College of Southern Idaho

Regular Interim Report for Reaffirmation of Accreditation

Prepared for the Northwest Commission on Colleges and Universities

March 2010

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INTRODUCTION

The College of Southern Idaho (CSI), a comprehensive community college established in 1964, is located in south-central Idaho and serves an eight-county region known as the Magic Valley. CSI provides basic skills, workforce training, economic development, professional-technical training and certification, associate degrees, preparation for transfer to four-year colleges, and enrichment programs to its students and community members. CSI is funded by a two-county community college district, student tuition and fees, and state allocations and is under the direction of a five-member local 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 last full-scale visit was in 2005, and resulted in a reaffirmation of accreditation with five recommendations. Each of these recommendations has been implemented to the satisfaction of the Northwest Commission on Colleges and Universities (NWCCU) (Hassart, 2007).

Until spring 2007, CSI was one of only two community colleges in Idaho. In May of that year, voters in Ada and Canyon counties approved a referendum to establish a community college district, enabling the creation of a third community college, the College of Western Idaho (CWI). In September 2008, CSI was granted its request from the NWCCU to provide accreditation oversight for CWI during CWI's pursuit of candidacy toward accreditation as a *minor change* under Policy A-2*, Substantive Change* and Policy A-6, *Contractual Relationships with Organizations Not Regionally Accredited.*

In April 2007, Dr. Tana L. Hasart made a Focused Interim Visit to the College of Southern Idaho to review progress made with regard to the five recommendations identified during the April 2005 full-scale evaluation. Dr. Hasart commended the college on its progress, found that all five recommendations had been addressed, and that the progress made met the standards of the NWCCU in every respect, and further offered six commendations on the college's performance. Desiring to exercise due diligence, and because of our tradition of continuous improvement, the college continues to work on the issues raised by the full-scale accreditation team and found in the standards of the NWCCU. We strive to take advantage of the opportunities that accreditation provides to improve academic excellence, professional/technical education and workforce readiness, community outreach, and the wellness of every campus constituency.

In her 2007 Focused Interim Evaluation Report, Dr. Hasart pointed out that CSI "employs a systematic, purposeful planning process that guides the development of its facilities, programs, and services" (p. 2). She further noted that "the inclusion of all categories of employees and students in the decision-making process of the institution were [sic] mentioned by interviewees as being one of the singular strengths of the institution" (p. 2). We agree with Dr. Hasart that CSI has a "positive, visionary campus climate that holds at its core the success of every student" (p. 6). We strive to build upon the successful accreditation report submitted by Dr. Hasart and improve beyond the excellent standard provided by the NWCCU. To that end we submit this interim report which demonstrates ongoing attention to the standards, procedures, and excellence observed by Dr. Hasart, as well as the 2005 full-scale evaluation team whose visit resulted in several commendations as well.

Both the 2005 and 2007 accreditation visits resulted in commendations, a total of twelve to the College of Southern Idaho. The commission will, of course, be well aware of these commendations, but we desire to highlight several of them as representative of the areas we see as strengths in our institution.

The 2005 team noted the "stellar commitment of faculty, staff, and administration to each other and to developing a cohesive environment of collegiality and learning in the Magic Valley region" (Full-Scale Evaluation Team Report, 2005, p. 48). Very much in that same vein, they observed our commitment to and excellence in "creating a place where students are valued, respected, and cared for" (p. 48). These general sentiments very much reflect the way the institution sees itself.

Further, the team commended faculty, administration, and staff for "the high quality of education achievement [as] demonstrated by [CSI's] students (p. 48). This student achievement is evident, they note, in "student performance on national examinations, employer surveys, results of professional accreditation reports, performance at four-year institutions in comparison to native students, advisory committee feedback, and entry/exit examinations" (p. 48). These statements accurately reflect just some of the ways in which employees of the college at every level engage the process of continuous improvement.

In the 2007 Focused Interim Visit, Dr. Hasart further observed that CSI employs "effective educational planning and assessment methods" and "sound fiscal practices that protect current assets and maximize future campus development" (6). The consistency of CSI's approach to excellence is evident in "the expectation for students that related [technical/professional] instruction experience will mirror that of students in academic tracks" (6).

With these commendations in mind, we respectfully submit the following report as evidence of our commitment to ongoing excellence. CSI continues to improve in the areas
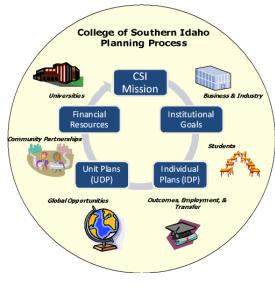
mentioned as recommendations by the 2005 team; the College also continues to build upon the commendations from 2005 and 2007.

The primary means for achieving the high goals CSI has set for itself is 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 such as the National League of Nursing Accreditation Commission.

CSI's mission and goals are driven by its various constituencies and many processes of self-assessment. Students' needs, the needs of businesses and industry in the Magic Valley, opportunities arising from the global market in which we participate, cultural and artistic and civic programs and feedback all influence the programs, courses, activities, and stimulus that CSI provides in Southern Idaho and beyond.

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, but with improved instructions to provide more uniformity in the college-wide system of educational assessment. 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 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.

The overall process is managed in the context of the institutional strategic plan, both in terms of fulfilling and in terms of revising and refocusing that plan. The strategic plan also informs the unit planning cycle, which in turn informs the budget process. (See Figure 1 below.)

College of Southern Idaho
Planning Process

Figure 1

Further details about the consolidated reporting system are found in Appendix A.3. A basic understanding of this system will enhance the reader's understanding of CSI's responses to the various required portions of this report, which are:

Part A which focuses on recommendations made by evaluators,

Part B which presents updated information on CSI's approach to the accreditation standards, and

Part C which includes a review of CSI's oversight partnership with CWI.

Where possible, we have included links to exhibit materials on the CSI web site and elsewhere. These links will show the exhibit materials in their various contexts. These materials, along with other exhibits that are available in print only, are referenced within the body of the report and shown in the print appendix document provided.

Additional resources will be available as requested during the Regular Interim Visit for Reaffirmation of Accreditation.

PART A – ACTIONS TAKEN REGARDING RECOMMENDATIONS

Though in her 2007 Focused Interim Report, Dr. Hasart has already provided a comprehensive overview of the significant progress CSI has made with regard to the 2005 recommendations, the Five-Year Interim Visit Guidelines require revisiting the 2005 recommendations for this report. Therefore, the following report outlines the significant and ongoing progress that CSI is making as a natural outgrowth of our process of continuous improvement. Each of the 2005 recommendations is followed by a brief explanation of our ongoing work in that area.

RECOMMENDATION 1: RATIONALE AND PLAN FOR GENERAL EDUCATION

The committee recommends that the College of Southern Idaho develop and publish a rationale and plan for its program of general education. The rationale and plan should be cooperatively developed by the faculty, administrative staff and trustees and the expected outcomes should be stated in relation to the CSI mission and goals. (Policy 2.1 – general Education/Related Instruction Requirements)

ONGOING ACTION

Dr. Hasart commended CSI on our efforts to review our program of general education and the establishment of eight educational domains rather than course-specific criteria. CSI's Curriculum Committee actively reviewed the Mission Statement of the college as well as the General Education Philosophy for core courses. In fact, this committee went far beyond the recommendation to merely review and publish the plan for general education; it also developed a significant change to core educational domains and has detailed plans for the allocation of courses into those domains once CSI finishes its oversight of CWI. Discussions about planning continue in Curriculum Committee meetings, evidence that educational planning is not something that was "done for accreditation" and then forgotten. (Exhibit A.1.1, http://www.csi.edu/facultyAndStaff_/committees/curriculum/minutes.asp, October 2005 to April 2007)

The college developed an online survey that every student who applies for graduation completes. The questions on the survey directly relate to general education outcomes, and data has been collected since 2006. This data is included in the institutional profile and demonstrates compliance with Idaho State Board of Education policies (see Idaho SBOE Governing Policies and Procedures, Section III, Subsection V) which direct that general education courses state-wide are transferrable between state institutions of higher education. (Exhibit A.1.2, http://reports.csi.edu/2009_InstitutionalProfile/grad_survey_sep09.pdf)

At this time our distinct program assessments consist of a compilation or roll-up of the individual course outcomes at the department and college level. Using course-level outcomes to

inform departmental and college-level outcomes is evidence of the progress we continue to make in establishing outcomes assessment as a core value in educational planning. Members of the faculty continue to make course revisions and develop assessments for existing general education courses. In other words, the OA process drives department and program-level instructional changes which benefit students broadly and individually.

RECOMMENDATION 2: COMMUNICATION, COMPUTATION, AND HUMAN RELATIONS IN PTE PROGRAMS **The committee recommends that the College of Southern Idaho require instruction in the areas of communication, computation and human relations for all applied degree programs and certificate programs of one academic year or more in length. The committee recommends that the college publish the courses applicable to the three areas of related instruction; in particular, identifying program-related courses in human relations that will satisfy the requirements for applied degrees and certifications. (Policy 2.1 – General Education/Related Instruction Requirements)**

ONGOING ACTION

Recommendation 2 indicates that the college's technical programs should have a component of human relations in their curriculum. As students are appropriately advised, they are placed in courses that their departmental and major advisors deem appropriate for their degree or certificate program. CSI designates core general education social sciences courses as fulfilling the human relations component of the curriculum. The efficacy of this move was mentioned by Dr. Hassart in her 2007 Focused Interim Visit Report in which she noted that the college's decision to "use existing academic courses to accomplish this purpose rather than creating 'vocational versions'" is a "commendable decision that further prepares technical/professional program graduates for educational pursuits should they decide to continue …after completing a one-year certificate or full degree program" (p.3).

