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College of Southern Idaho

Year Three Self-Evaluation Report

March 2012

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The College of Southern Idaho

Twin Falls, Idaho
www.csi.edu

Report Prepared for the Northwest Commission on Colleges and Universities

March 2012

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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 the Magic Valley. 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 the 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 College was governed by a Board of Trustees that 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. Dr. Gerald Beck, CSI's current President, was appointed in 2005.

In addition to its 315-acre main campus located in Twin Falls, CSI has off-campus centers in Burley, Gooding, Jerome, and Hailey. CSI offers a full range of degree and certificate programs that serve students in professional-technical and transfer education. The college also offers ABE/GED, ESL and basic skills courses for students requiring pre-college-level work. Faculties teach in a variety of modalities including traditional classrooms, online via the internet and hybrid courses, on a microwave system, and over the Idaho Education Network (IEN). CSI partners with sister public post-secondary institutions in Idaho, which offer over 20 bachelor's, master's and terminal degrees for students on the CSI campus. CSI's spring 2011 FTE is 4,707 representing a duplicated headcount of 8,812. Also, CSI is active within its community, offering courses, cultural events, economic development, and business partnerships.

CSI continues to partner with the College of Western Idaho (CWI) in order to assist CWI to meet standards for accreditation and to help CWI offer college credit instruction, certificates and degrees, and federal financial aid while seeking accredited status.

This report reflects CSI's intent to achieve mission fulfillment through identifying Core Themes based on the college's Mission Statement. This report includes Core Themes, goals, and assessable indicators for each goal. The report also explains as to how assessed information will be used to achieve sustainability and adaptation over time.

The last full-scale NWCCU visit was 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 spring 2011, and this Year Three Report marks the college's continued participation in the revised Seven Year Accreditation Cycle. Its various constituencies and many processes of self-assessment drive CSI's mission and goals. Campus-wide initiatives such as sustainability and academic integrity; students' needs; the needs of businesses and industry in the Magic Valley;

opportunities arising from the global market in which we participate; cultural, artistic, and civic programs; and feedback all influence the programs, courses, activities, and stimulus that CSI provides in Southern Idaho and beyond.

To promote continuous improvement, CSI also utilizes a consolidation of reporting requirements for the several independent and non-collaborating agencies to which CSI provides data, including CSI's own Outcomes Assessment procedures (OA Yearly Report), the Idaho State Board of Education (program review), the Northwest Commission on Colleges and Universities (accreditation reports and self-studies), and various professional accrediting organizations (e.g., the National League of Nursing Accreditation Commission).

This consolidated reporting system also includes the major features of the IDP (Individual Development Plan), UDP (Unit Development Plan), and OA (Outcomes Assessment) Yearly Report, providing a uniform college-wide system of educational assessment (the College received a commendation on this in the 2008 Interim Report). IDPs are generated by each faculty and staff member and outline each individual's goals for professional development. IDPs also specify what resources are needed to meet those goals. The UDP is a compilation of IDPs within departments and presents to administration an aggregate of both faculty direction and resources requested. This document is crucial in the setting of institutional goals and budgets. The institutional strategic plan informs IDP-UDP planning cycle.

The OA Yearly Report identifies departments' compliance with the college's OA policies and outlines the ways in which departments are adapting instruction to better meet students' needs as demonstrated by their performance on OA instruments.

PREFACE

Brief Update on Institutional Changes since the Last Report

The Year One Report was submitted in spring 2011.

Executive Director of the CSI Foundation Curtis Eaton retired at the end of December 2011, and Debra Wilson assumed that position in January 2012. Other than that, in the intervening eleven months there have been no other significant administrative changes in personnel. Consistent with the College's planning cycle, a revised Strategic Plan is being reviewed and prepared for publication in March 2012.

In the fall of 2011 to accommodate new US Department of Education regulations, the College updated policies to reflect Satisfactory Academic Progress (SAP) and associated financial aid policy changes.

The College has started implementation of Singularity, an electronic content management system in Financial Aid, Records, HR, and the Business Office.

The College upgraded to the Enterprise version of Blackboard, joining the statewide LMS consortium in fall 2011.

The Fine Arts Building expansion was completed in February of 2012 with additional space for performing arts and education.

CSI's partnership as the accrediting partner with the College of Western Idaho continues. In January 2012, CWI was notified by the NWCCU that it received Candidacy Status, a major step in the accreditation process.

The College continues to be a major and active member of the business and economic development community. For instance, since fall 2011, the College in partnership with various city and state agencies was successful in bringing Chobani, a multimillion dollar corporation to Twin Falls.

Though not an institutional change, it is worth noting that last spring, the CSI Men's basketball team won the NJCAA national championship.

Response to Recommendations/Issues Requested by the Commission

CSI's Year One Report was submitted to the Commission in spring 2011. There were two recommendations.

1. The evaluation panel recommends that the College review its indicators of achievement of core themes to ensure they are assessable and provide direct evidence of mission fulfillment (Standard 1.B.2)
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).

The College assembled a team of experienced NWCCU-trained evaluators from across campus who worked for several months to more clearly define core theme metrics and to more fully ensure that they provide direct evidence of mission fulfillment. The team also reviewed and more clearly defined acceptable thresholds of mission fulfillment. Detailed responses to both Recommendations 1 and 2 are in this Year Three Report under the sections for *Updated* Chapter One following this preface.

Team members:

- Dr. Jeff Fox, Executive Vice President and Chief Academic Officer, Accreditation Liaison Officer
- Dr. Edit Szanto, Vice President of Student Services, Planning and Development
- Mr. Chris Bragg, Chair of Fine Arts, Communications, and Business
- Mr. John Hughes, Chair of Teacher and Physical Education
- Dr. Ken Campbell, Dean of Information Technology Services
- Ms. Michele McFarlane, Evaluation and Assessment Specialist/Research Analyst
- Dr. Cindy Bond, Instructional Dean
- Dr. Todd Schwarz, Instructional Dean
- Dr. Debi Klimes, Chair of the Academic Development Center

Coincident with responding to Chapter One recommendations was writing the report addressing Standard Two and various Eligibility Requirements. Team members began their work in early fall 2011 with a kick-off luncheon to review the NWCCU process and get assignments. Standard Two committee chairs and their committee members researched and verified aspects of their Standard Two assignments and provided written reports. The resultant report was proofread and edited by many people at many stages, but special recognition goes to English Professor Jan Carpenter for her editing suggestions and also to Instructional Technology Specialist Izabella Bagdasarova for her work in formatting and processing, and publishing the final report.

STANDARD TWO COMMITTEES (* indicates committee Chair)

Standard 2.A Governance
    *Teri Fattig (Director, Library and Museum; Department Chair of Information Science)
    Monty Arrossa (Director, Human Resources)
    Dr. Alan Frost, CSI Trustee
    Dr. Gerald Beck (College President)

Standard 2.B Human Services
    *Dr. Tracey Meyerhoeffer (Professor, Education)
    Bill West (Assistant Professor, Art)
    Dr. Mark Sugden (Instructional Dean)
    Elaine Bryant (Director, North Side Center)

Standard 2.C Educational Resources
    *Kathy Clark (Professor, Biology)
    *David Wyett (Associate Professor, HVAC)
    Kim Madsen (Assistant Professor, English)
    Barry Pate (Assistant Professor, Animal Science)
    Betty Zimmerman (Associate professor, Registered Nursing)

Standard 2.D Student Support Resources
    *Dr. Debi Klimes (Chair, Academic Development Center)
    Graydon Stanley (Dean of Students)
    Mary Feis-Christy (Associate Professor, Human Services)
    Jaime Tigue (Assistant Professor, Physical Education)

Standard 2.E Library and Information Resources
    *Dr. Clark Draney (Professor, English)
    Stacey Madsen (Director, Community Education)

Standard 2.F Financial Resources
    *Sandy Bosteder (Office Specialist)
    Jeff Harmon (Dean of Finance)
    Dr. Jenny Emery-Davidson (Director, Blaine County Center)

Standard 2.G Physical and Technological Infrastructure
    *Ryan Jund (Associate Professor, Information Technology)
    Alan Scherbinske (Assistant Director, Physical Plant)

Eligibility Requirements 4-21
    *Judy Hansen (Associate professor, Developmental Language Arts, English)
    Cindy Dickson (Associate professor, Mathematics)
    Mike Slagel (Assistant Professor, Business & Economics)
    Scott Scholes (Dean of Student Services)
    Kristin Beck (Director, Mini-Cassia Center)
    Dr. John Miller (Instructional Dean)

The College of Southern Idaho Board of Trustees reviewed this report and approved it at the February 27, 2012 Board Meeting.

UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

ER 2: *Authority*

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

In 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.

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 to the 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:
http://www.csi.edu/aboutCSI/board/index.asp
http://www.legislature.idaho.gov/idstat/Title33/T33CH21.htm
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

ER 3: *Mission and Core Themes*

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of

its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational 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 and reaffirmed by the Board in the spring of 2011. 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 to 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 and appropriate to a community college. 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 it students.

Support Resources:
http://www.csi.edu/aboutCSI/history_mission.asp
http://www.csi.edu/aboutCSI/board/minutes/2011_01_31.PDF
http://www.csi.edu/catalog/

Section I: Standard 1.A: Mission and Goals

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate 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 mission statement was first adopted by the CSI Board of Trustees on 04/21/2008. There have been no changes since, although the mission statement is reviewed annually as part of our Strategic Planning process. During our last Strategic Planning Committee meeting (04/15/11) committee members reviewed and re-affirmed the current mission statement. While the mission statement was re-affirmed, changes to the Strategic Plan were recommended, and the draft will go in front of the Board of Trustees at its March 2012 meeting. Input into the revision of the mission statement and Strategic Plan is sought campus-wide and the revised versions, approved by the Board of Trustees, are disseminated via e-mail and hard copy to the campus community.

The Mission Statement is:
- On the website: http://www.csi.edu/aboutCSI/history_mission.asp
- In the CSI Strategic Plan online: http://www.csi.edu/strategicplan/Strategic_Plan.pdf and in the printed CSI Strategic Plan hat is distributed on-campus as well as to off-campus

- constituents (e.g. Idaho State Board of Education, the Idaho Legislature, and community members)
- In the online catalog: http://www.csi.edu/catalog/catalog1011.pdf and in the printed catalog available to students, employees, and other constituents through the CSI Bookstore
- In the online and printed Annual Reports to the Community: http://planning.csi.edu/planning/annualReport.asp
- Hard copies of the Mission Statement are also displayed in many offices around campus
- Some departments and courses incorporate the mission statement into their UDPs, syllabi, and program handbooks.

The mission statement is reviewed annually by our Strategic Planning Committee which has campus-wide representation (students, faculty, staff, administration, and Board members). If revisions to the mission statement are recommended, the proposed revisions are also shared with the rest of the campus community. The finalized draft goes in front of the Board of Trustees for review and approval. Once finalized and approved by the CSI Board of Trustees, the mission statement (and full Strategic Plan) are also shared with the Idaho State Board of Education and the Division of Financial Management (as required by Idaho Code).

Interpretation of Mission Fulfillment

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

CSI convened a Standard 1 Committee specifically to address Recommendations 1 (1.B.2) and 2 (1.A.2) from the Year One Peer Evaluation Report. The charge of this committee was solely to address these recommendations. Committee members met regularly to work on Standard 1. Between meetings, committee members had an opportunity to share the progress with their respective areas and bring forth input from those areas.

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 started out 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 it is based on the outcomes achieved on these indicators of achievement.

It is apparent the new septennial cycle for accreditation requires regular and ongoing attention to processes, a vast improvement over the prior ten-year model. In this context, the College will plan for and assess core theme objectives and corresponding indicators to determine mission fulfillment annually and systematically. The annual review process will help CSI focus its efforts, monitor progress, and make any necessary adjustments to ensure continuous improvement and mission fulfillment. Individuals will be assigned the ongoing tasks of gathering, analyzing, and recording required data elements. Outcomes will be monitored and shared with appropriate constituents in order to facilitate awareness and continuous improvement. If the review reveals that the outcomes of any of the core themes do not meet

minimum standards, a plan of action will be devised to ensure improvement designed to at least reach the established acceptable threshold.

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. The core themes are embedded in the College's Mission Statement and Vision Statement:

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.*
(Approved by the CSI Board of Trustees on 04/21/08; reviewed annually.)

Vision Statement: *The College of Southern Idaho shapes the future through its commitment to student success, lifelong learning, and community enrichment.*

(Reviewed annually; the above version has been developed in light of the newly developed core themes and based on input from the Strategic Planning Committee members and campus-wide opportunity for input. It will go in front of the Board of Trustees for approval at the March 2012 board meeting.)

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

Mission	Vision	Core Themes	Objectives
Educational	Student success	1. Transfer Education	To prepare students intending to transfer and who achieve either and Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.
	Lifelong learning		
Educational	Student success	2. Professional-Technical Education	To prepare students for entry into a job or profession related to their field of preparation and study.
Workforce Development	Lifelong learning		
Educational	Student success	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.
	Lifelong learning		
Social	Community enrichment	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	Community enrichment		
Economic	Community enrichment		

- 4 core themes
- 4 objectives
- 20 indicators of achievement

The College of Southern Idaho developed a rating scale to help measure mission fulfillment. The institution will evaluate the outcome of each indicator of achievement and will determine whether the outcome has met expectations or not. Evaluation of the outcome will be based on metrics and targets established. Targets will be based on baseline data and a determination on what constitutes an ambitious yet achievable target for the institution. Actual performance (outcome) will be compared with targets established. If the outcome meets expectations, it gets a score of 1, while if it does not meet expectations, it gets a score of 0. There are 20 total indicators and 20 total possible points.

