (AA) or Associate of Science (AS) degree from CSI to a four-year public institution in Idaho are not required to complete additional lower division general education core classes, unless those courses are a program requirement.

The College of Southern Idaho also accepts general education core classes from other state institutions according to Idaho State Board of Education Policy III.N., which outlines the State of Idaho's General Education agreement. Courses at each college that meet these statewide student learning outcomes are now tagged with a General Education Matriculation (GEM) Stamp. GEM stamped courses are transferrable to any other public college or university in Idaho, where they count toward meeting that student's general education requirements. Transfer students are granted the AA, AS, AE or AAS degree if either the last 15 credits prior to receiving their degree or a total of 50 credits are earned at College of Southern Idaho. For the benefit of students and faculty, basic information about transferability is available at on the CSI website and in the *2014-2015 CSI Catalog*, pp. 29-30.

**Support Resources:**

CSI Transfer Guide Webpage:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/transferGuide/index.asp](http://www.csi.edu/prospectiveStudents_/studentServices/transferGuide/index.asp)

[Idaho State Board of Education Policy III V](#)

[Idaho State Board of Education Policy III N](#)

2014-2015 CSI Catalog (page 29): <http://www.csi.edu/catalog/>

**Undergraduate Programs**

*2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

The institution has identified six General Education Core areas that adhere to Idaho State Board of Education (Policy III.N) requirements: Communication, English, Humanities, Mathematics,

Science, and Social Science. These six core areas provide the breadth and depth of knowledge necessary for the development of life-long learners who are able to contribute meaningfully to their society. Students seeking Associate of Art (AA) or Associate of Science (AS) degrees must complete coursework from each of the six core areas. Those students graduating with an Associate of Engineering (AE) degree do not complete all of the General Education course work required of all transfer programs. Therefore, Engineering students are expected to complete their General Education course work as described by the University of Idaho's Office of the Registrar on the UI Transfer Credit page and in the *2014-2015 CSI Catalog*. Students seeking Associate of Applied Science (AAS) degrees complete General Education core course work in the areas of Communication, English, Mathematics, and Human Relations (Social Science) plus an additional three credits from one of the six areas, for a total of 16 credits. Students seeking a Technical Certificate complete General Education core course work in the areas of Communication or English, Mathematics, and Human Relations (Social Science) as designated by their program.

**Support Resources:**

[Idaho State Board of Education Policy III N](#)

University of Idaho Transfer Website:

[http://www.uiweb.uidaho.edu/articulation/4114\\_majors\\_2011.html](http://www.uiweb.uidaho.edu/articulation/4114_majors_2011.html)

2014-2015 CSI Catalog (page 41): <http://www.csi.edu/catalog/>

[General Education Core AA/AS](#)

[General Education Core AAS/TC](#)

*2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

The institution has stated student learning outcomes for each of the six General Education Core areas required for programs leading to a two-year transfer degree: Communication, English, Humanities, Mathematics, Science, and Social Science. Each student learning outcome was developed to support the institution's mission of preparing students to lead enriched, productive, and responsible lives in a global society.

Departments submitting courses as candidates for General Education status to the Curriculum Committee must demonstrate that the course satisfies the identified and assessable learning outcomes stated in the Evaluation Form for General Education Courses. These criteria are based on the six General Education Core areas stated above. Candidate courses are reviewed for General Education status based upon these criteria. Courses earning the status of General Education must adhere to the stated outcomes and demonstrate how students will be assessed in the course syllabus. Current course syllabi are maintained by faculty and checked for currency by department chairs.

**UPDATE FOR YEAR 7 REPORT:**

The College of Southern Idaho received the following Recommendation from the NWCCU Year-Three Evaluation Team regarding Standard 2.C.10:

While the College of Southern Idaho has made substantial progress in the identification and assessment of student learning outcomes for individual courses and disciplines, the evaluation committee did not find evidence that the General Education components of its transfer associate degree programs have identifiable and assessable learning outcomes. The evaluation committee also did not find evidence that the General Education components (the related instruction) of the applied degree and certificate programs have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. The evaluation committee recommends that the College of Southern Idaho establish identifiable and assessable learning outcomes for the General Education components that are stated in relation to the institution's mission and learning outcomes for these programs (Standard 2.C.10 and 2.C.11).

The college addressed this Recommendation in an Ad-Hoc Report to the Commission in September 2013. In order to address the Recommendation, the college published specific learning outcomes for General Education in the *College Catalog* as noted above. The college also mandated that course syllabi for all general education courses at CSI contain the general education student learning outcomes applicable to that course and specific general education area. In February 2014, the Commission noted that the Ad-Hoc Report had been accepted and that the expectations of the Recommendation had been met.

The college has also been deeply involved in State General Education Reform efforts that have, among other things, created statewide general education student learning outcomes for each general education area. The college reviewed its current general education courses in the fall of 2014 to ensure that they met the new requirements. Full implementation of the new statewide general education student learning outcomes will begin in the fall of 2015.

**Support Resources:**

[Sample GE Evaluation Form](#)

2014-2015 CSI Catalog (page 41): <http://www.csi.edu/catalog/>

CSI Curriculum Committee Website:

[http://www.csi.edu/facultyAndStaff\\_/committees/curriculum.html](http://www.csi.edu/facultyAndStaff_/committees/curriculum.html)

CSI Accreditation Statement: <http://www.csi.edu/aboutCSI/accreditation.asp>

*2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

All applied degree and certificate programs require the same General Education Core courses in communication, computation, and human relations that are required of CSI transfer degrees. CSI does not offer related instruction courses. General Education Core requirements of applied degree and certificate programs are clearly identified in the *CSI 2014-2015 Catalog*.

Support resources:

2014-2015 CSI Catalog (page 41): <http://www.csi.edu/catalog/>

CSI Program Websites: [http://www.csi.edu/coursesAndPrograms/\\_courses.html](http://www.csi.edu/coursesAndPrograms/_courses.html)  
[General Education Core AAS/TC](#)

## **Graduate Programs**

2.C.12-15

The College of Southern Idaho does not offer upper division or graduate classes or programs.

## **Continuing Education and Non-Credit Programs**

*2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

In keeping with its mission, CSI offers a wide variety of non-credit continuing education classes. These classes are offered both through a partnership with Ed2Go (Education to Go is a part of Cengage Learning) for online classes and through the Community Education Office's individual classes offered on campus and through CSI's off-campus centers. Ed2Go maintains a course catalog of its offerings provided on the Ed2Go website and copies of the individual course objectives, outcomes, and participant feedback for its courses. CSI's Community Education Center maintains a website and publishes a quarterly schedule of its non-credit offerings. The Community Education Center also maintains copies in its office of the course objectives and participant feedback for each course.

In addition to general adult enrichment in the form of Community Education, the college makes a significant community impact in the form of non-credit workforce training. As a member of the Idaho Workforce Training Network, operated as a function of the Idaho Division of Professional-Technical Education, CSI provides proactive and responsive training to business and industry in the service region. The elements of this activity are apprenticeship programs, custom short-term business and industry training, participation in economic development projects (e.g. Chobani, Clif Bar), and ongoing industry upgrade training for incumbent workers.

### **Support Resources:**

2014-2015 CSI Catalog (page 13): <http://www.csi.edu/catalog/>

CSI ED2Go Website: [http://www.ed2go.com/csicec/about\\_us.html](http://www.ed2go.com/csicec/about_us.html)

CSI Community Education Website: <http://communityed.csi.edu/>

Idaho PTE Workforce Training Network: <http://www.pte.idaho.gov/WTN/Home.html>

*2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

CSI does not offer continuing education courses for credit.

*2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

CSI does not offer credit for Continuing Education Units (CEU's) for continuing education courses.

*2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction. CSI's Community Education Program maintains a website with a permanent link from CSI's Home Page. The schedule of classes is published quarterly both online and by hard copy. Individual classes are offered on campus and through CSI's extension centers.

**Support Resources:**

CSI Community Education Website: <http://communityed.csi.edu/>

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**STANDARD 2.D: Student Support Resources**

*2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

The College of Southern Idaho creates effective learning environments with appropriate programs and services to support student learning needs. Programs and services developed and provided are driven by the institution's mission, vision, core themes, and strategic plan. Central to all these is student learning and success. The college strives to design facilities and create physical environments that support student learning. Facilities and services are added or changed frequently to address current and emerging needs. Designated student fees for technology, student union, library, and laboratories provide support for learning environments outside of the classroom. The Student Union Building, Library, Residence Hall, Student Recreation Center, and Learning Assistance Center are available to students for extended hours and days.

Computer labs and wireless networks are available to students in most instructional and support buildings on campus and in the off-campus centers. Online and traditional classes provide students with instruction for utilizing the website, web portal, and learning management system. Nearly all classrooms are equipped with technology that supports delivery of instruction in several modes. The Institutional Information and Effectiveness Department provides support to faculty, staff, and students through annual trainings and responses to ongoing technical support.

To support student learning, CSI offers a wide range of programs and services to its students. For new and prospective students, some of these programs and services include Student Orientation and Registration (SOAR) events, campus tours, COMPASS prep workshops, COMPASS placement testing, the Test of Adult Basic Education (TABE) for placement into Adult Basic Education classes, English as a Second Language (ESL) classes, intake advising, financial aid workshops, and a First Year Advisor booklet.

For currently enrolled students, some of these programs and services include academic advising, financial aid and scholarships, library services, tutoring, staffed learning labs (e.g., math), PASS and SMART early alert programs that allow faculty to alert students struggling academically, personal counseling, student disability services, a campus testing center, single parent/displaced homemaker/non-traditional occupations services, campus child care, career counseling workshops, and college transition programs. Other programs and services that support student learning include Idaho Transfer Events linking CSI students to four-year public and private university representatives, the CSI Honors Program, Veteran's services, the Student Recreation Center and more than 40 clubs and organizations.

**Support Resources:**

Institutional Information and Effectiveness Website: <http://www.csi.edu/its/>

CSI SOAR Website: <http://www.csi.edu/studentssuccess/soar.asp>

CSI Rooms Website: <http://rooms.csi.edu/>

CSI Advising Center Website: <http://advising.csi.edu/>

CSI Learning Assistance Program Website: <http://www.csi.edu/ip/adc/lap/>

CSI Office of Admissions Website:

[https://www.csi.edu/prospectiveStudents\\_/studentServices/newStudentServices/](https://www.csi.edu/prospectiveStudents_/studentServices/newStudentServices/)

*2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The College of Southern Idaho makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. CSI maintains a 24-hour, seven days per week Security Office on the main campus and also provides safety and security services to its off-campus sites through campus resources and respective law enforcement agencies.

The college complies with all reporting requirements of the Clery Act and provides campus crime statistics and security policies to faculty and staff, and to potential and new students, through the college security website and through campus email. All incidents are tracked through a database that is accessed by campus security and other appropriate campus personnel including the Dean of Students, Residence Hall Supervisor, and security personnel.

The college has provided regular training to faculty and staff regarding campus violence, threats, and student conduct at semester in-service events including specialized training for working with students with disabilities and with Title IX. Archived agendas are available through the Administrative Assistant in the Office of Instruction and Academic Affairs.

The college also has a Threat Assessment and Consultation Team (TACT) which includes the Dean of Students, Director of the Career and Counseling Center, and the Director of Security. This has provided a central point of contact for faculty and staff to share any concerns related to health and safety. The Team has recently developed a resource to provide employees with suggested strategies and resources. The college has devised and tested an Emergency Management Plan and an Emergency Notification System. The college also uses a mass distribution emergency notification system (RAVE) to notify the campus community in the event of an emergency. Automated e-mail, text and phone message are transmitted to students, staff and faculty as the emergency dictates.

In March of 2014, the State of Idaho passed a law allowing holders of enhanced concealed weapons permits to carry concealed weapons on public campuses in the State of Idaho. In response to this law, the college conducted a thorough review of its security policies. Several changes were made to policies in order to ensure the safety of CSI students and security personnel. College guidelines regarding the new law were approved by the CSI Board of Trustees in June of 2014. These policies are published and the college began offering training sessions in the fall of 2014.

**Support Resources:**

CSI Security and Safety Website: <http://www.csi.edu/security/>

[CSI 2013 Annual Security and Fire Safety Report](#)

CSI Threat Assessment and Consultation Team Website: <http://www.csi.edu/tact/>

CSI Safety Committee Website: [http://www.csi.edu/facultyAndStaff\\_/committees/safety](http://www.csi.edu/facultyAndStaff_/committees/safety)

[CSI Weapons Policy](#)

*2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

The institution recruits and admits students with the potential to benefit from its educational offerings. The New Student Services Office disseminates information about post-secondary educational opportunities broadly throughout the region. The New Student Services Coordinators, along with a group of approximately 20 student ambassadors, regularly visit middle and high schools in CSI's service area as well as other organizations and groups with an interest in higher education opportunities. The office provides tours and, with other student services departments and instructional staff, offers informational programs for various majors throughout the year. Staff members from the Advising Center and the Financial Aid Office meet frequently with prospective students visiting campus, and they provide programs for area education counselors and referring agencies.

The College of Southern Idaho is an open-door, equal opportunity institution, committed to providing all eligible students access to appropriate educational offerings. To that end, the college admits all students who meet minimum age and education requirements. CSI accepts the following placement information in order to assist students in selecting appropriate level courses

in the educational planning process: Computerized Adaptive Placement Assessment & Support System (COMPASS), American College Testing (ACT), Scholastic Aptitude Test (SAT), alternative credit, and transfer credit.

Students who have completed appropriate college-level coursework at another regionally-accredited institution may submit an official transcript to determine placement. Absent standard entrance tests (i.e., ACT, SAT) or previous college coursework, all students must take the COMPASS prior to enrolling in courses at the College of Southern Idaho requiring math or English placement. The placement test covers reading, writing, mathematics, spelling, and vocabulary. The results are used during the educational planning process to assist students in selecting appropriate level courses in which there is a reasonable probability that they will be successful. Advising Center and major content-area advisors work closely with students as they receive their placement information and provide advice for appropriate course selection.

CSI orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. CSI offers Student Orientation, Advising and Registration (SOAR) events throughout the year to new students. Students also receive regular information through faculty advisors, the college website and campus-wide emails. The Advising Center meets regularly with instructional departments to discuss general education and departmental requirements. The PASS and SMART programs provide students, faculty, and student services staff with a means to alert students to academic deficiencies and provide needed support. Graduation audits provide students and advisors with degree progress reports and information regarding which requirements have been met and which ones still need to be met.

Students planning to transfer are also provided information through the Transfer Guide website and advice from faculty advisors assigned to those particular majors. Transfer students work closely with their major advisors and are strongly encouraged to contact the transfer institutions early on in the process.

**Support Resources:**

CSI Office of Admissions Website:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/newStudentServices/](http://www.csi.edu/prospectiveStudents_/studentServices/newStudentServices/)

CSI Advising Guide: <http://advising.csi.edu/advisingGuide/develResources/index.asp>

CSI SOAR Website: <http://www.csi.edu/studentsuccess/soar.asp>

CSI Learning Assistance Program Website: <http://www.csi.edu/ip/adc/lap/>

CSI PASS and SMART Program Website: <http://advising.csi.edu/programs/>

*2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

The college continuously reviews its programs and, as necessary, makes changes or discontinues programs. When these decisions are made, the college carefully considers the impact on students

and makes every effort to minimize disruption. In every instance, students are notified of changes in program status as early as possible. At that time the college shares information with the students which outlines the planned sequence of events to implement changes and closures including pathways to complete current program requirements. The information is shared with students in various ways including announcements made in classes. New requirements and program closure information are noted on the program website and in the *College Catalog* or catalog addenda. Every attempt is made to develop a plan for the students to complete program requirements in a timely manner. Typically one or two individuals from the Advising Center and core faculty members are assigned to work with students to plan their individual schedules. If students are unable to complete the program in the timeline and schedule established by the college, department chairs, faculty, and advisors work closely with them to find substitute classes or alternatives to complete the program requirements. The alternatives include non-traditional credits or online classes from the college or other sources.

**Support Resource:**

[Sample Program Elimination Documentation](#)  
[Idaho State Board of Education Policy III G](#)

*2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information.*

The College of Southern Idaho publishes a yearly catalog in print and online. Current and accurate information includes the institutional mission and core themes; entrance requirements and procedures for degree-seeking students, non-degree students, and international students; grading policies; academic degree course names; core and degree requirements; course descriptions; general education core courses and general education goals; goals and outcomes of programs; a listing of faculty and staff; a directory of administration and support services; the student code of conduct; tuition and fee schedule; procedures for dropping a course and complete withdrawal; refund information; financial aid information; and the academic calendar.

All divisions and departments annually review and update the information included in the published catalog to ensure that it is accurate and current.

**Support Resources:**

2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>

*2.D.6 Publications describing educational programs include accurate information on:*

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.*

National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for individual programs are found on pages 45-99 in the *2014-2015 CSI Catalog* and are individually published on the Professional-Technical Education (PTE) program websites. Unique requirements for employment and advancement in the occupation or profession are also

found within appropriate program websites, and in some cases printed handouts depending on the program.

**Support Resources:**

2014-2015 CSI Catalog (pages 45-99): <http://www.csi.edu/catalog/>

CSI Program Websites: [http://www.csi.edu/coursesAndPrograms\\_/courses.html](http://www.csi.edu/coursesAndPrograms_/courses.html)

*2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

The College of Southern Idaho adopts and adheres to policies and procedures regarding secure retention of student records through compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). CSI also follows FERPA's policies and procedures regarding confidentiality and release of student records. CSI's FERPA guidelines are published in the *2014-2015 College Catalog* both printed and online. Guidelines separated for students, faculty/staff and parents are also published online. Students can also view these guidelines in the Student Handbook which is available in the college bookstore and online.

The records retention policy at the College of Southern Idaho follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines. The institution does daily full backups for Jenzabar, the college's student information management system. CSI also uses an Electronic Content Management System (ECM) to store, organize, and retrieve electronic documents. The institution regularly backs up the systems and the backup archives are kept at a location offsite which protects the information from natural disasters and theft.

Appropriate policies, procedures, and practices are in place to ensure the confidentiality of student records. Individuals are asked to provide valid photo identification when needing in-person services. Online students access their MyCSI accounts with a unique username and password. Access to student education records is only allowed in accordance with FERPA guidelines.

The Office of the Registrar provides FERPA training to all faculty and employees whose job responsibilities involve access to student records.

**Support Resources:**

CSI FERPA Website: <http://www.csi.edu/ferpa/students.asp>

2014-2015 CSI Catalog (page 27): <http://www.csi.edu/catalog/>

CSI Student Right to Know Website: <http://www.csi.edu/studentHandbook/rightToKnow.asp>

*2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The College of Southern Idaho provides an effective and accountable program of financial aid consistent with its mission, student needs and institutional resources. To meet the needs of its students, CSI offers federal, state, and institutional aid. Aid types include grants, loans, scholarships, and work study. Information about the different categories of aid is provided to students on the CSI Financial Aid website and in the *2014-2015 College Catalog*. Students also have an opportunity to learn about financial aid through CSI's online and face-to-face orientation programs.

Students who seek federal student financial aid complete the Free Application for Federal Student Aid (FAFSA) and their eligibility for federal student financial aid is determined based on U.S. Department of Education regulations and college policy. CSI provides assistance to students who need help filling out the Free Application for Federal Student Aid through FAFSA Days. Students can also receive assistance by visiting the Financial Aid office where a computer room exists for the main purpose of allowing staff to assist students with application for admission, application for financial aid/scholarships, and registration.

CSI utilizes PowerFAIDS as its financial aid software to award, communicate, report, and track financial aid. The Financial Aid Office also utilizes Netpartner, an auxiliary program to PowerFAIDS, which creates a web portal for students to allow them convenient 24/7 online password-protected access to their financial aid information. Students can accept and decline awards, see what documents are missing and the status of their financial aid, and download documents. In order to improve access to documents and workflow, the Financial Aid Office also uses an Electronic Content Management (ECM) system that allows Financial Aid staff to scan, index, store, organize, and retrieve documents, improving the efficiency and effectiveness of various workflows.

CSI is the accreditation partner for the College of Western Idaho (CWI). CWI students received federal financial aid under CSI's umbrella and oversight from 2008 through the spring of 2012. CWI received Candidacy status from the Northwest Commission on Colleges and Universities in February 2012 and received its own Office of Postsecondary Education Identification (OPEID) number. CWI began awarding and disbursing Federal Financial Aid to its students in the summer of 2012.

In addition to federal aid, CSI students may also be eligible for institutional scholarships. Through the CSI Foundation, CSI has awarded over \$1.7 million dollars annually in institutional scholarships to students. Some students also receive state or external scholarships.

General information regarding scholarships is found online and also in the *2014-2015 CSI Catalog* starting on page 24. Information regarding financial aid is found online and also in the *2014-2015 CSI Catalog* starting on page 24.

**Support Resources:**

CSI Financial Aid Website: <http://www.csi.edu/financialAid/>

2014-2015 CSI Catalog (page 24): <http://www.csi.edu/catalog/>

CSI Scholarship Website: <http://scholarships.csi.edu/>

*2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

CSI participates in the U.S. Department of Education's Direct Loan Program. Students who borrow through the Direct Loan Program are informed of their repayment obligations at several points in the process. The Financial Aid website explains the difference between grants and loans, and students are also required to complete an Entrance Counseling session which informs students of their repayment obligations and their rights and responsibilities as a student borrower. Information about obligations is also included in the FAFSA and Master Promissory Note that students submit and the exit counseling they are required to complete. Financial Aid advisors counsel students about limiting the amount of loans they assume, and they also provide financial literacy workshops.

In some cases, students can delay the full payment of tuition by signing a Tuition Loan Agreement with the college. Students who use this option are clearly informed of their repayment obligations to the college.