Dr. Hassart further praised the college in her report's commendations section, writing that "the College of Southern Idaho is to be commended for the clarification of its program of related instruction and the commitment to preparing technical/professional students…Of special note is the expectation for students that the related instruction experience will mirror that of students in academic tracks" (p. 6). Below is a table describing the frequency of general education courses taken by PTE students to fulfill the human relations requirement.

Enrollments by Graduates with TC or AAS since 1-1-06 (total=957)		
Social Science Gen Ed Course	Count	Percent
Anth 101	16	2.0%
Anth 102	56	5.9%
Crij 103	27	2.8%

Econ 201	145	15.2%
Econ 202	97	10.1%
Geog 102	10	1%
Geog 200	41	4.3%
Hist 101	47	4.9%
Hist 102	27	2.8%
Hist 111	145	15.2%
Hist 112	83	8.7%
Pols 101	75	7.8%
Pols 102	7	.07%
Pols 221	1	.01%
Psyc 101	616	64.4%
Socy 101	389	40.6%
		*
* Total percentage is more than 100 because some students will have taken more than one of these courses.		

RECOMMENDATION 3: COLLEGE-WIDE OUTCOMES ASSESSMENT The committee recommends that the College of Southern Idaho develop and implement a unified and systematic college-wide educational assessment program. While much progress has been made, the college has not yet created or institutionalized a unified and systematic college-wide understanding, application and documentation of a coherent educational assessment system that stresses outcome measures. (Policy 2.2 – Educational Assessment)

ONGOING ACTION

Building upon Dr. Hassart's commendation of CSI's "effective educational planning and assessment methods that document departmental assessment and use the result to guide programs decisions, resources allocation, and service improvements" (p. 6), in 2008-2009, the instructional deans developed a consolidated reporting system (Exhibit A.3.1) so that current program-level assessment meets all four of the reporting requirements of oversight agencies: CSI (Outcomes Assessment Yearly Report); the Idaho State Board of Education (program review); the Northwest Commission of Colleges and Universities (accreditation-self study); and professional accreditation organizations (such as the National League of Nursing Accrediting Commission). As stated above, the intent of the consolidated reporting system is to merge outcomes assessment reporting requirements of these fully independent and non-collaborating agencies to improve efficiency and focus efforts on assessments that provide the greatest benefit to instruction. The plan was presented to the Department Chairs in August 2009 for implementation in Fall semester 2009.

The revised plan retains the major features of the IDP, UDP and OA Yearly Report mentioned above, but with improved instructions to provide more uniformity in the college-wide system of educational assessment. This new process occurs in the context of the institutional strategic plan, and it informs the unit planning cycle which in turn informs the budget process. Individual instructors further engage the consolidated reporting system by analyzing student OA data and identifying areas where they (the instructors) can focus their efforts to improve instruction.

Additionally, the hiring of an Evaluation and Assessment Specialist for the professional-technical programs indicates the commitment of the institution to consistency of process and success of outcomes assessment practice within the college's continuous improvement model.

Finally, the college is engaged in ongoing efforts to bring dual credit client schools and instructors into alignment with the college in the area of outcome assessments. Specifically, each department works with dual credit instructors and their high schools to develop and provide end-of-course assessments that match those used in our "campus" community. Evidence of this oversight relationship includes common course goals, articulation agreements with PTE programs, and full participation by dual-credit instructors in departmental outcomes assessment (such as the Department of English, Languages, and Philosophy OA policy, Exhibit A.3.2).

RECOMMENDATION 4: INTERNAL CONTROLS **The committee recommends that the College of Southern Idaho conduct a review and evaluation of the internal controls as they relate to all college activities and adopt the recommendations as dictated by this assessment process. This course of action should include the review and/or development of these policies and procedures by all affected parties. (Standards 7.C.11 - Financial Management and 3.E.4 - Intercollegiate Athletics)**

ONGOING ACTION

In order to enforce adherence to business office policies concerning cash control, the business office constantly checks on events and follows up with personnel actually handling money. The business office also analyzes dates on checks to be deposited versus the dates receipted to insure funds are not being held. Through a process of monitoring and audit, we have made considerable progress in this area while at the same time offering multiple locations that can accept funds.

The business office has installed a drop box for all cash payments in excess of $300 that are received after hours. Utilizing lock bags, funds are brought to the business office drop box on a nightly basis. The drop box is located in the hall way just outside the business office.

Campus security staff members open one hall way door after hours to allow access to the drop box on an individual basis. The drop box chute empties into a steel container next to our safe which is in a separate windowless interior room behind another locked door.

Any violations concerning cash handling policies or procedures are brought directly to the Vice President of Administration for immediate resolution.

RECOMMENDATION 5: POLICIES AND PROCEDURES REVIEWS **The committee recommends that the College of Southern Idaho develop a system to regularly review and revise as necessary its policies and procedures. (Standard 9.A.2 – Institutional Integrity)**

ONGOING ACTION

Immediately after the 2005 Accreditation Visit, the president of the college charged the Human Resources Department with the responsibility of making regular updates to the Policies and Procedures Manual of the college. These changes are drafted by the HR Department and vetted by administration, the PACE (Professional and Classified Employees) Committee, and the Faculty Senate Executive Committee before being presented to the Board of Trustees for approval. Changes to the Faculty Handbook and related changes to the Policies & Procedures (P&P) Manual are vetted by the Faculty Senate Executive Committee and Faculty Senate, and then forwarded to the president for approval. This process is conducted regularly with substantive changes or recommendations coming before the Board at least annually. (Exhibit A.5.1). In her 2007 Focused Interim Evaluation Report, Dr. Hassart noted that the college's current policy manual is well organized and comprehensive" (p. 4).

Additionally, the student services division has been working on a complete revision of the Student Code of Conduct (CSI Catalog, pp. 34-36; online Student Handbook at http://www.csi.edu/student/Handbook/index.asp), as well as updates to policies, procedures, and handbooks related to FERPA (CSI Catalog, pp. 29-30), the ASCSI Constitution, the Student Association, Clubs and Organizations, the Residence Hall, and Recreation Center safety. According to the new requirements of the Higher Education Opportunity Act (HEOA), a new Missing Students policy was developed and subsequently adopted by the Board of Trustees. (Exhibits A.5.2, http://www.csi.edu/prospectiveStudents_/studentServices/pdf/MissingStudentNotificationPolicy.pdf)

PART B – CSI'S APPROACH TO NWCCU ACCREDITATION STANDARDS

STANDARD 1: INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

ONGOING ACTION

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

Starting the fall of 2007, the College engaged in an extensive strategic planning process. The plan was developed with broad opportunity for input and involvement from students, faculty, staff, administration, and community members. The mission of the College was revised and a new strategic plan was developed, including vision and values statements, new strategic initiatives, goals, and objectives, as well as performance measures and benchmarks (Exhibit B.1.1). For instance, including the word *quality* into our mission statement highlights our strong and ongoing commitment to excellence. We take very seriously our role economic and workforce development in our region. These roles have become important themes in our institutional mission as we play a crucial role in the vitality of and quality of life in southern Idaho. The updated mission and new strategic plan were approved by the CSI Board of Trustees on April 21, 2008.

Previous mission statement:
The College of Southern Idaho, a comprehensive community college, provides educational, social, and cultural opportunities for a diverse population of South Central Idaho. In this rapidly changing world, CSI encourages its students to lead enriched, productive, and responsible lives.

Updated 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*. (See also Exhibit B.1.1 – Core Values and Vision 2013 http://planning.csi.edu/planning/strategicPlan/mission.asp#mission)

The mission and strategic plan are published online and in print, and are widely distributed. The mission statement is displayed in most buildings and in many offices. New employees receive copies of the strategic plan as part of the new employee orientation.

Implementation of the strategic plan is a shared responsibility. Faculty and staff refer to the strategic plan during the annual operational planning process when developing their Individual Development Plans (IDPs) and Unit Development Plans (UDPs) to show how they contribute to the fulfillment of the institution's mission and strategic goals and objectives. The IDP/UDP process ensures broad-based participation in yearly operational planning and *ties strategic planning to resource allocation*.

The strategic plan is revised annually. The updated 2009-2013 strategic plan was approved by the Board of Trustees on February 23rd 2009.

The College provides regular updates to internal and external constituents on its progress towards its goals and objectives. Some examples include an Annual Performance Report submitted each summer to the State Board of Education (SBOE) and consequently to the Division of Financial Management (DFM), the State of the College address which is delivered during In-Service for both the fall and spring semesters, and presentations to a number of organizations and service groups such as Chamber of Commerce, Rotary, Lions Club, and Kiwanis. The College also published a Success Stories (Exhibit B.1.2, http://www.csi.edu/success/index.asp) booklet and website that highlighted the success of various students and alumni, and used student/alumni testimonials in various video, printed, and online promotional materials.

In order to be in compliance with and reflect the intended goals of the overall strategic plan of the College of Southern Idaho, the three off-campus centers (Hailey, Gooding, and Burley) have been engaged in an additional self-study exercise during the 08-09 and 09-10 school years that focuses on student and community expectations, as well as strengths and weaknesses present in the programs and opportunities currently available through the off-campus centers. The primary vehicle for information gathering in this instance has been focus groups conducted with stakeholders representing communities served by CSI's off-campus centers. Final reporting and recommendations are planned for the spring of 2010. (See Exhibit B.1.3)

What existing plans for the future have been achieved and what new plans have been formulated?