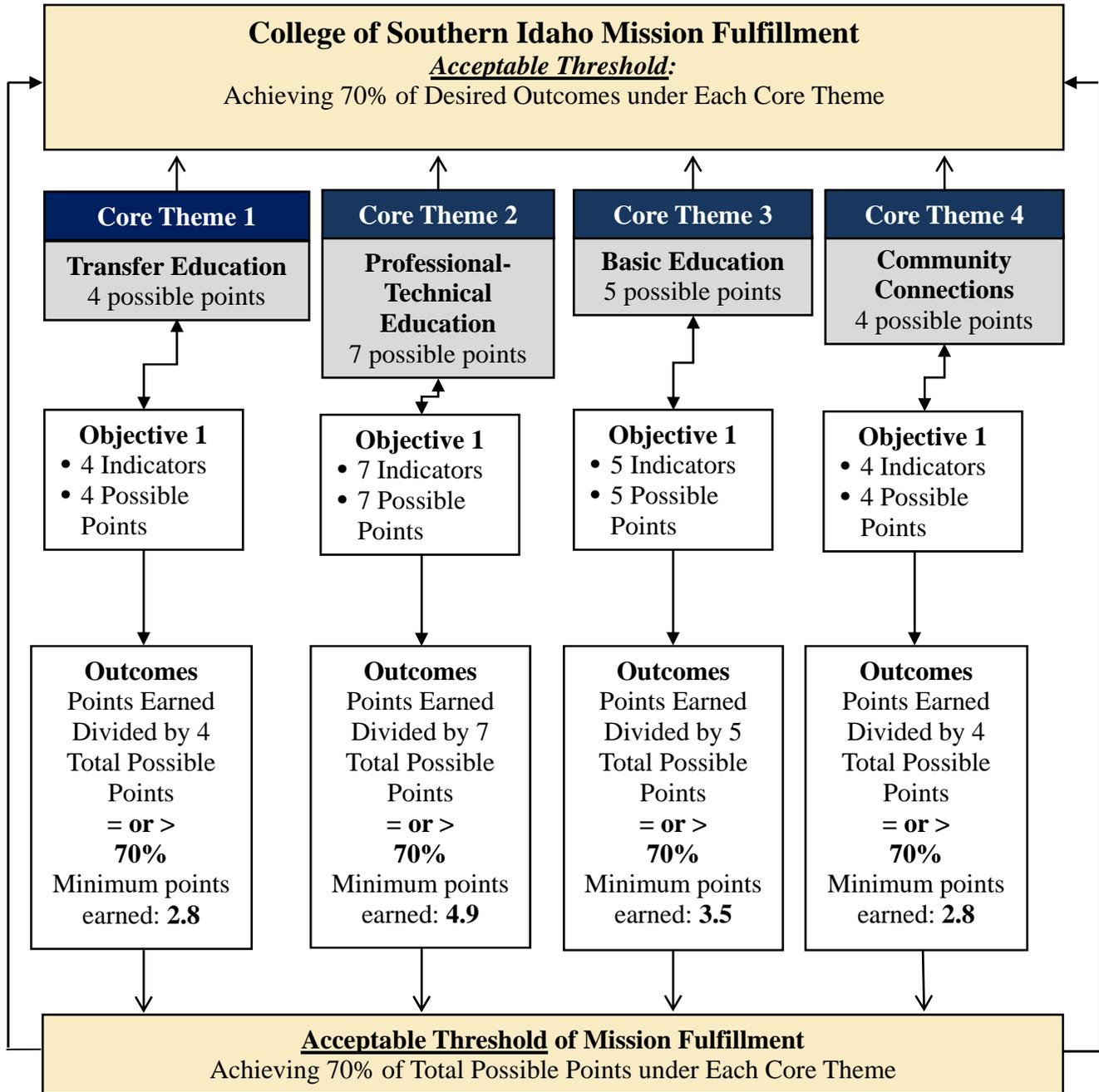**Articulation of an Acceptable Threshold or Extent of Mission Fulfillment**

CSI defines mission fulfillment in terms of performance demonstrated under each core theme; a minimum acceptable threshold of 70% of indicators must meet expectations under each individual core theme.

Each core theme has several indicators of achievement. Some indicators have several metrics that the College will be using to determine whether expectations were met or not. The Standard 1 Committee discussed the relative importance of each indicator and, as part of this ongoing development process, may consider a weighting system associated with the metrics and indicators as a further evaluation of the core theme outcomes.

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

- Minimum acceptable level of performance (70%) – acceptable threshold or extent of mission fulfillment
    - Per core theme – CSI will meet expectations (score of 1) on at least 70% of indicators per each core theme

College of Southern Idaho Mission Fulfillment
Acceptable Threshold:
Achieving 70% of Desired Outcomes under Each Core Theme

Core Theme 1	Core Theme 2	Core Theme 3	Core Theme 4
Transfer Education 4 possible points	**Professional-Technical Education** 7 possible points	**Basic Education** 5 possible points	**Community Connections** 4 possible points

Objective 1
- 4 Indicators
- 4 Possible Points

Objective 1
- 7 Indicators
- 7 Possible Points

Objective 1
- 5 Indicators
- 5 Possible Points

Objective 1
- 4 Indicators
- 4 Possible Points

Outcomes
Points Earned Divided by 4 Total Possible Points
= or >
70%
Minimum points earned: **2.8**

Outcomes
Points Earned Divided by 7 Total Possible Points
= or >
70%
Minimum points earned: **4.9**

Outcomes
Points Earned Divided by 5 Total Possible Points
= or >
70%
Minimum points earned: **3.5**

Outcomes
Points Earned Divided by 4 Total Possible Points
= or >
70%
Minimum points earned: **2.8**

Acceptable Threshold of Mission Fulfillment
Achieving 70% of Total Possible Points under Each Core Theme

Standard 1.B: Core Themes

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 mechanical or electrical engineering (Associate of Engineering), a degree articulated with the University of Idaho.

Each degree has a minimum of 64 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 with lower division general education core complete and with sufficient electives in a program emphasis to achieve junior (3rd year) class standing. Each degree meets General Education Core requirements set forth by the Idaho State Board of Education. All transfer degree requirements are published in the 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. Students' evaluation 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 and Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.			
Indicators of Achievement	**Metric**	**Target**	**Outcome**
Lower division transfer programs and general education curricula meet or exceed Idaho State Board of Education requirements.	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	100% of transfer programs will meet or exceed State Board transfer requirements.	*[Will be completed in year 5 and 7 reports.]*

	Committee.		
Learning outcomes for transfer programs are clearly defined and assessed.	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.	*[Will be completed in year 5 and 7 reports.]*
Students' evaluation of their transfer education experience.	Post-transfer survey of students' perceptions regarding their transfer education experience.	Establish baseline and maintain or improve.	*[Will be completed in year 5 and 7 reports.]*
Degree award, retention and completion rates in transfer programs are evaluated and benchmarked.	The number of degree seeking students who graduate. The percentage of first-time, full-time students who return for the second fall semester. The number of students who complete the requirements for general education. The number of students who transfer and successfully complete their four year degree.	Establish baseline and maintain or improve for each metric.	*[Will be completed in year 5 and 7 reports.]*

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 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 with junior-level standing. 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 will allow for better achievement of this objective, this core theme, and ultimately mission fulfillment.

Overall Analysis: *Will be included in year 5 and 7 reports based upon outcomes.*

Resulting Actions: *Will be included in year 5 and 7 reports based upon analysis.*

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. Complying with the State Division of Professional-Technical Education regulations, CSI offers a combination of certificates (Technical—TC and Postsecondary—PTC) and an Associate of Applied Science (AAS).   Each degree meets General Education Core requirements set forth by the Idaho State Board of Education. TC, PTC, and AAS degree requirements are published in the 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)

Objective 1: Prepare students for entry into a job or profession related to their field of preparation and study.

Indicators of Achievement	Metric	Target	Outcome
PTE program learning outcomes are clearly defined and assessed.	Program outcomes are defined on program outcomes documents.	100% of Program Profiles include annually updated Program Outcomes and Assessment Worksheets.	*[Will be completed in year 5 and 7 reports.]*
	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.	
		100% of Program Outcomes Assessment reports completed.	

| Programs meet or exceed established benchmarks for performance in technical skill assessments (TSA). | Percentage of PTE concentrators who took an approved TSA passing that TSA.

Percentage of PTE programs whose concentrator TSA pass rate was maintained or improved. | Establish baseline and maintain or improve for each metric. | *[Will be completed in year 5 and 7 reports.]* |
|---|---|---|---|
| Programs meet or exceed established performance benchmarks for program completion. | Percentage of PTE program participants completing their program of study during an academic reporting year.

Percentage of PTE programs whose program participant completion rate was maintained or improved | Establish baseline and maintain or improve for each metric. | *[Will be completed in year 5 and 7 reports.]* |
| Programs meet or exceed established performance benchmarks for student retention. | Percentage of PTE program participants who returned for a subsequent semester in the program sequence without interruption (semester retention).

Percentage of PTE programs whose program participant semester retention rate was maintained or improved. | Establish baseline and maintain or improve for each metric. | *[Will be completed in year 5 and 7 reports.]* |
| Programs meet or exceed established performance benchmarks for graduate placement. | Percentage of PTE program completers who met established definitions for positive placement.

Percentage of PTE programs whose | Establish baseline and maintain or improve for each metric. | *[Will be completed in year 5 and 7 reports.]* |

	program positive placement rate was maintained or improved.		
Employer satisfaction rates with college PTE graduates	Analysis of employer satisfaction rates with CSI graduates.	Establish baseline and maintain or improve.	*[Will be completed in year 5 and 7 reports.]*
Students' evaluation of their PTE education experience	Post-graduate survey of students' perceptions regarding their PTE experience.	Establish baseline and maintain or improve.	*[Will be completed in year 5 and 7 reports.]*

Rationale: Economic vitality as well as quality of life is dependent on 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 well-being and safety of Idaho's citizens. 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 an 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: *Will be included in year 5 and 7 reports based upon outcomes.*

Resulting Actions: *Will be included in year 5 and 7 reports based upon analysis.*

Core Theme Three: Basic Skills Education

Basic Skills Education refers to pre-college developmental courses in the Academic Development Center (ADC) or English Department that are assigned a 0-level (pre-college level) course designation. Basic skills coursework does not count as college credit. Each year, approximately 80% of incoming freshmen test into and take one or more developmental math courses, and about 40% 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 a college-level competency.

Indicators of Achievement	Metric	Target	Outcome
Learning outcomes for developmental courses are clearly defined and mapped through a sequence of courses.	Student learning outcomes are included on course syllabus and program portfolio.	All basic skills faculty include student learning outcomes on the course syllabus; student learning outcomes are included in the basic skills program portfolio.	*[Will be completed in year 5 and 7 reports.]*
Student attrition rates in developmental courses are defined, targeted, and analyzed.	Number of students enrolling in and completing the developmental course.	70% of students completing the developmental course in which enrolled.	*[Will be completed in year 5 and 7 reports.]*
Student success rates in developmental courses are defined, targeted, and analyzed.	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.	70% of students earning a grade of C or better in the developmental course.	*[Will be completed in year 5 and 7 reports.]*
Student success rates in subsequent developmental or college-level courses are defined, targeted, and analyzed.	Number of completers enrolling in and completing the subsequent developmental or college-level course with a grade of C or	70% of students earning a grade of C or better in the subsequent language arts course and 63% earning a grade of C or better in the subsequent math course.	*[Will be completed in year 5 and 7 reports.]*

	higher.		
Student perceptions of basic skills acquisition are defined, targeted, and analyzed.	Post-completion survey of students' perceptions regarding their basic skills experience.	Establish baseline and maintain or improve.	*[Will be completed in year 5 and 7 reports.]*

Rationale: 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 within the department. 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 Department courses, and developmental math to college-level Math Department 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.
Overall Analysis: *Will be included in year 5 and 7 reports based upon outcomes.*
Resulting Actions: *Will be included in year 5 and 7 reports based upon analysis.*

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, and Hailey. 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 provided 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 participation in local and regional economic development and outreach programs.

The Community Connections core them 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.		
Indicators of Achievement	**Metric**	**Target**	**Outcome**
Responsiveness to community economic development needs.	Number and scope of grants and community partnerships targeted at economic development. Use of college facilities for community economic development needs. Number of college employees servicing on community based economic development boards and task forces. Institutional involvement in providing apprenticeship and customized training programs.	Maintain and/or improve current financial, facility and personnel resources devoted to this indicator. Maintain and/or improve workforce training opportunities.	*[Will be completed in year 5 and 7 reports.]*
Provision of non-credit courses and services to the community.	Number of non-credit courses and services offered at all locations. Satisfaction with community focused non-credit educational opportunities and services at all locations.	Establish baseline and maintain or improve for all metrics.	*[Will be completed in year 5 and 7 reports.]*
Provision of college-sponsored and supported programs and	Number of community organizations using College facilities.	Establish baseline and maintain or improve for all metrics.	*[Will be completed in year 5 and 7 reports.]*

| educational events. | Number and type of community events held on campus and throughout the community that are sponsored by the College.

Number and type of statewide educational events and conferences held on campus annually | | |
|---|---|---|---|
| Provision for community needs through ancillary community services. | Support for federally funded community outreach programs that enhance and meet community needs. | Establish baseline and maintain or improve for all metrics. | *[Will be completed in year 5 and 7 reports.]* |

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 that 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 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: *Will be included in year 5 and 7 reports based upon outcomes.*

Resulting Actions: *Will be included in year 5 and 7 reports based upon analysis.*

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

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). Academic programs are submitted to the Idaho State Board of Education for approval.

As embodied in the 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:
http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2102.htm

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.

6. *Institutional Integrity*

Institutional policies at the College of Southern Idaho are formulated via a system that allows for faculty, student, administrative, and board member input. The College also maintains a Policies and Procedures (P&P) Manual which outlines college guidelines and practices. The P&P Manual is maintained by Human Resources, is updated annually, and changes made are approved by the Board of Trustees (http://hr.csi.edu/handbook/tofcmanual.htm).

The College takes very seriously its responsibility to provide due process for faculty, staff, students, and community members participating in campus programs. The campus P&P Manual includes language which highlights the resolve of the College in this regard.

Support Resource:
http://hr.csi.edu/handbook/tofcmanual.htm

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. The Board of Trustees derives its authority from statutes enacted by the legislature of the State of Idaho (Sec. 33-21). The Board 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 (State of Idaho Sec. 33-21; State Board of Education Sec. 1B).

Support Resource:
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

8. *Chief Executive Officer*

The Chief Executive Officer for the College of Southern Idaho is Dr. Gerald L. Beck.   The Board of Trustees appointed Dr. Beck as president in 2005. 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.

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 towards meeting the College's mission. The CSI Administration includes an Executive Vice President/Chief Academic Officer, a Vice President of Student Services/Planning and Development, and a Vice President of Administration. Four instructional deans answer to the Executive Vice President/Chief Academic Officer and are responsible for the academic programming at CSI and supervision of the campus outreach centers and advanced learning (dual credit, tech prep). The Dean of Student Services and the Dean of Students both answer to the Vice President of Student Services/Planning and Development and are responsible for the various support services, student government, and student activities available at CSI. The Dean of Information Technology Services, 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 to the President: the Director of Public Relations, Director of Human Resources, Athletic Director, Executive Director of the Southern Idaho Economic Development Organization, and the Executive Director of the CSI Foundation.