CSI monitors its loan program and loan default rate and, as part of its default aversion program, informs students who are reaching delinquency status of their repayment obligations and of their repayment options in order to assist them in avoiding loan default. The Financial Aid Office partners with American Student Assistant and their SALT program for these students.

Students receiving financial aid at the institution are informed of their repayment obligations through the Financial Aid Office website. In addition, the Business Office sends out a statement to all students who have a balance on their account. These statements go to the student's CSI email account at least once a month. Mailed statements are also sent out three weeks before the semester due date.

The institution is currently using a pre-collection service to work on collections that are considered defaulted. Once a month the institution runs a program that indicates which accounts have been adjusted by Financial Aid. The institution then begins to check the account to investigate why there is a balance due and for how long the account has been in arrears. After each account is reviewed, the institution's pre-collection vendor, NCS Plus Incorporated, is contacted with a list of student accounts and the balance due. NCS then contacts the students on behalf of the institution. NCS's process consists of four letters and two phone calls and potentially can take up to 90 days. At this point the student still pays CSI but there is a \$20.00 processing fee that is assessed for the process. This process is used for all of CSI's collections needs, including collections for tuition loan agreement defaults, financial aid repayments, child care, library fees, room rental, and book charges.

The Financial Aid Office sends out a "45 day letter" to each student that has a Return to Title IV obligation. This letter lets the student know they have 45 days to dispute this claim. In the claim it addresses the reason for the change in their award for the semester.

The college Business Office handles only the portion that CSI has to pay back to the federal government for both PELL grants and loans. The balance of the debt owed to the federal government is collected by the federal government directly from the student.

**Support Resource:**

CSI Financial Aid Website: <http://www.csi.edu/financialAid/>

CSI Tuition and Fees:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/tuition\\_fees/fallspring1415.asp](http://www.csi.edu/prospectiveStudents_/studentServices/tuition_fees/fallspring1415.asp)

*2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

The college utilizes the developmental advising approach, which is endorsed by the National Academic Advising Association (NACADA). The college holds a good-standing institutional membership designation with NACADA.

The developmental advising philosophy embraces a process of providing information and guidance to students, through the advising relationship, which listens, explores options, encourages, teaches, and then promotes responsibility, clarification of values, and development of decision-making skills needed to create and meet individual educational, career, and personal goals. From a structural perspective, CSI utilizes full-time professional advisors as well as faculty advisors. The full-time professional advisors work in the Advising Center, which advises students who are entering their first semester or have declared Liberal Arts as their major. The Advising Center also advises current students during time periods when major advisors are not on employment contracts. Major advisors (faculty advisors) are assigned by their respective department chair to advise students in their program. The college also employs a full-time Health Sciences and Human Services student advisor, an advisor at the Mini-Cassia off-campus center, and a student advisor at the Idaho Falls Center.

The Advising Center incorporates guidelines established by the Council for the Advancement of Standards in Higher Education and NACADA in its evaluation processes. Specifically, the office embraces learning and program outcomes assessment efforts on an on-going basis. The outcomes revolve around student advising experiences, suspension contract completion, advising training, intake services, and alert program retention. In addition, the Advising Center evaluates the feedback provided by students on the Community College Survey of Student Engagement (CCSSE).

The Advising Center maintains a website that provides students, faculty, staff, and administration with current and pertinent advising information. The Office of Instruction and Academic Affairs developed an advising guide to provide all new, full-time faculty and select staff with training. The Advising Guide training focuses on providing up-to-date information and resources fundamental to becoming a well-informed and knowledgeable advisor. At the conclusion of the training session, participants complete a training assessment through Blackboard. A passing score of 75% merits a Certificate of Advising Achievement, which is acknowledged and signed by the Office of Instruction and Academic Affairs. To date, 37 participants have received a Certificate of Advising Achievement.

The Advising Center works closely with the institution's administration and faculty. Staff provide training for new faculty members and provide the faculty and staff with useful resources on its website. The Advising Center also publishes the "First Year Advisor" booklet accessible in printed form and electronically. In addition, the Advising Center holds a voting position on the Curriculum Committee, and participates on the Advising Committee, which primarily includes faculty members.

As part of the college's unsatisfactory performance regulations, students on Academic Suspension status are required to complete a contract agreement in order to enroll in courses. The contract agreement provides mandatory advising support services for students to repair their academic standing. A contract is considered successful, and gives students the privilege to continue to enroll in subsequent semesters, if the student completes the agreed upon activities and obtains at least a 2.00 semester grade point average. Upon achieving a status of Academic Good Standing, students are released from the contract process. In the spring of 2014, a total of 78 students participated in the contract process with 35 producing successful (45% rate) contracts.

The Advising Center facilitates the PASS (Positive Action for Student Success) and SMART (Students Making A Right Turn) alert intervention programs. These two programs provide opportunities for students experiencing academic difficulties to engage with their respective instructors and map out a course of action. Specifically, PASS serves as an early alert within the first weeks of the semester, while SMART aims to reach students later in the semester prior to the withdraw deadline. During the spring of 2014, PASS received 620 student referrals and 62 instructor participants. SMART received 563 referrals and 48 instructor participants in this same semester.

The Advising Center continually engages in outcome assessment either through student surveys or tracking data from the variety of services it offers, such as the SMART/PASS programs or following students who have been placed on suspension contracts. Services are adjusted when pertinent, based on outcomes review.

In response to US Department of Education regulations regarding Satisfactory Academic Progress (SAP), CSI has developed an online SAP Tool that students and their appropriate advisors can use for advisement and planning purposes

**Support Resources:**

CSI Advising Center Website: <http://advising.csi.edu>

CSI Advising Faculty and Staff Resources: <http://advising.csi.edu/resources/index.asp>

[CSI First Year Advisor](#)

CSI Advising Committee Website: [http://www.csi.edu/facultyAndStaff\\_/committees/advising/](http://www.csi.edu/facultyAndStaff_/committees/advising/)

CSI Advising Guide Website: <http://advising.csi.edu/advisingguide/>

Financial Aid Satisfactory Academic Progress Policy:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/financialAid/sap.asp](http://www.csi.edu/prospectiveStudents_/studentServices/financialAid/sap.asp)

2.D.11 *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

The Student Activities office coordinates the activities and events sponsored by student clubs and organizations. The office also advises and oversees many student government organizations. Co-curricular activities at CSI are developed to align with the college's mission, core themes, and strategic plan. Student leadership activities provide training in and development of skill sets students will use throughout their educational and vocational careers: career development, stewardship, professional behaviors, responsible communication, teamwork, and accountability.

The Student Senate serves as the governing body of the Associated Students of CSI and provides a means of communication between the college's students and its administration regarding educational improvements, student-faculty relations and student life.

The Student Senate, councils, and the various clubs and organizations on campus establish a mission statement for their group as well as goals each year. At the end of each year, each group provides an annual report summarizing their activities and accomplishments. The annual reports are submitted to the President of the Associated Students of the College of Southern Idaho and are then passed on to the Dean of Students who houses them in the Student Activities Office. All student groups are overseen by a faculty or staff advisor.

Each fall, the Student Activities office hosts a training for advisors of the various councils, clubs and organizations to review *CSI Club and Organization Resource Guide* and announce any changes to the resource guide. Student leaders and advisors are invited at the beginning of each academic year to participate in a leadership retreat off campus.

**Support Resources:**

CSI Student Activities Office Website: <http://www.csi.edu/studentActivities/>

CSI Student Government Website:

[http://www.csi.edu/prospectiveStudents\\_/studentServices/studentGov/senators.asp](http://www.csi.edu/prospectiveStudents_/studentServices/studentGov/senators.asp)

CSI Club and Organization Resource Guide:

<http://www.csi.edu/studentActivities/clubs/resource-guide.asp>

*2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

The college offers a variety of auxiliary services to students at the College of Southern Idaho, including housing, dormitory, food services, bookstore, student assistance programs, and activities for students. In addition, the Student Activities Office maintains all on-campus housing and food service records and provides referrals for off-campus housing, and addresses questions regarding housing issues. Additionally, the Student Activities Office provides information and resources to assist students with difficulties, both personal and institutional, that they may encounter during their college experience. Students receive information and referral for services on and off campus having to do with mental health issues, financial needs, housing, grade appeals, behavior appeals, etc.

Of the auxiliary services provided at the College of the Southern Idaho, a food service contract with Aramark is the only service that is contracted to an outside entity. The bookstore and student housing come under the auspices of the institution and thus participate in developing yearly goals that are in alignment with the mission and goals of the college. In addition, the CSI bookstore works closely with Instructional Administration, the Curriculum Committee, and department chairs who develop course schedules.

CSI Student Activities Office Website: <http://www.csi.edu/studentActivities/>

CSI Bookstore Website: <http://bookstore.csi.edu/>

*2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

CSI's intercollegiate athletic programs and related financial operations are consistent with the institution's mission. Athletes are considered students first, and athletes second, and follow all policies and procedures expected of all other students. The students who comprise the seven athletic teams at CSI come from very diverse backgrounds and from around the world.

Currently, student athletes come from cities large and small throughout Idaho and the United States as well as from other countries such as Brazil, Australia, Canada, Senegal, Serbia, Niger and Spain. A major goal of the athletic program is to ensure that student athletes are able to transfer to four-year institutions within two years. Over 90 percent of CSI student athletes transfer to four year institutions and graduate from CSI within a two year period of entry.

Student athlete admission requirements and procedures, academic standards, and degree requirements are the same as for all students at CSI. While some scholarships are designated specifically for athletes, they are awarded in the same manner and following the same procedures as other non-athletic scholarship awards on campus.

The Athletic Department maintains a handbook that contains policies and procedures pertaining to recognized intercollegiate sports at CSI, and the expectations for students participating in these programs.

Athletic programming is conducted with appropriate institutional oversight. The Athletic Director reports directly to the college President and the Vice President of Administration. Together, this team follows campus-wide financial policies and procedures to develop and expend budgets for athletic programming.

Several types of fundraising for athletics currently exist:

- The Booster Club has established its 501(c)(3) status and conducts fundraising projects outside of the college's operation;
- Designated donations are made through the CSI Foundation. These funds have been channeled back to the CSI Athletic Department and are used for scholarships and expenditures;

- Corporate signage and advertising.

If funds are given to the athletic department directly, the funds are collected through the Athletic Department in accordance with the institution's accounting procedures and internal controls. The funds are kept and accounted for in the athletic fund managed by the CSI Business Office. All expenditures are subject to the college expenditure policies.

**Support Resources:**

CSI Athletics Website: <http://athletics.csi.edu/index.aspx>

[CSI Athletics Handbook](#)

*2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

The College of Southern Idaho maintains an effective identity verification process for students enrolled in distance education courses and programs and follows a specific provision of the 2008 Higher Education Opportunity Act (HEOA). The institution uses Blackboard as its Learning Management System (LMS). Students log in to Blackboard with their unique Active Directory username and password. CSI uses a single sign-on system where students use the same username and password to access most of its systems, including MyCSI, Blackboard, e-mail, etc. There are no specific charges associated with the authentication.

Many online and hybrid courses use various CSI Testing Centers where test takers are monitored by proctors. Online students who are unable to use CSI Testing Centers make arrangements with their instructors to find a suitable local site and proctor, such as at a public library, public school, or other college testing center. The instructors authorize proctors at those sites, and tests and student verification forms are sent directly (via mail, fax, or email) to the authorized proctor. Paper tests and student verification forms are mailed to the proctor with an instructor-addressed, stamped return envelope. The proctor verifies the student's identity before proctoring the test. Once testing is completed, the proctor sends the completed test and student verification form back to the instructor. Students bear any costs associated with off-site testing.

**Support Resources:**

CSI Testing Center Website: <http://www.csi.edu/ip/adc/testing/proctorinfo.htm>

[Proctor Request Form](#)

## **2.E Library and Information Resources**

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*2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

The mission of the CSI Library is:

To provide information resources and services that meet the needs of the college community and support the teaching, lifelong learning, and service functions of the college.

The mission of the library is consistent with the mission and core themes of the college in that it exists to support the educational, cultural, and workforce goals of the Magic Valley. Providing resources across the spectrum of the core themes has been central to the development of the library's holdings and training programs. In order to carry out its mission, the library strives to provide these resources and services with input of and feedback from the entire campus community.

The library develops collections in several ways. First, the library seeks and honors requests from faculty. These requests are the backbone of acquiring the most useful resources for students.

Second, the Library Advisory Committee serves as a conduit between the library and the rest of the institution. This group meets once each semester to discuss what the library has accomplished in the previous semester and, more importantly, what the library needs to accomplish in the coming semester. This committee is comprised of a cross-section of the campus with representatives from various departments. Periodically, students are provided the opportunity to provide feedback through confidential online surveys about the quality and adequacy of library services and their satisfaction levels with the services offered. Two hundred thirty-three students participated in the spring 2014 online student survey. Seventy-seven percent of the participants agreed or strongly agreed that the library's physical collection was adequate to meet their needs, 12% were neutral, 1% disagreed that the collection was adequate, and 10% were unsure. Concerning the library facilities, 76% agreed or strongly agreed the facilities were adequate, 7% were neutral, 3% disagreed or strongly disagreed, while 15% were unsure. When questioned about the adequacy of the library's online collections, 66% agreed or strongly agreed that the online collections were adequate for their needs, 18% were neutral, 1% disagreed, and 16% were unsure.

Third, the library has access to several discipline-dedicated online databases. Cumulative Index to Nursing and Allied Health Literature (CINAHL) and Micromedex® Healthcare databases provide needed resources for the Health Sciences Department. LexisNexis Academic and Valueline are online business resources. Other discipline specific databases subscribed to by the library are Communication & Mass Media Complete, Global Reference on the Environment, Energy, and Natural Resources (GREENR), ProQuest Arts & Humanities, PsycARTICLES, and Science Magazine Online.

The Idaho Commission for Libraries provide free access to many online journal, newspaper, and reference book databases through Libraries Linking Idaho (LiLI) to residents of Idaho. The library provides links to these resources from its webpage as a supplement to its purchased databases.

Fourth, in order to better serve online and distance students, the library has also increased its number of electronic books. The library currently subscribes to electronic books through EBSCO eBook Collection, ebrary College Complete, Credo Reference, Gale Virtual Reference Library, Infobase eBooks, Oxford University Press, Salem Press, and World Book Web. The library also subscribes to OneClick Digital for access to downloadable audiobooks. In the summer of 2014, the library began providing access to streaming videos housed on a campus server. With the combination of streaming videos and online video subscriptions through Films on Demand, and VAST: Academic Video Online, plus online music subscriptions through Alexander Street Press, distance and online students have access to a large selection of multimedia resources. With the addition of relevant online resources, the library is well equipped to serve not only online and distance students, but also any student wherever he or she may prefer to research and study.

**Support Resource:**

CSI Library Website: <http://www.csi.edu/library/>

CSI Library Advisory Committee Website:

<http://www.csi.edu/facultyandStaff/committees/libAdvisory.asp>

*2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

The mission of the CSI Library is to provide information services to the students, faculty, and staff of the college and its affiliated programs. Therefore the library seeks to acquire the relevant materials (books, reference works, journals, pamphlets, maps, videos, CDs, indexes, databases, etc.) needed by the students, faculty, and staff, to carry out their tasks of learning, self-development, problem solving, and career development; teaching, advising, and counseling; and planning, management, and administration during their time of study or employment at the college. It is the library's goal and responsibility to acquire informational resources that meet the needs of this primary clientele, and to see that the budget available each year for this purpose is used in the most effective manner.

Evaluation tools used by the CSI Library are integral to improving service and enhancing value at the college. With the use of annual surveys, to both the student population and faculty, the staff is able to assess the needs of patrons for development and use growth. Additional tools used to gather feedback include the use of monthly circulation statistics generated by the library's integrated library system to drive resource acquisitions and monthly review of online usage statistical data to determine usage and relevancy for database renewal.

The staff is core to the development of the library. The Library Director attends monthly campus meetings, including Department Chair, Instructional Council, and Curriculum Committee meetings to gain advance notice of new courses, programs, and college interests, which will need library informational support. This allows the library time to acquire essential library materials.

The library professional staff annually reviews each of the library collections and notes where obsolete materials should be removed, and where new materials and topics should be added. The

reference and public service staff who work directly with students note areas or topics for which new materials are needed, and these needs are translated into specific acquisitions.

Recommendations from individual students for improving the collections are welcomed and actively solicited via bulletins posted in the library and on the library's website.

The interlibrary loan office compiles a weekly list of items borrowed from other libraries. This is used to note items that the library does not have, some of which are determined to be of wider interest and are purchased for addition to the collection. The library does not purchase items that are of very specialized interest and unlikely to have broader value to the college library clientele. The interlibrary loan service is the appropriate means for providing access to materials that are only rarely needed.

Evaluation tools work to improve, validate, and create forward-thinking work and purposes through library needs assessments, performance improvements, benchmarks for best practices, improved library standards and policies, and strengthened outcome measurements.

**Support Resource:**

CSI Library Advisory Committee Website:

[http://www.csi.edu/facultyandStaff\\_/committees/libAdvisory.asp](http://www.csi.edu/facultyandStaff_/committees/libAdvisory.asp)

*2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

In addition to providing informational resources, the library provides instructional support for many courses on campus and for all library users. Librarians, particularly the reference librarian, are available to coach users, students, patrons, instructors, and community members in the use of the catalog, library databases, and other library resources.

The library offers training courses for faculty, staff, students, and other community members in which the full resources of the library are explained and access to them is facilitated.

The library houses the main open computer lab on campus with 95 student-use computers. The five group study rooms are used extensively. To accommodate larger groups, in 2007 the audiovisual room was converted into a high-tech student conference room. This room has two computers connected to a projection unit and smart board, a whiteboard, a DVD/VCR player, and will accommodate 12 students. In 2013, a second high-tech student conference room was added. These rooms have become very popular for students working on class presentations.

In 2012, the library was remodeled to add a Quiet Room to accommodate those students who require an unobtrusive place in which to study. In 2013, the library converted a staff office area into the Eagles' Perch, a student lounge where students can play board games and relax. With the open computer lab, group study rooms, the Quiet Room, and the Eagles' Perch students are able to find the atmosphere which best suits their style of study.

**Support Resource:**

CSI Open Computing Labs Website: [http://www.csi.edu/its/computing\\_labs.asp](http://www.csi.edu/its/computing_labs.asp)

CSI Library Group Study Rooms Website:

<http://www.csi.edu/support/library/groupStudyRooms.htm>

CSI Quiet Study Room Website: <http://www.csi.edu/support/library/quietRoom.htm>

CSI Large Group Study and Conference Room Website:

<http://www.csi.edu/Support/Library/newGroupStudyRoom.htm>

*2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The instructional programs and courses described in the *College Catalog* are the primary determinant of the informational areas and levels that need to be reflected in the library collections.

The faculty, who are the primary instructional and self-development guides for the students, are requested to maintain familiarity with the sections of the library collections that relate to their students' needs, and to regularly submit requests for new materials to keep each section current and relevant to the students' learning and self-development goals. Faculty members report that the library staff responds promptly to these requests, most often acquiring the requested items.

The Library Advisory Committee meets twice yearly to discuss library services and resources and provides suggestions for improvement and additions to the library's resources. This committee is comprised of a cross-section of the college campus, which enables the library to receive input from many different users of the library.

All new full-time employees of the college receive a Library Welcome Wagon package of information describing the collections and services of the library, and they are requested to make their informational needs known to the library, especially requests for new library items that they require in their work with and for the students.

Other self-management tools employed by the library include researching library trends and resources using professional journals and email list serves. The library web page is updated as needed when there are changes in informational resource access and services.

The CSI Library is affiliated with two professional national database associations, the Orbis Cascade Alliance, and the national library consortium, Lyris, which provides greater access to resources and professional expertise in content creation and management.

**Support Resource:**

CSI Library Website: <http://www.csi.edu/library/>

CSI Library Advisory Committee Website:

[http://www.csi.edu/facultyandStaff\\_/committees/libAdvisory.asp](http://www.csi.edu/facultyandStaff_/committees/libAdvisory.asp)

## 2.F Financial Resources

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*2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

The College of Southern Idaho demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Both the annual General Fund Budget and the annual outside, independent audit record current stability and cash flow reserves of up to three months. College budget procedures follow guidelines and risk management policies that conform to Idaho Code. The college does not have any long term debt or bond obligations.

**Support Resource:**

[General Fund Budget FY 2014](#)

*2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

Resource planning and development includes realistic budgeting based on a five-year rolling budget plan, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources. Revenue is projected using historical enrollment growth trends, current federal regulation changes in financial aid eligibility and academic progress requirements, and local enrollment policies. Other non-tuition resources such as state appropriations, county property tax revenue sources, and grant management revenue are tightly budgeted and projected using realistic and conservative numbers that conform to the Department of Education standards and are based on two year projections.

**Support Resource:**

[General Fund Budget FY 2014](#)  
[Five Year Rolling Budget](#)

*2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

Financial planning at the College of Southern Idaho is an ongoing process that is directly tied to the mission and goals of the institution. A coordinated effort across campus ensures that all capital outlay is reviewed, controlled, and justified based upon the mission and goals of the institution. The college is governed by a five-member elected Board of Trustees that approves all financial plans and budgets created by the college. The duties and autonomy of this board are outlined in Idaho Code, Title 33, Chapter 21, 33-2107. The State Board of Education approves the budget requests for community colleges in Idaho, and that appropriation appears as a single line item in the Idaho State Budget. Each of the three community colleges submit budgets

request to the Division of Fiscal Management (DFM). Decision Units for specific projects or initiatives are prioritized and requested. The college is required to submit a performance report and strategic plan to the State Division of Financial Management to ensure that the State Board of Education performance measures as well as the institutional performance reporting indicators guide the institution's budget. These performance indicators tie directly to the institution's *2012-2017 Strategic Plan* and mission. The summation is to plan for growth, foster sustainable growth, ensure financial viability and sustainability, implement cost-saving strategies, maintain quality programs and services, and identify and pursue new revenue sources. Each plan requires participants to include a goal or objective, show how that objective meets the institutions strategic and department goals, describe the activity and what resources are required, provide a time frame and a projected outcome. Department budgets for equipment, instructional supplies, plant and facility use, etc. are drafted, studied, prioritized and divided according to requirements.

