

Year Seven Evaluation

College of Southern Idaho

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General Introduction

The College of Southern Idaho (CSI) is a comprehensive two year College located in Twin Falls, Idaho serving a region comprised of eight counties. CSI is funded by a two-county community College district, student tuition and fees, and state allocations. It is governed by a five-member Board of Trustees who are elected for four-year terms of service. The College demonstrates a strong commitment to serving a fast-growing area through a wide range of effective partnerships. CSI is aiding College of Western Idaho (CWI), Idaho's newest community College, in keeping with a clearly-articulated agreement that changes as CWI evolves toward self-sufficiency with respect to accreditation status.

Assessment of the Self-Evaluation Report and Response to Written Statements

The institution's self-evaluation report was written in a clear and well-organized manner. Links to electronic exhibits were helpful; requests for additional information were met with quick responses. The report did, however, lack several pieces of information critical to the accreditation team: audit reports, program outcomes documents, and other such material.

Third party comment was received and will be addressed through a separate written report submitted to the Commission. Concerns expressed by the third party were fully explored and found to have no bearing with respect to the institution's compliance with Eligibility Requirements or Standards.

Institutional History Impacting Year Seven Visit

CSI has undergone significant change during the past two years—change in leadership, in College governance, and with respect to more active engagement in the accreditation process. These changes occurred during an already-established planning, implementation, assessment, and improvement cycle. Major work was undertaken to align external (Idaho) planning and accountability expectations with internal (CSI) planning and assessment. Success has been realized with respect to the development of a more complimentary systems approach that blends both external and external requirements.

The institution took seriously previous recommendations from NWCCU and has worked to address outstanding concerns. While progress has been made, there is still some residual work to be accomplished. In addition, a discovery of employee embezzlement of financial funds and significant changes in leadership provide opportunities for institutional improvement in a variety of areas.

Report on NWCCU Eligibility Requirements

The institution is in compliance with NWCCU Eligibility Requirements; detailed information regarding selected components is as follows:

Eligibility Requirement 3. Mission and Core Themes

CSI has completed extensive work to clarify their mission, establish core themes, and review the mission as a result of College change, expansion, and improvement. The Board of Trustees and

College leadership have taken a strong role in stewarding this work. At this time, core theme indicators fail to fully reflect efforts of the organization in areas such as student support, financial practices, and other non-academic elements and initiatives.

Eligibility Requirement 6. Institutional Integrity

During the past several months the College has been challenged with a case of fiscal misconduct and another related to severance of an employment relationship. CSI leadership and the Board of Trustees have managed each situation through careful processes that reflect a deep commitment to ethical behaviors. In both instances, the College has demonstrated dedication to reviewing practices and policies, making adjustments when warranted, and mounting appropriate, well-constructed responses.

Eligibility Requirement 11. Educational Program

While some CSI educational curricula exhibit clearly-identified program outcomes, this is not the case for all offerings. In addition, it was found that program learning outcomes are not made readily available to students and members of the public.

Eligibility Requirement 12. General Education and Related Instruction

CSI has clearly identified general education and related instruction for each of its certificates and degrees. Work is still underway to develop measureable outcomes and associated assessment mechanisms for these elements.

Eligibility Requirement 14. Physical and Technological Infrastructure

Design and maintenance of campus facilities at CSI creates a positive and safe teaching, learning, working, and event environment. College facilities are a true asset for the community.

Eligibility Requirement 18. Financial Resources & Eligibility Requirement 19. Financial Accountability

The College implemented new cash management and fiscal oversight processes as a result of an incident involving a substantial misappropriation of funds. A new auditing firm now serves the College, and continued monitoring is planned.

Eligibility Requirement 22. Student Achievement

CSI systems for recruiting, admitting, and retaining students, while newly implemented, are strong and effective. Faculty note that these resources are clearly integrated with the instructional efforts of the institution and attest to the importance of such support system.

Report on Standard One – Mission, Core Themes, and Expectations

Introduction

For the purposes of this visit and report, Standard One evaluation efforts focused on general compliance with all Standard One elements. The institution's exhibits, team observations and numerous interviews all informed these conclusions.