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 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. Faculty member qualifications are determined and maintained by department chairs and college administration. The College currently employs 170 full-time faculty members and a varied number of adjunct instructors based on enrollment (*CSI Catalog 2011-2012*, p. 216).

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:
www.csi.edu/forms/instruction/facEval.doc

11. *Educational Program*

The College of Southern Idaho confers the following degrees and certificates followed by the number of degrees or certificates available in each area: Associate of Arts (34), Associate of Science (14), Associate of Engineering (6), Associate of Applied Science (36), Technical Certificate (33), and Postsecondary Certificate (6).

In addition, the Academic Skills Department provides college classes to students who need remedial work in math, language arts, and study skills. The department also provides classes for English language learners.

The College 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.

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 fully articulated with all public post-secondary institutions in Idaho. The Associate of Applied Science Degree requires 16 hours of general education coursework, including communications, composition, mathematics, social sciences, and one additional 4-credit general education class of the student's choice. The technical certificate requires 9 hours of general education coursework, including communication or English, mathematics, and a social science (see *CSI Catalog 2011-2012*, p. 51). Intended outcomes and or outcomes assessments are an integral component of our general education classes.

13. *Library and Information Resources*

The College maintains library and learning resources consistent with its mission and core themes. The library augments its collections through the use of interlibrary loan and access to electronic resources. The library keeps collections current through purchases of new materials and by systematic weeding of outdated materials. Acquisitions are made in response to program development and faculty requests. 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.

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 encompassing two city blocks. It is a beautiful campus featuring well-spaced buildings with a park-like environment. Students in the College's eight-county service region are likewise served with four additional off-campus centers located in Gooding, Hailey, Jerome, and Burley, Idaho. In each of the off-campus centers, the College either owns the facility or maintains a long-term lease relationship with local school districts or other state agencies. The total square footage of all facilities including the main campus and four off-campus centers is in excess of 900,000 square feet. 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 new Health Sciences & Human Services Building is a LEED gold certified building.

College facilities on campus are identified in 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 campus was developed in 1965 in the middle of farm ground surrounded by older residential homes. Many of those older homes now serve the College through providing office spaces and cottages for various CSI departments. An extensive system of fiber optic connections and a dedicated digital video conferencing network provide CSI 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 student management system. Laboratory, library, and testing facilities, both inside and outside, are state of the art and provide a companion learning piece for general classroom activities. The physical plant driving operations keeps buildings comfortable for year-around occupancy and provides the necessary power and fiber-optic connections, along with attending routers, servers, and cabling, to sustain a reliable data network.

The College supports a regular schedule of capital and infrastructure upgrades for both buildings and technology, guided by facilities maintenance and building master plan 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. These master plans address building upgrades, new and anticipated campus construction projects, computer labs, electronic teaching stations/labs, supporting technology, and the Internet/digital connection with the world outside the CSI campus.

15. *Academic Freedom*

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

Support Resource:
http://hr.csi.edu/facultyhandbook/section2.html#2.Academic

16. *Admissions*

The Board of Trustees establishes the admission policy for the College. This policy is 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 college catalog and on the college web site.

Support Resources:
http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiq_admission_standards_0807.pdf
http://www.csi.edu/catalog/catalog1112.pdf
http://www.csi.edu/gettingStarted/

17. *Public Information*

The College publishes in a 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, and the academic calendar. The Director of Admissions and Records coordinates the publication of the college catalog and oversees its annual revision process. The Vice President of Student Services oversees the Instructional Technology Center whose staff maintains the CSI website. Vice presidents, deans, directors/coordinators, and program managers are responsible for the accuracy, currency, and completeness of the information published under their respective areas on the website. The Public Relations Director is primarily responsible for public information external to the College. The Vice President of Administration handles all public records requests.

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; 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 cover 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.

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 conducted by Ware and Associates 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 by Ware and Associates 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 Ware and Associates and moderated by the Vice-President of Administration for the College of Southern Idaho. Recommendations received as a result of the annual auditing process are translated into operating procedures and processes used by the College in order to ensure compliance with local, state, and federal guidelines.

20. *Disclosure*

The College discloses to the Commission all required information. The Executive Vice President is the College's Accreditation Liaison Officer (ALO) and is responsible for communicating all required information to the Commission.

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.

2.A Governance

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 5-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 delegates administrative authority to the President. Weekly meetings of the Administrative Council and Facility Use meetings, which include various department heads, provide input from administrators representing the college at

large. Input to the decision-making process is also received from Faculty Senate, PACE (Professional and Classified Employees), and Student Senate. For the purpose of academic transfer and state funding appropriation, administration meets monthly with the Idaho State Board of Education.

Support Resource:
http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2106.htm

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 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:
http://www.legislature.idaho.gov/idstat/Title33/T33CH21.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 first accreditation in 1968. Since that time, the Northwest Commission on Colleges and Universities has continuously accredited the College. The Executive Vice President/Chief Academic Officer is the Accreditation Liaison Officer and is responsible for monitoring compliance with the Northwest Commission on Colleges and Universities Standards of Accreditation.

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 adhered 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), FERPA, the Clery Act, U.S. Department of Education regulations, applicable Idaho State Board of Education (SBOE) and Idaho Division of Financial Management (DFM) policies and guidelines.

Support Resource:
http://www.legislature.idaho.gov/idstat/Title33/T33CH21.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 to the state of Idaho Code, Title 33, Chapter 21, 33-2106 and 33-2107.

The Board of Trustees Policies states 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 (Board of Trustees Policies, BP.10.01).

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:
http://www.csi.edu/aboutCSI/board/index.asp
http://www.legislature.idaho.gov/idstat/Title33/T33CH21.htm
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

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 will be required for the passage of a motion except where otherwise provided by law (Board of Trustees Policies BP.09.02).

Support Resource:
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

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 Employee Policies and Procedures Manual which includes the Business Office Policies 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.*

In the spring of each year, the Board of Trustees reviews the President's performance. This annual 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 (Board of Trustees Policies, BP.12).

Support Resource:
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

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

The Board created and approved policy to evaluate its performance on an annual basis (Board of Trustees Policies, BP..13).
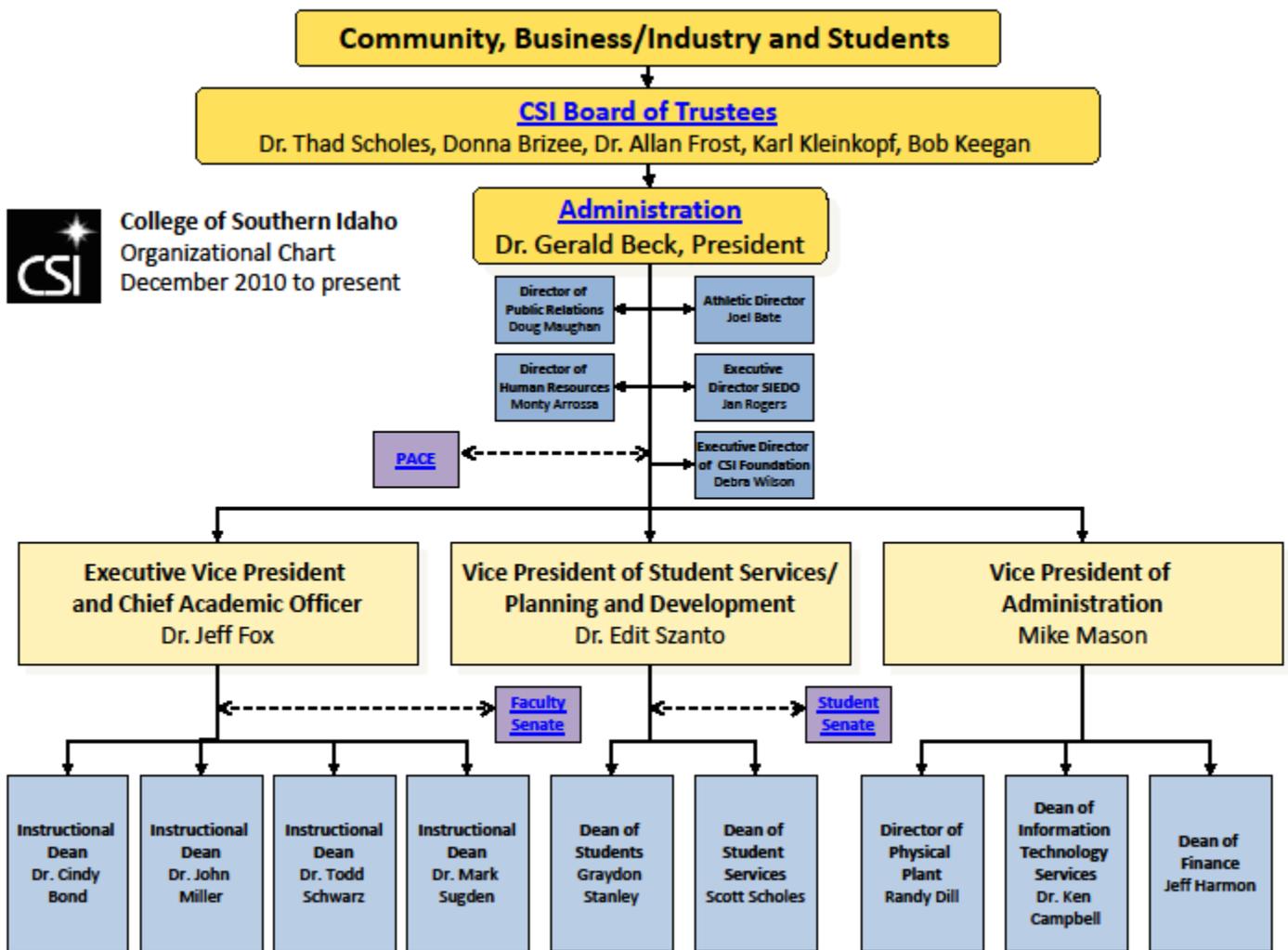
Support Resource:
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

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 advised by the Administrative Council, consisting of the President, Executive Vice President & Chief Academic Officer, Vice President of Student Services/Planning & Grant Development, and Vice President of Administration. Secondary leadership includes four Instructional Deans, Dean of Information Technology Services, Dean of Student Services, Dean of Students, and Dean of Finance. Together, these individuals are responsible for managing the institution and assessing its effectiveness.

Figure 2.A.1 presents the CSI administrative structure. Organizational chart below this level is available at the Human Resources Office.

Support Resource:
http://hr.csi.edu/Org%20Chart/OrgChart12.pdf

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 Gerald Beck has served as Chief Executive Officer of CSI since 2005 with full-time responsibility for the institution falling under his jurisdiction. President Beck began his career at the college in 1975, was appointed as Vice President of Instruction in 1992, and advanced to the college's Executive Vice President and Chief Academic Officer before being named CSI's third President.

President Beck has been a vital partner with the College in southern Idaho's economic development, and he is distinguished in developing and implementing successful and highly tailored curriculum to support an aggressive economic development campaign. He is a current board member of the Southern Idaho Economic Development Organization (SIEDO) and the State Workforce Development Council appointed by the Governor of Idaho. He is a recipient of the 2010 Idaho Professional-Technical Education Distinguished Service Award, the International Economic Development Council Richard Preston Award, and was recently presented an Honorary State FFA Degree from the Idaho FFA Association. Dr. Beck is a member of the Twin Falls Rotary Club and serves as a board member for the Region IV Development Association. He is a past board member of the Magic Valley Regional Medical Center (St. Luke's) and past president of the Idaho Association of Private Industry Councils. He is an affiliate faculty of the University of Idaho, and he serves as an evaluator with the Northwest Commission on Colleges and Universities.

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.

Table 2.A.1

Title	Name	Qualifications
President	Gerald Beck	Ed.D., University of Idaho BS, M.Ed, University of Idaho Graduate Studies, Harvard University, IEM
Executive Vice President and Chief Academic Officer	Jeff Fox	Ph.D., University of Idaho BA, MA, California State University, Sacramento Graduate Studies, Harvard University, MLE
Vice President of Student Services/Planning and Development	Edit Szanto	Ed.S., Ph.D., Nova Southeastern University BA, MBA, Washington State University MLIS, Syracuse University
Vice President of Administration	Mike Mason	B.B.A. Boise State University C.P.A., C.M.A.
Instructional Dean	Cindy Bond	Ph.D., University of Idaho M.Ed., University of Idaho BA, Boise State University C.P.A.
Instructional Dean	John Miller	M.Ed, Ed.S., Ed.D. University of Idaho
Instructional Dean	Todd Schwarz	Ph.D., University of Idaho

		MS Ed., Boise State University, BS Ed., University of Idaho AA, College of Southern Idaho
Instructional Dean	Mark Sugden	BS, MS, Ph.D., University of Minnesota
Dean of Students	Graydon Stanley	BS, M.Ed., College of Idaho
Dean of Student Services	Scott Scholes	M.Ed., Washington State University BS, Boise State University
Director of Physical Plant	Randy Dill	17 years in Hotel Management 13 years Facilities Management
Dean of Information Technology Services	Ken Campbell	Ph.D., University of California, Irvine BA, University of Redlands
Dean of Finance	Jeff Harmon	M.Ed., University of Idaho BBA, Boise State University AA, College of Southern Idaho C.P.A.
Director of Public Relations	Doug Maughan	28 years in media communication 13 years in public relations
Director of Human Resources	Monty Arrossa	MS, Idaho State University BS, Idaho State University AA, College of Southern Idaho
Athletic Director	Joel Bate	MA, University of Idaho BS, Boise State University
Executive Director of CSI Foundation (through 1/31/2012)	Curtis Eaton	J.D., University of Idaho MPA, Johns Hopkins University BA, Stanford University
Executive Director of the CSI Foundation (beginning 1/31/2012)	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:
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. The Official Copy of this Faculty Handbook is a hard copy that is kept by the President of the Faculty Senate, who also ensures that it is published electronically on the CSI website. Academic

policies as related to instruction (plagiarism, attendance, grading, and so on) are found on course syllabi.

Support Resource:
http://hr.csi.edu/facultyHandbook/

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 are enforced by the Library Director and library staff.

Support Resource:
http://www.csi.edu/support/library/libraryPSPolicies.htm

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 CSI Transfer Guide webpage is designed to assist students in navigating the transfer process from CSI to another college or university. Articulation agreements and 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.

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 Governing Policies and Procedures.