This planning process originates at the department level, where budget requests are developed by individuals through the use of Individual Development Plans (IDP) during the fall semester of each year. During the spring semester, these budget requests are combined into a Unit Development Plan (UDP), which represents the needs of an entire department. The Office of Instruction and Academic Affairs, Student Services, and the Office of Administration each analyze respective UDPs for their correlation to the mission of the institution when establishing department budgets early each spring semester. Subsequently, senior administrators meet with the President to develop a proposed budget to be presented to the Board of Trustees shortly after budget allocations have been announced at the end of each legislative session.

Students also have input into the budgeting process at the college. For example, the CSI Student Senate voted to support a \$5 per credit tuition increase in the spring of 2014.

Due to the fluid nature of the budgeting process, the Board of Trustees traditionally passes a continuing budget resolution to allow the college to operate for July and August until the detailed budget is solidified and presented at the August board meeting. Board members approve the institution's annual budget and oversee major capital outlay. Any purchase over \$25,000 must be bid on publicly and approved by the Board of Trustees, as outlined in Idaho Code, Title 33, Chapter 6, 33-601, #2. Departmental budgets are traditionally distributed near the beginning of each academic year.

When budget reallocation or revision is necessary, the changes are handled in one of two ways. Simple reallocation of funds among departments does not require Board of Trustee approval and the vice-presidents each work with deans, directors, and department chairs as appropriate to handle any reallocations. However, if the revision entails using new funds or reallocating funds at the institutional level, the Board must approve the reallocation, according to Idaho Code, Title 33, Chapter 7, 33-701. When budget revisions are necessary, those revisions are distributed to affected groups after approval by the President and the Board of Trustees.

The College of Southern Idaho does not currently have any long term debt. Any future debt must be approved by the Board of Trustees.

**Support Resources:**

Idaho Legislature Title 33, Chapter 21:

<http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2107.htm>

CSI 2012-2017 Strategic Plan: <http://planning.csi.edu/planning/strategicPlan/index.asp>

CSI Planning Process and Timeline: <http://planning.csi.edu/planning/process.asp>

[CSI Board of Trustees Minutes 03-17-14](#)

Idaho Legislature Title 33, Chapter 6:

<http://legislature.idaho.gov/idstat/Title33/T33CH6SECT33-601.htm>

Idaho Legislature Title 33, Chapter 7:

<http://legislature.idaho.gov/idstat/Title33/T33CH7SECT33-701.htm>

*2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The institution ensures timely and accurate financial information through its use of an accounting system (JENZABAR EX, JICS) that follows generally accepted accounting principles and through its reliance of an effective system of internal controls. This process lowers overall spending through knowledge of existing funds. Department chairs and authorized users have immediate access to budget information through both a Trial Balance and a General Ledger program.

In the fall of 2014, a longtime employee was charged with five counts of grand theft amounting to over five hundred thirty thousand dollars over a five year period. In response to this discovery, the college contracted with a certified forensics examiner to evaluate and make recommendations regarding the college's systems of internal control. The evaluation process involved reviewing policies and interviewing each business office and payroll office staff member individually to independently validate procedures and practices. The experience led to a stronger system of operations. The college is in the process of adding a professional employee to allow for better separation of duties. Job descriptions have been reviewed and modified as needed and responsibilities have been re-calibrated. While the dollar amount involved is significant the college is fiscally sound and the missing funds have not negatively impacted the financial stability of the college. Additionally, insurance proceeds will cover a significant portion of the missing funds. The actions taken to date have significantly strengthened internal controls. The college is committed to the objective of minimizing the risk of loss while still trying to operate as efficiently as possible. All recommendations received as a result of the auditing processes are translated into operating procedures and processes used by the college in order to ensure compliance with local, state, and federal guidelines.

**Support Resource:**

CSI Policies and Procedures Manual (Section 8): <http://hr.csi.edu/handbook/tofcmanual.htm>

[CSI Board of Trustees Minutes 11-17-14](#) (See Internal Control Assessment Report)

*2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the*

*institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

Student enrollment and program priorities drive the College of Southern Idaho's capital budget, and capital projects are approved by the Board of Trustees and the administration according to a conservative philosophy that avoids debt obligations. Unit Development Plans and the college-wide strategic planning process involve broad participation from the college's constituents and tie capital budgets to the college's mission and core themes of transfer education, professional-technical education, basic skills education, and community connections. The administration anticipates the expenses of capital projects based on past experiences and a formula used by the State of Idaho for occupancy costs. Historically, the college has been successful in funding instructional facilities from state and federal sources, as well as from grants. The college allocates approximately \$1.5 million annually to its Plant Facilities Fund so that it is in a position to take advantage of grants and other opportunities as they arise. These funding mechanisms have been used to fulfill capital projects without putting the college at financial risk. In 2009, the college moved into a \$21,666,000 Leadership in Energy and Environmental Design (LEED) certified 72,400 square-foot Health Sciences and Human Services instructional facility funded by the State of Idaho. In 2010 the college received a \$4,000,000 grant from the Economic Development Association for a new Applied Technology and Innovation Center. The college added \$4,500,000 of internal funds and completed the building in August 2014. The building has been certified as a LEED Building which is the college's second LEED certified building on campus. The college has no debt obligations for any of its facilities.

**Supporting documents:**

[CSI Financial Audit 2014](#)

*2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

The College of Southern Idaho's auxiliary enterprises include the bookstore and the dormitory housing commission. The institutionally run bookstore operates according to its own budget, separate from the college's general fund, and it covers all of its fixed and variable costs. At the end of the year, if the bookstore shows a net profit, those funds may be applied to other services that benefit students upon the approval of the Board of Trustees and the administration. The dormitory housing commission consists of three governor-appointed commissioners who administer the fund, separate from the general fund, for student housing according to Idaho Statute, Title 33, Chapter 21.

**Supporting Resource:**

Idaho Legislature Title 33, Chapter 21:

<http://legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2132.htm>

*2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

The College of Southern Idaho undergoes an external financial audit each year. The audit is conducted according to the Government Auditing Standards issued by the Comptroller General of the United States. The external auditor is reviewed periodically and requests for proposals are solicited; contracts are then issued in five-year increments. The auditor reports directly to the CSI Board of Trustees, and one member of the board serves as a liaison between the external auditor and the CSI administration. The Vice President of Administration and the Business Office provide information to the auditor as requested. The audit is presented to the board each October or November for review and approval. Historically, CSI has received unqualified audits.

**Support Resources:**

CSI Policies and Procedures Manual (Section 8): <http://hr.csi.edu/handbook/tofcmanual.htm>

[CSI Financial Audit 2014](#)

CSI Board of Trustees Minutes: <http://www.csi.edu/aboutCSI/board/minutes.asp>

*2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

Fundraising activities for the College of Southern Idaho are conducted by the CSI Foundation, which exists solely and exclusively for the purpose of soliciting and obtaining charitable contributions to provide financial support to the educational, scholastic, and other programs of CSI. The Foundation was formed in 1984, and the relationship between the college and the Foundation is specified in a written cooperative agreement, most recently updated in the spring of 2015. The Foundation operates under section 501(c)(3) of the Internal Revenue Code. It is audited annually by an independent auditor, and the Foundation has received an unqualified opinion each year. The Foundation has built assets of over \$36 million, and, over the last several years, it has awarded more than \$1.5 million in student scholarships each year. Fundraising for CSI athletics is conducted through the athletic department according to the business office's standard accounting procedures and internal controls. Fundraising consists primarily of selling corporate sponsorships and advertising, hosting events such as a golf tournament, and hosting an

annual fall auction and banquet. In addition, the CSI Booster Club has recently been re-organized after having been dissolved for a number of years. It has applied to reinstate its 501(c)(3) status as an entity separate from the college, and, as it has re-organized, its emphasis has been on membership growth rather than fundraising.

**Support Resources:**

CSI Policies and Procedures Manual (Section 8): <http://hr.csi.edu/handbook/tofcmanual.htm>

[Foundation Tax Identification 501\(c\)\(3\) Letter](#)

[Cooperative Agreement and Resolution](#)

CSI Foundation Annual Report: <http://www.csi.edu/foundation/annualReport/index.asp>

[Booster Club](#)

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## 2.G Physical and Technological Infrastructure

### Physical Infrastructure

*2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

The main CSI campus was developed in 1965 in the middle of more than 315 acres of farm ground surrounded by older residential homes. The main campus includes facilities that are broken up into two categories: large academic facilities serving students, faculty, and staff, of which there are thirteen (including a student residence hall), and smaller office/shop type facilities, of which there are twenty-one.

The Physical Plant at the College of Southern Idaho is currently comprised of seventy-one full time employees supporting the institution and its mission. Departments within the Physical Plant include security, grounds, carpentry, plumbing, electrical, painting, welding-construction, HVAC, custodial, and locksmiths, mechanics, and audio and lighting technicians. All members of the Physical Plant team have a supervisor within their particular department, with overall supervision coming from the Physical Plant Director.

Maintenance work is assigned to the appropriate department within the Physical Plant through a web-based system called schooldude.com. Work order blanks are accessed on the CSI website by those requiring work. The Physical Plant Department is equipped and the staff members have the skills to perform major and minor remodels on the buildings, as well as the skills to build and repair furniture. In most cases, these projects are driven by the need to accommodate instructional staff and faculty. The college supports a regular schedule of capital and infrastructure upgrades for both buildings and technology, guided by facilities maintenance and building master plans and a technology plan that serves to evaluate, disseminate information, prioritize decisions, and determine resource allocation to best serve the needs of the campuses and communities served by the college. Having accessible facilities is very important to the College of Southern Idaho. All new buildings and remodels follow ADA requirements in their planning.

The College of Southern Idaho leases space for off campus centers in Gooding and Hailey and owns the buildings that house the Jerome and Mini-Cassia off campus centers. The Jerome Center is a former bank converted to a small outreach facility with offices and two small classrooms. Custodial supplies and maintenance support for the Jerome Center are provided by the various campus Physical Plant Departments. The Mini-Cassia off-campus center is housed in a portion of the former Burley High School that has been remodeled and converted to its present form. This facility has a full yard with lawn and trees as well as 46,000 square feet of classrooms and offices. It is staffed with two custodians who maintain the grounds and classroom/office spaces. The departments within the Physical Plant on campus support this facility when the custodians need assistance. The college leases the Blaine County facility in Hailey, Idaho. It is the former Wood River High School. It has 15,600 square feet of instructional space. Maintenance and custodial support comes from the school district that owns the building. Changes that are needed for instructional purposes often require campus support from the Physical Plant. It is worked out between the school district and the Director of the outreach center when services are required. The Northside off-campus center in Gooding is on the campus of the Idaho School for the Deaf and Blind. It is a leased facility, with maintenance being approached in a similar fashion to the Blaine County center. In the fall of 2014, the college leased space in Idaho Falls to house the new Idaho Falls Center. The Idaho Falls Center is in a 6200 square foot building that was a former charter school. The college completed a minor remodel and the facility now offers four classrooms, a student lounge, faculty offices, a student services area, and a small bookstore. The building has a corner location providing good visibility and more than adequate off-street parking. Maintenance and custodial services are provided by an Idaho Falls firm.

As stewards of public funds, the College of Southern Idaho has a long tradition of practicing resource management, recycling, the use of alternative energy sources, and green energy/building initiatives. For example, the Health Sciences & Human Services Building is a LEED gold certified building and the new Applied Technology and Innovation Center is a silver certified building. With the LEED certification and the standards expected in those buildings, CSI decided to implement a campus-wide program by Johnson-Diversey for its custodial work. This program features environmentally preferable janitorial guidelines for chemicals, papers, liners, tools and equipment. It offers a high level of cleanliness at the same time that it delivers a high level of indoor air quality.

Heating on campus is geothermal, provided by two deep wells. The system uses water-to-water heat pumps that tap into “geothermal waste water” that has been used previously to heat other campus buildings.

The College of Southern Idaho Physical Plant is equipped with an Energy Management System. This system, which includes an alarm function, is operated by a central computer based in the HVAC office and managed by the HVAC technicians. The Energy Management System controls all exterior lights on campus, all HVAC systems, and more. Security is trained on how to read warning alarms and technicians are called by Security when issues arise.

There are other measures utilized on campus that further efficiency in regard to electrical consumption. One is the re-lamping of the more senior buildings on campus, which has raised lighting levels, yet lowered power bills as a result of more efficient electrical ballasts and new technology florescent tubes and fixtures. From these re-lamping projects, the college has received in excess of \$125,000 in monies from Idaho Power for increasing efficiency and lowering power consumption in six buildings. Motion detection was utilized in the remodeling process, as well as in the newer buildings. Variable frequency drives are applied whenever possible to allow for smoother starts to motors and pumps across campus.

The college is currently working to increase backup power on campus. Over the past several years, the college has encountered several major power outages which have led to substantial repair cost for the College of Southern Idaho Data Center due to a very limited backup power supply. Power loss to the Data Center affects emergency service, data, HVAC, and phone service along with all critical information needed by these systems to operate properly. In order to address this issue, the college is updating an outdated 23KVA battery backup system capable of only five minutes of total reserve power to a new diesel Kohler Power Systems Generator rated for 100KVA which has the ability to maintain emergency power for up to 24 hours before refueling takes place. This \$185,000 project was completed in November of 2014.

Every year, the Idaho Division of Building Safety performs a complete advisory inspection of all facilities operated by the College of Southern Idaho. The forms are specific to each building and the advisory inspection report is kept in the office of the Physical Plant Director. The Twin Falls Fire Department also conducts inspections periodically throughout the year. Forms are filled out on each building inspected, and copies are left with the Physical Plant Director.

Campus Safety and Security serves the college under its mission to keep the students, staff, faculty, visitors and campus facilities safe at all times. There are eight full time salaried security officers, six part time security officers as well as a number of Law Enforcement Program Cadets (who provide event security services) that make up the department. These members report to a Security Supervisor who has many years of security experience. It is this individual's job to supervise the uniformed Security Department personnel. The Security Supervisor reports to the CSI Public Safety Director. In addition to this supervisory role, the Public Safety Director is responsible for the Emergency Management Program consisting of campus-wide emergency warning systems, coordination with city, county and state law enforcement and emergency management agencies, chairing the campus-wide Safety Committee, vulnerability/threat assessments and remediation, training and awareness, preparation of all emergency policy and procedural documentation, and conducting drills and exercises. Every major building on campus houses an Automated External Defibrillator. Training for First Aid/CPR/AED is conducted through the CSI Health and Human Services Department.

**Support Resources:**

[CSI Master Plan](#)

[CSI 2013 Annual Security and Fire Safety Report](#)

CSI Campus Security and Safety Website: <http://www.csi.edu/security/>

*2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

The College of Southern Idaho is designated as a “conditionally exempt small quantity generator” ([CESQG](#)) of hazardous waste. In order to have this designation, records are kept in the Physical Plant Director’s office detailing hazardous waste produced around campus. The quantity must be 220 pounds or less per month that is discarded from all campus waste streams in order to qualify as a CESQG. Waste is produced in the Life Science labs in the Shields building and the Physical Science labs in the Evergreen building. The Veterinary Technology Program also produces waste, and it is accumulated in the Life Science lab. The Auto Body Program and Art Department produce waste that is accumulated in the Hazardous Waste storage near the mechanic shop. Vendors pick up the accumulated waste four to six times per year and complete documentation explaining type and weights of the waste being discarded. This documentation supports the CESQG standing of the college.

Universal waste is comprised of florescent tubes, other bulbs and PCB ballasts, etc. These items are accumulated and stored on campus. Every year, the universal waste is inventoried and an outside vendor disposes or recycles the materials.

The campus also has a recycling program that diverts a significant amount of recyclable material from the landfill. As of December 2013, 33.71 tons of material had been recycled. This number is down from the previous year because the College of Southern Idaho has reduced its own paper use and the campus is no longer subscribing to mass amounts of the newspaper. The newspaper itself contributed to about 5 tons per year.

<b>Year 2009</b>	<b>7, 390 Pounds</b>	<b>3.7 Tons</b>	
<b>Year 2010</b>	<b>28, 091 Pounds</b>	<b>14 Tons</b>	<b>+10.3 Tons</b>
<b>Year 2011</b>	<b>57,001 Pounds</b>	<b>28.5 Tons</b>	<b>+14.5 Tons</b>
<b>Year 2012</b>	<b>99,640 Pounds</b>	<b>49.82 Tons</b>	<b>+21.32 Tons</b>
<b>Year 2013</b>	<b>71,840 Pounds</b>	<b>35.92 Tons</b>	<b>-13.9 Tons</b>

**Support Resources:**

EPA CESQG Website: <http://www.epa.gov/osw/hazard/generation/cesqg.htm>

CSI Policies and Procedures Manual (Section 1.12): <http://hr.csi.edu/handbook/tofcmanual.htm>

*2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

The College of Southern Idaho is guided by the Master Plan Framework dated January 29, 1999, which was guided by CTA Architects. In consideration of the mission statement and core

themes, administration and the Board of Trustees determine whether a new facility is in the best interest of the institution, community and the state. The Master Plan Framework is an integral part of the planning process and is utilized by administration as they formulate plans to build new buildings on campus. For example when the Health and Human Services (HSHS) Building was constructed, this helped the institution meet a growing need for more nurses in the State of Idaho, evidence that the college is committed to the needs of its community. The college also recently created a Higher Education Center to utilize space formally occupied by the HSHS faculty and staff. This remodeled space benefits the students and the community as CSI aims to provide better opportunities and resources for transfer education.

The Master Plan Framework was especially helpful during the planning stages of the Health and Human Services Building that opened in 2010. Its construction brought the beginning of the campus growth north of North College Road. The Master Plan Framework was also instrumental in the planning phases of constructing the new Applied Technology and Innovation Center for Professional-Technical Programs.

College of Southern Idaho buildings developed since 1999 are as follows:

- Canyon Storage Building - 5,040 square feet - 1999
- Hepworth Addition – 13,896 square feet - 2000
- Herrett Additions of Rick Allen Hall and Herrett Observatory – 3,903 and 3,865 square feet - 2005
- Student Union Building – 28,696 square feet - 2003
- Fine Arts Addition Two and Three – 33,853 square feet and 10,286 square feet – 2004 and 2012
- Student Recreation Center – 32,026 square feet - 2005
- Health Science and Human Services Building – 72,000 square feet – 2010
- Jerome Head Start Center – 6,192 square feet – Fall 2012
- Student Apartments Complex – 38,256 square feet – Spring 2013
- Applied Technology and Innovation Center – 38,762 square feet – Fall 2014

The Year Three NWCCU accreditation team noted a concern regarding a lack of documentation showing that the Campus Master Plan is regularly reviewed by the college. Although the Campus Master Plan has been used extensively since its most recent update in 1999, this concern led the college to consider the need for a more formal update or even a full-scale revision of the Campus Master Plan. A formal discussion about that issue was launched at the October 2014 Board of Trustees Meeting, and the Board voted to begin a six-month process of updating the Campus Master Plan in February 2015.

**Support Resources:**

[CSI Master Plan](#)

### [CSI Board of Trustees Minutes 12-23-14](#)

*2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

New equipment purchased in the Physical Plant is need-based. Every year, departmental supervisors in Physical Plant come together with lists for each department, many of which are submitted via the Individual Development Plan process. Equipment is then approved and purchased by the supervisor for each department as budgets allow. The Business Department creates an inventory to track equipment. Staff assesses and rates the condition of the inventory items, including replacement costs and mileage for vehicles. Purchases funnel through the Physical Plant Director's office and the director controls that budget, while answering directly to the Vice President of Administration. The Physical Plant manages and services pool vehicles in a similar fashion as other equipment. Hard copies of this inventory are available in the office of the Physical Plant Director.

#### **Support Resources:**

CSI Maintenance and Physical Plant Website:

[http://www.csi.edu/support/plant/physicalplant\\_body.html](http://www.csi.edu/support/plant/physicalplant_body.html)

#### **Technological Infrastructure**

*2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

The College of Southern Idaho takes pride in its technological infrastructure. The college devotes significant resources to the provision and maintenance of technology systems that support students, faculty and staff and the general community. Philosophically, the college's approach is to find appropriate, cost-effective technology solutions that increase capabilities and/or efficiencies.

Enrollment growth has been the general pattern through the years, and in response the college has invested in technology tools to help meet the increasing demands. The campus is connected via a high-speed communication network that supports data, voice and video and includes multiple broadband Internet connections. The Mini-Cassia, North Side and Blaine County off-campus centers are directly connected to the campus network through the college's private digital microwave network which enables like services and enhanced support at the remote sites.

The college recognizes the need for its network to be highly reliable and adaptable as new physical locations and applications become part of the resource base. There is ongoing evaluation of the technology systems to ensure that the needs of the students, faculty and staff

are being met. An example of the college's technological capabilities has been the ongoing support for the College of Western Idaho (CWI) as it seeks to establish itself as an accredited institution. For the past several years, the college has supported CWI's student transaction processing through the configuration of our internal software systems and remote connectivity. Evidence of the college's commitment to reliable technology can be seen in the fall 2014 project to install a back-up generator and higher-capacity uninterrupted power supplies to support key technology systems during and after power interruptions.