Strategic planning at CSI, both in the long term and in the short term, has resulted in a number of significant accomplishments. These include:

- The OA Yearly Reporting system
- The consolidated reporting system
- A new Strategic Plan (for 2009-13)
- Expanded strategic planning processes at CSI's outreach centers

- Expanding Health Science and Human Services programs, including at state-of-the-art, LEED-certified building
- Professional/technical programs in Wind Energy, Environmental Technology, Industrial Mechanics, Dental Hygiene, Culinary Arts and Baking, and Manufacturing
- A multimillion-dollar upgrade to the Fine Arts Building which will positively affect performance and instruction

Currently planned are:

- Expansion of renewable energy and environmental technology programs, including new facilities to house them.
- Development of a Higher Education Center, part of the College's Capital Campaign. This Center will enhance the College's on campus partnership with four-year sister institutions in Idaho

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B - Planning and Effectiveness.

CSI engages in a yearly institutional planning process, always looking ahead to the upcoming five years. These plans are driven by each unit's engagement with the consolidated reporting system process and include data derived from departmental and program outcomes assessment, individual and unit planning, and student, instructor, and administrative feedback.

Unit Development Plans document goals that affect departments' performance in terms of professional development, physical facilities, and budgetary recommendations and decisions. Requests come from IDPs to UDPs to the deans who forward requests which support strategic goals to the Administrative Council (the Executive Vice President and CAO, the Vice President for Student Services, Planning and Grants, the Vice President of Administration and CFO, and the President). Program review is continuous. Programs complete a retrospective presentation every five years. (Exhibit B.1.4, http://www.csi.edu/forms/instruction/prbookupdate.doc) All these processes are fluid and adaptive, depending upon input and feedback from all parties involved. Instructional programs and student success are always top priority in this yearly planning.

What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

The institution's expectations are derived from mission, vision, strategic plan, UDPs, general and programmatic accreditation, employer and community advisory input, and so on.

The college assesses these quantitative and qualitative data inputs in many ways, for instance formative and summative assessments, learning outcomes, and student/employer satisfaction surveys. The college's Annual Performance Reports are found online. <http://planning.csi.edu/planning/annualReport.asp>

Examples of what CSI's programs expect of themselves and how they are assessing and meeting those goals are found in accounts from department chairs and deans as they address their departments' or units' implementation of various of the Strategic Themes and goals.

Dr. Todd Schwarz, Instructional Dean, writes,

> Expectations are formulated at many levels. Instructionally, desired course outcomes are set forth and then learning objectives and instructional design processes are developed and applied at very fine granularity, even so far as to list very specific task practice for skill development. Where possible, these skill standards are adopted and/or adapted from national standards. Student performance is assessed in a variety of ways in order to fully evaluate outcomes at the course level, not so much in a compliance or accountability paradigm, but as a cog in the newly formulated continuous improvement model.

> From this level of detail in instruction, program outcomes are also developed and measured as elements of the same said continuous improvement model. This model includes other salient elements, including program review (on a continual basis), and unit planning (the UDP or Unit Development Plan). At CSI, outcomes assessment at the course level supports measures at the program level. Program and departmental outcomes assessment (not just data collection, but data analysis) prompts action in the form of the UDP. The UDP is also informed by development plans at the personal, professional level (the IDP) in terms of how our most valuable resources (the human resource) sets expectations for themselves.

> In addition to CSI's institutional strategic plan and related performance measures, there is a plan to aggregate the data collection and reporting requirements for Idaho Professional-Technical Education along with related program criteria and federal Carl Perkins legislation to provide a framework for system-level outcomes that is consolidated into program-level assessment as a system of performance measures. The Technical Skill Assessment required by Perkins IV legislation has been fully integrated into program outcomes assessment. This approach to integration of various measures is relatively new and provides a level of information and transparency that has been somewhat missing.

> This model of continuous improvement applies primarily to existing programs. At a higher level of expectation is the general responsiveness of the College with respect to workforce needs, be that pre-hire traditional technical training, customized just-in-time

training for stakeholder business and industry, or short term professional development training for incumbent workers. Indeed, responsiveness is a core tenet of the institutional strategic plan. The College strives to recognize the need, then to design the best approach to solving the problem and addressing the need. As an example, the evolving need for Wind Turbine Technicians came to the forefront two years ago and it was determined that a program was necessary. Although federal grant funds were available to help start the program, it was important that a creative and sustainable approach be taken to support this program. An analysis of the program outcomes (according to national skill standards and industry input) revealed overlap with existing and developing areas of instruction, including Industrial Maintenance Apprenticeship. Incumbent worker training needs overlapped even further. The development of modular instructional components that form a curricular matrix for these programs soon followed. Today, the outcome is a vibrant Wind Energy Technician program, but a curriculum that is somewhat shared with Industrial Maintenance Apprenticeship, short term industrial training, Industrial Mechanics technology program, and a revolutionary Environmental Technology program which combines instructional components of the industrial curriculum matrix with renewable energy courses. This is one example of the expectations the College has set for creativity and efficiency of operations for instruction.

Lori Garnand, Department Chair of Information Technology writes,

The Information Technology Department has responded to the strategic goals in many different ways and has committed as a department to focus on goals that are most applicable to the mission of the department. We have increased our dual credit offerings both in class and online in an effort to provide access to our programs. We have incorporated a hybrid instructional modality for the Network Systems technician program to assist the already working student in meeting their educational goals. (Strategic Theme I).

 Faculty in the department have continued a commitment to learning (Strategic Theme II) by completing degrees, obtaining industry certifications in Microsoft and CISCO network certifications, attending workshops in Interactive Media, Best Practices in Online Instruction, CISCO National conferences, CISSP security training, Adobe Flash training, AJAX training, and CISCO CCNA Security training as well as completing course work of interest to the faculty member.

In an effort to include students in the ongoing process of improvement, the department has developed a survey to measure student satisfaction with the programs and courses. Information from this survey is then used to improve our programs (Strategic Theme II goal 3). We also survey students at the beginning of the program to learn how they heard

about the program and their goals. These surveys have assisted us in reaching out to students and removing any barriers that we can.

The department has continued to refine our Outcome and Assessment method and has incorporated the required Technical Skills Assessment as part of our program assessment. (Strategic Theme III) This program assessment is an ongoing process that utilizes the IDP/UDP process and aligns with the Strategic Plan.

The department has begun a battery recycling program for all batteries used in the department and has used online assignment submission to reduce printing of student work. (Strategic Theme IV goal 9)

Whitney Smith, Chair of English, Languages, and Philosophy writes,

First, some classes taught in our composition sequence reflect changes to the mission and goals of the institution in that faculty have included writing and research assignments that have both explicit and implicit focuses on Strategic Theme IV: Global Citizenship and Competitiveness. Topics students are asked to explore in writing and research assignments include materialism, consumerism and sustainability issues.

Additionally, in 2009 in partnership with the Business Department, the French Program offered a learning and travel opportunity for culinary arts and other students in France. Students studied French language and cooking techniques in spring 2009 in preparation for a two-week trip in early summer. Further, the Spanish program recently established a study abroad opportunity for students to Guanajuato, Mexico. Beginning in the summer of 2010, we hope to send students to Guanajuato to study both language and culture, and live with host families, for a summer semester. We are proud of the fact that CSI is the only community college with which the University of Guanajuato has created a study abroad opportunity, and we hope to eventually offer both a student and faculty exchange program. Again, these opportunities reflect the strategic focus on Global Citizenship and Competitiveness.

In terms of institutional functioning, changes to the mission and goals of the institution are evidenced in how faculty members prepare Individual Development Plans, and thus how the Unit Development Plan is created. In response to the focus on "campus-wide responsibility," faculty are encouraged, when appropriate, to develop goals for inclusion on IDPs that reflect institutional focuses; these goals then form the basis for the UDP. Thus, the process is circular and meaningful: institutional changes in focus and mission drive changes in individual and departmental focuses.

Dr. Jim Gentry, Chair of Social Science, commenting on recent change to CSI's mission statement, writes,

The Social Science Department responded positively to the modification of mission and goals. In the mission statement we assumed that "quality" was central before the word was inserted. While our department has been less focused on economic and workforce development than some, we have always been sensitive to those issues. We liked the use of "diverse needs of the communities" rather than "diverse population." We also liked the change from "encourages" to "prepares" in the last sentence.

Since 2007, among other things, the department reflected sensitivity to "diverse needs" by collaborating with Boise State University to bring a Bachelors of Social Work and a Masters of Social Work to the CSI campus. To increase educational opportunities for high school students we increased the number of dual credit classes and also reached into Emmett High School and Weiser High School with microwave classes.   The department sends recruitment letters to dual credit students encouraging them to attend CSI after graduation. Increased numbers of web-based classes also reflects our response to the "diverse needs." Additionally department faculty members provide increased numbers of Psychology and Sociology classes to meet the General Education requirements of Health Science and Human Services majors.

Dr. Mark Sugden, Instructional Dean of Health Sciences & Human Services (HSHS) and Biology, writes,

The HSHS Department endorses the College's commitment to provide quality educational opportunities for students. To this end, all of the Departmental programs have either been awarded, or are in the process of seeking, full programmatic accreditation by their respective professional organizations (for example, the Commission on Accreditation for Allied Health Education). This is separate from CSI's accreditation by the NWCCU, but requires similar self-study and documentation of program success. Because of CSI's emphasis on quality, the Department applauds the recently revised model of program review, as developed by the Instructional Deans, which consolidates quality assurance reporting to stakeholders.