The College of Southern Idaho has articulation agreements with all Idaho public colleges and universities and Treasure Valley Community College. Students who receive an Associate of Arts (AA) or an Associate of Science (AS) degree may transfer to one of the Idaho schools with junior level standing. Students who receive an Associate of Applied Science (AAS) degree may transfer a maximum of 70 credits to Boise State University, Idaho State University, Lewis-Clark State College, or the University of Idaho. Students will be considered transfer students if they transfer a minimum of 14 credits. CSI also has articulation agreements with Montana State University Northern, Utah State University, and Brigham Young University.

CSI accepts credits from regionally accredited institutions—see 2.C.8.

Support Resources:

http://www.csi.edu/prospectiveStudents_/studentServices/transferGuide/index.asp
http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiv_statewide_articulation_and_associate_degree_0811.pdf
http://www.csi.edu/currentStudents_/eagleInfo/transferInformation.html

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. CSI uses e-mail to communicate students' rights and responsibilities. Applicable policies and procedures, including appeals and grievance procedures are published on the CSI website and in the 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 Records Office, 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 academic 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 emphasis on community colleges that have similar size and mission to CSI. As a result, CSI in in the process of adopting an Academic Integrity Policy, to be approved by the Faculty Senate, the president, and the Board of Trustees this spring.

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. An informal complaint procedure is designed to resolve issues related to disability discrimination and/ or obstacles to access of services,

programs and activities of the College of Southern Idaho (CSI). CSI uses a collaborative approach providing timely and effective intervention to resolve such issues. CSI works to keep the complainant and other key persons central to the resolution with a focus on achieving a positive change.

Judicial Action, an online student conduct management and tracking system, has been implemented and is managed by the Dean of Students and Security.

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 on 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 Security. Policies and procedures regarding students' rights and responsibilities are clearly stated and readily available. CSI uses e-mail to communicate students' rights and responsibilities. Applicable policies and procedures, including appeals and grievance procedures, are published on the CSI website and in the catalog.

Support Resources:
http://www.csi.edu/studentHandbook/pdf/StudentCodeOfConduct.pdf
http://www.csi.edu/Disabilities/
http://www.csi.edu/Disabilities/students/grievanceProcedures.asp
http://advising.csi.edu/forms/Academic%20Standing%20Flowchart.pdf
http://www.csi.edu/financialAid/sap.asp
http://www.csi.edu/forms/Students_Forms/GradeAppealProcess.pdf

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. To that end, the College accepts the following placement information in order to assist students select appropriate level courses in the educational planning process: COMPASS (Computerized Adaptive Placement Assessment & Support System), ACT (American College Testing), Alternative Credit, and Transfer Credit.

CSI adheres to admission and placement policies that guide enrollment and placement processes. Certain courses and program-specific admissions criteria require specific course placement level attainment. Students who have completed appropriate college-level coursework at another regionally-accredited institution may submit an official transcript to determine placement. All degree-seeking students must take the COMPASS (CSI placement test) prior to enrolling in courses at the College of Southern Idaho that require math or English placement. Absent standard entrance tests (i.e., ACT,) non-degree-seeking students must take the placement test if enrolling in courses that require 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 they will be successful.

Policies regarding continuation and termination from educational programs are clearly defined, widely published in print and on the web and administered in a fair and timely manner. In some areas, such as Nursing, there are additional admission and dismissal policies. For all industry-accredited Health Science and Human Services programs, specific admissions and termination policies can be found on each program's website.

College of Southern Idaho Satisfactory Academic Progress (SAP) and academic standing policies dealing with probation, suspension, and readmission are incorporated into Financial Aid and Advising Center procedures.

Support Resources:
http://www.csi.edu/placementTesting/
http://www.csi.edu/gettingStarted/
http://www.csi.edu/prospectiveStudents_/studentServices/admissions_records/
http://hshs.csi.edu/
http://www.csi.edu/Disabilities/students/grievanceProcedures.asp
http://advising.csi.edu/forms/Academic%20Standing%20Flowchart.pdf
http://www.csi.edu/financialAid/sap.as
http://www.csi.edu/forms/Students_Forms/GradeAppealProcess.pdf

Refer also to the CSI Catalog, page 35, "Unsatisfactory Performance Regulation."

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 and a range of student councils, clubs, and organizations recognized by the ASCSI Senate. 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 Students Rights and Responsibilities also provide expectations and policy 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, and Eagle Hall. Information on the variety of services to students and their policies are available online.

Support Resources:
http://www.csi.edu/prospectiveStudents_/studentServices/studentGov/councils.asp
http://www.csi.edu/studentActivities/
http://www.csi.edu/studentHandbook/index.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 of the College, the President and his Administrative Council review the policy recommendation 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.

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 Resources Department offers an orientation to the conditions of employment 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. Supervisors introduce new employees to their work place and the specific duties outlined in the job description for the position. In addition to an orientation to the College policies and procedures and work site, HR 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.

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 benefits records, including annual and sick leave, are retained in the HR. Annual, and sick leave information is also listed on the payroll check stub. HR maintains all paper-based documents relating to personnel records. 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 HR 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 Director of Admission and Records/ CSI Registrar oversees the publication of the print and online college catalog. Department Chairs and Directors are responsible for the accuracy of their individual webpages to assure integrity in all representations about its mission, programs, and services.

Support Resource:
www.csi.edu

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.*

CSI is proactive in providing "preventing unlawful workplace discrimination and/or harassment" training; there is an online tutorial and quiz available on the College website. Per the *CSI Employee Policies & Procedures Manual Handbook,* §6.01 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. According to CSI policy and procedure, any account of harassment reported by a student, member of the public or fellow employee is to be taken seriously and reported immediately to a supervisor or directly to CSI Human Resources.

CSI follows the practice of due process; i.e., the right to be heard in his or her own defense to provide an equitable method for the administrative resolution of complaints without coercion, restraint, or reprisal against any employee for filing or for involvement in a complaint, and to establish a uniform method of filing a complaint.

CSI's 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 adheres to all Federal and State employment mandates.

Support Resources:
https://www.csi.edu/harassment/index.asp

http://www.csi.edu/studentHandbook/index.asp

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, Dean, Department Chair, and Grant Manager/Principle Investigator are required to complete an annual Conflict of Disclosure Statement (College of Southern Idaho's Conflict of Interest Policy 2.16).

The Conflict of Interest Policy and Principles of Ethical Conduct 2.16 are published in the CSI Employee Policies and Procedures Manual found on the CSI website.

In the case of any potential conflict of interest of a Board of Trustee member, a conflict of disclosure statement is required (Board of Trustee Policy BP.10).

Support Resources:
http://hr.csi.edu/handbook/employment2.htm
http://hr.csi.edu/handbook/tofcmanual.htm
http://www.csi.edu/aboutCSI/pdf/6.0%20Draft%20Board%20Policies.pdf

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- and part-time College employees (faculty, staff, administration),

students, all persons acting under contract with the College for commissioned works, and anyone else using CSI resources.

Support Resource:
http://copyright.csi.edu/IP_Policy.pdf

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.

Support resource:
http://www.csi.edu/aboutCSI/accreditation.asp

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, VPA 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 (*Employee Policies and Procedures Manual*, 8.03).

CSI Employee Policies & Procedures Manual §8.03 (Business Policy and Procedures) stipulates the guidelines concerning independent contractors.

Support Resources:
http://www.csi.edu/facultyAndStaff_/business_policies.html
http://hr.csi.edu/handbook/business8.html

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.*

Published policies relating to academic freedom are found in the *CSI Faculty Handbook*, §2.01.

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.

Support Resource:
http://hr.csi.edu/facultyhandbook/section2.html#2.Academic

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:
http://hr.csi.edu/facultyhandbook/section2.html#2.Academic

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 §2.01, 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, arbitrary and capricious disregard of standards of professional conduct and other may constitute adequate grounds for dismissal or other disciplinary sanctions against faculty members shortcomings (see the *Faculty Handbook*, *Termination of Employment*, §3.05.04).

All CSI instructional personnel are expected to be professional in their duties and to be loyal to the institution, its ideals, and its personnel. Part-time instructors should participate in institutional self-study and strive to maintain or raise the standards of the College through constructive criticism and suggestions to appropriate faculty and staff. The College expects part-time instructors to be willing to support administrative and group decisions and to work toward common goals. All instructors should consider it a duty to help preserve and protect College property in every aspect of their professional endeavors (*CSI Faculty Handbook, Responsibilities of Instructional Personnel*, §2.02).

Support Resources:
http://hr.csi.edu/facultyhandbook/section3.html#3.05.04
http://hr.csi.edu/facultyhandbook/section2.html#2.Academic

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*, §8 (Business Policy and Procedures). While many policies are based upon laws or regulations, most simply reflect good business practices. Polices for payment of fees, refunds and student related issues are found in the current College of Southern Idaho catalog. Polices 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 (all with unqualified opinions) are available in the Business Office.

Support Resource:
http://hr.csi.edu/handbook/business8.html#College

2.B Human Resources

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 over 9,000 students. In fall 2011, CSI employed 423 contracted

individuals (170 full-time faculty and 253 staff) and 298 part-time employees (213 part-time faculty and 85 part-time staff). The annual number of employees in each classification category through 2010-11 is reported in the Integrated Post-Secondary Education Data System (IPEDS) report that is available in the Human Resources office.

The policies related to employment are found in the CSI Employee Policies and Procedures Manual which can be accessed on the CSI web site. Hard copies of the manual are available in the Human Resources office. The procedures for the selection and hiring of personnel are clearly and fully delineated on the CSI web site. The College uses the online Applicant Tracking System (ATS) as the mechanism by which persons apply for open positions. Instructions and information regarding use of the ATS are included on this site. Job listings for open positions always include criteria and qualifications for selection. The CSI ATS is found online.

Supervisors maintain job descriptions that accurately reflect duties, responsibilities, and authority for all faculty and support staff. They are updated as necessary and always reviewed by the hiring authority for accuracy before open positions are added to the ATS. For new positions, job description resources exist online in a job template form, and generic descriptions may be accessed through the ATS Tasks page. Additional descriptions are available from outside sources such as the Idaho State Department of Human Resources. Also, CSI job descriptions by department may be found on a shared intranet PAVO server. A copy of the job description is signed by the employee at time-of-hire and is added to in the individual's personnel file.

Support Resources:
http://reports.csi.edu/2011_InstitutionalProfile/Faculty_Activity_Aug11_ALLINST.pdf
http://hr.csi.edu/handbook/tofcmanual.htm
http://hr.csi.edu/hiring/policy.html
https://ats.csi.edu/
CSI Job Description Template--http://hr.csi.edu/hiring/Announcement.html
ATS TASKS page--https://ats.csi.edu/index.asp?
Idaho Division of Human Resources--
https://labor.idaho.gov/DHR/ATS/StateJobs/JobDescriptions.aspx

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 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 peer evaluation one year and a survey of the faculty/staff under their management the next. The President evaluates Vice Presidents with the instrument of his choosing. The appropriate VP or dean evaluates directors. Regardless of the mechanism used, a written record of the evaluation for each administrator is produced and stored in the HR Office. The Board of Trustees annually evaluates the President.

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 is provided 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)—completed annually by all employees
- The Faculty and Staff Development Committee—provides activities to enable faculty and staff to better meet changing student and community needs
- The Best Practices Committee—promotes and disseminates successful and innovative methods of quality instruction and classroom management
- The Instructional Technology Center (ITC)—provides leadership in promoting the effective and efficient use of technology to enhance teaching and learning at CSI
- 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
- Mini-grants, offered by the CSI Foundation—awarded to faculty or staff for various educational and/or research projects
- 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
- Pioneering Grants, funded by institutional funds—support the strategic plan of the institution and promote farsighted, innovative or visionary projects
- Sabbatical leave of absence—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
- Leave with pay—may be allowed to employees to attend conferences and professional meetings to maximize their educational opportunities
- 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; the department may pay for fees associated with CSI classes
- Credit classes at CSI without paying charges associated with credits (commonly thought of as tuition and fees)—may be taken by full-time regular employees and their spouses and children

- Reciprocal agreements negotiated between the Boise State University, Idaho State University, Lewis-Clark State College, North Idaho College, College of Western Idaho and the College of Southern Idaho—entitles all full-time regular employees to register for courses at these institutions using the educational privilege benefit of a reduced fee.
- CSI Recreation Center memberships—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
- The Leadership Excellence and Development (LEAD) @ CSI—helps people identify and develop their leadership potential as well as become more effective team managers through training sessions and other activities
- Service, Opportunity, Attitude, and Results (SOAR), a customer care and relationship program presented by the CSI Human Resource office—which provides customer service training to non-instructional staff and their supervisors

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 order to ensure that a sufficient number of qualified faculty are employed to achieve the College's educational objectives, oversee academic policies, and assure the integrity of it 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 without exception, every faculty member, program, and department participates 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 years' 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 SharePoint intranet. The Instructional Deans and the Executive Vice President & Chief Academic Officer annually review this information.

Support Resource:
Share Point is on the College intranet. Evaluators will be provided guest access on site for the duration of their visit.

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 workloads are published in the Faculty Handbook. Employment periods are defined in section 3.05.01 and workloads in section 3.11. The emphasis is on meeting 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 (section 3.09) were developed by faculty committees and approved by the Faculty Senate, the president, and the Board of Trustees of the College. They do not include specific expectations for scholarship, research or artistic creation. Service to our community is encouraged at CSI but it is not codified as load.

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.

FULL TIME REGULAR FACULTY

Faculty Evaluation (to be completed yearly for the first three years and then once every three years thereafter): Per college policy, faculty (including adjuncts) participates in a four-part evaluation process. These include self, peer, student, and supervisor evaluations which are multiple indices of effectiveness used to evaluate the faculty member's roles and responsibilities and provide evidence of teaching effectiveness.

Student Evaluation: The frequency and date of the student evaluation should be determined by each department or area with a minimum of at least once a year. Student evaluation, using a form approved by each area, should be administered 2-3 weeks prior to the end of the semester. These are to be filled out by students anonymously. The instructor should not be in the room when surveys are being completed. The surveys are taken to the department or program head for review and then passed on to the individual instructor. Instructors should not see the evaluations before grades are handed in for that term. It is noted that this process has been updated by providing students with an online option for submitting their evaluation and most instructors make use of this option every semester.