The physical infrastructure of the college and its off-campus centers is constantly evolving, but the following is a general overview of current inventory and provisioning:

- **Campus Network:** The college's main campus is connected via a fiber optic network that operates at communication speeds up to 10G. The three main off-campus centers (Mini-Cassia, Blaine County and Northside) are connected to the campus network via digital, broadband microwave radios, with minimum communication speed of 45Mbps. The network supports data, voice and video communication between all nodes on the network. Wireless connectivity is available throughout the main campus and at the off-campus centers and is well-provisioned with over one hundred access points. Nearly 200Mbps of Internet connectivity is available on the main campus via three independent connections; all three of the off campus centers can utilize the campus Internet connections (via the microwave link) but the Mini-Cassia center has its own independent 20Mbps Internet connection to support its larger operations. The Internet bandwidth is managed to help insure critical applications receive needed connection speeds.
- **Application Servers and Disk Storage:** The college hosts and supports numerous applications via a redundant server farm with over fifty virtualized servers. Up to ninety remote desktops can be configured and deployed throughout the campus network for one-time events and/or special needs. Three storage area network systems provide 45TB of drive space in support of the campus data operations.
- **Computer Labs and Technology-Enabled Classrooms:** Nearly twelve hundred computer workstations are available for student use throughout campus dispersed amongst five open-use computer labs, forty-six computer classrooms and twelve special-use labs. Nearly every classroom used by the college is equipped with at least a computer-equipped teaching station linked to an LCD projector or monitor; most classrooms have additional technology including audio amplification, visual presenters and laptop connectivity.
- **Video Systems:** The college has a long history with interactive distance learning. Microwave radio links were installed over twenty-five years ago to provide two-way interactive classes to the off-campus centers; today the system is a standards-based, digital communication network that can link anywhere in the world. Currently, over one hundred hours of instruction are transmitted per week to off-campus centers, to high schools throughout the state, and to other higher education institutions.

- **Voice Systems:** The college has utilized a Voice over Internet Protocol (VoIP) system since 2003. Nearly seven hundred telephones are in use with voice mail services provided for the vast majority. Voice mail is integrated with the campus email system for retrieval via the computer interface. The off-campus centers have local lines available, but are routed back to campus for station-to-station and long-distance services.

**Support Resources:**

CSI Computer Use Policy: [http://www.csi.edu/its/computer\\_use.asp](http://www.csi.edu/its/computer_use.asp)

*2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Historically there were two distinct departments that shared development and support responsibilities for college's technology resources. However, over time it was recognized that this situation caused problems both between the two departments and across the campus in a number of ways including: a) an uncertainty as to where the lines of support started and ended, b) having the appropriate expertise involved in technology decisions and c) in purchasing, developing and maintaining redundant systems and knowledge. In the summer of 2013 the decision was made to merge the departments and associated responsibilities within a single group, the department of Institutional Information and Effectiveness (IIE). Early indications are that this re-organization has been positive and well received by the campus community.

IIE provides two primary channels of support to the campus community, through the Help Desk and through the Applications Support group. In general, the Help Desk provides all first-level technology support in response to technology problems, equipment upgrades and purchases, or special needs/requests. The Applications Support group provides training and guidance for the specialized software applications utilized by the college. Both the Help Desk and the Applications Support group will involve additional IIE personnel as needed.

The IIE support operations run the gamut from basic desktop and network connectivity issues through customized instructional applications. Some of the general support activities include the following:

- **Desktop Computing:** The IIE assists with the procurement, implementation and ongoing support of desktop computers used by CSI staff, faculty, and students. This includes repairs, maintenance and upgrades, and other technical hardware and client software support.
- **Network Communication:** Support for all network communication is provided by IIE. This support includes the campus network backbone, all internal building infrastructure and general connectivity to peripheral devices and external networks.

- Student Computing Labs: Campus computer labs and printers are configured and maintained for student use. Each system includes a full suite of Microsoft Office software, Internet and email access and specialized instructional software as needed.
- Classroom Technology: IIE works with the campus community to design, install, and maintain classroom technology. This includes assisting with technology selection and troubleshooting specific configurations.
- Application Support: The college utilizes a broad range of applications supporting its business and instructional operations. IIE provides hardware provision and support for all of the applications in use at the college. In addition, for many of the larger applications, IIE provides training and support to help achieve optimal use and functionality. Some of these applications include:
  - Jenzabar and PowerFacts (student processing)
  - SharePoint (campus web site)
  - MyCSI (student and employee portal)
  - Blackboard (learning management)
  - OnBase (document imaging)
  - Course Evaluation
  - SilkRoad (job applicant management; to be implemented)
  - Astra (room scheduling)
  - Judicial Action (student conduct management)

**Support Resources:**

Institutional Information and Effectiveness Website: <http://www.csi.edu/its/>

*2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

There are a variety of methods by which the College of Southern Idaho seeks input from its constituencies to guide and refine the technology to be purchased and deployed in the campus environment. These include the ongoing planning processes, student and staff feedback, and support requests.

The college provides a mechanism for departments and individuals to establish their technology needs through its planning process. Each individual completes an Individual Development Plan (IDP) which is used to help the department create a Unit Development Plan (UDP). In this process, staff, programs and departments can address their needs and make formal budget requests for specific technology equipment and software. Often times, these requests will be supported by data gathered through the outcomes assessment process, advisory committees, student evaluations, program accreditation standards, and through focused research.

A number of campus committees exist that are heavily focused on campus technology. These include the Faculty Technology Committee and the Academic Technology Committee. The purpose of these committees is, respectively, to a) develop recommendations and guidelines for the general technology and software used to enhance instruction; b) to establish and promote the college's online presence, and; c) identify and promote learning specific software and teaching methodologies using technology. Each of the committees has representation from IIE, and helps the department to identify and establish technology priorities and direction. In addition, the President's Council discussions often revolve around ways in which technology systems can be improved, which may then result in a formal initiative.

Student feedback on campus technology is gathered through an evaluation of support requests, student training sessions, IIE participation with student government, course evaluations and via formal student surveys (e.g. Community College Survey of Student Engagement and Survey of Entering Student Engagement).

Finally, IIE annually identifies technology that may be nearing end-of-life and provides this information to departments and administration. This information is derived from a database that IIE maintains that identifies the current technology deployed at the college and is supplemented through an evaluation of help desk support requests.

**Support Resources:**

CSI Academic Technology Committee Website:

[http://www.csi.edu/facultyAndStaff\\_/committees/academic-technology/](http://www.csi.edu/facultyAndStaff_/committees/academic-technology/)

CSI Institutional Research Survey Website: <http://www.csi.edu/its/IR/SurveysPage.html>

*2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

Through the processes mentioned above (IDPs and UDPs, committee recommendations, student and staff feedback, support requests, identification of end-of-life equipment), budgets and implementation plans are developed to replace existing technology infrastructure. This includes a wide range of technology: computer workstations, instructional multimedia rooms, network switches and servers, backup systems, wireless access points, etc. This process typically culminates in the spring as the new budget is being developed. IIE helps in this decision process by also bringing in data about support levels, volume of use and potential technology shifts. Some examples that have resulted include replacing traditional computer labs with thin client labs based upon the applications needed and the support costs, adding a video conference room in the Taylor building, developing a virtualized server farm, multiple storage area networks, a backbone upgrade from fast Ethernet to gigabit, and significant expansion of the wireless networks.

The Institutional Information and Effectiveness Department also plays a lead role in ensuring that the college's software needs are met. IIE evaluates the latest software versions and alternatives and works with the campus community to determine appropriate migration strategies. When a decision is made to upgrade to a newer software version or alternative solution, the upgrade is made available campus wide. For example when a new version of Microsoft Office is released, IIE evaluates and tests the software, confers with the campus constituencies and then develops an implementation plan to install the software at all locations. This allows students, faculty, staff and administration consistency among workstations.

In the case of the college's large operational software systems, IIE coordinates with the various constituencies to determine when an update or upgrade to the systems is beneficial. For example, an upgrade/change to the Learning Management System involves a number of instructional committees as well as the Office of Instruction and Academic Affairs to establish the appropriate course of action; currently, the college is in the initial stages of evaluating potential options to the current learning management system. In the case of Jenzabar, the college's Enterprise Resource Planning system, IIE works with a number of department supervisors and the President's Council to develop an implementation strategy. IIE is mindful that in order to achieve a successful update/upgrade, effective communication and planning must occur. The notification process allows students, faculty and staff to anticipate and plan for any outages and/or changes that might result. If appropriate, IIE provides training to help transition to the new functionality and features.

**Support Resources:**

Institutional Information and Effectiveness Website: <http://www.csi.edu/its/>

## CHAPTER THREE: INSTITUTIONAL PLANNING

### Standard 3.A – Institutional Planning

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*3.A.1. The institution engages in ongoing, purposeful, systematic, integrated and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

Planning at the College of Southern Idaho is a three-pronged process that includes institutional planning, department and division development planning, and institutional resource allocation (3.A.3). All three phases are ongoing and integrated throughout the institution.

#### Institutional Planning

Institutional planning at the College of Southern Idaho is an ongoing process, with input from stakeholders, and with assistance from departments and employees assigned to collect and analyze performance measure data. It consists of environmental scanning, annual review of the *2012-2017 Strategic Plan* (mission, vision, values, core themes, strategic initiatives, goals, objectives, performance measures, and benchmarks), and the development of the Annual Performance Measurement report. This report is submitted to the Idaho Division of Financial Management annually as required by Idaho Code 67-1904 and is posted publically on the Institutional Planning and Grants Development website.

The CSI Board of Trustees reviews the strategic plan annually. In the spring of 2013, 121 community members, students, and staff provided feedback on an open-ended survey examining the *2012-2017 Strategic Plan*. These comments were reported to the Board at its April 15, 2013 meeting. The most recent strategic planning report to the Board was made in June of 2014.

#### Department and Division Development Planning

Institutional planning provides the framework for the department and division development planning process. Parallel to institutional planning during the fall and winter, Individual Development Plans (IDPs) are developed by faculty and staff for submission to unit leaders. The annual IDP process provides an opportunity for faculty and staff to plan for personal and professional growth, for development at the individual and unit levels, and for continual campus improvement.

The IDPs of faculty and staff working in a particular unit are prioritized and coalesced by unit leaders into a Unit Development Plan (UDP) that is a unit professional growth plan. Unit Development Plans are guided by the college's *2012-2017 Strategic Plan* and unit/division goals and objectives. Unit Development Plans also inform the unit's operational budget proposals for the next fiscal year. The UDPs reflect how the unit intends to contribute to the institution's mission, vision, core themes and strategic goals and objectives. Institutional resource allocation is driven by administrative priorities established based on the *2012-2017 Strategic Plan* and Unit Development Plans. The process generally follows the recommended timeline outlined below:

### Recommended Planning Timeline

Early Fall	Late Fall	January/February	March	Throughout year
Unit leaders review purpose, process, and timeline of the yearly Plan for Development	Faculty and staff submit their IDPs to their unit leaders  Individuals meet with unit leaders to discuss their IDPs	Unit leaders meet with unit personnel to develop Unit Development Plans (UDP) – keeping in mind the college’s mission and strategic plan and the goals and objectives of the unit/division	Unit leaders submit the unit goals and objectives and UDPs to their supervisors – unit goals and objectives and UDPs should demonstrate how the unit contributes to the college’s mission and strategic plan Unit plans are used to set resource allocation for future budget cycles	Unit leaders meet to discuss IDP/UDP progress with their personnel periodically throughout the year

#### Support Resources:

CSI Planning Annual Report: <http://planning.csi.edu/planning/annualReport.asp>

CSI Board of Trustees’ Minutes: <http://www.csi.edu/aboutCSI/board/minutes.asp>

[CSI Planning Timeline and Process](#)

Internal Website Access Point: <https://tycho.csi.edu/accred>

*3.A.2. The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

The college is currently in the middle of its 2012-2017 strategic planning cycle. The *2012-2017 Strategic Plan* was created through a campus-wide process during the spring, summer and fall of 2011 and the spring of 2012. The core of the almost two year-long process was driven by the Strategic Planning Committee. This group consisted of more than 50 faculty, classified staff, professional staff, students, administrators, Board members and community members. Since its initial implementation, opportunities for ongoing input have been made available via open forums, surveys, email solicitation and annual reports to the CSI Board of Trustees. The *2012-2017 Strategic Plan* was approved by the CSI Board of Trustees on March 26, 2012. Most recently, the Board received additional updates in April of 2013 and June of 2014.

**Support Resources:**

CSI 2012-2017 Strategic Plan: <http://planning.csi.edu/planning/strategicPlan/index.asp>

[CSI Board of Trustees' Minutes 03-26-12](#)

[CSI Board of Trustees Minutes 04-15-13](#)

[CSI Board of Trustees Minutes 06-16-14](#)

*3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.*

The Office of Institutional Information and Effectiveness utilizes a number of data sources to help measure progress on the strategic plan and the core themes, and more generally mission fulfillment. Appropriate data is defined by performance measures and benchmarks included in the strategic plan and are tied to the core themes. The data is derived from a number of sources including information submitted to the Integrated Post-Secondary Data System (IPEDS), the Voluntary Framework of Accountability (VFA) project, the Complete College America (CCA) project, Idaho Post-Secondary Reports (PSR), the Idaho State Board of Education Performance Measures, the Community College Survey of Student Engagement (CCSSE), the Community College Survey of Entering Student Engagement (SENSE) and through analysis and reporting of the college's internal data systems. The information is assembled with a focus on the development of appropriate benchmarks and comparative measures that enable the college to assess success and effectiveness. In the end, the information is posted online and distributed to a number of internal and external constituents where it is utilized in the development plans of employees and departments (IDPs and UDPs), in budget development and allocation, in grant proposals and state funding requests, and in the strategic planning process.

**Support Resources:**

CSI Institutional Research Website: <http://www.csi.edu/its/IR/>

CSI Institutional Profile Reports: <http://reports.csi.edu/>

[CSI SENSE 2013 Key Findings](#)

*3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

**Institutional Resource Allocation**

The third prong of planning at the college is institutional resource allocation. Resource allocation is established via the Individual Development Plan (IDP) and Unit Development Planning (UDP) processes which are guided by the *2012-2017 Strategic Plan*. As noted above, IDPs are established by individuals throughout the college. These IDPs are then coalesced into UDPs by unit leaders. These UDPs are then used to guide resource allocation for future budget cycles.

The President's Cabinet is composed of the President, Executive Vice President and Chief Academic Officer, Vice President of Administration, Associate Vice President of Student Services, Associate Vice President of Institutional Information and Effectiveness, and the Director of Human Resources. Each member of the President's Cabinet brings forth budget

requests from their respective areas, including discussions regarding each personnel vacancies. These requests are evaluated based upon how they support the strategic plan and exactly where they fit into operations. The Vice President of Administration compiles these requests along with estimated costs divided by major category. Members of the President's Cabinet then work collaboratively to set priorities for the college.

This process starts in early spring each year and preliminary decisions are made based upon estimated revenues. Priorities are set and items are funded as revenue projections allow. By late April, personnel decisions, including raises and benefit costs, are generally complete so employee employment contracts can be issued in early May. The final annual budget is set in August of each year and presented to the Board of Trustees for approval. Changes from the previous year are discussed along with any new initiatives. While the fiscal year begins on July 1 of each year, the college has accurate estimates of revenue and expenditures by the August Board meeting and can finalize an accurate budget.

Funding requests made by the college to the Idaho Legislature require alignment with the *2012-2017 Strategic Plan*. Legislative requests are based upon input from UDPs and other institutional needs. Legislative requests are developed in the summer for presentation to the Legislature the following spring and for funding after the annual legislative session. If funded, appropriations are included in the following year's operational budget.

**Support Resources:**

[CSI Planning Timeline and Process](#)  
[2015 Legislative Request Presentation](#)

*3.A.5. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

The College of Southern Idaho is committed to being as prepared as possible for a variety of situations that could interrupt services.

In April 2013, a Public Safety function/position was established at the College of Southern Idaho. The mission of this position is to focus on and improve emergency preparedness at CSI. Several initiatives have been undertaken and completed that have significantly improved the emergency preparedness posture at the institution. Some highlights of these accomplishments include:

- Closer coordination with county emergency services functions
- Active shooter awareness training
- Improved training for campus security office staff
- Vulnerability/risk assessments conducted at all off-campus centers
- Implementation of a mobile personal emergency notification system (MyForce)
- A major revision to the campus Emergency Procedures Manual
- A revision to the campus Major Emergency Guidelines document

- Two table-top emergency management exercises including all CSI senior administration and city/county partners
- A revision to the CSI Security and Safety webpage
- Preparation of a security response plan for response to the on-campus dormitory
- Closer coordination established with local law enforcement
- Preparation of a bomb threat management plan
- Logistical upgrades for the CSI Emergency Operations Center
- Implementation of a suspicious package training program
- Modification of classroom doors for quick locking in an emergency
- Preparation of a revised Weapons Policy

The College of Southern Idaho also recognizes that communication and information technology systems are critical to any effective emergency response. In the event of an emergency, there is an immediate need to communicate with the campus and community about the situation. Once the situation is stabilized, there is the subsequent need to re-establish any infrastructure and data systems that might have been affected by the event.

In the event of an emergency that interrupts normal voice or data communication systems, the college has the following tools available to alert and/or communicate with affected people:

- A mobile safety alert system (RAVE) can send out text, voice and email messages to faculty, staff and students as needed in the event of an emergency; the campus community is automatically enrolled in the system and it is tested periodically, with the most recent test in December of 2014.
- The campus telephone system can be switched over to an intercom type unit where a number of extensions throughout campus are linked together and information can be quickly communicated to people in the various buildings.
- A loud siren installed on the campus communication tower can be activated and heard from a far distance. The system is supported by battery power, and is controlled and activated by campus security personnel. It was last tested in December 2014.

CSI has a number of safeguards in place to protect and secure data systems and operations. There are two physical locations that house core equipment and software servers with redundancy and failover capability. Key applications are supported with virtual server technology which enables quick restoration in the event of a corrupted or disabled system.

In the event of a power disruption, one of the core information technology equipment locations is equipped with a generator to enable constant uptime for key information technology systems. The system protects the equipment from potentially damaging power spikes and surges and automatically transitions to backup power as needed. In addition, power and lighting can be provided to a central meeting space for crisis management.

Key equipment is covered under replacement warranties, to be operational within one business day in the event of failure. Campus data and server configurations are backed up regularly, with all of the primary systems done nightly. The backup data is stored on multiple RAID disk arrays dispersed in four buildings across campus, with unique data written to at least two locations. In addition, key backup data is transmitted and stored at the CSI Burley Center, which is located some 40 miles from the main campus.

**Support Resources:**

CSI Campus Security and Safety Website: <http://www.csi.edu/security/>

**Summary Assessment**

As the college completes its abbreviated seven year accreditation cycle, it is clear that the college's planning processes need to be better integrated with the college's core themes. The first set of core themes used by the college were developed parallel to, but not clearly integrated with, the *2012-2017 Strategic Plan*. Beginning in the spring of 2015, the college will kick-off a process that will lead to a significantly revised strategic plan that will better align with the college's core themes as CSI begin its upcoming seven year accreditation cycle. (See Chapter 5 for more information)

## CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

### Executive Summary of Eligibility Requirements 22 and 23

#### *Eligibility Requirement 22: Student Achievement*

Degree and certificate programs at the College of Southern Idaho have clearly identified student learning outcomes. These outcomes are included and made available to students in a variety of areas including syllabi, outcomes assessment reports, program brochures, and on program websites. These outcomes are assessed regularly in an attempt to validate student achievement in the pursuit of continuous improvement. These processes are further outlined in the Core Theme One and Core Theme Two areas later in Chapter Four.

#### *Eligibility Requirement 23: Institutional Effectiveness*

As is documented throughout this report, the College of Southern Idaho uses clearly defined evaluation and planning procedures to assess mission fulfillment and to effect institutional improvement. The results of these assessments are published on the college website, are made available to the State Board of Education and, in the past, have been published in an annual Report to the Community. This report was last published in 2011 and the college is exploring the future use of this report as it begins preparing for a new planning cycle in the spring of 2015. The college regularly monitors internal and external environments to determine how changing circumstances might impact the institution in the future. As is noted elsewhere in this report, the college provides significant opportunities for input throughout the college community, including through the Individual Development Planning process. Many members of the CSI staff and administration are also active in external areas of the college community including participation in state and local community organizations, in state and regional higher education policy discussions, and as evaluators for the Northwest Commission on Colleges and Universities. This opportunity for input and participation ensures that the college is able to maintain its viability and sustainability.

#### **Support Resources:**

CSI Planning Annual Report: <http://planning.csi.edu/planning/annualReport.asp>

### **Standard 3.B – Core Theme Planning**

*3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Planning for each of the college's four core themes is embedded into the current three pronged planning approach at CSI.

The first planning prong is at the institutional level. At the institutional level, each core theme ties directly to objectives within the *2012-2017 Strategic Plan*.

- Transfer Education ties directly to Strategic Plan Objectives 1.1, 1.2, 1.8, 2.1.1, and 2.1.3, while indirectly tying to a number of other Strategic Plan Objectives.

- Professional-Technical Education ties directly to Strategic Plan Objectives 1.1, 1.2, 1.8, 2.1.1, 2.1.3, 2.2.1, 2.2.2, while indirectly tying to a number of other Strategic Plan Objectives.
- Basic Skills Education ties directly to Strategic Plan Objectives 1.1, 1.2, 1.4, 1.8, 2.1.1, 2.1.3, while indirectly tying to a number of other Strategic Plan Objectives.
- Community Connections ties directly to Strategic Plan Objectives 1.10, 2.2.1, 2.3.2, 4.5.

As these Strategic Plan Objectives are assessed and measured, results aid in assessing core theme and mission fulfillment.

The second prong is the department level. At the department level, faculty and staff use the Individual Development Plan (IDP) process to set goals and to request resources that support attainment of the core themes. The IDP requests are then rolled into Unit Development Plans (UDP) which are used by the college to allocate resources to aid the college in fulfilling each core theme its mission. Those resources may be support for new programs, financial and equipment resources, and human resources, among others.