On a related note, all HSHS programs have either adopted, or in the process of adopting, third-party, end-of-program assessment that leads to certification or licensure. Although the above are not requirements of educational programs in the healthcare fields, they are increasingly used as a measure of quality and accountability. The HSHS Department also supports the College's commitment to workforce development and responsiveness to community needs. As a result of healthcare occupational analyses and employer surveys, the Department has added three new programs targeting workforce shortages. The new programs are Medical Coding, Surgical First Assisting and Dental Hygiene.

The Department continues to focus efforts on strengthening partnerships with outside agencies for collaboration on delivering educational experiences and for economic support. Updates in classroom instruction are intimately linked to advances in the

biomedical sciences. When medical technology changes, so must our instruction. Because healthcare education does not share in healthcare revenue, we must work closely with our healthcare providers to ensure our graduates are ready for employment. We depend on our industry partners for salary support, equipment sharing, grant writing, and continuing education opportunities to the community.

For additional and specific examples, please see Exhibit B.1.5.

STANDARD 2: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

ONGOING ACTION

What changes, if any, have been made in the requirements for graduation and why?

Other than the addition of 3 credits of human relations course work for applied degree and certification programs of longer than one year (described in this report's response to Recommendation 2 above), the overall graduation requirements at the College of Southern Idaho have not changed since the last full accreditation report and visit.

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

The College regularly reviews its offerings, both in professional-technical and academic transfer programs. Since the 2005 accreditation visit, there have been many changes to the various programs of the college.

Degrees Discontinued	Degrees added or Degree Names changes
Ag Consumer & Environmental Science AAS and TC	Agribusiness AAS
Chiropractic (pre) AS	Animal Science AAS
Computer Graphics Design AAS and TC	Biology- Health Care Emphasis AS
Correction Specialist AAS	Biology – Natural Resources Emphasis AS
Dentistry (pre) AS	Business – International AA
Dental Hygiene (pre) AS	Digital Media AAS
Dietetics (pre)	Digital Media TC
Ed Assistant – Bilingual Ed. AAS and PC	Ed Assistant – Generalist TC
Ed Assistant – Early Child Ed AAS and PC	Education – Early Childhood AA
Ed Assistant – Generalist PC	Education – Physical AA
Ed Assistant – Math/Sci/Tech AAS and PC	Education Physical K-12 AA
Ed Assistant – Reading AAS and PC	Education – Special AA
Ed Assistant – Special Needs AAS and PC	Environmental Technology AAS
Ed Assistant – Technology AAS and PC	Environmental Technology TC

Electronics Technology TC
Environmental Science (pre) AS
Fish & Wildlife Resources (pre) AS
Forestry (pre) AS
Library Science AA
Medical Technology (pre) AS
Medical (pre) AS
Microbiology (pre) AS
Natural Science AS
Network Support Technician AAS
Occupational Therapy (pre) AS
Office Technology AAS and TC
Optometry (pre) AS
Physical Therapy (pre) AS
Physician Assistant (pre) AS
Range Science (pre) AS
Resource Recreation Tourism (pre) AS
Respiratory Therapy (pre) AS
Veterinary Medicine (pre) AS
Water Resource Management AAS
Web/Database App .Development TC

Horticulture AA
Horticulture AS
Industrial Mechanics Technology TC
Library and Information Science AA
Manufacturing Technology AAS
Manufacturing Technology TC
Medical Coding TC
Network Systems Technician AAS
Residential Construction AAS
Residential Construction TC
Surgical First Assisting AAS
Web Developer AAS
Wind Energy Technology AAS
Wind Energy Technology TC

The consolidated reporting system described in the introduction of this report and in Exhibit A.3.1 is a significant and timely update to the processes of education planning at CSI. This plan is essentially a continuous improvement cycle whereby each program annually reviews its outcomes and builds the next year's goals and activities based on the results of the previous years.

All of these processes support and build upon the major program outcomes of the college, namely, academic excellence, workforce readiness, community life, and wellness. These outcomes are measured by way of completion rates, graduation rates, transfer rates, job placement rates, student evaluations, and wellness participation. (Exhibit B.2.2, http://planning.csi.edu/planning/strategicPlan/index.asp, particularly pp. 6-7 and 8-9 of the print version)

What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?

In response to increasing enrollment and in an effort to meet the changing needs of its students, CSI has implemented a number of changes to the ways classes are offered. In addition to traditional face-to-face courses which meet in bricks-and-mortar buildings during regular "school" hours, the college also now offers

- late start fall courses which run during the intersession period (end of fall to beginning of spring semesters),
- expanded summer sessions,
- Saturday classes,
- increasing numbers of innovative and constantly improving online and hybrid courses,
- increased dual-enrollment courses offered at high schools throughout the state.

Additionally, the college continues to support and expand student travel programs. Some examples of these programs, which are also mentioned elsewhere in this report, include:

- Business, French, and Culinary Arts students and faculty traveled to France in the summer of 2009.
- In the summer of 2009 Spanish Professor Raquel Arenz traveled to Guanajuato, Mexico to explore and develop ties to the university there as a preparation for a summer study abroad program for CSI students. We are hopeful that CSI can also get students from Guanajuato who want to study here for the summer as well. This effort is currently advertised on the CSI website.
- Kim Prestwich, Coordinator of Multicultural Student Services, has been charged to pursue relationships with Taiwan through the Idaho Commerce Department. Last summer, she also went on a recruiting trip to South America to attract international students to attend CSI.

In each case, these initiatives were developed from proposals from faculty and outside constituencies (like the Commerce Department) and supported by administration with travel funding and recognition of time and effort (college funding support for students and faculty as appropriate). This year, international travel is being held back pending resolution to the challenges posed by national and state economic downturns, and the institution remains committed to this strategic theme and goal. Administration has made it clear that when the economic forecast is stable, there will be every effort made to restore funding support.

STANDARD 3: STUDENTS

ONGOING ACTION

What changes have been made in undergraduate and graduate admissions, grading, student non- academic programs, and student support services? Why?

In 2007 the student services division developed a new mission statement, vision, values, and strategic initiatives. The updated student services mission statement reads:

> The College of Southern Idaho Student Services team promotes student learning, development, and success by providing future and current students with quality information, advice, support, and opportunities for social and cultural development.

The College has made significant progress towards the implementation and expansion of an online one-stop-shop for student services. Student services staff has made a concerted effort to make services accessible and user-friendly for students who cannot or prefer not to come to campus to take care of routine tasks that could be easily accomplished online. Four computer stations were added to the Matrix to help students with application for admission, FAFSA, registration, etc. Several netbooks were also purchased to accommodate peak times.

The College has implemented several significant changes designed to improve access and quality of services offered. Some of these include:

- Moved from the FFELP Program to Direct Loan. The Financial Aid office had been closely following the recommendations of President Obama and Secretary of Education Arne Duncan.

- The Financial Aid office expanded financial literacy training for our students.

- Implemented NetPartner, an online system that students can use to track financial aid and scholarship applications, see what documents are missing, and accept or decline awards.

- Implemented an online attendance verification system using MyCSI.

- Implemented HigherOne financial aid credit balance/refund process, giving students more options.

- Designed a First Year Advisor booklet that is available in print and online.

- Implemented online transcript request process using the National Student Clearinghouse.

- Implemented Judicial Action, an online student conduct management and tracking system.

- ▪ Made significant progress in the development of an online degree audit system.

- ▪ Established a new Career Center.

The "I'm Going to College" program has been expanded to include Jerome County (growing to over 1,300 students in 2009). (Exhibit B.3.1)

Students continue to participate actively in the governance of the institution by participating on college committees ranging from Strategic Planning Committee to Curriculum Committee, disciplinary appeals. Students were the primary drivers behind the successful efforts to adopt a Smoke-Free Campus policy. Student services departments have been reviewing and updating their policies and procedures and developing new policies and procedures as needed, including: Student Code of Conduct, Student Rights and Responsibilities, FERPA, Student Association, ASCSI constitution, Clubs and Organizations Handbook, appeals processes, Residence Hall Rules and Regulations, Recreation Center Safety. The campus community, including students, has the opportunity to provide feedback on these policies as all stakeholders are given venues to provide comments and suggestions. Some of those committees include: Strategic Planning (3-5 students), Curriculum Committee (1 student), Discipline Appeals Committee (2 students), Traffic Court (2 students), Grade Appeals Committee   (2 students), Library Advisory Committee (1 student), and Sustainability Council (2 students).

Additionally, we always have student representation at the monthly Board of Trustees meetings, usually our Student Body President or a designated member of the Student Senate. At the discretion of the supervisor, numerous departments invite students to sit on interviewing committees for the hiring of new employees. Students also participate annually in the President's Gala, Christmas Legislative Dinner, and the Legislative Luncheons in Boise.

The Multicultural Student Services Office and several instructional departments have collaborated to dedicate considerable effort and resources to developing and expanding international study and service learning opportunities.

The addition of bilingual employees and the support of bridge programs such as *Abriendo Caminos*, *Adelante*, and *I'm Going to College* have enhanced the diversity of our student body and making the institution and its processes more accessible.

Again, the further development and consolidation of the continuous improvement model and outcomes assessment help us evaluate our effectiveness. The College engages in various reporting activities that are in a constant state of review and improvement. While time-consuming, progress has been demonstrable. For example, data quality validation has resulted in

more accurate identification and tracking of PTE students, along with the attendant performance metrics to meet federal Carl Perkins requirements. These in turn are folded into institutional outcomes assessment and continuous improvement practice.