Self-evaluation: This narrative is a faculty member's evaluation of his or her own role in the College. This should be based on components agreed upon by the faculty and the department or program head. The objectives agreed upon should be stated in such a manner that the faculty and the immediate supervisor are able to determine the degree to which the objectives have been accomplished so they may be evaluated. The following list is not exhaustive but may serve as a guideline when setting objectives.

1. Instruction: could include teaching methods and pedagogy, work on a new course, development of instructional materials, research associated with instruction.

2. Faculty Development: could include information about membership in professional organizations, presentations, recognitions and awards, completion of earlier objectives.

3. College Service: could include information about serving as adviser to student organizations, attendance at and participation in college committees, elected positions within the college, and peer evaluator.

4. Community Service: could include information about service to community organizations, representing the college in the community, participation in community projects and public services.

5. Research or Scholarly Publications: information about research and publications.

Peer Survey: A faculty member may ask two faculty peers to complete a peer evaluation. The peer reports will include the 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: sharing ideas, joint problem solving related to student learning, feedback between instructors, and so on. The faculty member being evaluated will compile the peer reports and submit them.

Supervisor Evaluation: The chairperson or immediate supervisor will review the faculty member's performance, adding any pertinent comments, including results of student, self-, and peer evaluations. The chairperson will write a review of the faculty member, sign it, and pass it to the faculty member. The faculty member reviews the report, signs it, and returns it to the chairperson who then forwards a summary report to the appropriate dean or Vice President thereby giving administrative access to all primary evaluation data.

INTRODUCTORY PERIOD, PART-TIME FACULTY, AND DUAL-CREDIT FACULTY

Although the evaluation components are the same for all faculty members, faculty members in the introductory period of their employment (first three years) are evaluated using this four-part evaluation process once per year. Additionally, part-time and dual credit faculty members are evaluated using the four part process once every year. Information can be found in the CSI Faculty Handbook on the topics of evaluation, the introductory period, part-time and dual credit faculty (see support resources below).

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 member's; however, the individual development plan (IDP) which is completed yearly allows the department chair and faculty member to communicate on a regular basis concerning progress being made towards improvement. In some cases, the college may also assist the faculty member by providing professional development and improvement opportunities.

Support Resources:
http://hr.csi.edu/facultyhandbook/section3.html#3.08
http://hr.csi.edu/facultyhandbook//section3.html#3.05.02

http://hr.csi.edu/facultyhandbook//section3.html#3.06.04
http://www.csi.edu/dualcredit/part7_9.asp#8

2.C Education Resources

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 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 a four-year program. 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 the CSI Curriculum committee (*Faculty Handbook*, §2.03). All program and course outcomes are listed on SharePoint on the intranet. Deans and department chairs are responsible for reviewing SharePoint files to ensure accuracy, completeness, and currency. Program and course learning outcomes and objectives are published for students in course syllabi (*Faculty Handbook,* §2.09). While program directors and instructors strive for continuous improvement using tools like Individual Development Plans, Unit Development Plans, and various skills assessments, there is an official review process that each program undergoes approximately every three years (*Program Review Handbook*). The program director presents the program profile, program resources, and indicators of program quality before the CSI Instructional Council and may be asked to present to the CSI Board of Directors. Completion of all programs leads to a technical certificate, Associate of Applied Science, Associate of Arts, or Associate of Science degree.

Support Resources:
Share Point is on the College intranet. Evaluators will be provided guest access on site for the duration of their visit.
http://hr.csi.edu/facultyhandbook/section2.html#2.09
www.csi.edu/forms/instruction/prbookupdate.doc

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 expected course outcomes as stated in the course descriptions on p.120. More detailed information about course outcomes is provided in each course syllabus. Program outcomes are defined as the satisfactory completion of learned course

outcomes associated with that program or degree. Each enrolled student receives either a printed or electronic copy of the course syllabus at the start of the course.

Support Resource:
http://www.csi.edu/catalog/catalog1112.pdf\

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 completed 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*, §2.12-2.15. Outcomes and assessments for all courses offered by the College of Southern Idaho are clearly stated in each course syllabus which are published and made available to all students in the course and are on file on the SharePoint intranet.

Degrees are awarded based upon satisfactory completion of required coursework, as stated above. Completion of a set of courses, determined by the program director and the Curriculum Committee and published in the *CSI Catalog*, will result in a technical certificate, Associate of Applied Science, Associate of Arts, or Associate of Science, or Associate of Engineering degree. The manner in which credits and degrees are awarded is published in the *CSI Catalog,* pp. 33-36, and includes policies that are consistent with higher education norms.

Support Resources:
http://hr.csi.edu/facultyhandbook/section2.html#2.12
http://www.csi.edu/catalog/catalog1112.pdf

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. The institution publishes a catalog which is available in the book store in hard copy or in electronic format on the College of Southern Idaho website. Prospective students are able to access this information by program title using alpha-numeric identifiers. The students then can see what courses are required, what electives are suggested, and the credit hours required to achieve degrees, or certificates in this program to meet their personal goals and the institutions requirements. 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. All programs have established outcomes; the models may vary but are available in Program and Course Outcome Guide on the intranet.

Support Resources:
www.csi.edu

Share Point is on the College intranet. Evaluators will be provided gest access on site for the duration of their visit.

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.*

It is the responsibility of faculty and administration to maintain a valid educational delivery process based on quality in accordance with the (*Faculty Handbook,* §2.02). This is done through educational resources, industry, and community. As an institution there are policies and procedures in place that are followed for establishing curriculum and a means of revising or adding new if needed. This begins with individual instructors formatting and providing appropriate forms followed by the curriculum committee review process that includes faculty and administration. The procedure is outlined on the curriculum committee web site, sections II and VI. This process is kept up to date and grows based on an active institutional outcomes assessment plan and process. This is demonstrated on the SharePoint intranet site. Faculty members are actively involved by committee selection to interview prospective faculty applicants based on experience to fill vacancies or new program development.

Support Resources:
http://hr.csi.edu/facultyHandbook/
http://www.csi.edu/facultyandstaff_/committees/curriculum.html

Share Point is on the College intranet. Evaluators will be provided guest access on site for the duration of their visit.

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 resources 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, quiet room, physical and electronic resources (books, journals, audio and video, etc.). Library staff provides 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, APA, 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 members to ask for needed resources.

Some programs and faculty utilize the library and information resources in assigned course work. However, this is instructor specific criteria and would be listed in the 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 if needed. The library website is referenced on both the CSI home and Full & Part-Time Faculty Resources web pages.

Support Resource:
http://www.csi.edu/library/

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 options at CSI as noted in the *CSI Catalog 2011-2012* under "Alternative Credit," pp. 24-25. CPL credits are awarded based on the guidelines found in the catalog.

Support Resource:
http://www.csi.edu/catalog/catalog1112.pdf

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 Idaho's Statewide Articulation and Associate Degree Policy. Students who transfer with an Associate of Arts (A.A.) or Science (A.S.) degree from CSI to a four-year public institution in Idaho are not required to complete any additional lower division general education core classes. This policy is not intended to meet specific major requirements. A maximum total of 70 lower-division credits may be accepted by Idaho public four-year universities for transfer from CSI.

CSI has articulation agreements with all Idaho public colleges and universities. Students earning an AA or AS degree may transfer to any public four-year school in Idaho with junior-level standing. Students who receive an Associate of Applied Science (AAS) degree may transfer a minimum of 16 credits to any Idaho public higher education institution. CSI also has articulation agreements with other institutions in Idaho and out-of-state.

Transfer students who have completed the general education core courses from any regionally accredited institution but have not received a degree will not be required to take additional lower division general education core courses. However, these students must provide official certification of completion of the general education core from the transferring institution to CSI. Transfer students shall be granted the AA, AS, or AAS degree if either the last 15 credits prior to receiving their degree or a total of 50 credits are taken at College of Southern Idaho. For the benefit of students and faculty, basic information about transferability is available at on the CSI website.

Also, see the *CSI Catalog 2011-2012*, Articulation and Transfer, p. 34.

Support Resources:
http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#RegionalInstitutional
www.nwccu.org
http://www.csi.edu/prospectiveStudents_/studentServices/transferGuide/
http://www.csi.edu/prospectiveStudents_/studentServices/transferGuide/index.asp

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 State Board of Education 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 (Catalog, p.50). 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 the CSI Catalog 2011-2012. Students seeking Associate of

Applied Science (AAS) degrees complete General Education core course work in the areas of Communication, English, Mathematics, and Social Science plus an additional four credits from one of the six areas. Students seeking a Technical Certificate complete General Education core course work in the areas of Communication or English, Mathematics, and Social Science as designated by their program (CSI Catalog 2011-2012, p.51). Students graduating with an Associate Degree (AA, AAS, AE, and AS) must demonstrate computer competency prior to graduation in addition to the stated General Education requirements (CSI Catalog 2011-2012, p.51).

Support Resources:
http://www.uiweb.uidaho.edu/articulation/4114_majors_2011.html
http://www.csi.edu/catalog/catalog1112.pdf

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 goals for each of the six General Education Core areas required for programs leading to a professional-technical certificate or a two-year degree: Communication, English, Humanities, Mathematics, Science, and Social Science. Each goal was developed to support the institution's mission of preparing students to lead enriched, productive, and responsible lives in a global society (CSI 2011-2012 Catalog, pp.10-11, 50).

Departments/programs 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

Support Resources:
http://www.csi.edu/catalog/catalog1112.pdf
http://www.csi.edu/facultyAndStaff_/committees/curriculum.html)

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 General Education Core courses in composition, computation, and human communication. CSI does not offer related instruction courses. GE Core requirements of applied degree and Certificate Programs are clearly identified in the *CSI 2011-2012 Catalog,* p. 51.

Program websites state General Education Core requirements necessary for completion of the Associate of Applied Science degree or Technical Certificate. Alignment with and support of program goals or intended outcomes is demonstrated on program websites as statements of program graduate expectations and/or mission statements. Outcomes and assessment information is documented in each course syllabus. Syllabi are maintained by faculty and reviewed for currency by the Department Chair and maintained on each department's Sharepoint site.

Faculty members have established requirements for employment in accordance with the *Employees Policies and Procedures Manual* and the *Faculty Handbook*, §3.03, Definition of Faculty.

Support resources:
http://www.csi.edu/catalog/catalog1112.pdf
http://www.csi.edu/coursesandprograms/
http://hr.csi.edu/handbook/employment2.htm#BM3_02__HIRING_QUALIFICATIONS_FOR_FACULT
http://hr.csi.edu/facultyHandbook/
Share Point is on the College intranet. Evaluators will be provided guest access on site for the duration of their visit.

Graduate Programs

2.C.12-15

CSI does not offer any 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.*

The College of Southern Idaho offers over 120 program options ranging from short term training courses and certificates to two-year academic and technical degrees (*CSI 2011-2012 Catalog*, pp. 45-49). These credit and non-credit options meet CSI's mission, which is in part, to provide "quality educational, social, cultural, economic, and workforce development opportunities." Students, who are seeking a program for credit, may find the program-specific requirements in the college catalog online or in its hard copy form at the CSI bookstore and/or the CSI library. The catalog outlines the required classes for the specific area of study as well as the recommended course electives.

In keeping with its mission, CSI also offers a wide variety of non-credit continuing education classes. These classes are offered both through a partnership with the 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 extension 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.

CSI also offers credit courses in partnership with the University of Idaho, Idaho State University, and Boise State University; through these partnerships, students are given more than two dozen bachelors and master's degree options. Each institution maintains, in its CSI extension office, a copy of the "Memo of Understanding" that outlines this agreement (Boise State University in Taylor 202; Idaho State University in Evergreen B-40; University of Idaho in Evergreen B-56).

Support Resources:
http://www.csi.edu/catalog/catalog1112.pdf
http://www.ed2go.com/csicec/about_us.html
http://communityed.csi.edu/viewEvents.asp?ID=8551
http://communityed.csi.edu/

Council on Academic Affairs and Programs (CAAP) - Local Operations Committee (LOC) Committee Presentation – on CD and at
http://www.csi.edu/aboutCSI/pdf/LOCCAAPPresentation.pdf

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 maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. As an institution there are policies and procedures in place that are followed for establishing curriculum and a means of revising or adding new if needed (*Faculty Handbook,* §2.03*,* and Curriculum Committee minutes online).   All new curricula or substantive changes to existing curricula must be approved by the Curriculum Committee (*Faculty Handbook,* §2.03). Faculty members bring ideas and curriculum requests to Department Chairs who take these requests to the Curriculum Committee. This process is kept up to date and grows based on an active institutional outcomes assessment plan and process.

It is the responsibility of faculty and administration to maintain a valid educational delivery process based on quality per the *Faculty Handbook*, §2. Additionally, several of CSI's programs are also accredited by the appropriate accrediting agencies, which also require additional college monitored educational guidelines (*CSI 2011-2012 Catalog*, pp. 9-10). Although CSI subscribes to the American Association of University Professors statements on academic freedom (*Faculty Handbook,* §2), implicit in the principles of academic freedom are corollary responsibilities of the faculty who enjoy that freedom, and the college's Faculty Handbook provides a description of these responsibilities regarding faculty and course quality (*Faculty Handbook,* §2, §3, and §4).

Additionally, Department Chairs and Program Heads oversee the evaluation of full- and part-time faculty (*Faculty Handbook,* §3).

Support Resources:
http://www.csi.edu/facultyAndStaff_/committees/curriculum.html
http://hr.csi.edu/facultyhandbook/section2.html#2.03
http://www.csi.edu/assessment/
http://hr.csi.edu/facultyhandbook/section2.html
http://www.csi.edu/catalog/catalog1112.pdf
http://hr.csi.edu/facultyhandbook/section3.html#3.083

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 or 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. These classes are offered both through a partnership with the 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 extension centers. The website explains procedures for non-credit course registration, and student records are maintain through CSI's Records Department (*Faculty Handbook*, §5.06). Grading for these classes is by "P" for completion or "NC" for incomplete or drops (*Faculty Handbook*, §5.05).

Support Resources:
http://communityed.csi.edu/
http://www.ed2go.com/csicec/about_us.html
http://communityed.csi.edu/viewEvents.asp?ID=8551

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 institution 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 environments that support student learning. Facilities planning, programs and methods of delivery are created and maintained through an annual review of the Strategic Plan and the development of annual unit plans.

The College strives to design facilities and 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 Rec Center, and Academic Development 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. On-line and traditional classes provide students with instruction for utilizing the website, web portal, and learning management platform (Blackboard). Nearly all classrooms are equipped with technology that supports delivery of instruction in several modes (http://rooms.csi.edu/). The Instructional Technology Center (ITC - http://itc.csi.edu/) and the Technology Department (ITS - http://www.csi.edu/its/) provide 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.