The third and final prong of planning at the college is resource allocation. As noted above in 3.A.4, resource allocation at the college is tied to the Unit Development Plans generated by different areas of the campus as well as the *2012-2017 Strategic Plan*. The use of these processes allows resource allocation to be connected to core themes and mission fulfillment.

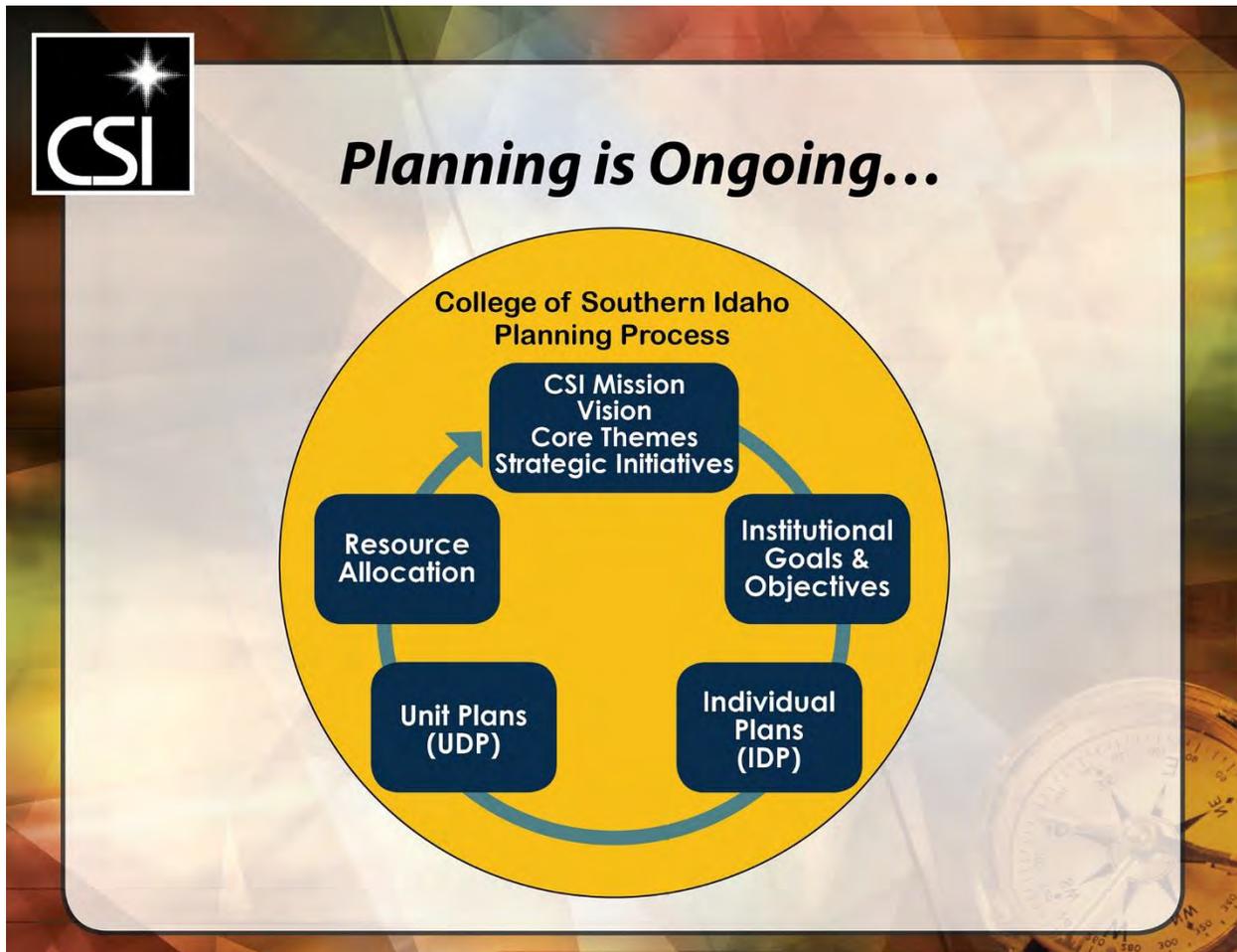
**Support Resources:**

CSI 2012-2017 Strategic Plan: <http://planning.csi.edu/planning/strategicPlan/index.asp>

Internal Website Access Point: <https://tycho.csi.edu/accred>

[CSI Planning Timeline and Process](#)

Figure 3.1



*3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Because planning for core themes is embedded in the IDP/UDP process and the *2012-2017 Strategic Plan* at the college, the selection of contributing components is also aligned with these planning processes. Specific examples are provided below as each core theme is discussed.

*3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

As was the case with many institutions evaluated by the Northwest Commission on Colleges and Universities, the College of Southern Idaho's initial Seven Year Accreditation Cycle was compressed. Due in part to this shortened time frame, the college is just beginning to use meaningful data to inform planning with respect to core themes and mission fulfillment. This

first journey through the compressed cycle has allowed the college, in some cases, to gather appropriately defined data that is now being used to plan for new initiatives, to reassess core themes, and to lay the groundwork for the college's next septennial cycle. In other cases, this process has exposed deficiencies in data collection that need to be filled and has raised questions regarding the usefulness of some of the data that has been collected. Specific examples are provided below for each of the four core themes.

#### **Standard 4.A – Assessment**

*4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

*4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of education programs and services.*

As is noted below where each core theme is discussed individually, the college has attempted to collect and analyze meaningful, assessable, and verifiable data for each indicator within each core theme. Where the college was successful in gathering such data, the specific data is provided along with an explanation of the analysis of that data. That data is used by the college to evaluate the achievement of core theme indicators and to aid in measuring mission fulfillment. Where the college was unsuccessful in gathering data for a specific indicator, those deficiencies are also discussed.

In addition to core themes assessment, the college also engages in a number of other evaluation systems that are used to measure success. Some examples include the following:

- The college has participated in the Community College Survey of Student Engagement (CCSSE) annually since 2003. In 2013, the college also began participating in the Survey of Entering Student Engagement (SENSE). Data from both of these instruments has been used to evaluate programs and services.
- The college evaluates performance annually by measuring nine Performance Indicators and reporting on those measurements to the State of Idaho Division of Financial Management. While these Performance Indicators are established by the Idaho State Board of Education, they generally parallel goals and outcomes tied to the college's core themes and to the *2012-2017 Strategic Plan*.
- The college reports to the Integrated Postsecondary Education Data System (IPEDS).
- The college publishes a bi-annual Institutional Profile report that provides a comprehensive data set for the institution.
- The college participates in the Voluntary Framework of Accountability (VFA).

As described in 4.A.3, faculty have a primary role in the evaluation of education programs and services.

**Support Resources:**

CCSSE and SENSE Data: [www.csi.edu/its/IR/SurveysPage.html](http://www.csi.edu/its/IR/SurveysPage.html)

[2014 Performance Measurement Report](#)

IPEDES Data: [www.csi.edu/its/IR/IRReportsPage.htm](http://www.csi.edu/its/IR/IRReportsPage.htm)

2013 Institutional Profile: <http://reports.csi.edu/>

Voluntary Framework of Accountability: <http://vfa.aacc.nche.edu/about/Pages/>

*4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, program, and degrees, wherever offered and however delivered, achieve identifiable course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

Assessment of student learning is a faculty-led process that occurs at the course and program levels. CSI courses and programs provide appropriate content and rigor measured using clearly identified student learning outcomes and culminating in college-level degrees and certificates. The establishment and assessment of student learning outcomes is embedded and assessed in Core Themes One, Two and Three, and is also included in the institution's *2012-2017 Strategic Plan*.

Student achievement in courses is documented through satisfactory completion of individual course requirements and objectives as measured by assessments established by faculty. Outcomes and assessments for all courses offered by the College of Southern Idaho are clearly stated in course syllabi. Syllabi are published and made available to all students in the course and are on file on department specific pages on the college's intranet.

Programs are assessed annually using an electronic Program Portfolio system that is consistent across instructional programs. These portfolios consist of three main categories: Program Profile, Program Resources, and Program Outcomes. Each program is required to post a Program Portfolio including these three categories by the first day of December for the fall, spring, and summer of the previous academic year. In general, the Program Profile section outlines the current status and the specific goals of a program. The Program Resources section includes information about the faculty resources, physical resources, and student resources that make up the program. Finally, the Program Outcomes section reports on the attainment of program and learning outcomes for the academic year. This section also includes a summary and recommendation section for the program. While programs are given latitude within these three sections regarding the nature of their reporting, all three sections must be present. Course and program outcomes are listed on department specific sites, on course syllabi, and on the college intranet. Deans and department chairs are responsible for reviewing these files to ensure accuracy, completeness, and currency.

Learning outcomes assessed as a part of the Program Portfolio process reflect the nature of the courses being offered. Transfer degree programs are primarily focused on transferability and

articulation with a four-year program. Outcomes within these programs are established to prepare students at a level that ensures success after transfer. Transfer degree program outcomes are measured in a variety of manners, including the use of electronic portfolios, presentations, and capstone courses. Results of these assessments are included in the Program Outcomes section of Program Portfolios.

Professional-Technical programs use input from industry professionals and third-party skills assessments to create learning outcomes that demonstrate employability. All professional-technical programs at CSI administer a Technical Skills Assessment (TSA) in order to measure student learning outcomes. These TSA exams allow programs to compare student performance against similar program in Idaho and across the nation. Results of these assessments are included in the Program Outcomes section of Program Portfolios.

In addition to completing annual Program Portfolios, there is an official Program Review process that each program undergoes every five years. Program directors and faculty present the Program Portfolio (Program Profile, Program Resources, and Program Outcomes) before the CSI Instructional Council and can also be asked to present to the CSI Board of Trustees. This formal presentation of the Program Portfolio is also followed up by a meeting with the Executive Vice President/Chief Academic Officer and the Instructional Deans for review. This Program Review Process is also aligned with Idaho State Board of Education Policy III.H.

Degrees are awarded based upon satisfactory completion of required coursework. Completion of a specific set of courses, as determined by the program faculty, approved by the college Curriculum Committee, and published in the *2014-2015 CSI Catalog*, results in a technical certificate, Associate of Applied Science, Associate of Arts, Associate of Science, or Associate of Engineering degree.

**Support Resources:**

Internal Website Access Point: <https://tycho.csi.edu/accred>

State Technical Skills Assessment Website:

[http://www.pte.idaho.gov/Perkins/Technical\\_Skill\\_Assessment.html](http://www.pte.idaho.gov/Perkins/Technical_Skill_Assessment.html)

[Idaho State Board of Education Policy III H](#)

*4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

AND

*4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its program or services, wherever offered and however delivered.*

As the college completes its first compressed seven year cycle of accreditation, and begins planning for its next cycle, alignment, correlation and integration of programs and services,

along with the planning, resources, capacity, practices and assessment that inform those programs and services, is of paramount importance.

The college's core themes are drawn directly from the college mission allowing for a clear alignment between the two. Objectives within each core theme are also clearly aligned to each individual core theme and, therefore, to the mission.

One example of how the college evaluates alignment, correlation and integration is through the integration of the Program Portfolio, Unit Development and budget planning and implementation processes in the instructional branch of the college. The process begins and ends with the Program Portfolio. As outlined above, the Program Portfolio outlines the Program Profile, Program Resources, and Program Outcomes for each instructional program at the college. Information from outcomes assessment activities tied to this process is used by faculty members to establish priorities in their Individual Development Plans which are then compiled into Unit Development Plans. These Unit Development Plans (UDP) are then used to set budget priorities for each instructional unit. At the same time, these UDPs and budget requests are analyzed against the college's *2012-2017 Strategic Plan* and core themes. Once plans are set and budgets are put in place, the outcomes of activities tied to this system are once again analyzed and assessed in the Program Portfolio, completing the alignment cycle.

**Support Resource:**

[Program Portfolio and IDP/UDP Cycle](#)

Further alignment can be seen throughout the assessment of each core theme below.

*4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The College of Southern Idaho is continually working to ensure that assessment is an ongoing process that includes continuous review of assessment processes. As the college has worked through its initial abbreviated seven year cycle, much attention has been focused on assessment processes at the instructional level. As is outlined below when addressing each core theme individually, the college has found areas when assessment information is yielding meaningful results that lead to improvement while, in other areas, assessment processes need to be revised for the next planning and accreditation cycle in order to gather meaningful data that can lead to improvement.

## Individual Core Theme Planning and Assessment

In an attempt to measure mission fulfillment, Core Theme One is outlined below in relation to Standards 3.B, 4.A and 4.B.

### Core Theme One: Transfer Education

#### Core Theme 1: Transfer Education

<b>Objective 1: To prepare students intending to transfer and who achieve either an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.</b>			
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
1A: Lower division transfer programs and general education curricula meet or exceed Idaho State Board of Education requirements.	1A1: Existing programs are reevaluated in the event of changes to State Board Policy and new programs are evaluated against State Board Policy as they are reviewed in the college's Curriculum Committee.	100% of transfer programs will meet or exceed State Board transfer requirements. This is a State requirement.	100% compliance  Evidence: Recent approval of Associate of Science Transfer Degree in STEM, and Associate of Arts in Dance.  Evidence: Curriculum Committee Minutes
1B: Learning outcomes for transfer programs are clearly defined and assessed.	1B1: Program level outcomes are clearly defined on program outcomes documents. Program level outcomes are assessed annually and the results are used to make continuous improvement.	100% of programs will have clearly defined and assessed outcomes. This is a State requirement.	95% compliance; All program outcomes are hosted on department intranet websites with the exception of Liberal Arts.  Evidence: Department intranet websites
1C: Students' evaluation of their transfer education experience.	1C1: Post-transfer survey of students' perceptions regarding their transfer education experience.	A baseline for this indicator was never established. The intent was to measure students' preparedness and perceptions of success at their transfer institution.	This was not measured at the institutional level. Department level data is inconsistent and anecdotal.

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome		
1D: Degree award, retention and completion rates in transfer programs are evaluated and benchmarked.	1D1: The percentage of degree seeking students who graduate.	Baseline: 16.3%  Goal: Meet or exceed previous 3 year average.  The baseline is the three year average of graduates as percent of post-secondary report (PSR 1.0) academic FTE for two years prior to graduation year.	2010-11	529	16.1%
			2011-12	621	16.5%
			2012-13	640	16.4%
			2013-14	621	16.0%
	1D2: The percentage of first-time, full-time students who return for their second fall semester.	Baseline: Previous 3 year average of 56%  Goal: Meet or exceed previous 3 year average.  This is a three year average of IPEDS peer group median.	2010-11	57%	
			2011-12	54%	
			2012-13	57%	
			2013-14	56%	
	1D3: The number of students who complete the requirements for general education.	A baseline for this indicator was never established. The intent was to determine the number of students who complete general education requirements go on to complete their degree.	This was not measured at the institutional level. Department level data is inconsistent and anecdotal.		

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome		
	1D4: The number of transfer students who successfully complete their four year degree.	Baseline: Previous three year average of 59.53%	2005-06	136/225	60.44%
			2006-07	128/216	59.26%
			2007-08	120/204	58.82%
		Goal: Meet or exceed previous 3 year average.  Students who complete their four-year degree are a good indicator of successful preparation during their first two years.  Academic years reflect first year of attendance at CSI.	2008-2009	107/219	48.86%

**Original Indicator Rationale:**

A primary mission of the college is to prepare students to transfer to a four-year institution. This is only possible if the transfer degrees offered meet or exceed the minimum requirements of the transfer policies set forth by the State Board of Education. Even if those policies are met, the coursework within those programs must prepare students to be successful at a transfer institution. Thus, continuous assessment of those outcomes is critical. Other indicators of success with regard to this core theme include gathering feedback from transfer students about their perception of their preparation at the College of Southern Idaho and their transfer experience. Finally, measurement of degree completion and transfer, along with assessment of any weaknesses allows for better achievement of this objective, this core theme, and ultimately mission fulfillment.

**Overall Analysis of Indicators:**

1A1: The college successfully met this indicator of achievement. All degrees are reevaluated in the event of changes and new programs are evaluated against State Board Policy as they are reviewed in the college’s Curriculum Committee. The latest example would be the Associate of Science Degree in Science, Technology, Engineering and Math (STEM) which was approved by the CSI Curriculum Committee in November 2013 and endorsed by State Board of Education in January 2014. **Score: 1/1 points for this indicator.**

1B: All program outcomes are maintained by department chairs and are posted annually on each department’s intranet site. The only degree that does not have specific program level outcomes is the Liberal Arts degree. While this degree includes a 36 credit General Education Core Requirement, which does have student learning outcomes, program level outcomes have yet to be developed. **Score: .95/1 points for this indicator.**

1C: The college intended to conduct a post-transfer survey of students’ perceptions regarding their preparation at CSI. It was hoped that a planned Statewide Longitudinal Data System (SLDS) being

developed by the Idaho Office of the State Board of Education would be operational and assistive in this process. Unfortunately, the SLDS has yet to be fully developed and implemented. At the same time, the college was unable to develop an internal method for collecting this data. **Score: 0/1 points for this indicator.**

1D1: For its latest reporting cycle, the college did not meet the previous three year average of graduates (16.3%). This measure is the proportion of degree earners in transfer programs divided by the annual FTE in transfer programs (from two years prior so as to better target the population of potential degree earners) as reported in the Post-Secondary 1.5 Annual Credits Report. **Score: 0/.25 points for this indicator.**

1D2: For its latest reporting cycle, the college met the previous three year average (56%) of IPEDS peer group median for the percentage of first time, full-time students who returned for their second fall semester. **Score: .25/.25 points for this indicator.**

1D3: For its latest reporting cycle, the college was unable to gather the data needed to determine the number of students who completed the requirements for general education. Much of the problem with data collection surrounded uncertainty regarding which students were being counted, when that counting was to begin, and what useable information would come from this metric. As noted in the resulting actions below, this metric will no long be used, but will be replaced by an indicator that will provide more actionable data. **Score: 0/.25 points for this indicator.**

1D4: For its latest reporting cycle, the college did not meet this benchmark. Again, there is concern about the usefulness of this indicator. The college uses data from a national clearing house on the number of students who earned a CSI transfer degree and then transferred to a four-year university and earned a bachelor's degree. There are several variables that contribute to inconclusive data: time of transfer, time to complete degree, transfer to another university and very low response numbers. As noted in the resulting actions below, this metric will no long be used, but will be replaced with an indicator that will provide more actionable data. **Score: 0/.25 points for this indicator.**

**Additional Narrative Analysis for Core Theme One:**

In order to better measure student learning outcomes, the college needs to agree upon consistent use of the terms "program," "degree," and "major." While these terms are often used interchangeably in the general college vocabulary, it is necessary to agree upon some specific definitions in order to gain consistency in data gathering and assessment. For example, establishing and measuring student learning outcomes in a degree (e.g. Associate of Arts) versus a program (e.g. Education) versus a major (e.g. Elementary Education) brings differing levels of specificity and different uses for the data that is gathered. This becomes especially problematic if different areas of campus are defining each level of educational attainment in different manners.

**Final Score:**

**Overall, CSI scored 2.2/4 points (55%) for Core Theme One. The college did not meet the 70% acceptable threshold needed to fulfill Core Theme One. However, if the indicators that the college was unable to measure are removed from the calculation, CSI scored 2.2/3 points (73%) which does meet the 70% threshold.**

**Support Resource:**

CSI Curriculum Committee Website:

<http://www.csi.edu/facultyAndStaff/committees/curriculum.html>

Internal Website Access Point: <https://tycho.csi.edu/accred>

**Standard 4.B –Improvement**

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to constituencies in a timely manner.*

AND

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

An analysis of the results of Core Theme One assessment has led to a number of conclusions and initiatives:

Indicator 1.A.1: This indicator is critical for the transfer core theme. The college has and will continue to ensure that programs advertised as transfer programs meet state requirements and that students are able to transfer as seamlessly as possible. There are no plans to make significant changes to this indicator.

Indicator 1.B.1: The college is committed to ensuring that students who graduate from transfer programs at CSI meet specific and measurable student learning outcomes. Results are used at the course and program levels to enhance student learning. Those outcomes have been established in all academic transfer programs except Liberal Arts. In the spring of 2015, an initiative to establish student learning outcomes for the Liberal Arts AA and AS degrees kicked off with the formation of a work group assigned to examine the use of meta-majors at CSI.

Indicator 1.C.1: As noted above, the college was unable to obtain the data necessary to measure this indicator. Moreover, questions were raised concerning the usefulness of “general satisfaction” data gathered from students who have been off campus for a number of years. The possibility of developing a common graduate survey for each transfer program and a method of implementation and analysis has also been discussed. There is still concern regarding what specific data needs to be gathered and how it will be used to improve student learning. This indicator and its future are being discussed as a part of the college’s upcoming planning and accreditation cycle.

Indicator 1.D.1: CSI will continue to analyze the number of degree seeking students who graduate from the college. However, initial attempts at this have exposed the need to more clearly define which student population the college needs to track (full-time, part-time, etc.) and

to determine a reasonable time to degree or certificate completion for these different populations. The college is working with the Voluntary Framework of Accountability to address this issue.

Indicator 1.D.2: The college will continue to utilize this metric as it works to increase retention rates. In the past year, the college has implemented a number of strategies to help improve retention rates. These include streamlining remediation processes, developing four semester plans to aid students in measuring their progress as they work toward completion, and working to reduce the overall number of credits required to complete a degree (where appropriate). The President's Council has also been exploring a number of other initiatives related to this indicator. Moving forward, the college will work to better align specific data related to these initiatives to better assess their impact on retention.