Staff members and resources directly involved with the delivery of dual credit opportunities to high schools and students throughout Idaho have been mobilized for a "grass roots" effort to visit client high schools and the communities they serve in order to provide dual credit students, school personnel, parents, and other stake holders with information they need to better understand dual credit programs offered through the College of Southern Idaho. Specifically, these meetings take the form of school presentations, classroom presentations, and community Q and A forums. The idea is to provide high school students and the adults who mentor them in many different capacities with information relating to the applicability, availability, and transferability of dual credit coursework offered through the College of Southern Idaho.

This initiative has been created in response to an ever-growing request for dual credit opportunities and an increasing number of questions associated with dual credit programs from parents and secondary school personnel. The College of Southern Idaho has experienced over a 25% increase in dual credit enrollment numbers over the past five years, and while outreach efforts in participating communities are not the sole reason for this growth, continuing efforts of college personnel to inform and engage high school students and their parents about accelerated learning opportunities supported through the College of Southern Idaho certainly factor into the equation.

CSI conducts the Community College Survey of Student Engagement annually as another measure of its effectiveness is meeting students' needs and completing its core mission to provide quality educational opportunities that meet the diverse needs of the communities it serves. (Exhibit B.3.2 http://reports.csi.edu/2009_InstitutionalProfile/StudentOpinion2009.htm)

Compare the current enrollment figures with those reported in the last institutional self-study report.

2005 (fall 2004 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7124	4106
2006 (fall 2005 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	8125	4010
2007 (fall 2006 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7538	3915.84

2008 (fall 2007 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7182	3897.52
2009 (fall 2008 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	7542	4049.6
2010 (fall 2009 data)		
Students	Unduplicated Headcount	Full-Time Equivalent (FTE)
Undergraduate	8334	4591.7

STANDARD 4: FACULTY

ONGOING ACTION

What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed?

Beginning in the Fall of 2008, CSI held orientation meetings for new faculty that covered outcomes assessment and teaching strategies. We continue to refine the orientation and deliver it annually.

In addition, a new teacher pre-service "class" was developed and initiated during the summer of 2008. This activity was designed to improve transition into the college environment and instructional system by introducing concepts of communication, classroom management, outcomes assessment, accountability, and work/life balance. (Exhibit B.4.1)

Members of the Faculty Senate Executive Committee highlighted the following changes that were proposed and/or vetted by the Faculty Senate since the 2007 Focused Interim Visit. The Faculty Senate is a voluntary, collegial association of the faculty of the College of Southern Idaho, and is recognized by the College as the voice of that faculty. (see Exhibit B.4.2 – FS/FSEC minutes on web, http://www.csi.edu/facultyAndStaff_/committees/senate/minutes.asp).

Following are some evidentiary highlights:

September 2007

Implementation of change in student drop policy.

January 2008

Reviewed a change in wording of sabbatical leave policy.

February 2008

Suggested a change in wording of the rank advancement eligibility policy.

January 2009

The Faculty Senate drafted and the administration approved an informational paragraph included in the Policies and Procedures Manual which recognizes the Faculty Senate and supports the position of the Senate itself that it is not subject to Idaho Open Meeting Law.

Fall 2009

Discussed college initiatives encouraging rapid development of multiple new online courses, online versions of existing courses and other expansions of the pedagogical uses of technology run headlong into limitations in capacity, versatility and reliability of technological tools.

The ratio of full-time to part-time faculty has shifted somewhat since 2005. See Exhibit B.4.3

How have faculty salaries and other benefits been improved?

In the face of state holdbacks amounting to some 19% of the college's budget over the last two years, across-the-board salary increases have been frozen this year and the college anticipates that they will be frozen next year as well. However, CSI has honored its ongoing commitment to the faculty rank advancement and degree advancement processes. Eligible full-time faculty members may apply for rank advancement. Successful completion of the process includes a significant increase in base salary for individuals. Additionally, full-time faculty members who achieve an additional degree receive an increase in salary to match their peers at the institution who hold similar degrees. Despite austerity with salary increases during this period of economic uncertainty, the college has experienced no reductions in force (RIF) nor firings. Full-time faculty members who leave the college due to retirement are typically replaced with full-time faculty rather than part-time or adjunct instructors. The college has also been able to temporarily ameliorate the exorbitant increase in health care costs.

How does the institution conduct a substantive performance evaluation of all faculty members?

Faculty and administration (department chairs and deans) continue to participate fully in regular evaluation of faculty performance through a Four-Part Evaluation (FPE) consisting of a self-evaluation, peer evaluation, tabulation of student evaluations and comments, and an administrative evaluation (conducted by the department chair, then reviewed and ratified by the dean). New faculty members are evaluated by this comprehensive process every year for the first three years of employment; continuing faculty members are evaluated every three years. Part-time faculty members are evaluated with a modified process at least once a year. (Exhibit B.4.4 - http://www.csi.edu/forms/instruction/facEval.doc) The part-time evaluations are comprised of at least of two (2) of the following: Self Evaluation, Student Assessment, Peer Evaluation, and Administrative Assessment at the discretion of the appropriate department chair or director. (Exhibit B.4.5 - http://hr.csi.edu/facultyHandbook/)

STANDARD 5: LIBRARY AND INFORMATION RESOURCES

ONGOING ACTION

How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

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.

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 (Exhibit B.5.1 - http://www.csi.edu/facultyandStaff_/committees/libAdvisory.asp) 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. The publisher Safari offers Tech Books as online resources for the Technology and Business departments. 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 our 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 our online and distance students, but also any student wherever they may prefer to do research and study.

Finally, in addition to providing informational resources, the Library also 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.

Instructional Technology Center (ITC)

ITC staff continues to maintain, develop, and support the CSI Web site, and the focus has been on improving accessibility, user-friendliness, and security.   Updating content is an on-going process, and ITC relies on faculty and staff to review content and submit changes to ensure accurate, up-to-date, relevant, useful, and complete information.

ITC also supports online learning. The staff maintains and provides technical support for Blackboard, the College's online course management system. ITC facilitated the incorporation of various new systems and technologies into teaching and learning, including web conferencing (Adobe Connect), video/audio, wikis, blogs, and clickers.

The online course evaluation system's built-in statistical features have been greatly expanded.

Information technology Services (ITS)

In fall 2008, the College hired an external consultant to come in and evaluate how effectively and efficiently we utilize the main enterprise system, and the College has acted on many of her recommendations, notably, establishing a new Database Analyst position, providing training and organizational efficiencies for module managers.

STANDARD 6: LEADERSHIP AND MANAGEMENT

ONGOING ACTION

Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B – Governing Board and Standard 6.C - Leadership and Management.

Since the last full-scale accreditation, CSI has experienced a number of significant changes in administration. Long-time president Gerald Meyerhoeffer retired and was replaced by Dr. Gerald Beck, who was formerly Executive VP and CAO of the college. Dr. Claudeen Buettner, long-time faculty member and dean, served as EVP/CAO for nearly two years, and after a six-month interim filled the position upon her retirement, Dr. Jeff Fox became the Executive Vice President and Chief Academic Officer in August 2008.

The overall administrative structure of the college also shifted to include four Instructional Deans, a new Dean of Student-Services, and a new Vice-President of Planning, Development, and Student Services. The former Vice-President of Planning, Development, and Students Services, Curtis Eaton, now oversees the CSI Foundation. The responsibility for grant development rests with Planning, Development, and Student Services, and the development of private monies rests solely with the CSI Foundation. (See Exhibit B.6.1)

STANDARD 7: FINANCE

ONGOING ACTION

What changes, if any, have been made in the institution's financial operations, fundraising, and development since the last full-scale evaluation? Why have they been made? What effect have these changes had on the institution?

The uncertain economic times and related budgetary concerns at various levels of state government have resulted in almost monthly projected changes as we move into the 2010 legislative session. As of this writing, it is impossible to project with any degree of accuracy what CSI will face in terms of state appropriations in the next two years (and beyond). The following represents a snapshot of CSI's budget as of January 1, 2010.

Fiscal years 2010 and 2011 will prove to be extremely challenging due to the state of the economy in general and a decline in state support for education at all levels. The College of Southern Idaho started fiscal year 2009 with a state appropriation of $13,169,600. The governor's recommendation for our fiscal year 2011 budget is $10,676,200. This is a reduction of $2,493,400 or 18.9%. In Professional Technical Education, we experienced a reduction of 2.76% in fiscal year 2010 and expect an additional reduction of 4.5% in fiscal year 2011. Additionally, we anticipate that our federal stimulus funds will be reduced from $730,000 in fiscal year 2010 to $196,000 in fiscal year 2011.

While all of this news is overwhelmingly negative, the college remains financially sound. In order to reduce costs, the college has eliminated funding for all vacant positions, eliminated one administrative position, and temporarily increased class sizes by 10%, leaving positions open 90 days, and not giving raises in 2010 and possibly in 2011. The college continues to provide salary increases for rank advancement and degree completion.

At the same time we are experiencing the loss of funding, we are experiencing record enrollments. Many of our faculty members have agreed to teach overload classes and work with adjunct faculty so we have not had to hire full-time faculty to address this growth. Since we have the physical capacity to serve more students, the implementation of graded tuition increases, and the proper loading of classes have allowed us to generate enough revenue to offset most of the reduction in state support. A full time student in 2007-08 paid $105 per credit or $1,050 for 10 credits. In 2008-09, we moved to $95 per credit but up to a limit of 12 credits so a full time student paid $1,140. This year 2009-10, we are charging $100 per credit up to a limit of 12 credits or $1,200 for a full time student. From a full time student's point of view, tuition and fees were $1,050 in 2007-08, $1,140 in 2008-09 and $1,200 in 2009-10. Happily, significant increases in enrollment at this low tuition rate have offset state holdbacks to some degree.