New/Prospective Students:

- Campus Tours (http://www.csi.edu/prospectiveStudents_/studentServices/campusTours/)
- Placement Testing – COMPASS testing for entering students
- COMPASS prep workshops – orientation to the COMPASS (http://www.csi.edu/placementTesting/COMPASS%20Prep%20Workshop.pdf)
- TABE and GED Testing – for placement into Adult Basic Education Classes (http://www.csi.edu/ip/adc/adult/)
- ESL Classes – pre-college and college-level (http://www.csi.edu/ip/adc/)
- Intake advising on a drop-in basis (http://advising.csi.edu/) or by appointment with program/major advisers
- Financial Aid Workshops – varied times throughout the year
- Orientations - on-line (http://onlineorientation.csi.edu/mappingCourse/welcome.asp) and traditional face-to-face.

- Special Events - Treasure Valley Day, Eastern Idaho Day, Northern Idaho Day (http://www.csi.edu/prospectiveStudents_/studentServices/newStudentServices/northern NevadaDay/), Scholars Day, Fine Arts Day, Magic Valley Career Fair; "Multicultural Day" and "I'm Going to College" bring specific populations (minority and 6th grade respectively) to campus for a day
- First Year Advisor (http://advising.csi.edu/resources/FirstYearAdvisor.pdf). The booklet introduces students to College terminology and advising resources that can provide a smooth transition to college life.

Enrolled Students:

- Academic Advising - Advising Center staff and program/major advisors
- Financial Aid and Scholarships
- Library and Information Resources and Services
- Tutoring - Learning Assistance Center (LAC) (http://www.csi.edu/ip/adc/lap/) and Math Lab (http://math.csi.edu/math_lab.asp), or in various instructional departments.
- PASS and SMART programs - alert students and faculty of a student's academic struggles (http://advising.csi.edu/programs/). The Advising Center, in collaboration with faculty and staff, coordinates an early and late alert mechanism. The alert intention is to provide a means for faculty to reach out to students in their classrooms who might be experiencing academic difficulties or may be in need of campus resources. The PASS (Positive Action for Student Success) alert program serves as a "wake-up" call to students in order to get back on track early in the semester. Just as important, the SMART (Students Making A Right Turn) alert program aims at providing a direct "last-minute" reminder to students so that informed classroom decisions, in consultation with their respective instructor, can be made before the last day to withdraw from courses.
- The First Year Advisor booklet (http://advising.csi.edu/resources/FirstYearAdvisor.pdf)
- Personal Counseling and Workshops – (http://career.csi.edu/counselingServices/counseling.asp)
- Student Disability Services – (http://www.csi.edu/Disabilities/)
- Testing Center – course testing, COMPASS testing, technical skills assessments for professional technical programs, CLEP testing, and industry exams such Prometric and PRAXIS (http://www.csi.edu/ip/adc/testing/)
- Single Parent/Displaced Homemaker/Non-traditional Occupations Services – Center for New Directions (http://careers.csi.edu/cnd/index.asp)
- Campus Child Care Center (http://www.csi.edu/prospectiveStudents_/studentServices/childCare/)
- Early Childhood Education Lab School – (http://education.csi.edu/cdc/exelab.htm)
- Career Counseling and Workshops – (http://career.csi.edu/careerCenter/preparation.asp)
- College Transition Programming - "Abriendo Caminos" targeting Latino students, "Road Trip to Success" targeting high risk students (http://www.csi.edu/prospectiveStudents_/specialevents/), Continuous Enrollment Program targeting GED-graduate to college-student transitions (http://www.csi.edu/ip/ADC/cep/index.htm)
- Idaho Transfer Events: Four-Year public and private university representatives meet each semester with CSI students to discuss information about academic programs,

financial aid, scholarships, and housing as part of the seamless transfer transition.
- Specialized services –
    - o Honors Program (http://www.csi.edu/ip/hon/),
    - o Developmental Courses (http://www.csi.edu/ip/ADC/asd/),
    - o International Programs
      (http://www.csi.edu/international_/currentStudents/programs.asp), and
    - o Adult Basic Education (http://www.csi.edu/ip/adc/adult/)
- Industry Advisory Committees for Technical Programs (refer to program websites)
- CSI Student Health 101 - monthly publication for CSI students designed to support student learning through providing information and tools for personal success (http://readsh101.com/csi.html)
- Student Health Center – (http://www.csi.edu/studentHealth/)
- Veteran's services – (http://www.csi.edu/veteransservices/) CSI provides veterans with information pertaining the different types of VA educational benefits available, how to apply for these benefits, and connections to campus and community resources.
- Student Recreation Center – (http://recreation.csi.edu/student_rec_center/)
- Clubs and organizations – (http://www.csi.edu/studentActivities/)

Graduating/Transferring Students:

Transfer Advising: All degree-seeking students are assigned a major advisor. The major advisor assists students with appropriate placement review, interprets degree requirements, and advises students towards fulfilling graduation requirements. As part of the advising rapport with student advisees who are working towards graduation and transfer, the following tools are made available:

- Program Checklists – an easy-to-read and follow list of program requirements

- Degree Audit: Shows which degree/certificate requirements the student has met and which ones he/she still needs to meet

- University Programs on the CSI Campus: Boise State University, Idaho State University and the University of Idaho have on-site transfer advisors to assist CSI students with bachelor's and master's degree completion.
  (http://advising.csi.edu/resources/University%20Programs%20at%20CSI.pdf)

- Employment Resources - (http://career.csi.edu/careerCenter/preparation.asp)
- Transfer Advising – online
  (http://www.csi.edu/prospectiveStudents_/studentServices/transferGuide/checklist.asp),
- Advising Center staff support
- Events such as Transfer Day, the Magic Valley College and Career Fair.

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.

Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations. 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 email messages. All incidents are tracked through a database that is accessed by campus security and other appropriate campus personnel including the Vice-President of Student Services, 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 each semester in-service including specialized training for working with students with disabilities. Archived agendas are available through the Administrative Assistant in the Office of Instructional Administration. The recent establishment of a Threat Assessment and Consultation Team (TACT) which includes the Dean of Students, Dean of Student Services, Director of the Career and Counseling Center, Counselor, and Director of Security has provided a central contact for faculty and staff to share any concerns related to the health and safety of the students. The Team has recently developed a resource to provide employees with suggested strategies and resources. It is in production as of this writing, and it will be available online and in print by the time of the evaluator site visit. The College has devised and tested an Emergency Management Plan and an Emergency Notification System. The Safety Committee meets monthly and provides programs and trainings to students and employees.

Support Resources:
http://www.csi.edu/security
http://www.csi.edu/security/report/CSIAnnualSecurityReport2010.pdf
http://www.csi.edu/facultyAndStaff_/committees/safety

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 under the direction of the Dean of Students, 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 at the College's campuses 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 select appropriate level courses in the educational planning process: COMPASS (Computerized Adaptive Placement Assessment & Support System), ACT (American College Testing), Alternative Credit, and Transfer Credit.

Certain courses and program-specific admissions criteria require specific course placement level attainment. Students who have completed appropriate college-level coursework at another regionally-accredited institution may submit an official transcript to determine placement. All degree-seeking students must take the COMPASS (CSI placement test) prior to enrolling in courses at the College of Southern Idaho that require math or English placement. Absent standard entrance tests (i.e., ACT,) non-degree-seeking students must take the placement test if enrolling in courses that require 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.

The Advising Center and major advisors work closely with students as they receive their placement information and provide advice for appropriate course selection. Recently, COMPASS Prep Workshops sponsored through the Academic Development Center, have been developed and are offered to the public to assist potential students to become oriented to the COMPASS testing process and to briefly refresh those individuals' memories regarding topic areas. 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 promotes a well-informed student body and intrusive student success strategies. Student orientations, both on-line and traditional face-to-face, are provided annually and students 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 supports or changes. Graduation audits provide students and advisors with degree progress reports and information on which requirements have been met and which ones still need to be met.

The college uses a range of resources to inform students, including: the College catalog, CSI website, program checklists, course schedule, degree audit, etc. CSI is currently working on developing a course needs report which will be even easier to read for students as it will only include what they still need to complete in order to meet all the requirements of their declared major/program of study.

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:
http://www.csi.edu/prospectiveStudents_/studentServices/newStudentServices/
http://advising.csi.edu
http://www.csi.edu/financialAid/
http://advising.csi.edu/advisingGuide/develResources/index.asp
http://onlineorientation.csi.edu/
http://www.csi.edu/ip/adc/lap/resources.htm
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 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 will have prepared information to share 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 every possible way including announcements made in classes, and new requirements and program closure information 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.

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:

a) The institutional mission and core themes are on pages 9 – 11.
b) Entrance requirements and procedures for degree-seeking students, non-degree students, and international students are on page 23.
c) The grading policy is on page 33.
d) Academic degree course names, core and degree requirements are on pages 45-118. Course descriptions including frequency of course offerings, are on pages 120-209. General Education Core Courses and General Education Goals are on page 50. Goals and outcomes of programs are described within each program listing on pages 54 - 118.

e) The faculty and staff directory is on pages 211 - 225. The administration and support services directory is on page 7.

f) The Student Code of Conduct and other policies are referenced on pages 36 - 38. The full text of the policies can be found online and the web addresses are provided in the catalog.

g) Tuition and fees are listed on pages 25 – 29.

h) Dropping a Course and Complete withdrawal procedures are on page 24. Refunds information is on page 28 – 29.

i) Financial Aid information is on pages 29 – 31.

j) The Academic Calendar is on pages 4 – 5.

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:
http://www.csi.edu/catalog/
http://www.csi.edu/studentHandbook/index.asp

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

National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for individual programs are found on pages 54 - 118 in the 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 each program's website, and in some cases printed handouts depending on the program.

Support Resources:
http://www.csi.edu/catalog/
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's records. CSI FERPA guidelines are published starting on page 31 in the catalog both printed and online. Guidelines separated for students, faculty/staff and parents are online. Students can also view these guidelines in the student handbook that are 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 implemented an Electronic Content Management System (ECM), Singularity, to store, organize,

and retrieve electronic documents. For Singularity, the institution does a weekly full backup on Sundays and incremental backups Monday through Friday. The backup archives are kept at a location offsite and away from the data center site, which protects the information from natural disasters and theft. The institution retains a month's worth of backups.

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 (Active Directory account). Access to students' education records is only allowed as allowed by FERPA.

The Records Office provides FERPA training to all faculty and employees whose job responsibilities involve access to students' records.

Support Resources:
www.csi.edu/FERPA
http://www.csi.edu/catalog/
http://www.csi.edu/ferpa/index.asp
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 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 (e.g. Satisfactory Academic Progress 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 Matrix computer room created for the main purpose of allowing staff to assist students with application for admission, application for financial aid/scholarships, and registration.

CSI utilizes PowerFAIDS (College Board) 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 utilizes Singularity, 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 have been receiving Federal financial aid under CSI's umbrella and oversight since 2008. CWI received Candidacy status from the Northwest Commission on Colleges and Universities in February and will be able to apply for its own OPEID number and award and disburse Federal financial aid to its students starting perhaps as early as summer 2012.

In addition to Federal aid, CSI students may also be eligible for institutional scholarships. Through the CSI Foundation, CSI has been able to award over $1 million dollars annually in institutional scholarships to students. Some students also receive state or external scholarships.

General information regarding scholarships and financial aid is found online and also in the *CSI Catalog 2011-2012* starting on page 29.

Support Resources:
www.csi.edu/financialaid
www.csi.edu/catalog
http://scholarships.csi.edu/
http://www.csi.edu/prospectiveStudents_/studentServices/financialAid/

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 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.

Students signing Tuition Loan Agreements with the College are also informed about their repayment obligations to the College.

The Financial Aid Office receives reports on students in default and the default rate. CSI monitors its loan program and loan default rate, and as part of its default aversion program informs students of their repayment obligations and repayment options in order to avoid defaulting on their loans.

Students receiving financial aid at the institution are informed of their repayment obligations through the Financial Aid website. In addition, the Business Office sends out a statement to all students that have a balance on their account; these statements will go to the student's EagleMail

account at least once a month. Mailed statements are 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. This can change from semester to semester.

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 and loans. The balance of the debt owed to the federal government is collected by the federal government directly from the student.

Support Resource:
http://www.csi.edu/financialAid/

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 the National Academic Advising Association (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(s) (Faculty Handbook 2.05). The College also employs a full-time HSHS student advisor, Mini-Cassia off-campus center advisor, and a half-time student-athletic advisor.

All Advising Center staff holds at minimum a Bachelor's degree in a behavioral science, social science field or other relevant major or have equivalent experience in a similar work environment. An additional general advisor is housed in the Mini-Cassia off-campus center, and two specialized advisors are dedicated to specific student populations: student athletes and Health Sciences/Human Services majors. The Advising Center incorporates guidelines established by the Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (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, in-take 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 Advising Center works closely with the institution's administration and faculty. The Advising staff provides training for new faculty members and provides 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 on its website. In addition, the Advising Center holds a voting position on the Curriculum Committee, and participates on the Advising Committee, which includes primarily faculty members. The mission of the Advising Committee is to serve as a liaison between the CSI faculty and administration on matters concerning the proper advising of students. The Advising Committee is the faculty advising voice on campus.

The Advising Center also manages student suspension contracts and works with those students to improve their GPA, rather than have students sit out a year of school. The Advising Center also facilitates the SMART (Students Making A Right Turn) and PASS (Positive Action for Student Success) programs, which serve as early intervention programs for students who come to the attention of an instructor for a variety of academic difficulties. In August 2011, the SMART program received 850 referrals from 60 instructors across campus.

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.

The Office of Instructional Administration and the Advising Center developed an online guide to provide all new, full-time faculty members with advising training. The "Advising Guide" training focuses on providing up-to-date information and resources fundamental toward becoming a well-informed and knowledgeable advisor. At the conclusion of the training, faculty participants complete a training assessment. A passing score of at least a 70% will merit a certificate of advising achievement, which is acknowledged and signed by the Office of Instructional Administration. To date, 25 faculty and advising staff members have received a Certificate of Advising Achievement.

Additionally, the College has a standing Faculty Advising Committee, whose mission is to serve as a liaison between CSI faculty and administration on matters concerning the proper advising of

students. To that end, it seeks to recommend policies and procedures to administration aimed toward creating an effective advising program that benefit full-time and part-time students both on and off campus.