Indicator 1.D.3: The college is reassessing the use of this indicator. Difficulty identifying and tracking students through their entire general education program has led the college to consider revising the metric to track a cohort of first-time, full-time, fall entry students who complete three gateway courses (English 101, Math 123 or 143, and Communication 101) within a prescribed period of time. Institutional data already indicates that students who complete these gateway courses in a timely manner are more likely to complete a degree. Current institutional data shows that the three-year average (FY 10, 11, 12) of institutional performance on this revised metric is 36%. The college is also working with the other community colleges in Idaho to develop an academic certificate that corresponds to completion of a core of general education. The establishment of this certificate would allow for better tracking of students and would provide a tangible incentive for students to complete general education core.

Indicator 1.D.4: As noted above, data available with regard to this metric is inconclusive. Moreover, the usefulness of this indicator questionable. While student success at transfer institutions is a goal of the college, simply producing a "success rate percentage" tells the college very little about successful traits or deficiencies of CSI students. Therefore, the use of this metric is being evaluated for the next planning and assessment cycle.

As mentioned above, the college has embarked on a number of initiatives that are targeted at improving student success for transfer students. For a full discussion of these initiatives see the Additional Projects and Initiatives section at the end of Chapter Four.

**Core Theme Two: Professional-Technical Education**

In an attempt to measure mission fulfillment, Core Theme Two is outlined below in relation to Standards 3.B, 4.A and 4.B.

**Core Theme 2: Professional-Technical Education (PTE)**

<b>Objective 1: Prepare students for entry into a job or profession related to their field of preparation and study.</b>			
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
2A: PTE program learning outcomes are clearly defined and assessed.	2A1: Program outcomes are defined on program outcomes documents.	100% of Program Profiles include annually updated Program Outcomes and Assessment Worksheets. This is a State requirement.	100% compliance.  Evidence: Documentation on department intranet websites.
	2A2: Program level outcomes are assessed annually and the results are used to make continuous improvement.	100% of official report data input into Performance Measures Data System for each program and term.	The Performance Measures Data System has yet to be implemented.
		100% of Program Outcomes Assessment reports completed. This is a college requirement.	100% compliance.  Evidence: Documentation on department intranet websites.

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome		
			Year	CSI	FAUPL
2B: Programs meet or exceed established benchmarks for performance in technical skill assessments (TSA).	2B1: Percentage of PTE concentrators who took an approved TSA and passed that TSA.	Baseline: Final Agreed Upon Performance Level (FAUPL) (State Office of Professional-Technical Education).  Goal: Meet or exceed state Final Agreed Upon Performance Level (FAUPL) (State Office of Professional-Technical Education).	2010-11	91.99%	75.58%
			2011-12	92.5%	91.07%
			2012-13	94.8%	92%
			2013-14	94.8%	92%
	2B2: Percentage of PTE programs whose concentrator TSA pass rate was maintained or improved.	Baseline: 81.4% (average of previous three years).  Goal: Meet or exceed average of previous three years.	2010-11	80.6% (25/31)	
			2011-12	78.8% (26/33)	
			2012-13	84.8% (28/33)	
			2013-14	64% (16/25)	
2C: Programs meet or exceed established performance benchmarks for program completion.	2C1: Percentage of PTE program participants completing their program of study during an academic reporting year.	Baseline: 29.8% (average of previous three years).  Goal: Meet or exceed average of previous three years.	2010-11	26.4% (384/1452)	
			2011-12	31.1% (402/1291)	
			2012-13	32.2% (433/1346)	
			2013-14	29.24% (348/1190)	
	2C2: Percentage of PTE programs whose program participant completion rate was maintained or improved.	Baseline: 64.7% (average of previous three years).  Goal: Meet or exceed average of previous three years.	2010-11	60% (24/40)	
			2011-12	60% (24/40)	
			2012-13	74.4 % (29/39)	
			2013-14	42.85% (15/35)	

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome	
2D: Programs meet or exceed established performance benchmarks for student retention.	2D1: Percentage of PTE program participants who returned for a subsequent semester in the program sequence without interruption (semester retention).	Baseline: 78.3% (average of previous three years).  Goal: Meet or exceed average of previous three years.	2010-11	77.9% (1243/1595)
			2011-12	73.9% (860/1299)
			2012-13	84.5% (862/1020)
			2013-14	85.7% (773/902)
	2D2: Percentage of PTE programs whose program participant semester retention rate was maintained or improved.	Baseline: 54.7% (average of previous three years).  Goal: Meet or exceed average of previous three years.	2010-11	50% (20/40)
			2011-12	36.8% (14/38)
			2012-13	76.9% (30/39)
			2013-14	61.1% (22/36)
2E: Programs meet or exceed established performance benchmarks for graduate placement.	2E1: Percentage of PTE program completers who met established definitions for positive placement.	Baseline: 90% Final Agreed Upon Performance Level (Idaho Division of Professional Technical Education)  Goal: 95% (Set by Idaho Division of Professional Technical Education and Office of Vocational and Adult Education).	2010-11	94.29%
			2011-12	91.69%
			2012-13	91.2%
			2013-14	94.48%
	2E2: Percentage of PTE programs whose program positive placement rate was maintained or improved.	Baseline: 71.2% (average of previous three years).  Goal: Meet or exceed average of previous three years.	2010-11	80.6% (29/36)
			2011-12	62.2% (23/37)
			2012-13	71.1% (27/38)
			2013-14	71.4% (25/35)

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome
2F: Employer satisfaction rates with college PTE graduates.	2F1: Analysis of employer satisfaction rates with CSI graduates.	Unable to establish a baseline or goal due to low response rate.	In FY 12 88% of employers reported satisfaction. (11% response rate for 196 students)
2G: Students' evaluation of their PTE education experience.	2G1: Post-graduate survey of students' perceptions regarding their PTE experience.	A baseline for this indicator was never established. The intent was to measure students' preparedness and perceptions of success after entering the workforce.	This was not measured at the institutional level. Department level data is inconsistent and anecdotal.
<p><b>Original Indicator Rationale:</b> Economic vitality as well as quality of life are dependent upon effective people equipped with the necessary skills, knowledge, and attitudes to compete successfully, work efficiently and safely, while balancing responsibilities to the family and the community. A qualified skilled workforce is essential to the competitiveness of state, regional, and local businesses and industries and the safety and well-being of the community. This is why PTE education is a core theme for the College of Southern Idaho.</p> <p>In order to fulfill this core theme and the mission of the College of Southern Idaho, it is critical that PTE programs meet the workforce needs of the area. It is also critical that the learning outcomes of the programs meet or exceed industry expectations and that course and program level learning outcomes are clearly defined and assessed.</p> <p>Other indicators of success with regard to this core theme include gathering feedback from graduates about their perception of their preparation at the College of Southern Idaho and their experience in the workforce. Finally, measurement of PTE degree completion and successful entrance into the workforce, along with assessment of any weaknesses will allow for better achievement of this objective, this core theme, and ultimately mission fulfillment.</p>			
<p><b>Overall Analysis of Indicators:</b></p> <p>2A1: The college successfully met this indicator of achievement. All Professional-Technical Programs include annually updated Program Outcomes and Assessment Worksheets. This information is housed on the college's internal website and these intended outcomes are shared with students and program advisory committees. <b>Score: .50/.50 points for this indicator.</b></p> <p>2A2: Outcomes assessment data is gathered annually in all Professional-Technical Programs so that data can be used to make program improvements. Data is input and outcomes assessment reports are generated annually for all programs. These reports are housed on the college's intranet website. <b>Score: .50/.50 points for this indicator.</b></p> <p>2B1: Every student who completes a Professional-Technical Program at CSI also completes a Technical Skills Assessment which is used to measure student learning. In cooperation with the Idaho Division of Professional-Technical Education, a Final Agreed Upon Performance Level (FAUPL) has been established for Technical Skills Assessment performance. The College of Southern Idaho exceeded this FAUPL in the most recent evaluation cycle. <b>Score: .50/50 points for this indicator.</b></p>			

2B2: As noted in 2.B.1, every student who completes a Professional-Technical Education (PTE) Program at CSI also completes a Technical Skills Assessment which is used to measure student learning. Indicator 2.B.2 was established to track the percentage of the College of Southern Idaho's Professional-Technical programs who had student populations whose TSA performance was maintained or improved. While the number of programs who met this metric in the most recent reporting cycle did not exceed the three year baseline, the usefulness of this indicator has been called into question. There is concern that poor performance in one or two programs might cause the college to fail with regard to this indicator, even though overall PTE student performance programs might have increased, as was the case in 2013-2014. In such a case, while metric 2.B.2 would indicate which programs were struggling with student performance, it would not provide any better information about this struggle than could be obtained from indicator 2.B.1. This same general concern has been noted with indicators 2.C.2, 2.D.2., and 2.E.2. **Score: 0/.50 points for this indicator.**

2C1: The college has established completion benchmarks for its Professional-Technical Education Programs based upon data from the past three years. The average completion rate for the past three years in all programs was 29.8%. In general, the maximum percentage of students completing a program in a given year would be 50% given the 2-year nature of most degrees. In the latest reporting cycle, CSI completers fell slightly short of the 29.8% benchmark. **Score: 0/.50 points for this indicator.**

2C2: As noted in 2.B.2, the college intended to track not only the percentage of students who completed in a given year, but also how many programs maintained or improved their completion rate from one year to the next. And, as noted in 2.B.2, the college is now questioning whether or not this metric provides useful data for assessing student performance. In 2013-2014, the college did not exceed the three year benchmark of 64.7%. **Score: 0/.50 points for this indicator.**

2D1: The college has established a retention benchmark for students in Professional-Technical Programs. This benchmark is the three year average of the number of students who return to a program in a subsequent semester. The three year average of 78.3% of students returning for a subsequent semester was met in the latest reporting cycle, with 85.7% returning. **Score: .50/.50 points for this indicator.**

2D2: As noted in 2.B.2, the college intended to track not only the percentage of students who returned for a subsequent semester, but also how many programs maintained or improved their retention rate from one year to the next. And, as noted in 2.B.2, the college is now questioning whether or not this metric provides useful data for assessing student performance. Nevertheless, the college did exceed the three year benchmark of 54.7% during the latest reporting cycle. **Score: .50/.50 points for this indicator.**

2E1: Every student who completes a Professional-Technical Program at CSI is tracked to determine post-completion placement. In cooperation with the Idaho Division of Professional-Technical Education, a Final Agreed Upon Performance Level (FAUPL) has been established for graduate placement. Although the College of Southern Idaho has exceeded the state benchmark for the past three years and exceeded it again during the latest performance cycle, the college has yet to meet the 95% goal established by the Idaho Division of Professional-Technical Education in cooperation with the Office of Vocational and Adult Education. **Score: .50/.50 points for this indicator.**

2E2: As noted in 2.B.2, the college intended to track not only the placement rate of students upon their completion of PTE programs at CSI, but also how many programs maintained or improved their placement rate from one year to the next. And, as noted in 2.B.2, the college is now questioning whether or not this metric provides useful data for assessing placement. Nevertheless, the college did exceed the three year benchmark of 71.1% during the latest reporting cycle. **Score: .50/.50 points for this indicator.**

2F1: The college has worked to assess employer satisfaction rates with its Professional-Technical Education Program graduates. Although the most recent evaluation cycle indicated an 88% satisfaction rate, the response rate for the survey was only 11%. Although this very limited data set indicated employer satisfaction, the college will work to find a way to increase response rates in order to establish a more meaningful benchmark. **Score: 1/1 points for this indicator.**

2G1: The college intended to track student self-assessment of their education through post graduate surveys. The college has been unable to implement a system-wide measurement instrument that can be used to assess this metric. Although anecdotal information indicates a high level of satisfaction, not enough verifiable and reliable data is available to assess this metric. **Score: 0/1 points for this indicator.**

**Final Score:**

**Overall, CSI scored 4.5/7 points (64.2%) for Core Theme Two. The college did not meet the 70% acceptable threshold needed to fulfill Core Theme Two. However, if the indicators that the college was unable to measure are removed from the calculation, CSI scored 4.5/6 points (75%) which does meet the 70% threshold.**

**Support Resource:**

Internal Website Access Point: <https://tycho.csi.edu/accred>

**Standard 4.B –Improvement**

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to constituencies in a timely manner.*

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

An analysis of the results of Core Theme Two assessment has led to a number of conclusions and initiatives:

Indicators 2.A.1 and 2.A.2: The college is committed to ensuring that students who graduate from Professional-Technical Education Programs at CSI meet specific and measurable student learning outcomes. Those outcomes have been established and documented in all Professional-

Technical Education Programs. Results are being used at the course and program levels to enhance student learning, and are also shared with Technical Advisory Committees to ensure that programs are meeting industry needs. These two indicators allow the college to measure program effectiveness. In the future, the college will work to more broadly publish program outcomes for the different college constituencies.

Indicator 2.B.1: This indicator provides valuable data regarding student learning. Results demonstrate that students are meeting program outcomes as measured by Technical Skill Assessment tools. The college will continue to use this indicator as a measure of the success of Professional-Technical Education Programs.

Indicator 2.B.2: The college has determined that this indicator is of limited use when seeking to assess the core theme. It is simply another less useful method of assessing the same information that is in the previous indicator. This indicator will not be used in the future.

Indicator 2.C.1: It is vital that students who enter Professional-Technical Education Programs complete those programs with an industry recognized credential that will help them gain placement in the workforce. The college will continue to track program completion and will work to improve program completion rates. One initiative directly tied to this indicator is the college's requirement that students with an expressed interest in a Professional-Technical Education Program be required to apply for admission to the program before being admitted. This extra step has allowed students to get better advising prior to program entry and has helped to ensure that students enter programs with the information necessary to be successful. The college has seen a significant gain in program completion since the implementation of this initiative.

Indicator 2.C.2: The college has determined that this indicator is of limited use when seeking to assess the core theme. It is simply another less useful method of assessing the same information that is in the previous indicator. This indicator will not be used in the future.

Indicator 2.D.1: In order to increase program completion rates, it is vital for the college to retain students once they enter a program. This indicator is used to track retention rates and, as was noted in 2.C.1, the college has seen a significant increase in retention since the implementation of the program admission initiative.

Indicator 2.D.2: The college has determined that this indicator is of limited use when seeking to assess the core theme. It is simply another less useful method of assessing the same information that is in the previous indicator. This indicator will not be used in the future.

Indicator 2.E.1: The college strives to provide quality training in its Professional Technical Education programs, and to provide that training in industries where graduates are likely to find employment. This indicator allows the college to determine whether graduates are able to find employment in their field of study after graduation. This also allows the college to use data to determine where new programs need to be added and where other programs may need to be discontinued.

Indicator 2.E.2: The college has determined that this indicator is of limited use when seeking to assess the core theme. It is simply another less useful method of assessing the same information that is in the previous indicator. This indicator will not be used in the future.

Indicator 2.F.1: The college either needs to eliminate this indicator or find a better method of collecting data. The data that has been gathered in and around this indicator is too small in sample size to be informative.

Indicator 2.G.1: As is the case with the similar indicator in Core Theme One, the college was unable to obtain the data necessary to measure this indicator. While anecdotal data exists within some departments, it is uneven. Moreover, questions have been raised concerning the usefulness of “general satisfaction” data gathered from students who have been off campus for a number of years. There is still concern regarding what specific data needs to be gathered and how it will be used to improve student learning. This indicator and its future are being discussed as a part of the college’s upcoming planning and accreditation cycle.

As mentioned above, the college has embarked on a number of initiatives that are targeted at improving student success for Professional-Technical Education students. For a full discussion of these initiatives see the Additional Projects and Initiatives section at the end of Chapter Four.

**Core Theme Three: Basic Skills Education**

In an attempt to measure mission fulfillment, Core Theme Three is outlined below in relation to Standards 3.B, 4.A and 4.B.

**Core Theme 3: Basic Skills Education**

<b>Objective 1: To provide developmental courses in math and language arts (reading, writing, grammar, vocabulary, and spelling) to assist students who need to raise existing skills to college-level competency.</b>			
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
3A: Learning outcomes for developmental courses are clearly defined and mapped through a sequence of courses.	3A1: Student learning outcomes are included on course syllabi.	All basic skills faculty include student learning outcomes on the course syllabus. This is a college requirement.	100% compliance.  Evidence: Documentation on college's intranet website
3B: Student attrition rates in developmental courses are defined, targeted, and analyzed.	3B1: Number of students enrolling in and completing the developmental course.	70% of students completing the developmental course in which enrolled. This is a college expectation.	2010-11   87.4% 3988/4564
			2011-12   91.4% 3872/4238
			2012-13   91.1% 3480/3816
			2013-14   91.0% 2695/2961
3C: Student success rates in developmental courses are defined, targeted, and analyzed.	3C1: Initial placement based on a college approved placement assessment and success based upon completion of the developmental course with a grade of C or higher.	Baseline: 61.6% (average for previous three years).  Goal: Meet or exceed previous three year average	2010-11   61.7% (2818/4564)
			2011-12   63.1% (2674/4238)
			2012-13   59.6% (2276/3816)
			2013-14   61.6% (1825/2961)
3D: Student success rates in subsequent developmental or college-level courses are defined, targeted, and analyzed.	3D1: Number of completers enrolling in and completing the subsequent developmental or college-level course with a grade of C or higher.	Baseline: Language = 66.9% (average for previous three years). Baseline: Math = 51.9% (average for previous three years). Goal: Meet or exceed previous three year average.	2010-11   Lang 66.9%
			2010-11   Math 54.7%
			2011-12   Lang 66.3%
			2011-12   Math 51.6%
			2012-13   Lang 67.4%
			2012-13   Math 49.3%
			2013-14   Lang 64.7%
			2013-14   Math 50.9%

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome
<p>3E: Student perceptions of basic skills acquisition are defined, targeted, and analyzed.</p>	<p>3E1: Post-completion survey of students' perceptions regarding their basic skills experience.</p>	<p>A baseline for this indicator was never established. The intent was to measure students' preparedness and perceptions of success after completion.</p>	<p>This was not measured at the institutional level. Department level data is inconsistent and anecdotal.</p>
<p><b>Original Indicator Rationale:</b> Analyzing basic skills student enrollment, retention, completion success (skills attainment), persistence in enrolling in higher-level courses in language arts and mathematics, and perceptions provides important information in two keys areas. First, data on students in basic skills courses is essential for continuous improvement. Data is used to annually evaluate instructional and curricular effectiveness. Second, data tracks students as they move into college-level courses in English and mathematics (developmental English to college-level English courses, and developmental math to college-level math courses). This data provides vital information in aligning curriculum and instruction between departments. The collection of data within the Basic Skills Core Theme ultimately leads to verification of mission fulfillment.</p>			
<p><b>Overall Analysis of Indicators:</b></p> <p>3A: The college successfully met this indicator of achievement. Student learning outcomes are included on course syllabus and in program portfolios. These are housed on the college's intranet website. <b>Score: 1/1 points for this indicator.</b></p> <p>3B: The college has established a benchmark expectation that 70% of students who enroll in a developmental course will complete that course. During the most recent reporting cycle, 91% of students who enrolled in a developmental course completed that course. <b>Score: 1/1 points for this indicator.</b></p> <p>3C: The college has established a benchmark expectation that at least 61.6% of students who enroll in a developmental course will successfully complete that course with a grade of "C" or better. This benchmark was established based upon an average of performance over the three previous years. During the most recent reporting cycle, 61.6% of students who enrolled in a developmental course successfully completed that course with a grade of "C" or better. <b>Score: 1/1 points for this indicator.</b></p> <p>3D: The college has established a benchmark expectation that a minimum percentage of students who complete a developmental course will successfully complete the subsequent developmental or college-level course with a "C" or better. In language courses that percentage is 66.9% while in math courses that percentage is 51.9%. These benchmarks were established based upon an average of performance over the three previous years. During the most recent reporting cycle, 64.7% of students who successfully completed a developmental language course were able to successfully complete a subsequent developmental or college-level language course with a grade of "C" or better. During the same time period, 50.9% of students who successfully completed a developmental math course were able to successfully complete a subsequent developmental or college-level math course with a grade of "C" or better. <b>Score: 0/1 points for this indicator.</b></p>			

3E: The college intended to track student self-assessments of their education through post-completion surveys of their developmental education experience. The college has been unable to implement a system-wide measurement instrument that can be used to assess this metric. Although anecdotal information indicates a high level of satisfaction, not enough verifiable and reliable data is available to assess this metric. **Score: 0/1 points for this indicator.**

**Additional Narrative Analysis for Core Theme Three:**

Since Core Theme Three was established, the college has embarked on a complete revision of its approach to basic skills education. The college is moving from a traditional approach that included students moving through a number of pre-college classes, based on placement testing, to new models in both English and math. These new approaches are designed to allow students to progress to college-level work more quickly and are designed to be more targeted with regard to remediation. The changes have also seen faculty move out of a stand-alone Study Skills Department and into the English and Mathematics Departments. Because of these changes, which are explained in more depth at the end of this chapter, this core theme will be substantially revised for the college's next planning and accreditation cycle.

**Final Score:**

**Overall, CSI scored 3/5 points (60%) for Core Theme 3. The college did not meet the 70% acceptable threshold needed to fulfill Core Theme 3. However, if the indicators that the college was unable to measure are removed from the calculation, CSI scored 3/4 points (75%) which does meet the 70% threshold.**

**Support Resource:**

Internal Website Access Point: <https://tycho.csi.edu/accred>

**Standard 4.B –Improvement**

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to constituencies in a timely manner.*

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

An analysis of the results of Core Theme Three assessment has led to a number of conclusions and initiatives:

Indicator 3.A.1: The college is committed to ensuring that basic skills courses have specific and measurable student learning outcomes that, when achieved, will prepare students to be successful in subsequent college-level courses. Those outcomes have been established for all pre-college

level developmental courses. Data gathered when assessing student outcomes is used to increase the quality of future courses.

Indicator 3.B.1: It is critical to retain students in developmental courses in order to have any hope of putting them on a path to success in college-level courses. Although this indicator provides a baseline for student completion, it does little to explain why the students who are not successful are dropping out. The completion rate, as defined in this metric, also counts students who fail the course as completers. It is clear that this metric needs to be revised and that the target that has been established is too low.