The college administration has asked everyone to do more during these difficult times and they have responded. There are challenges but attitudes are positive and morale is high.

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

As of this writing (January 2010), the governor has recommended $886,600 (7.5%) in permanent holdbacks for the College of Southern Idaho. The college will be funding this reduction through the increases in tuition and fee revenue. This additional holdback will continue to impact CSI's programs and personnel, but the fiscal strength of the institution is of paramount importance to the current president. He has reaffirmed his commitment to keep expenditures within available revenues.

CSI's Major Gifts Campaign, "Building Our Futures Together is co-sponsored by the CSI Foundation and the College. The campaign has generated almost $6 million in donations and is poised to add to that amount. The primary target of donors is scholarships. The Foundation's strategic plan is to reach 1 out of 3 students (FTE) with scholarships by 2012. Currently that number is about 1 in 4 (students whose tuition, fees, books are at least partly paid by Foundation Scholarships).

The Foundation has awarded over $1,000,000 in scholarships for the last two school years. The Foundation Board has recently approved a like award level for school year 2010-2011. (Exhibit B.7.1)

Additionally, in late November 2009, the Albertson Foundation announced a gift of one million dollars to the College to be used for student scholarships. Significantly, this gift specifically provides for (among other things) scholarship funds for part-time students. The fastest growing segment of CSI's student population is part-time students and represents an important opportunity for CSI to continue its tradition of growth and service to the community and region.

As noted above, CSI is committed to operating within a balanced budget. During the reduction of state allocations, the institution is "right sizing" based on projected revenue and has no plans to incur debt or defer maintenance of its facilities.

STANDARD 8: PHYSICAL FACILITIES

ONGOING ACTION

What changes, if any, have been made in the institution's physical resources, both on and off-campus since the last full-scale evaluation? Why have they been made? What effect have these changes had on the institution? What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

The College of Southern Idaho's facilities are in outstanding condition. Over the last 5 years we have received over 3.8 million dollars in preventative maintenance funds from the State of Idaho. These are in addition to the 1.0 million dollars annually appropriated to our Plant Facility Fund. CSI has virtually no deferred maintenance. Facilities are a major focus of our Board of Trustees and our local constituents. As a result of this interest, facility maintenance has been properly funded at the institution since its inception.

There have been many campus improvements. In FY 2010 we will receive approximately $600,000 from the State of Idaho which will mainly be utilized for re-lamping buildings as an energy saving measure.

We also have a 72,400 square foot, 21.6 million dollar LEED Certified Health Science and Human Services building under construction that has been funded by the State of Idaho. This building includes labs, classrooms, faculty offices, and a testing center dedicated to HSHS students and courses. The completion of this building provides space in other campus buildings to enhance the programs and offerings from Idaho State University, Boise State University, and the University of Idaho on the CSI campus. The inclusion of a separate testing facility for HSHS students will help to alleviate overcrowding in the existing campus testing center.

In 2009 the college also expanded its child care lab, and remodeled space in the student union building for a career center.

A major renovation of the Fine Arts lobby and the addition of a new theater in that building also enhance the usefulness and efficiency of CSI's facilities for student and community use. The Student Recreation Center also received the significant addition of a practice gym, exercise areas, walking track, weight room, spinning room, and rehearsal areas.

New buildings or facilities also of note are the new greenhouses for the horticulture program, the instructional prep deck/spray booth in auto body, a shared manufacturing facility with the Twin Falls School District, and a current remodel of an off-campus facility to support Wind Energy, Environmental Technology, and apprenticeship programs. These changes were

made due to identified workforce needs and as indicated by outcomes assessment data and were incorporated into the institutional continuous improvement model.

Other instructional areas were enhanced with sound walls (replacing accordion walls), and computer labs.

The effect of all these additions and changes has been improved capacity and quality of instructional programs.

STANDARD 9: INSTITUTIONAL INTEGRITY

ONGOING ACTION

How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?

As mentioned in the response to Recommendation 5, the college maintains several handbooks or manuals which outline college policies and procedures. These documents are updated regularly (yearly) and changes made to them are approved by the bodies they govern. The Policies and Procedures (P&P) Manual is maintained by HR personnel and changes are approved by the Board of Trustees.

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 the following language which highlights the resolve of the college in this regard:

> It is the firm and express policy of the College of Southern Idaho to maintain a working and educational atmosphere of mutual confidence, trust, and respect among employees and between employees and the College. It is realized that situations may arise that must be solved. Problems may be resolved informally or through a formal grievance investigation procedure.

> CSI's problem solving policy, or due process, i.e. the right to be heard in his or her own defense, is intended 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. (P&P Manual, section 6.06)

Collaboratively, the faculty and administration are currently revising the Faculty Handbook, including some substantive changes to the Faculty Senate Constitution and by-laws.

Some of these changes are provided in the response to Standard Four. The Faculty Handbook is found at http://hr.csi.edu/facultyHandbook/. The Employee Policies and Procedures manual is found at http://hr.csi.edu/handbook/tofcmanual.htm.

Professional and Classified Employees (PACE), who are represented by the PACE committee, also maintain a handbook for members which is updated and maintained regularly.

PART C – REVIEW OF THE OVERSIGHT PARTNERSHIP WITH COLLEGE OF WESTERN IDAHO

INTRODUCTION

In a letter dated September 11, 2008, the NWCCU approved CSI's application to provide accreditation oversight for the newly formed College of Western Idaho which was formed by voters in Ada and Canyon counties (in the Boise Idaho area). That letter explicitly reminded CSI of its various responsibilities for such oversight, including "the integrity of the CWI academic programs, its library and other informational services, its general administrative infrastructure, [and] its fiscal affairs" (NWCCU letter of 9-11-08 to President Beck, President of the College of Southern Idaho). (Exhibit C.0.1)

In January 2010, the presidents of CSI and CWI renewed the Accreditation Agreement established initially in the summer of 2008 (Exhibit C.0.2).

The working relationship between CSI and CWI throughout the process has been cordial, effective, timely, and energetic. In January 2010, the Northwest Commission on Colleges and Universities accepted CWI's Application for Candidacy (submitted in October 2009) and granted CWI permission to proceed with their Self-Study (Exhibit C.0.3).

The commission highlighted ten key items to be addressed in this Regular Interim Report. Each of these items is detailed below with responses from CWI and CSI provided.

1. FISCAL AND ADMINISTRATIVE RESOURCES

In the College's service district, what fiscal and administrative resources have been utilized to support a partnership between CSI and CWI?

The College of Southern Idaho has tracked all expenses associated with the partnership between CSI and CWI including staff time as per the Accreditation Agreement between the two institutions. CWI has reimbursed CSI on a quarterly basis. In addition to the actual expenditures, CWI has paid CSI quarterly an overhead charge of 10% based upon the actual costs associated with administering the agreement.

The administrative commitment from CSI personnel has been focused on ensuring that CWI has the resources and expertise needed to succeed on a very high level. The time commitment for CSI administrative staff has fluctuated from department to department. CSI provided significant student service functions associated with student registration, class scheduling, financial aid, and student records as CWI prepared to offer their first credit courses

in January 2009. The technical support personnel for each institution played a large role in modifying the CSI student software to meet the needs of CWI and allow CWI to have its own identity. During this time CWI was also implementing their student accounting software. CWI currently keeps student records using their own software system as a pilot. The official records are located at CSI.

The CSI Financial Aid office now provides oversight for financial aid services to all CWI students as established by the Department of Education rules and regulations. The coordination between the Financial Aid Offices at CSI and CWI took significant amounts of time but were accomplished very effectively by both institutions. The awarding of financial aid has had an impact on the staff in the CSI Business Office since they assumed the responsibility of making sure students received their financial aid at the same time CSI students received their checks. CWI has been successful in receiving its own Title IV code from the Department of Education; however, until CWI receives its own accreditation, CSI will continue to distribute financial aid for CWI's students.

Effective July 1, 2009, the College of Western Idaho assumed the role of delivering professional-technical programs in Region III. This required the CSI Curriculum Committee to approve over thirty certificate and degree technical programs that were relocated from the Larry Selland College of Technology at Boise State University to the College of Western Idaho. During the curriculum approval process, the faculty and staff who were employed by Boise State University became employees of CWI July 1, 2009. The cooperation between CWI, BSU and CSI faculty and staff was very effective in getting the curricula approved by the Idaho Division of Professional-Technical Education, and subsequently the State Board of Education in a timely manner to ensure there was not any delay in the transfer of the programs from BSU to CWI. Part of this transfer included negotiated teach-out agreements between the three institutions to ensure that students currently enrolled in programs and who are transferring from BSU to CWI would be served.

Virtually every aspect of the CSI campus community has been involved in the partnership in one way or another. The demands on staff time and energy have been significant, but all CSI personnel are very committed to assisting the College of Western Idaho to develop a strong foundation as a community college in Idaho.

2. ACADEMIC INFRASTRUCTURE

How has the College of Western Idaho's academic infrastructure been provided for?

The College of Western Idaho is utilizing the College of Southern Idaho's course syllabi, textbooks, and outcome assessment measures for all general education/transfer courses.

The professional technical education programs that were relocated from Boise State University were approved by the CSI Curriculum Committee prior to being offered by CWI. The general education credits for the Associate of Applied Science Degree and technical certificates have been modified from "Applied Academic" courses to transferable general education courses as required by the College of Southern Idaho for graduation.

Faculty members of the College of Western Idaho meet the same degree standards and experience criteria as the faculty of the College of Southern Idaho. The faculty are evaluated in accordance with CWI policies and procedures, which adhere to the NWCCU accreditation standards.