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:
http://advising.csi.edu
http://advising.csi.edu/resources/index.asp
http://advising.csi.edu/resources/FirstYearAdvisor.pdf
http://www.csi.edu/facultyAndStaff_/committees/advising/
http://advising.csi.edu/advisingguide/
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 leader's experience is evaluated through pre- and post-tests.

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, the eleven 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 Dean of Students and housed in the Student Activities Office. All student groups are overseen by a faculty or staff advisor.

Each Fall and Spring semester, the Student Activities office hosts a training for advisors of the various Councils, clubs and organizations to review the policy and procedures manual and announce any changes to the policy and procedure manual. Student leaders and advisors are invited at the beginning of each academic year to participate in a leadership retreat off campus.

Support Resources:
http://www.csi.edu/studentActivities/
http://www.csi.edu/prospectiveStudents_/studentServices/studentGov/senators.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 and food services, bookstore, student assistance programs, and activities for students. In addition, Student activities maintain all on-campus housing and food service records as well as provide referrals for off-campus housing, and address questions regarding housing issues. Additionally, Student activities provide 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 (e.g., Canyon View Hospital), financial needs (e.g., CSI Foundation, civic clubs and organizations), housing (e.g., Valley House, Volunteers Against Violence), grade appeals, behavior appeals, campus traffic court appeals, and so forth.

Of the auxiliary services provided at the College of the Southern Idaho, food service is the only service that is contracted to an outside entity--Aramark. 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 College's Strategic plan. In addition, the CSI Bookstore works closely with Instructional Administration, the Curriculum Committee, and Department Chairs who develop course schedules.

Support Resources:
http://www.csi.edu/prospectiveStudents_/studentServices/studentGov/senators.asp
http://sustainability.csi.edu/projects.asp

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, where they follow all policies and procedures expected of all other students. The students that 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 the United States, and from other countries such as Brazil, Australia, Canada, and Latvia, as well as from Caribbean Island nations. A major goal of the athletic program is to assure that student athletes are able to transfer to four-year institutions within two years.

Student athlete admission requirements and procedures, academic standards and degree requirements are the same as for all students at CSI. There are some scholarships are designated for athletes.

The Athletic Department also 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 President and also the Vice President of Administration/CFO. Together, this team follows campus-wide financial policies and procedures to develop and expend budgets for athletic programming.

Three types of fundraising for athletics are being developed or currently exist:

1. The Booster Club, which is currently being re-established, will gain its own 501 (c) 3 status and will conduct fundraising outside of the college's operations.
2. The second type of athletic fundraising is through designated donations through the CSI Foundation. These funds have generally been channeled back to the CSI Athletic Department and are used for expenditures.
3. If funds are given to athletics 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 Business Office. All expenditures are subject to college expenditure policies.

Support Resources:
http://athletics.csi.edu/index.aspx
http://athletics.csi.edu/custompages/Athletics/athletictraining/forms/Insurance%20Packet%20Forms%202011%20with%20cover%20letter.pdf

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 (AD) username and password. CSI implemented 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 CSI Testing Centers at all of its sites 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:
https://blackboard.csi.edu/webapps/login/
http://www.csi.edu/ip/adc/testing/proctorinfo.htm

2.E Library and Information Resources

 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, 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 our students.

Second, since the last full-scale accreditation visit, a Library Advisory Committee has been formed. 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.

Third, the Library has added several discipline-dedicated online databases. After talking to both the Life Science and the Physical Science faculty, Science Magazine Online and ProQuest Science Journals (which are now available via LiLI) were added to the online collection of databases. The English Department was surveyed and due to their responses, the MLA International Bibliography joined the list of online resources offered by the Library. For the Nursing Department, CINAHL and Micromedex® Healthcare databases have been added. Valueline has also been added as an online business resource, replacing the print version. During the 2008-2009 academic year the Paramedic/EMT library resources were examined. Many older editions were discarded and replaced with newer resources.

Fourth, in order to better serve online and distance students, the Library has also increased its number of NetLibrary e-book collections. Nursing Basics, Reference, and Community College

Shared eBook collections were added in the spring of 2008. With the addition of relevant online resources (databases, indexes, e-books, videos), the Library is better equipped to serve not only online and distance students, but also any student wherever he or she may prefers to research and study.

Support Resource:
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 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, DVDs, indexes, databases, etc.) that are 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; 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 continuous improvement. Additional tools used to gather feedback include use of monthly circulation statistics generated by the library's integrated library system, Symphony, 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 and allows the library time to acquire essential library materials.

The library professional staff annually reviews each of the library collections and note where obsolete materials should be removed, and where new materials and topics should be added. The reference and public service staff work directly with students and note areas and topics for which new materials are needed. 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 at 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 that are 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.

The checkout and reference statistics of the library are examined annually and this review indicates the subjects within the library that are currently most in demand, which provides a useful guideline for further acquisitions in the following year. The usage statistics for each electronic database is examined at each renewal date to determine if the subscription should be continued and what additional areas should be considered for electronic acquisition.

Additionally, the library utilizes input from its Library Advisory Committee for planning and growth. The advisory committee meets bi-annually, each fall and spring semester, and provides feedback to the library staff based on assessment results.

Library needs assessments, performance improvements, benchmarks for best practices, improved library standards and policies, and strengthened outcome measurements are evaluation tools that help improve, validate, and create planning opportunities for continuous improvement.

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 students, staff, faculty, and community members in the use of the catalog, library databases, and other library resources.

The library offers training courses for faculty, staff, and students, and these courses are designed to explain the full resources of the library and how to access them.

In order to facilitate library and information instruction, the Information Literacy Center was developed and equipped with computers, an instructor station, a projection unit, a document camera, and a scanner. The room is used for Library and ITC training sessions; it is also used by other departments.

In addition to training sessions held in the Information Literacy Center (Library 101), librarians and library staff also provide training in classrooms, at the invitation of faculty members.

Through the College's Library and Information Science program, the College offers a 3-credit online Information Literacy course that focuses how to critically evaluate online information as well as how to summarize, analyze, synthesize, and use the information. Any student can register for this online course.

The College also offers a Copyright and Intellectual Property 1-credit online course, and the reference librarian provides training on how to use documentation methodologies (i.e., APA, MLA) to help students to correctly cite their sources.

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. This room has become very popular for students working on class presentations.

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.*

CSI regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services. Evaluation is ongoing and is performed by library staff with input from faculty, staff, students, and the Library Advisory Board. Usage statistics are collected, tracked, and carefully monitored in order to ensure that institutional funds are invested in resources that are needed and utilized. Library resource security is monitored by staff. Physical collections are tagged with security strips and the library uses security gates in order to help minimize loss.

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 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 listservs. 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, Lyrasis, which provides greater access to resources and professional expertise in content creation and management.

Standard 2.F Financial Resources

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 (Board of Trustees, CSI, Community College District General Fund Budget (GFB), Fiscal Year ending June 30, 2012. This document will be made available in hard copy and/or on a jump drive for review) and the annual outside, independent audit (Financial Statement and Report of Independent, Certified Public Accounting Firm) record current stability and cash flow reserves of up to 3 months (GFB_FY2012 This document will be made available in hard copy and/or on a jump drive for review). College budget procedures follow guidelines and risk management policies that conform to Idaho Code (GFB_FY2012 This document will be made available in hard copy and/or on a jump drive for review) and have kept the institution solvent and capable of meeting long-term obligations and payments—barring unforeseen economic distress.

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 (Institutional Profile), 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 and project out two years (Budget_5yr.xls. This document will be made available in hard copy and/or on a jump drive for review in the Business Office).

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 State Budget (Appropriations—Community Colleges House Bill No. 470). This appropriation is divided equally between the two state-funded community colleges, North Idaho College and the College of Southern Idaho. The college is required to submit a performance report and strategic plan to the State Division of Financial Management to ensure that the twelve State Board of Education performance measures as well as the nine institutional performance reporting indicators guide the institution's budget. These performance indicators tie directly to the institution's strategic plan and mission within the 2011-2015 Strategic Plan. The summation is to plan for growth, foster sustainable growth, ensure financial viability and sustainability,

implement cost-saving strategies, maintain quality programs and services, identify and pursue new revenue sources. It is apparent from the GFB, 2012 report, and annual independent audit that guidelines are followed precisely. Opportunity for participation by constituencies is evident. Specific examples are found in the 2011-03-07 Student Senate Minutes (ASCSI Student Senate, Spring 2011), describing student participation in development and passage of tuition increase policies and by accessing Unit and Individual Development Plans. 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 (including budgetary) 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 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 Instructional Administration (executive vice president/chief academic officer and the instructional deans), Student Services, Planning and Grants (vice president and associated director and deans for student services) and the Office of Administration (vice-president of administration and associated deans of finance and plant and maintenance) each analyze respective UDPs for their correlation to the mission of the institution when establishing department budgets early each spring semester. Subsequently, the Executive Vice President & Chief Academic officer, the Vice-President of Student Services, Planning and Grants, and the Vice President of Administration 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.

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 oversee all major capital outlay and approve the institution's annual budget. Additionally, 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 at 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.

CSI also has the luxury of flexibility in its budgeting process because, with the exception of the dormitory housing bond, the institution has not incurred any debt since 1998. The Board of Trustees must approve any debt incurred. The college has an outstanding loan on the CSI Dormitory and North View Apartments in the total principle amount of $1,632,910. Annual cash flows generated from operations of these housing complexes are adequate to cover the yearly

$291,000 debt service payments. Additionally, the college maintains a dedicated debt service reserve account of $250,000 for this debt, and the Dormitory Housing Commission had an unrestricted free fund balance of nearly $200,000 available for debt service.

Support Resources:
http://www.legislature.idaho.gov/idstat/Title33/T33CH21SECT33-2107.htm
http://planning.csi.edu/planning/strategicPlan/index.asp
http://planning.csi.edu/planning/process.asp
http://legislature.idaho.gov/idstat/Title33/T33CH6SECT33-601.htm
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 appropriate accounting system (JENZABAR EX, JICS) that follows generally accepted accounting principles and through its reliance of an effective system of internal controls. This ability has the effect of lowering over spending through knowledge of existing funds. Internal controls. Department Chairs and authorized users have immediate access to budget information through both a Trial Balance and a General Ledger program. As part of the annual fiscal audit the colleges system of internal control is evaluated for adequacy and no violations or corrective action have been recommended (CSI_Audit_2011_Long.pdf. This document will be made available in the Business Office in hard copy and/or on a jump drive for review).

All employees through and including the director level are required to sign a conflict of interest disclosure statement.

Support Resource:
www.csi.edu/facultyandstaff_/business_policies.html

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 numbers 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 Plan 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, and 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, for example, the college moved into a $21,666,000 LEED-certified 72,400 square-foot Health Sciences and Human Services instructional facility funded by the State of Idaho, and in 2010 the college received a $4,400,000 grant from the Economic Development Association for a new Applied Technology and Innovation Center. Currently, the college's only outstanding debt is for a dormitory and an apartment complex, both of which are self-supporting in that their debt service is paid from rental revenues. Otherwise, the college has no debt obligations for any of its facilities.

Supporting documents:
- Audit and budget documents held in business office
- State Board of Education formula for occupancy costs (scanned document in the Business Office)

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 (such as computers in the student union building) upon the approval of the Board of Trustees and the administration. The dormitory housing commission consists of three gubernatorial appointed commissioners who administer the fund, separate from the general fund, for student housing according to Idaho Statute, Title 33, Chapter 21.

Supporting Resource:
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. CSI has received unqualified audits historically.

Supporting Resources:

http://hr.csi.edu/handbook/business8.html#Annual

Audit reports stored in Business Office

Board of Trustee minutes online

Board notes stored in communications office (Doug Maughan)

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. 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 $30 million, and, over the last several years, it has awarded more than $1 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.

Supporting Resources:

http://hr.csi.edu/handbook/business8.html#Foundation

IRS letter for 501(c)(3) status stored in CSI Foundation

Articles of Incorporation stored in CSI Foundation office

Cooperative Agreement and Resolution stored in CSI Foundation office

Auditor's report and financial statements stored in CSI Foundation office

http://www.csi.edu/foundation/annualReport/index.asp

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 Physical Plant at the College of Southern Idaho is comprised of seventy full time employees supporting the institution and its mission. Departments within the Physical Plant are as follows: Security, Grounds, Carpentry, Plumbing, Electrical, Painting, Welding-Construction, HVAC, Custodial, Locks/ Mechanics. All members of the Physical Plant team have a supervisor within their particular department, with overall supervision coming from the Plant Facilities 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 College of Southern Idaho is represented by off campus centers in Jerome, Gooding, Blaine and Cassia Counties. The College owns the Jerome Center. It is a former bank converted to a small outreach facility with offices and two small classrooms. Custodial supplies and Maintenance support are provided by the various campus Physical Plant Departments. The College also owns the Cassia County Center. It is 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 Blaine County High School, now called the Academy. 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. Gooding outreach 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.

Custodial work on campus has been inspired by the new LEED certified Health Science and Human Services building that opened in January of 2010. With the LEED certification and the standards expected in that building, CSI decided to implement a campus-wide program by Johnson-Diversey. 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.

Having accessible facilities is very important to the College of Southern Idaho. All new buildings and remodels follow the ADA requirements in their planning.

The Security Department strives to keep the campus facilities safe at all times. There are eight full time salaried Security Officers, eight part time Security Officers as well as five to ten part time "Event" cadets from the CSI Law Enforcement program that make up the department. The Security Supervisor is a highly experienced security professional. It is his job to supervise the entire Security Department and the Physical Plant. Aside from those duties, it his responsibility to manage the Major Emergency System of Warning, comprised of the campus-wide siren, the RAVE alert system (text, computer and voice emergency notification of entire campus), phone

system, "critical players" communication tree, and small-group bullhorn communications. These systems and tools are in place to notify the campus in case of a major emergency.

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.

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, 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.

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.

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 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.

Recently, every major building on campus has been assigned an Automated External Defibrillator. Training of the staff will follow in each building.

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 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. See Hazardous Waste Disposal Policy in the *Employee Policy and Procedure Manual*, §8.32.

Universal Waste is comprised of florescent tubes, other bulbs and PCB ballasts, etc. These items are accumulated and stored in the Breckenridge shed. 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 great amount of recyclable material from the landfill. Last year the amount doubled from 14 tons in 2010 to 28 ½ tons in 2011.

Support Resources:
http://www.epa.gov/osw/hazard/generation/cesqg.htm
http://hr.csi.edu/handbook/business8.html#Business

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. See accompanying booklet entitled "Framework Master Plan – College of Southern Idaho," by CTA Architects.