Indicator 3.C.1: This indicator measures the number of students who complete a developmental course with a grade of C or better. While this gives a more accurate measure of student success than 3.B.1, it does not aid in determining why almost 40% of students are not successful in these courses.

Indicator 3.D.1: An obvious measure of the success of a developmental course is the success of a student in a subsequent developmental or college-level course. The baselines established for both math and English in this indicator were disappointing and the college is committed to improving student success in this area.

Indicator 3.E.1: As is the case with a similar indicator in Core Themes One and Two, the college was unable to obtain the data necessary to measure this indicator. While some anecdotal data exists, it is uneven. Moreover, questions have been raised concerning the usefulness of “general satisfaction” data gathered from students. Anecdotal evidence seems to indicate that successful students are satisfied while unsuccessful students are not. This does not come as a surprise and provides little data that can be used for course improvement. This indicator and its future is being discussed as a part of the college’s upcoming planning and accreditation cycle.

As mentioned above, the college has embarked on a number of initiatives that are targeted at improving student success for underprepared students. For a full discussion of these initiatives see the Additional Projects and Initiatives section at the end of Chapter Four.

**Core Theme Four: Community Connections**

In an attempt to measure mission fulfillment, Core Theme Four is outlined below in relation to Standards 3.B, 4.A and 4.B.

**Core Theme 4: Community Connections**

<b>Objective 1:</b> To meet the economic development and non-credit educational, social, cultural, and community support needs of the eight county service region by making the college’s human and physical resources available, including facilities and the expertise of faculty and staff.			
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
4A: Responsiveness to community economic development needs.	4A1: Number and scope of grants and community partnerships targeted at economic development.	Maintain and/or improve current financial, facility and personnel resources devoted to this indicator.	The college has continued to pursue and secure grants and community partnerships targeted at economic development.
	4A2: Use of college facilities for community economic development needs.	Maintain and/or improve current financial, facility and personnel resources devoted to this indicator	The college continues to use college facilities and equipment to aid in regional economic development.
	4A3: Number of college employees serving on community based economic development boards and task forces.	Maintain and/or improve presence on community based economic development boards and task forces.	The college continues to have employees in leadership and membership positions on community based economic development boards and task forces.

<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target and Rationale for Target</b>	<b>Outcome</b>
	4A4: Institutional involvement in providing apprenticeship and customized training programs.	Maintain and/or improve workforce training opportunities.	<p>The college has addressed this metric by establishing a position for a Director of Workforce Development.</p> <p>In the 2012-2013 fiscal year, the college offered over 300 short term/customized training classes and served 3368 students with over 99,000 hours of customized training.</p>
4B: Provision of non-credit courses and services to the community.	4B1: Number of non-credit courses and services offered at all locations.	Establish baseline and maintain or improve for all metrics.	<p>Benchmarks Established:</p> <p>636 courses offered per year.</p> <p>3438 students served each year.</p>
	4B2: Satisfaction with community focused non-credit educational opportunities and services at all locations.	Establish baseline and maintain or improve for all metrics.	<p>Benchmark Established:</p> <p>30% Return Rate</p>

Indicators of Achievement	Metric	Target and Rationale for Target	Outcome
4C: Provision of college-sponsored and supported programs and educational events.	4C1: Number of community organizations using college facilities.	Establish baseline and maintain or improve for all metrics.	While there are thousands of visitors to the CSI campus every year attending events sponsored by community, college, and statewide groups, existing college data lacks the specificity needed to establish benchmarks in these specific areas.
	4C2: Number and type of community events held on campus and throughout the community that are sponsored by the college.	Establish baseline and maintain or improve for all metrics.	
	4C3: Number and type of statewide educational events and conferences held on campus annually.	Establish baseline and maintain or improve for all metrics.	
4D: Provision for community needs through ancillary community services.	4D1: Support for federally funded community outreach programs that enhance and meet community needs.	Establish baseline and maintain or improve for all metrics.	The college continues to support community needs through ancillary community services at a high level.

**Original Indicator Rationale:** Developing and supporting economic vitality in the service area is an important part of the college’s mission. To that end, CSI works with a number of agencies to diversify and strengthen the local economy by attracting and retaining businesses to the Southern Idaho region. The college works to implement a focused, consistent program to attract new businesses to the region and to promote economic development through expansion of existing businesses. Part of this endeavor also involves formal and ad hoc workforce training.

The college recognizes that part of its mission is to offer a broad array of non-credit courses and community-focused services to individuals throughout its service area. This objective is achieved through Community Education course offerings, campus services and other non-credit educational opportunities both on the main CSI campus and at the college’s off-campus centers. A significant part of the college’s community connections core theme is college-sponsored and supported programs and educational events. From the college’s very beginnings, the community and the college partnered in building the Fine Arts Community Center in the mid-1960s, and since then, program and facility outreach and partnerships have had a major impact on the growth of the Magic Valley. The college recognizes that ongoing connections in this area serve many purposes, among them public relations,

community educational opportunities, and community enhancement and that these connections are a pivotal part of mission fulfillment.

The college extends its infrastructure to provide support for federally funded programs that enhance and meet community needs. In this regard, ancillary community services represent another facet of CSI's commitment to community and are another indication of mission fulfillment.

**Overall Analysis of Indicators:**

4A1: The college received federal grant funding through the Economic Development Administration in the amount of \$4.2 million that, along with \$4.5 million in money from the college, funded a new Advanced Technical and Innovation Center (ATIC) that opened in summer 2014. The ATIC building houses programs in Heating, Ventilation and Air Conditioning Technology; Environmental Technology; Wind Energy Technology; Drafting Technology; Manufacturing Technology; and Food Processing Technology. The college's Technology Education Program (a partnership with the University of Idaho) and the college's Workforce Training and Apprenticeship Programs are also housed in the ATIC Building.

In 2013 the College of Southern Idaho was awarded a \$2.5 million Trade Adjustment Assistance Community College and Career Training (TACCT) grant to establish credit bearing and workforce training programs in Food Science Technology. Both credit bearing and workforce training elements began in the fall of 2014. **Score: .25/.25 points for this indicator.**

4A2: The College of Southern Idaho supports workforce training hubs that conduct business on the CSI campus, at CSI off-campus centers, and in local school districts (Twin Falls County, Cassia County, and Blaine County). The college also has two mobile training vehicles that provide customized training to any community in the college's eight-county service region. The college provides opportunities to local business and industry on demand and uses on-site processing machines and mock-up labs to support training. **Score: .25/.25 points for this indicator.**

4A3: College employees serve on a number of community based economic development boards and task forces, including:

- Southern Idaho Economic Development Organization (SIEDO) (Dr. Jeff Fox)
- The Southern Idaho Manufacturer's Alliance (Terry Patterson, David Wyatt, Dr. John Miller)
- Ex officio members of advisory committees for electrical (David Wyatt, Terry Patterson) plumbing (David Wyatt, Terry Patterson), HVAC (David Wyatt, Terry Patterson), and maintenance technology (Dr. John Miller, Terry Patterson)
- Region IV Professional-Technical high school (Dr. John Miller, Terry Patterson)
- City of Twin Falls Advisory Committee (Dr. John Miller)
- City of Twin Falls Urban Renewal Board (Dr. Cindy Bond)
- City of Twin Falls "Ready Team" (Dr. Cindy Bond, Dr. Jeff Fox)
- St. Luke's Hospital East Region Governing Board (Dr. Jeff Fox)
- **Score: .25/.25 points for this indicator.**

4A4: In May 2014 the college hired a new Director of Workforce Development, who is responsible for coordinating workforce activities. The director position is funded through the State of Idaho Division of Professional-Technical Education along with local college funds. The director is a member of the

college's workforce training "think tank" consisting of the college's instructional deans, the Director of Community Education, the Director of the Small Business Development Center, and the Department Chair for Trade and Industry. In the 2012-2013 fiscal year, the college offered over 300 short term/customized training classes and served 3368 students with over 99,000 hours of customized training. **Score: .25/.25 points for this indicator.**

4B1: Creating benchmarks has enabled the program to track the number of classes offered, both adult and youth, while developing quality content and outcomes. Over the past three years, the average number of courses offered each year has been 636 and the average number of students served each year has been 3438. There has been an upward growth in both number of courses and customers since 2011. **Score: .50/.50 points for this indicator.**

4B2: The Community Education Office has developed unified and consistent course delivery methods for all non-credit classes and programs including the use of a standardized course proposal form with anticipated participant outcomes, instructor development tools and expectations, marketing tools, and customer evaluation procedures which are used for course analysis and future development. The office has also developed a benchmark return rate of 30%. **Score: .50/.50 points for this indicator.**

4C1/4C2/4C3: Analysis of these three indicators shows that the use of campus facilities is wide ranging but that college data is inconsistent regarding the types of events held on campus. The size and accessibility of the facilities at college locations exacerbates this data tracking problem. When large venues (Gymnasium, Fine Arts Building, etc.) are booked for outside use, attendance is figured based on the capacity of the facility, rather than the actual number of attendees. Current data does not clearly track college-sponsored events versus non-college sponsored events. Establishing definitional parameters within this data set has also proven difficult. **Score: 0/1 points for this indicator.**

4D1: The college continues to support community needs through ancillary community services at a high level. Examples include:

- Small Business Development Center
- Southern Idaho Economic Development Organization
- Region IV Development
- CSI Refugee Center
- Office on Aging
- Trans IV
- STAR Motorcycle Training
- South Central Idaho Tourism Association
- College of Southern Idaho Head Start
- **Score: 1/1 points for this indicator.**

#### **Additional Narrative Analysis for Core Theme Four:**

While the Community Connections Core Theme is integral to the college and its mission, establishing meaningful quantitative methods of measuring success has proven difficult.

**Final Score:**

**Overall, CSI scored 3/4 points (75%) for Core Theme 4. The college met the 70% acceptable threshold needed to fulfill Core Theme 4.**

**Support Resource:**

CSI Workforce Training Website: <http://workforce.csi.edu/>

CSI Community Education Website: <http://communityed.csi.edu/>

CSI Small Business Development Website: <http://www.csi.edu/support/isbdc/SBDC.html>

Southern Idaho Economic Development Website: <http://www.southernidaho.org/aboutsiedo/>

Region IV Development Website: <http://www.rivda.org/>

CSI Refugee Center Website: <http://refugeecenter.csi.edu/>

CSI Office on Aging Website: <https://sites.google.com/site/csiofficeonaging/>

CSI Trans IV Website: [http://www.csi.edu/support/transiv/tiv\\_body.html](http://www.csi.edu/support/transiv/tiv_body.html)

Idaho STAR Website: <http://idahostar.org/>

Southern Idaho Tourism Website: <http://visitsouthidaho.com/>

CSI Head Start Website: <http://headstart.csi.edu/>

**Standard 4.B –Improvement**

*4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to constituencies in a timely manner.*

*4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

An analysis of the results of Core Theme Four assessment has led to a number of conclusions and initiatives:

Indicator 4.A.1: The college continues to be committed to securing grants and community partnerships in an effort to further economic development in the area. However, attempting to add quantitative measures to this indicator has proven to be difficult. Although there is consensus that this indicator is being met, the college will continue to explore more definitive measures of success.

Indicator 4.A.2: College policies making facilities and resources available for community and economic development continue to provide open access to campus. This is a commitment that the college has made to the community and will continue to honor. As with Indicator 4.A.1, it is difficult to set quantifiable metrics for this indicator.

Indicator 4.A.3: The college administration is committed to giving back to the community through leadership and participation on community based economic development boards and task forces. Although the metric for this indicator suggested that it would be measured by the

number of employees involved that has proven to be a poor metric. The quality of involvement is the key and the college is confident that the indicator is being met.

Indicator 4.A.4: The hiring of a Director of Workforce Development has had, and will continue to have, a major impact on this indicator. The college was also able to establish some baseline data in 2012-2013 that may be used to measure future achievement.

Indicator 4.B.1: A benchmark has now been established for this indicator. However, the number of courses offered and their location may not be a metric that can be used to measure success and improvement. This will be reassessed going forward.

Indicator 4.B.2: Courses are evaluated on a course-by-course basis. The 30% benchmark return rate has been established to ensure a minimal rate of return that can be used to gauge a reliable satisfaction rate.

Indicator 4.C.1/4.C.2/ 4.C.3: The college continues to host hundreds of events on campus each year. The reliance on quantitative assessment tools for this indicator will be reassessed. Again, the preference would be to measure the quality of those opportunities, not just the quantity.

Indicator 4.D.1: The college continues to support the community through its involvement with ancillary community services. Again, a quantitative baseline is difficult to establish here but the qualitative information available demonstrates success within this indicator.

### **Additional Projects and Initiatives Related to Core Theme and Mission Fulfillment:**

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Recently, the college has embarked on a number of initiatives that are targeted at improving student success for all students and that tie to Core Themes 1, 2, and 3 and mission fulfillment.

#### **Student Success Initiative**

In February of 2014, the college began working on a new framework for student success at CSI called the Student Success Initiative (SSI). The framework was introduced by the Office of Instruction and Academic Affairs in February 2014 and is based upon a number of sources including the work of Terry O'Banion, former president of the League for Innovation in the Community College; Completion by Design; and the work of Complete College America and Complete College Idaho. The SSI has the following goals:

- The creation of a culture of student success at every level of the CSI organization that is communicated to and understood by all CSI employees.
- The coordination of student success efforts to identify specific issues, prioritize them, and develop appropriate solutions.
- A focus on the continuous improvement of the metrics selected and applied to measure student success.

The college has identified the following stages that are critical to student success at CSI (adapted from the *Completion by Design Loss/Momentum Framework*):

- Recruiting
- Connection

- Entry
- Progress
- Completion
- Outcomes

Implementation of the SSI has been centered on the creation of work groups established to identify loss points for each stage and to propose strategies for addressing these loss points. Work groups then present their findings to the President's Council for consideration. To date, workgroups have been formed to focus on the first two stages: recruiting and connection. The first of these work groups, referred to as the Early Touch work group, formed in the spring of 2014. The group's goal was to enhance student access by eliminating entry barriers at the College of Southern Idaho. The Early Touch committee had representation from across campus and convened regularly from early April through mid-November of 2014.

As a result of this committee's work, thirty-one Student Orientation Advising Registration (SOAR) sessions were offered from May-August. SOAR was designed to introduce students to the essential tools for college success, as well as to allow them to meet with an academic advisor and to register for classes.

The committee also coordinated over 2,000 phone calls to students who had applied but not enrolled for classes during the summer of 2014. Students were able to connect with staff from the business office, admissions office, financial aid, and with advisors in hopes of providing clarity and eliminating any barriers the student may have encountered.

The committee also organized Late Night Registration events, held on July 31<sup>st</sup>, 2014 and December 4<sup>th</sup>, 2014 in an attempt to serve students by extending campus hours until 9pm. The events provided a one-stop-shop experience, with services including academic advising, financial aid, registration, bookstore assistance, career counseling, and activities for children.

Another event sponsored by the committee was CSI's first Convocation held on August 22<sup>nd</sup>, 2014. This served as the "official" opening of the new academic year. CSI welcomed students, parents/guardians, faculty, staff, and administration, and total attendance reached nearly 600 people.

In addition to sponsoring and supporting these events, the Early Touch work group presented its final recommendations to President's Council in late-November, 2014. These recommendations included: 1) development and implementation of a mandatory online orientation; 2) the creation and implementation of mandatory staging and action items within the admissions process; 3) the creation and implementation of a multidimensional communication plan within the admissions office, and; 4) modification of the current online student application as well steps to enhance communication with students after they are admitted to CSI.

The Early Touch work group concluded its work in December 2014 and its recommendations were handed off to the newly created Office of Admissions for implementation.

In December 2014, a new work group was formed to begin evaluating the use of proactive advising at CSI. This work group is the first to begin addressing the entry, progress and

completion stages. Several more work groups will be formed in the spring of 2015 to address other stages.

**Support Resource:**

[Student Success Initiative 2014 Introduction](#)

[Student Success Initiative](#)

Internal Website Access Point: <https://tycho.csi.edu/accred>

**Office of Instruction and Academic Affairs Strategic Plan**

During the summer of 2014, the Office of Instruction and Academic Affairs developed a strategic plan aligned with the CSI Student Success Initiative. This plan ties specific performance measures and critical success activities to goals and objectives that are connected to the guiding principles found in the Student Success Initiative.

There are a number of specific initiatives found in the Strategic Plan for Instruction and Academic Affairs that were implemented in the fall of 2014 or are on track for implementation in the immediate future. A selection of initiatives is summarized below.

**Support Resource:**

[Office of Instruction and Academic Affairs Strategic Plan](#)

**Strategic Plan Goal 1, Objective B; Goal 3, Objective B: General Education Reform**

In January 2012, the Office of the State Board of Education formed a statewide committee tasked with assessing and revising the state's transfer policy regarding general education. Over the next two years, the committee worked to create a more outcomes based approach to general education that focused on area-specific student learning outcomes rather simply relying on disparate courses from several different disciplines. Faculty from across the state came together to craft student learning outcomes for each learning area and these were finalized in the summer of 2014. In the fall of 2014, CSI reviewed all of its general education courses to ensure that they met the new statewide student learning outcomes. This process was completed via the college's Curriculum Committee and resulted in classes receiving a statewide General Education Matriculation (GEM) stamp signifying that they will be accepted for general education transfer at other institutions on the state.

Having completed the student learning outcomes review and GEM stamping portion of general education reform, the college began the next phase of this process in the spring of 2015. The new statewide policy allows each institution to designate up to six of the thirty-six credits required for general education as Institutionally Designated Credits. The college will be working throughout 2015 to revise its philosophy of general education which will inform the process of establishing these institutionally designated credits. Additionally, the college is working with the other community colleges in the state on the possibility of awarding an academic certificate to students who complete the thirty-six credits of general education at their institution. This certificate would incentivize completion of the general education core and would establish additional methods of assessing the completion of the student learning outcomes tied to the general education core.

**Support Resources:**

CSI Curriculum Committee Website:

[http://www.csi.edu/facultyAndStaff\\_/committees/curriculum.html](http://www.csi.edu/facultyAndStaff_/committees/curriculum.html)[Academic Certificate Notice of Intent](#)[Sample GEM Course Evaluation Form](#)**Strategic Plan Goal 1, Objective B: Credit reduction (60 and 15)**

In response to statewide policy changes which reduced the minimum number of credits required to earn an Associate's Degree (from 64 to 60) and the minimum number of general education credits required for Associate of Applied Science Degrees (from 16-15) the college has asked departments to review every degree offered to determine if it is feasible to reduce the total number of credits required in some programs. In the fall of 2014, more than a dozen programs removed elective credits from their programs that existed only for the purpose of getting those programs to the old minimum credit requirements. The college believes that this credit reduction will encourage more students to complete certificates and degrees.

**Support Resources:**[CSI Curriculum Committee Minutes 09-03-14](#)**Strategic Plan Goal 1, Objective B; Goal 3, Objective B and Objective C: Elimination of the computer literacy requirement**

In another attempt to reduce barriers to graduation, the college eliminated its Computer Literacy Graduation requirement. The requirement was established in the fall of 2000 in an effort to ensure that all graduates could demonstrate a minimal level of computer literacy. It requires that all students completing an AA, AS, or AAS meet a computer literacy competency requirement to graduate. When the requirement was implemented, students often had limited experience with computers and lacked the computer skills necessary for classroom success. Additionally, some transfer institutions would not accept students who did not have minimal computer competency documented on their transcript. Today, very few students enrolling at CSI have such limited computer skills and no transfer institutions currently require computer competency for incoming students. After much discussion among stakeholders and upon the recommendation of the Computer Literacy Committee this graduation requirement has been retired beginning with the 2015-2016 academic year.

**Support Resources:**CSI Computer Literacy Website: <http://computerliteracy.csi.edu/>**Strategic Plan Goal 3, Objective B and Objective C: Complete College America/Guided Pathways to Success**

In October of 2013, the State of Idaho was selected to participate in Complete College America's (CCA) Guided Pathways to Success (GPS) in STEM Careers Initiative supported by the Leona M. and Harry B. Helmsley Charitable Trust. The two-year grant includes the College of Southern Idaho, Idaho State University, University of Idaho, Boise State University, state representatives, and business leaders. Through research, advocacy, and technical assistance, CCA assists

participating Idaho colleges and universities in putting in place GPS strategies to (1) significantly increase the number of students successfully completing college and achieving degrees and credentials with value in the labor market and (2) close attainment gaps for traditionally underrepresented populations. The GPS strategies identified by CSI include Proactive Advising, Math Pathways (including co-requisite remediation), and Meta Majors (including academic maps).

**Support Resources:**

[CCA/GPS Booklet 2013](#)

[CCA/GPS Game Changers 2013](#)

[CCA/GPS Idaho Proposal](#)

**Strategic Plan Goal 3, Objective A: Basic Skills Reform**

As is the case in much of the county, CSI is reexamining how it delivers basic skills education. Core Theme Three outlines the system as it existed at CSI prior to the 2014-2015 academic year and provides additional detail about the rationale for the changes taking place.

Historically, an average of 75% of CSI students taking the *COMPASS* placement test were placed into a remedial math course. After testing, 86% of those students actually enrolled in the recommended course and 58% successfully passed the course on their first attempt. Those students placing into the lowest level of math remediation have historically taken between six to ten credits of remedial classes before even attempting a college-level gateway math course.

In an effort to improve retention and completion in remedial math, the college combined the Academic Development Math Department, which has handled pre-college level math, with the college's Mathematics, Engineering and Computer Science Department in the summer of 2014. Under the guidance of the department chair, faculty are working to develop two math tracks for students. One track for Science, Technology, Engineering and Math (STEM) students and another for Professional Technical and non-STEM transfer students. Faculty are working in teams to review the scope and sequence of curriculum to develop a four credit MATH 023 course for Professional Technical and non-STEM students to prepare them for Math in Modern Society (MATH 123), which is the gateway course for that track. They are also working to create a four credit MATH 043 course to prepare STEM track students for College Algebra (Math 143) and beyond. The goal of these efforts is to reduce the time and number of credits needed to prepare students for college-level math courses and, thereby, increase retention and completion rates.