Due to the transfer of the Professional-Technical programs from Boise State University to the College of Western Idaho a teach-out agreement (Exhibit C.2.1) was developed with Boise State University. This agreement provides students who had completed their technical education courses the opportunity to complete the general education requirements as previously offered by Boise State University and receive their Associate of Applied Science Degree or Technical Certificate from Boise State University. In July 2009, Dr. Jeff Fox, Chief Academic Officer of College of Southern Idaho, collaborated with BSU Provost Dr. Sona Andrews to compose a comprehensive document outlining CSI's response and resolution the teach out agreement between Boise State University and CSI. One issue for CSI was residency for transferring students. CSI made a one-time provision in their admission policy allowing the BSU transfer students to be treated as being CWI students and having met residency.

The College of Western Idaho formed a Curriculum Committee that serves as a recommending body of curriculum changes for approval by CSI's Curriculum Committee. CWI had a Curriculum Committee in place as of September 2009. It constituted the committee with a Curriculum Chair from PTE, and eight voting members made up of Department Chairs from both PTE and General Education. Ex-officio members include: Associate VP Instruction, Registrar, Dean of PTE, Dean of General Education, Librarian, Financial Aid Director, and IT representative. Meetings are held monthly, prior to the CSI Curriculum Committee meetings.

CWI utilized the degree requirements established by CSI to include the general education requirements for all degrees and numbers of credit hours for completion. These degree requirements include a requirement for computer literacy.

CWI has adopted Board of Trustee policies and procedures that ensure academic freedom and student achievement. These policies and procedures are found in the CWI Faculty Handbook (Exhibit C.2.2, http://cwidaho.cc/employee-tools/downloads/Faculty%20Handbook.pdf) and were approved by the CWI Board of Trustees on May 4, 2009.

The number of full-time faculty employed by CWI has increased significantly with the transfer of the professional technical programs from Boise State University. The number of full-time to part-time faculty ratio is appropriate for the number of students being served. The expected ratios of FT to PT faculty for spring 2010 after fall hires include: 37 FT Gen Ed: 190 PT Gen Ed. 67 FT PTE: 20 PT PTE.   Overall ratio for CWI is 104 full-time: 210 part-time faculty.

The College of Western Idaho provides excellent instructional facilities at several locations in the Treasure Valley. The College offers instructional programs on the primary Nampa Campus (General Education offerings), Canyon County Center (General Education, ABE/GED/ESL and Health related PTE Programs), Ada County Center (leased building located south of BSU offering PTE and General Education Programs), Oak Park Center (leased building also south of BSU in Ada County offering Workforce Development and ABE/GED/ESL), the Horticulture Center (located East of BSU in Ada County with PTE Horticulture) and four High School facilities located in both Ada and Canyon Counties (delivering General Education evening courses). Many of Professional Technical programs are still located on the Boise State University campus with plans of relocation within the next two years.

The equipment associated with each technical program was transferred to CWI as part of the relocation of the area technical college. When CWI assumed ownership of the current campus facility from BSU, CWI was able to purchase the furniture, fixtures, and equipment that was located in the building.

3. CWI'S STUDENT SERVICES

Provide evidence regarding the adequacy of the CWI's service to its students.

The College of Western Idaho has established a comprehensive Student Services department. A "One Stop" approach to student admission, including advising, financial aid and registration, was established at each site where CWI is conducting classes.

CWI has established appropriate admission policies (Exhibit C.3.1, http://www.cwidaho.cc/programs-and-degrees/downloads/2009_2010%20Catalog_Master.pdf) which specify the characteristics and qualifications appropriate for each program. These standards are located in the College Catalog and on the College web site and provide students the specific criteria needed for admission. CWI is an open admission institution which offers affordable education programs and welcomes students from all education backgrounds.

CSI provides library services to CWI students through the interlibrary loan system. CWI has also developed agreements with local higher education libraries so that students can access library services through those facilities, and, more significantly, has allocated $200,000 to provide a core library physical collection.

CSI is managing the CWI bookstore at the CWI main campus location. This management allows CSI to order the needed textbooks and course materials as a bulk order for both CWI and CSI.

CWI has implemented a student satisfaction survey which provides feedback on the various student services and processes. During the fourth and fifth week of the fall 2009 semester, the College of Western Idaho administered the Survey of Entering Student Engagement (SENSE). Available in late February, 2010, the SENSE survey results will help the college to discover why some entering students from its service area persist and succeed and others do not. It will provide information and data about what is working and what needs improvement. Evidence regarding the college's intake processes and students' earliest classroom experiences will help to direct investment and improvements directed toward entering student retention and outcomes.

4. OFF-SITE ACADEMIC PROGRAMMING

How has the quality of CWI's academic programming off-site in the college's service district (including Ada and Canyon Counties) been assured?

CWI requires that all faculty members meet the same credentialed and experience levels regardless of their teaching location.

CWI provides faculty with a syllabus template (Exhibit C.4.1) which includes required and optional sections to ensure consistency in the application of college policies and to standardize the objectives and assessments used in measuring student success.

Each primary teaching location has administrative support for faculty housed at that location.

CWI has developed a part-time/full-time faculty handbook to assist faculty in their day to day activities. This document serves to clarify roles, responsibilities, and privileges of faculty members at CWI. It details shared governance, standards of practice, employment policies, and other faculty responsibilities. (Exhibit C.2.2, http://cwidaho.cc/employee-tools/downloads/Faculty%20Handbook.pdf)

Each CWI location provides the proper equipment needed for copying of materials, and delivery of instruction in facilities that enhance the instructional process.

CWI has developed a robust mentoring program for off-site faculty and staff. Department chairs observe and write a critique of newly hired faculty members, both full-time and part-time, during their first semester of teaching. There are also two faculty meetings each month—one held at the Nampa campus and the other at the Ada campus. Among the many administrative functions they serve, these meetings also serve as mentoring and information-sharing sessions for faculty at all levels. CWI also conducts mentoring sessions during in-service week (the week before classes begin) in the fall and spring semesters.

CWI has developed job description and workload guidelines for part-time and full-time faculty that are comparable to other community colleges. CWI utilizes the same faculty hiring standards as the College of Southern Idaho for dual-credit programming.

As of January 2010, CWI has added 15 new full-time faculty for a total of 37 full-time general-education faculty members. Department chairs assign full-time faculty mentors to each adjunct. It is expected that the full-time mentors meet at least once per month with the adjuncts. At the beginning of each semester CWI conducts one day of faculty in-service training for new full-time faculty. There are two days of in-service training for all faculty members consisting of a speaker and general information on day one and breakout sessions on day two.

CWI's current goal is to do one observation with each full-time and part-time faculty each semester. Seventy percent of faculty members were observed during the fall semester 2009, and CWI anticipates observing close to 100% of faculty during the upcoming spring semester. CWI will complete the full-time faculty annual assessments in spring.

CWI initiated a "Teaching and Learning Center" beginning spring semester 2010. The Teaching and Learning Coordinator, a CWI full-time faculty member, received a .5 FTE teaching release. Duties for the Teaching and Learning Coordinator include the establishment of a Teaching and Learning Steering Committee used in collecting recommendations for instructional topics. The Coordinator is responsible for scheduling instructional presentations, events, "brown bag" speakers, and panel discussions. Locations for these events vary across the four primary CWI sites with a goal of holding two events each week of the academic term.

5. DISCLOSURE

Describe how the relationship between the College of Western Idaho and the College of Southern Idaho has been disclosed accurately through CWI documents (in other words, student transcripts, catalogs, and announcements)

The following statement appears on all College of Western Idaho publications including the catalog, College web site, student transcripts, admission materials, and announcements.

> The College of Western Idaho delivers college credit instruction, certificates and degrees through its memorandum of understanding [Accreditation Agreement] with the College of Southern Idaho (CSI). CSI is accredited through the Northwest Commission on Colleges and Universities (NWCCU). Credits, certificates and degrees earned at CWI appear on CSI transcripts and are transferable to four-year institutions, subject to the specific policies of those institutions.

6. STUDENT ADVISING

Describe the quality of student advising at CWI.

CWI develops an active advising relationship with students by requiring students, at the end of the initial enrollment planning session, to declare a major or program of study. Based on the educational program identified, students are assigned to a faculty advisor.

Nearly all degree seeking students must complete the COMPASS placement test prior to enrolling in courses at the College of Western Idaho. Non-degree seeking students must take the COMPASS placement test if enrolling in courses that require math or English placement.   These tests are used as a means to gather information regarding the background and educational needs of the student. Students who have successfully completed the ACT test are exempt from taking the COMPASS placement test. CWI uses the same placement cutoff scores as used by CSI and approved by the Idaho State Board of Education.

Each instructional area hosts General Education students in a series of group advising sessions and provides opportunities for students to meet with an assigned faculty advisor individually. Beginning in fall semester 2010, both the student and advisor will have access to degree audit tools within the registration system which will help students track their process toward degree completion.

CWI has advising professionals in the admissions office and in off-campus sites who collaborate with faculty advisors to ensure sound advising services. Each CWI off-site location

has a one-stop student services center. These centers assist students with admission, registration, student financial services/financial aid, and academic advising. The advising professionals work with new students by providing initial advising prior to the student being assigned a faculty advisor.

The College of Western Idaho has developed a Personal Academic Career Enrichment (PACE) program. This program provides enhanced student advising support. Students identified during the enrollment process or by faculty advisors may be required to participate in these advising services and other students may wish to participate voluntarily in special advising sessions which include workshops on study skills, time management, and other adjustment issues. PACE participants receive enhanced advising services through a learning contract process and upon successful completion of the identified success measures, graduate from the PACE program.