In consideration of the Mission Statement and Core Themes, Administration and 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 we are committed to the needs of our community. As a result of the new HSHS Building, CSI is in the planning stages of developing a Higher Education Center to utilize space formally occupied by the HSHS faculty and staff. This will benefit 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 recently opened in 2010. Its construction brought the beginning of the campus growth north of North College Road. The Master Plan Framework has also been instrumental in the planning phases of constructing a new Applied Technology and Innovation Center for Professional-Technical Programs. The 29,600-square-foot center will include the wind energy, manufacturing, environmental, HVAC, and drafting technology needed to meet demands of a 21st century workforce.

College of Southern Idaho buildings developed since 1999 are as follows:
- Canyon Storage Building - 5,000 square feet - 1999
- Aspen 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 & 2012
- Student Recreation Center – 32,026 square feet - 2005
- Health Science and Human Services Building – 72,000 square feet - 2010

Buildings in the planning process:
- Jerome Head Start Center – 6,192 square feet – Fall 2012
- Student Apartments Complex – 38,256 square feet – Spring 2013
- Applied Technology and Innovation Center – 30,000 square feet – Fall 2013

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 come together with lists for each department. 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 always funnel through the Physical Plant Director's office and the Director controls that budget. 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, Mr. Randy Dill.

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 devotes itself to fulfilling its mission as it relates to technological infrastructure. The pace and growth of technology over the last decade has been astounding, as new technologies and systems have emerged the College has been diligent in evaluating our technological needs. The College has implemented physical hardware and has introduced many new systems that have resulted in serving our students, faculty, staff, administration and community at first-rate service levels. The College strives to deliver quality educational opportunities in the core theme areas of Basic Skills Education, Transfer Education, and Professional-Technical Programs. Additionally in addressing the Community Connections core theme, the College provides and maintains first-rate facilities and technological infrastructure which allow us to meet the demands of our community as the College hosts events and provide facilities that meet the technological needs of today's global society.

Over the last 5 years, the College has experienced unprecedented growth in enrollment all the while serving as the accrediting institution for the College of Western Idaho. In addition to serving more students and faculty, the College has also added an additional facility (Health

Sciences and Human Services Building) to the infrastructure. It should also be noted that the evolution of technology has had a positive impact on the off-campus sites that allows them to function as if they were located on campus.

Organizationally, there are two distinct departments that have shared responsibility in supporting our infrastructure and technology systems; they are Information Technology Services and Instructional Technology Center. Both departments have exhibited foresight and through the planning process have met the demands to keep the institution functioning at a high level.

The Information Technology Services (ITS) Department's mission is to provide quality IT infrastructure support for the current and future needs of the College of Southern Idaho's staff, faculty, and students. The mission of the Instructional Technology Center (ITC) is to provide leadership in promoting the effective and efficient use of technology to enhance teaching and learning at CSI, and continuously support and improve services.

The physical infrastructure of the College and its off-campus centers are ever changing. ITS constantly monitors and evaluates performance of its network, servers and bandwidth to ensure the needs of the students, faculty, staff and administration are being met. Over the past decade the physical technological infrastructure has evolved tremendously to meet the needs of its constituents and to fulfill the mission of the College.

The College currently leases 37Mbs bandwidth that is segmented and shaped to provide appropriate and reliable access to users. The main Internet connection is currently 25Mbs that is dedicated to staff, faculty and classrooms. There is a secondary 12Mbs Internet connection on campus that is normally dedicated to student traffic, but can be used by all if our primary link is down. ITS recently upgraded the network infrastructure to 10G single mode fiber which allows the College to meet the demands required of a resource intensive Internet/Intranet. The new network infrastructure allowed ITS to upgrade the College's CISCO IP phone system which provides improved quality high-fidelity audio and other features.

The off-campus centers each have bandwidth as well; the Burley center has a local ISP connection of 5Mbs as its primary Internet connection. However, Burley is tied to campus via a 90Mbs microwave link, and if their local connection goes down, they will have access through the main campus links. The Gooding and Hailey centers are both tied to campus with 45Mbs microwave links. Their Internet traffic is brought to campus and routed out through our primary Internet connection.

In addition to supporting the network infrastructure, Information Technology Services currently supports 1778 computers, 59 servers, 702 phones, 86 wireless access points and the microwave system. The College has 3 open labs, 44 computer classrooms and 6 other club/computer labs. There are 893 computers accessible to the College's students via computer labs, computer classrooms, kiosks in the Student Union Building and open computers in the library.

There are a variety of other ways in which campus constituents can use the technology available to them on campus. Most recently ITS has focused on upgrading the wireless infrastructure to better serve students, faculty, staff, administration and community members. The upgraded wireless networks allow Internet access from virtually every facility on campus.

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. (ITS website)

Support Resources:
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.*

As stated above the, the responsibility for providing support for the College's infrastructure and technology systems falls to Information Technology Services (ITS) and Instructional Technology Center (ITC). ITS is primarily responsible for keeping the infrastructure running smoothly where ITC's primary responsibility is to ensure that end users have access to the training necessary to use the systems.

Information Technology Services areas of support include Desktop Computing, Data and Voice Communication, Central Application Support and Student Computing Labs.

Desktop Computing: ITS assists with the procurement, implementation and ongoing support of most desktop computers used by CSI staff, faculty, and students. This includes repairs, maintenance and upgrades, and other technical hardware and client software support.

Data and Voice Communication: ITS provides full service support for both the data and voice networks across the campus. This support includes the campus network backbone and all internal building network infrastructures.

Central Application Support: ITS is responsible for several major central software applications used by faculty, staff, and students.

- ERP System: **Jenzabar/MyCSI**
- **PowerFAIDS/Netpartner** – PowerFAIDS is used by our FA staff to award, communicate, report, and track financial aid. It is integrated with Jenzabar. Netpartner is used by our students to track the status of their financial aid application, to see what documents may be missing, and to review, accept, or decline awards.
- **Singularity** – is an electronic content management system that the College implemented last year. The system is Web-based but can only be accessed on campus. The Financial

Aid office and the Admissions and Records Office have scanned and indexed thousands of documents. The system allows staff (with appropriate authentication) to access student records. The new system has eliminated need for paper files, increased access, and improved efficiency and effectiveness. The Financial Aid Office implemented a number of electronic workflows, streamlining business processes and improving transparency and accountability. Human Resources and the Business Office have also begun using Singularity. Over the next year the College plans to expand implementation to other departments across campus.

- **Astra** – room scheduling system.
- **Judicial Action** –student conduct administration system used for filing, processing, managing, reporting, and preventing student violations of our Code of Conduct.
- **Rave Mobile Safety** – used for emergency notifications to students, faculty, staff, and administration.
- **Sportsman** – system used by Rec Center to manage operations.
- **SelectSurveyASP Advanced** – the College's survey development/management tool.

Student Computing Labs: The ITS Department maintains a computer lab with PC desktop systems and printer access for student use that is located in the library section of the Gerald R. Meyerhoeffer building. Each system includes a full suite of Microsoft Office software (Word, Excel, Access, PowerPoint), as well as Internet and email access.

As part of ITS service, the department maintains a Help Desk, staffed by full-time employees, work-studies and interns, to support faculty and staff. The Help Desk provides a single point-of-contact for initiating support requests, request an e-mail account, or request assistance on IT related issues. (http://www.csi.edu/its/)

ITC serves as a source of expertise and support for those at the college who wish to take advantage of the capabilities and opportunities offered by established and emerging information technologies to transform their academic practices, and increase the efficiency and effectiveness of services. ITC greatly helps CSI in its commitment to high quality education that necessitates the effective use of technology. Our Center helps ensure that CSI faculty and staff keep up with the latest changes in technology and take full advantage of the opportunities created by those changes.

CSI recognizes that information technology provides a competitive edge to its graduates, and training faculty in effective and efficient use of technology is one way the College ensures that students who graduate from CSI will possess technology skills appropriate to their disciplines and will be adequately prepared for the information-intensive environment in which they will live and work. ITC staff plays an important role in accomplishing this goal. (http://itc.csi.edu/)

ITC supports the following technology systems:
- **Blackboard** – is the Learning Management System used by the College.
- **Adobe Connect and Blackboard Collaborate** – are two synchronous and asynchronous online collaboration tools used for eLearning and by administration and staff for online meetings.

- **The College's Website** – The College is committed to the ongoing process of increasing and improving our online resources and services.
- ITC staff participates in the development of online portlets in MyCSI (e.g. the SAP online academic plan tool).

ITC provides training to faculty and staff on the following:
- Blackboard
- Online teaching and learning, and Universal Design
- E-mail
- MyCSI (certain aspects)
- Online tools provided through our website
- Microsoft Office products
- CSI survey tool
- Website design and development
- Security
- Other training needs as required

ITC provides training to students on the following:
- Blackboard
- E-mail/MyCSI
- ITC and Library staff also help students in the Library open computer lab

In addition to ITC, the College has also hired an Online Instructional Designer who provides instructional and program design expertise for the development and support of online, hybrid, and Web-enhanced courses and specialized educational programs. The addition of an Online Instructional Designer has helped the College to improve institutional capacity to deliver quality curricula to non-traditional students. The Designer is responsible for assisting faculty with online instructional development, setting best-practice design and delivery standards, and for supporting faculty in the design of online curriculum and instruction. This position was made possible by a Community-Based Job Training Grant (CBJT II).

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 in which the College of Southern Idaho seeks input from its constituencies who rely on technology to facilitate their daily functions. The College uses the planning process, Community College Survey of Student Engagement (CCSSE) and through various campus committees.

The College provides an opportunity for departments and individuals to voice their needs for technology through our planning process. Each individual completes and Individual Development Plan (IDP) which is used to help the department chair to create the Unit Development Plan (UDP). Through these process individuals, programs and departments can address their needs and make formal budget requests to administration for equipment and

software. Many requests made in IDPs and UDPs have supporting data gathered through the Outcomes Assessment process which provides justification for the line item request. This data may be obtained from program Advisory Committees, student evaluations, program accreditation standards and through additional research.

The Community College Survey of Student Engagement survey is a versatile, research-based tool appropriate for multiple uses. It is a
  - Benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
  - Diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
  - Monitoring device — documenting and improving institutional effectiveness over time.

Information gathered from the CCSSE can be obtained from Institutional Research, the information is available on SharePoint.

An additional way for Faculty to provide input about their technology needs to Administration is through committee work. The e-Learning Initiative Committee is a long-standing committee at the College, and its membership consists of faculty, staff and administration. The charge of the Committee directly relates to CSI's strategic goals and objectives. The Web Committee and the Strategic Planning Committee are two more examples of committees that solicit input from the campus community.

As illustrated, there are variety of methods in with the College seeks input from its constituents. This information is gathered from the bottom up and is synthesized so that decisions regarding technology and infrastructure support our mission of serving the diverse needs of the community.

Support Resources:
http://www.ccsse.org/aboutccsse/aboutccsse.cfm
http://www.csi.edu/facultyAndStaff_/committees/Elearning.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.*

The process of requesting and updating equipment is handled through the institutional planning process that is mentioned above (IDPs and UDPs). The College maintained a three year cycle on open lab computers. However, current machines do not require such frequent updating. Instructional labs have varied quite a bit, but much of this is tied to the 'weight' of the specific applications and the volume of use. In general, computer classrooms and computer labs are replaced on a 4-5 year cycle. Office computer replacements are updated on a similar 4-5 year cycle.

Information Technology Services maintains a database of the technology on campus. This includes computers, multimedia rooms, back end switches and servers. Every year ITS develops a list of the technology sorted by age and work with the responsible funding sources to identify a replacement schedule. This process happens typically in July at the beginning of the new budget year. ITS helps in this decision process by 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, adding new multimedia classrooms and staggered replacement of open lab computers.

Internally, ITS tries to evaluate the currently available technology options and associated maturity that may benefit College. ITS also reviews the current state of back end infrastructure and assesses the potential cost/benefit of an upgrade or replacement. This also includes trying to identify specific funds and a time frame for any proposed projects. This is formally informed by the IDP/UDP process, although *ad hoc* responses take place throughout the year. Some of the big projects that have grown out of this process include developing a virtualized server farm, multiple storage area networks, a backbone upgrade from fast Ethernet to gigabit, and significant expansion our wireless networks.

Information Technology Services is also responsible for ensuring that the College's needs for software are met. ITS continually evaluates the latest software and weighs the costs and benefits of upgrading to provide first-rate service levels. When a decision is made to upgrade to a newer version of software or perhaps a better solution, the upgrade is implemented to the entire campus (assuming the hardware supports the upgrade). For example when a new version of Microsoft Office is released, ITS evaluates and tests the software, confers with the Computer Literacy Skills Assessment committee and then implements the software to the entire campus. This allows students, faculty, staff and administration consistency among workstations.

Each semester ITS, through its Help Desk, sends out a request for software needed for labs and teaching stations, and work stations are imaged every semester as needed. This enables faculty to facilitate their courses with current and emerging technologies.

Both ITS and ITC determine when an update or upgrade to our systems is necessary. Whether it be our Learning Management System (LMS) Blackboard or our Enterprise Resource Planning (ERP) System Jenzabar/MyCSI both ITS and ITC effectively communicate to users that an update or upgrade is coming. The notification process allows students, faculty, staff and administration to plan for any outages that might occur during the update/upgrade process. If necessary, training is provided that will highlight any changes or feature enhancements in the system update or upgrade. The College follows this process for all systems.

CONCLUSION

The College of Southern Idaho's Year Three Report is the next installment in the septennial accreditation cycle. Here, the College responds to recommendations from the Year One Report by more accurately developing and expressing core theme accessibility, evidence of mission fulfillment, and clearer definitions of an acceptable mission fulfillment threshold. Despite the challenges of a compressed time frame, the campus-wide involvement and team work that generated this report was a positive exercise, and the resulting revisionary work informed the development of the next chapter, the College's response to Standard 2 and various Eligibility Requirements.

The work of responding to the Standard One recommendations and Standard Two report requirements provided a marvelous opportunity for the College at large to engage in ongoing and regular systemic evaluation with an aim toward analysis and improvement. As the College continues in the seven-year accreditation cycle, regular internal and strategic planning cycles will provide data to measure mission fulfillment.

CSI COLLEGE OF SOUTHERN IDAHO

College of Southern Idaho

315 Falls Avenue
PO Box 1238
Twin Falls, ID 83303-1238

www.csi.edu