A similar effort is underway in the English, Languages, and Philosophy Department. On average, 41% of all students taking the *COMPASS* placement test were placed into a remedial English course with 56% of those students actually enrolling in the recommended course and 63% of those successfully passing the course on their first attempt. A CSI student scoring into the lowest level of English remediation has historically had anywhere from three to six credits of remedial classes before attempting a college-level gateway course.

In an effort to improve retention and completion in remedial English, the college combined the Academic Development English Department with the college English, Philosophy, and Languages Department in the summer of 2014. Under the guidance of the department chair, faculty have developed a two credit co-requisite ENGL 100 course that becomes a companion course for remedial students while they are taking English 101. Again, the goal of these efforts is to reduce the time and number of credits needed to prepare students for college-level English courses and, thereby, increase retention and completion rates.

**Strategic Plan Goal 3, Objective B and Objective C: Finding More Meaningful Ways to Measure College Success:**

As was outlined earlier in this chapter, there were a number of metrics included in the college's first attempt to measure mission fulfillment and core theme success that proved to be difficult to measure and/or of limited use. The college has begun experimenting with new metrics inside the Office of Instruction and Academic Affairs Strategic Plan that may be used in the upcoming revision of the college strategic plan and will help guide CSI in core theme revision for its next accreditation cycle. The college has also joined the American Association of Community College's Voluntary Framework of Accountability in an attempt to establish more community college centered metrics that can be used to set benchmarks and establish core theme and mission fulfillment in the future.

**Support Resource:**

<http://vfa.aacc.nche.edu/Pages/default.aspx>

## CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION AND SUSTAINABILITY

### Executive Summary of Eligibility Requirement 24

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#### *Eligibility Requirement 24: Scale and Sustainability*

The College of Southern Idaho's operational scale is sufficient to fulfill its mission now and into the future. With a 20% increase in headcount and FTE over the past fifteen years, a committed group of faculty and staff of a sufficient size to maintain operations, a solid financial base, and a beautiful and well-maintained infrastructure, the college is well suited to fulfill its mission at the present time and into the foreseeable future.

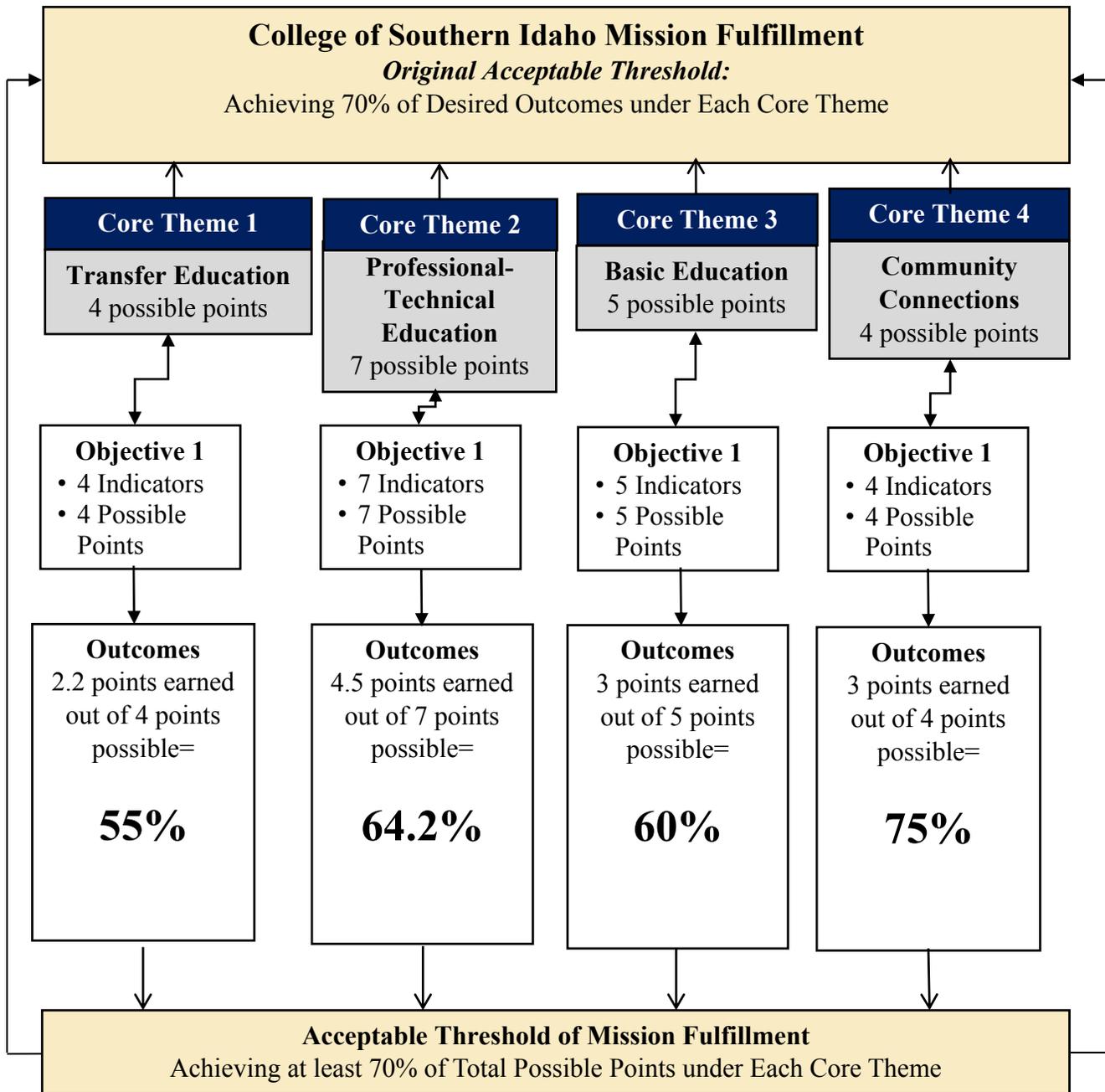
### Standard 5.A – Mission Fulfillment

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*5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

*5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicated conclusions to appropriate constituencies and the public.*

In 2011, the College of Southern Idaho began its first journey through the Northwest Commission on Colleges and Universities' new septennial accreditation process. Now, three and one half years later, the college has reached the end of this abbreviated first cycle. On the surface, assessment of the college's core themes can be summarized in the following chart:

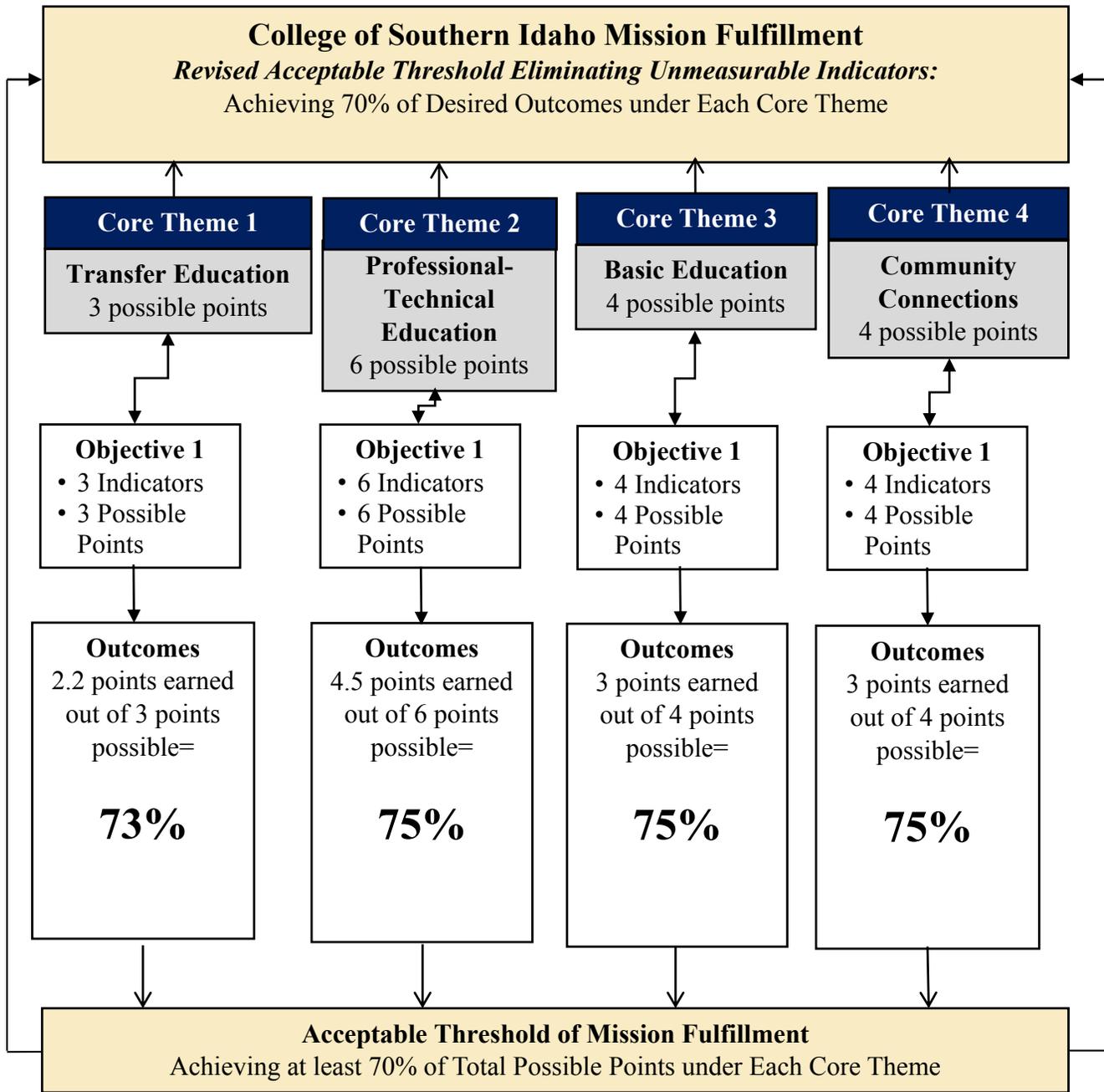


This chart indicates that the college has not achieved an acceptable level of mission fulfillment in three of four core themes, as measured by the college’s initial definition of mission fulfillment. However, the process and the data have led the college to reach deeper conclusions, rather than simply providing a “yes/no” assessment.

First, because of the abbreviated cycle and the need to establish three-year benchmarks for many of the indicators within each core theme, the college has only had a single opportunity to assess achievement of each core theme. This initial opportunity to assess each indicator has, in some cases, provided the college with information that will help it focus on which areas are in need of

specific initiatives to guide improvement. In other areas, this initial opportunity demonstrated that the conclusions drawn from data are nebulous and results are not actionable.

Second, as is noted in the assessment area of each core theme, the college discovered a number of indicators requiring assessment of unobtainable data. Because there was no data available in each of these cases, the college earned a “zero” based upon the original metrics; however, when these metrics are removed, the following chart shows the college exceeds an acceptable threshold of mission fulfillment for all four core themes.



Regardless of the measurement formula that is used, the institution is confident that it is meeting its mission and is serving the needs of its students and its community at an acceptable level. However, it is clear that there is room for improvement regarding all four core themes and the overall process of measuring and analyzing mission fulfillment.

Where appropriate, the college is using data gathered during the abbreviated accreditation cycle to inform changes on campus. At the same time and as noted in Chapter Four, the college is relying on other data and evaluation systems to aid in measuring success. For instance,

- The college has participated in the Community College Survey of Student Engagement (CCSSE) annually since 2003. In 2013, the college also began participating in the Survey of Entering Student Engagement (SENSE). Data from both of these instruments has been used to evaluate programs and services.
- The college evaluates performance annually by measuring nine Performance Indicators and reporting on those measurements to the State of Idaho Division of Financial Management. These Performance Indicators are established by the Idaho State Board of Education and generally parallel goals and outcomes tied to the college's core themes and to the *2012-2017 Strategic Plan*.
- The college reports to the Integrated Postsecondary Education Data System (IPEDS).
- The college publishes a bi-annual Institutional Profile report that provides a comprehensive data set for the institution.
- The college participates in the Voluntary Framework of Accountability (VFA).

**Support Resources:**

CCSSE and SENSE Data: [www.csi.edu/its/IR/SurveysPage.html](http://www.csi.edu/its/IR/SurveysPage.html)

[2014 Performance Measurement Report](#)

IPEDS Data: [www.csi.edu/its/IR/IRReportsPage.htm](http://www.csi.edu/its/IR/IRReportsPage.htm)

2013 Institutional Profile: <http://reports.csi.edu/>

Voluntary Framework of Accountability: <http://vfa.aacc.nche.edu/about/Pages/>

**Process Conclusions**

Though abbreviated, this first accreditation cycle has allowed the college to draw some important conclusions as it moves forward into its next septennial cycle.

- In many ways, the first abbreviated septennial cycle taught the college as much about process as it did about product. Although the indicators and metrics that the college chose in 2011 indicate a lack of mission fulfillment, this conclusion speaks more to an imperfect process than to an imperfect product. When focusing on viable metrics and removing the flawed measures, the college does appear to be meeting its mission. The college gathers a substantial amount of data and is committed to using that data to make informed decisions about the future of the institution. However, for the next cycle, it needs to focus on establishing more meaningful and clearly assessable indicators and metrics that can be used to improve the institution. As the college begins its next seven-year cycle, it is focused on gathering and using reliable and actionable data that will aid in mission fulfillment.

- The college needs to better align planning, core themes, and assessment and reporting processes. While all of these exist, many indicators and metrics were created in isolation and are therefore of limited use to decision makers. As the college begins a new septennial accreditation process and a new strategic planning process, it is focused on better aligning both new and existing assessment activities to ensure that resources are being used as efficiently and effectively as possible.
- The college needs to focus on communicating conclusions to appropriate constituencies and the public in a timely and consistent manner. Although issues tied directly to the college's Year One, Year Three, and Ad-Hoc Reports have been communicated to the campus community and to the Board of Trustees and have been posted on the college website, all information could be reported in a more regular and systematic way. Additionally, while the college has consistently met its reporting requirements to state and federal agencies, it needs to be more intentional about reporting to the general community.

### **Standard 5.B – Adaptation and Sustainability**

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*5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

The College of Southern Idaho regularly evaluates the adequacy of its resources, capacity and operational effectiveness. It documents its planning and allocation practices and continuously evaluates its internal and external environments to ensure that it is meeting mission fulfillment. The college does this in a number of ways as follows.

In terms of ongoing communication with sister institutions and the State Board of Education, the president meets with all Idaho college and university presidents monthly, and meets with community college presidents at least bi-monthly. Additionally, for discussions of academic transfer, professional-technical matters, policy, and state funding appropriation, the President and the Executive Vice President/Chief Academic Officer meet bimonthly with the Idaho State Board of Education and monthly with Board subcommittees. The college updates its strategic plan annually and reports to the State Board of Education each year as it documents and evaluates effectiveness.

*5.B.2 The institution documents and evaluates regularly its cycles of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluations to make changes, as necessary, for improvement.*

As demonstrated throughout this report, much of planning, practices, resource allocation, application of institutional capacity, and assessment of results, are handled internally through the use of Individual Development Plans (IDPs) and Unit Development Plans (UDPs). Also, the college's Business Office produces a five-year budget each year in an attempt to evaluate the resources that will be needed by the college in the future.

In the summer of 2015, the college will be embarking on a full revision of its strategic plan. This plan will include a complete assessment of the College of Southern Idaho's mission and core themes, its place in the broader community, and its vision as it moves into its sixth decade. In addition to the revision of its strategic plan, the college is completely updating its campus master plan. This process will also commence in the summer of 2015 and will plot the course for the campus for the next fifty years.

For the past several years, the College of Southern Idaho has joined the College of Western Idaho and North Idaho College in presenting coordinating budget proposals on specific common community college initiatives to the Idaho Legislature each January. The community colleges have chosen to work together to align appropriation requests focusing on the needs of all three community colleges and their students while still setting individual agendas and requests pertinent to each school.

*5.B.3 The institution monitors its internal and external environments to identify current and emerging pattern, trends, and expectations. Through its governance system, it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its program and services, and indicators of achievement.*

The college participates in the Voluntary Framework of Accountability (VFA) sponsored by the American Association of Community Colleges (AACC). As noted on the AACC webpage:

The Voluntary Framework of Accountability is the first national system of accountability specifically for community colleges and by community colleges. Leadership in the sector is defining the most appropriate metrics for gauging how well our institutions perform in serving a variety of students and purposes. The VFA will provide opportunities for colleges to benchmark their student progress and completion data against peers and to provide stakeholders with critical information on the colleges.

This year and for the first time, longitudinal data was available from VFA, and the president used that information in presentations to the Legislature. CSI will continue to explore ways in which VFA metrics can be integrated into college assessment measures in order to better identify current and emerging trends as it works to achieve current and future goals.

Support Resources:

[Sample Minutes from Statewide Presidents' Meetings](#)

Idaho State Board of Education Meeting Minutes:

[http://www.boardofed.idaho.gov/meetings/board/meeting\\_archives.asp](http://www.boardofed.idaho.gov/meetings/board/meeting_archives.asp)

Instruction, Research, and Student Affairs (IRSA) Meeting Minutes:

[http://www.boardofed.idaho.gov/meetings/irsa/meeting\\_materials.asp](http://www.boardofed.idaho.gov/meetings/irsa/meeting_materials.asp)

Internal Website Access Point: <https://tycho.csi.edu/accred>

[Five Year Rolling Budget](#)

[2015 Legislative Request Presentation](#)

[2015 Legislative Request Summary](#)

## CONCLUSION

This report represents the College of Southern Idaho's journey of discovery and evaluation during the compressed seven-year cycle. The process of developing core themes in 2011 was a new approach to evaluation, and it brought many benefits moving forward. Some of these include a strong institutional commitment to the new process of planned and regular data analysis as a basis for making informed decisions. Though a regular past practice, the college also now integrates core theme metric planning and predictive analytics into elevated and much broader conversations across campus. Discussions about the college's future are based on analyses of resultant information and plans for improvement are informed by an evaluation of metrics.

CSI also learned that the process of discerning effective core theme metrics is challenging, and we recognize our first efforts were flawed in some ways, as referenced throughout the report. However, in that process, the college was able to refine measures of success and come to a solid understanding of definitions, metrics, and measures of success as we anticipate the next iteration of the Seven-Year Cycle.

The College of Southern Idaho is an institution with a long history of diligence and accountability. The school has a culture of excellence, and while that lofty goal, excellence, is not often attained due to its rare nature, the culture of aspiring to excellence is a hallmark of this school. The college looks forward to continuing the journey.

**GLOSSARY OF TERMS**

AACC—American Association of Community Colleges

ADC—Academic Development Center

CCA—Complete College America

CCSSE—Community College Survey of Student Engagement

CWI—College of Western Idaho

GEM—General Education Matriculation

GPS—Guided Pathways to Success

IDP—Individual Development Plan

IPEDES—Integrated Postsecondary Education Data System

Matrix—The “one-stop-shop” area of the Taylor Building which houses the Admissions Office and the Registrar’s Office

PSR—Post-Secondary Reports

PTE—Professional-Technical Education

SENSE—Survey of Entering Student Engagement

SLDS—Statewide Longitudinal Data System

SOAR—Student Orientation, Advising and Registration

SSI—Student Success Initiative

STEM—Science, Technology, Engineering and Math

TABE—Test of Adult Basic Education

TACT—Threat Assessment Consultation Team

Transfer program—Programs designed to allow graduates to move into four-year programs

TSA—Technical Skills Assessment

UDP—Unit Development Plan

VFA—Voluntary Framework of Accountability

## ALPHABETICAL LIST OF LINKS TO SUPPORTING DOCUMENTS:

2013 Institutional Profile: <http://reports.csi.edu/>  
[2014 Performance Measurement Report](#)  
2014-2015 CSI Catalog: <http://www.csi.edu/catalog/>  
[2015 Legislative Request Presentation](#)  
[2015 Legislative Request Summary](#)  
[Academic Certificate Notice of Intent](#)  
[Academic Status Flowchart](#)  
Administration Website: <http://www.csi.edu/aboutCSI/administration.asp>  
Best Practices Committee Website: [http://www.csi.edu/facultyAndStaff\\_/committees/bpe/](http://www.csi.edu/facultyAndStaff_/committees/bpe/)  
[Booster Club](#)  
CSI Athletics Website: <http://athletics.csi.edu/index.aspx>  
[CCA/GPS Booklet 2013](#)  
[CCA/GPS Game Changers 2013](#)  
[CCA/GPS Idaho Proposal](#)  
CCSSE and SENSE Data: [www.csi.edu/its/IR/SurveysPage.html](http://www.csi.edu/its/IR/SurveysPage.html)  
Collaborative Retreat Website: <http://planning.csi.edu/grantsDevel/internalGrants/collaborativeRetreat.asp>  
[Cooperative Agreement and Resolution](#)  
CSI 2012-2017 Strategic Plan: <http://planning.csi.edu/planning/strategicPlan/index.asp>  
[CSI 2013 Annual Security and Fire Safety Report](#)  
CSI Academic Technology Committee Website: [http://www.csi.edu/facultyAndStaff\\_/committees/academic-technology/](http://www.csi.edu/facultyAndStaff_/committees/academic-technology/)  
CSI Accreditation Statement: <http://www.csi.edu/aboutCSI/accreditation.asp>  
CSI Advising Center Website: <http://advising.csi.edu>  
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