Due to the current full-time to part-time faculty ratio the College of Western Idaho does not have enough full-time faculty for each student to be assigned a full-time faculty member for advising. The College has evaluated numerous options to provide faculty advising and is now using part-time faculty who have been trained and are compensated to assume a faculty advising role. The mixed delivery model outlined above meets the needs of General Education and PTE students, while acknowledging the very real limits on the availability of General Education faculty to advise each student individually. The group sessions are being developed as a partnership presentation between Enrollment and Student Services staff and departmental faculty. The goal is to move toward a faculty-driven advising/mentorship process involving each full-time faculty member and students in a proactive advising process.

7. ADMINISTRATIVE SERVICES

Provide evidence of the adequacy of administrative services at CWI.

CWI is governed by a locally elected five-member Board of Trustees. Some of the key policies the Board of Trustees has approved include policies and procedures on policy development and approval, communication with employees and the public, roles and responsibilities of the Board of Trustees, and roles and responsibilities of the President. The Board of Trustees is responsible for hiring and evaluating the President of the institution.

CWI utilizes a typical community college administrative structure. The President has eight direct reports. They are the Vice President of Finance and Administration, the Executive Vice President of Institutional Advancement, the Executive Director of Information Technology and Facilities, Associate Vice President of Instruction, Dean of Enrollment and Student Services, Executive Director of Community Relations and Advancement, Director of Workforce Development, and the Executive Associate of Special Projects.

The Associate Vice President of Instruction has direct reports of a Dean of General Education and a Dean of Professional Technical Education. Additionally direct reports include the Director of Community Education, the Director of Adult Basic Education, Director of Library Services, Director of Online Learning, and Coordinator of Teaching and Learning.

The Dean of Enrollment and Student Services reports directly to the President. The Dean's direct reports are the Director of Admissions, Director of Financial Aid, Registrar, Director of Student Enrichment, Director of Assessment, and Director of Student Life.

The Vice President for Finance Administration has direct reports that include the Comptroller, Human Resources/Payroll Manager, Data Analysis/Trainer, and Budget Director.

The Executive Director of Community Relations and Advancement direct reports include the Marketing Director, Director of Institutional Effectiveness and a Foundation Director.

The Executive Director of Information Technology and Facilities direct reports include the Manager for Enterprise Applications Services, the System and Network Engineers, the Manager for E-Learning and Multimedia Services, the Manager for the Help Desk, and the Manager for Facilities. (Exhibit C.7.1)

The College Western Idaho has developed a Faculty Senate which provides input to the President concerning issues associated with the administration and governance of the institution. CWI has a functioning Faculty Senate. The first meeting of the CWI Faculty Senate began in September, 2009. Faculty elected a Senate President, Vice-President and Secretary. Additionally, there are Senate Representatives selected from full-time PTE, General Education, and Adjunct Faculty representation. Senate meetings are held monthly. The Senate President and VP have monthly sessions with the CWI President. The Faculty Senate has been included in the CWI Educational Master Planning and all Strategic Planning sessions. The CWI Senate will have a significant role in a "participatory governance" model being developed at CWI.

The College of Western Idaho has initiated a College Council effective November, 2009. The College Council is made up of CWI staff representing management, faculty, staff and students. The charter of the College Council is to make recommendations to the President regarding development and implementation of the College Strategic Plan, Educational Master Plan, and Facilities Master Plan. The Council provides input into the College budget, NWCCU accreditation issues, and program review process.

The current administrative structure of the College of Western Idaho is stable and no major changes are planned. Future growth in enrollment may necessitate changes as staff needs changes and additional administrators are hired.

8. ACADEMIC AND ADMINISTRATIVE ASSESSMENT

Describe how the adequacy of academic and administrative assessment procedures have been assured at CWI.

The College of Western Idaho has adopted the academic assessment tools utilized by the College of Southern Idaho for all general education and transfer courses and programs.

CWI follows the Associate of Arts, Associate of Science, and Associate of Applied Science degree requirement guidelines of CSI. The College of Southern Idaho degree requirements adhere to the statewide transfer degree requirements for the Associate of Arts degree. The Associate of Arts and Associate of Science Degrees require coursework in arts and humanities, social sciences, math, science, and communications. All CWI degree-seeking students are also required to demonstrate competencies in computer literacy.

CWI degree requirements include a minimum of 36 semester credit hours of general education for the completion of the Associate of Arts, and Associate of Science degrees. CWI professional technical education programs which exceed 30 semester credit hours and result in technical certificates require a minimum of nine semester credit hours of related instruction. All Associate of Applied Science degrees require a minimum of 16 credit hours of transferable general education. The CWI standards for degrees are consistent with the College of Southern Idaho degree requirements.

The CWI Board of Trustees has adopted an annual evaluation process for themselves and the President of the institution. (See Exhibit C.8.1, the CWI Board of Trustees Policies.)

CWI has adopted and implemented faculty evaluation policies and procedures to ensure all faculty members are evaluated on a regular basis utilizing both student, and administrative evaluations.

The College of Western Idaho has developed evaluation policies for all staff and administrative personnel. These evaluations are conducted on an annual basis.

CWI has implemented a student satisfaction survey. The survey is administered on an annual basis and evaluates the various administrative services to include student services, financial aid, business office, bookstore, and library. CWI currently solicits electronic and anonymous student feedback on each credit bearing course and faculty.

CWI has developed a strategic plan through the year 2015 and a facilities master plan. The facilities master plan is set to begin in January 2010 after the California Collegiate College Brain Trust (a consulting firm) has developed the strategic plan. The facilities plan's primary objective is to develop a plan for a large site (more than 100 acres) that will utilize state-of-the-

art planning and design to create a self-sustaining campus that is integrated into the local community. The facilities plan will also take into account adjacent land uses and open space, and will meet the intent of the mission and goals of CWI.

The College conducts an annual audit to ensure the financial well-being of the institution.

9. COMMUNICATION BETWEEN CSI AND CWI

Describe the overall quality of communication between CSI and CWI.

When the Boards of Trustees from both institutions met jointly to discuss the Memorandum of Understanding and the relationship between the two institutions, they established the priority for open and ongoing communications.

There has been ongoing communication between the various administrators at both institutions to include the Presidents, Chief Academic Officers, Registrars, Director of Admissions, Instructional Technology Personnel, Director of Financial Aid, Chief Fiscal Officers, Human Resource Personnel, Deans, and Directors.

The College of Western Idaho assumed the role as a Regional Professional Technical College effective July 1, 2009 from Boise State University. In order to ensure a smooth transition, CWI, CSI, BSU, and the State of Idaho Division of Professional Technical Education communicate openly throughout the entire process. These communications were essential to the smooth transition of these programs.

Numerous face-to-face meetings have occurred on both campuses to address specific topics dealing with a number of issues associated with instruction, technology, finances, student services, and financial aid.

Weekly conference calls occurred during the first year and now occur on an as-needed basis. (Exhibit C.9.1)

Both institutions established primary points of contact for communications within the various disciplines and administrative areas within the institution.

Communications between faculty members representing various disciplines have been encouraged by both colleges. CWI faculty and administrative members participate in the College of Southern Idaho Curriculum Committee meetings as appropriate. (Exhibit C.9.1)

10. GRIEVANCES

Describe the grievance procedures for CWI administrators, faculty, staff and students.

The current CWI Student Handbook contains the official grade appeal process on pages 13 and 14. At CWI, grade appeals not resolved between student and faculty move to the Dean of Enrollment and Student Services. (Exhibit C.10.1)

CWI's Employee Handbook contains the current Discipline and Performance Policy which outlines the purpose and framework of the disciplinary process and the disciplinary actions available to supervisors. It also spells out a detailed "Opportunity to Be Heard" policy which includes employees' rights to submit written allegations of discrimination, "name-clearing" hearings, full recording of such hearings and meetings, and representation by legal counsel. (Exhibit C.10.2)

SUMMARY OF SECTION C

From its inception, the relationship between CSI and CWI has been extraordinarily beneficial to both organizations. During a time of tremendous growth and economic uncertainty for both schools, faculty members, staff members, and administrators have worked in tandem to facilitate registration and enrollment of students, development of robust curricula, administration of rigorous and helpful Outcomes Assessment procedures, and the overall success of each student –whether enrolled in CSI or her satellite locations or one of CWI's several Treasure Valley locations. Considering the growth in enrollment at both campuses, the total number of students served under the auspices of CSI's outstanding institutional history has more than doubled since 2007.

CONCLUSION

The hallmarks of CSI's involvement with its various stakeholders, including students, faculty, staff, community members, and its accrediting bodies—not to mention the newly created College of Western Idaho—have always been rigorous self study, continuous improvement, and cordial, effective collaboration. We believe that tradition continues unabated. Though the current economic situation has created fiscal challenges for the college, it has also resulted in booming enrollment. Because of sound fiscal management over the whole of its history, and solid collegiality, even in the midst of change and uncertainty, the College of Southern Idaho continues to be well situated to meet the needs of students and community members throughout its service area.

We end as we began, noting the commendations of previous accreditors. When the 2005 team noted the "stellar commitment of faculty, staff, and administration to each other and to developing a cohesive environment of collegiality and learning in the Magic Valley region" it highlighted the strong sense of collegiality and trust that draws out the very best in employees, and students, and which motivate boosters, community stakeholders, and legislators to hold CSI up as a model of higher education done right in Idaho. We look forward to articulating these strengths through the upcoming changes to NWCCU standards and building upon them well into the 21st century.