Standard 1.A – Mission

A review of Board of Trustee minutes and interviews demonstrate that the College mission is accurately and widely published in a variety of formats. Mission fulfillment is defined, but core theme indicators fail to fully demonstrate institutional performance. The Board of Trustees and College leadership are actively engaged in the development of more meaningful mission fulfillment indicators and measures.

Standard 1.B – Core Themes

While Transfer Education, Professional Technical Education, and Basic Skills Education are indeed core elements of CSI's mission, they fail to collectively (a) encompass the full intent and extent of the College's stated mission, and (b) demonstrate performance in student learning and success. The fourth core theme, Community Connections, reflects a more holistic approach to using a core theme to embrace the College mission. However, as the single holistic core theme, Community Connections does not collectively encompass the entire mission.

CSI core theme objectives and indicators fail to capture the accomplishments of the numerous and significant initiatives; performance measurements including the 2012-2017 Strategic Plan, Voluntary Framework of Accountability, Student Success Initiative, and others are only partially used to inform mission fulfillment. Therefore, current objectives and indicators may not provide evidence that promotes effective analysis of institutional effectiveness.

Concern: If CSI intends to keep educational functions as core themes, the College should consider how best to integrate the additional intents of the mission statement with each core theme.

Summary of Standard One

The College has an adopted mission that focuses and guides their work. Mission fulfillment is not adequately demonstrated through the primary core themes and associated goals, objectives, and assessment efforts. The College is encouraged to further refine and carefully analyze their core themes to ensure they fully encompass the mission and activities of the institution and then monitor associated assessment results, using them to improve institutional performance and demonstrate mission fulfillment.

Standard Two – Resources and Capacity

Introduction

In order to reach conclusions related to Standard 2, the team focused on the institution's accreditation report, College exhibits, and a series of observations and interviews. Members of the College community were very forthcoming with information, and documentation proved to be clear, accurate, and helpful. There was an overall commitment to institutional honesty and transparency that greatly aided evaluation team members.

Standard 2.A – Governance

Governance changes since the last accreditation visit focused on the alignment of structures with mission and institutional effectiveness and improvement efforts both internal and external to the College. The current governance structure at CSI has evolved with a change in executive leadership. The structure includes clearly defined roles and responsibilities for faculty, staff, administrators, and students. Faculty governance appears especially strong given numerous opportunities for collective work and discussion. The evaluation team was impressed with the inclusion of the staff and student voice in the governance system.

The College continues to expand their off-campus presence and is working to ensure adequate resources and further aligned operational processes. The team found evidence that, while a number of broad-scale changes are impacting the College (e.g., budget reductions and a rapidly growing community), College leadership and employee groups focus on engaging in new learning while working to improve internal and external communication. Efforts are underway to expand outreach services to local high schools, further supporting community partners.

Governing Board

The CSI Board of Trustees has five elected members who do not have contractual, employment, or financial interest in the College. The board has been active and consistent in regularly reviewing, revising, and providing oversight of institutional mission, mission fulfillment, and board policy. The Board also takes seriously its role in responding to human and fiscal resource practice challenges.

Compliment: The evaluation team was impressed with the Board of Trustee's policy review practices and the adoption of a systematic and period method of evaluating their individual and collective performance.

The board selects and regularly evaluates the CEO. It was apparent to reviewers that the board understands their role in holding the CEO accountable for implementing board policies such as the review of College governance and the development of institutional assessment methods.

Leadership and Management

The College's CEO has a well-developed working knowledge of CSI, and the College community expressed strong confidence in his ability to lead the institution in an effective and collegial manner. Several new administrative and academic leaders are in place at CSI. Each

person has appropriate credentials and experience as called for by their assigned role; they actively engage in professional development to further strengthen their skills and knowledge. Efforts are underway to more appropriately align administrative duties. One example is the creation of the Office of Institutional Effectiveness and Planning – an entity that will help move the institution forward in its goal of demonstrating mission fulfillment.

CSI benefits from its participation in new initiatives that further strengthen and guide priorities of the institution. The College is working to ensure communication, both internal and external to the College, is effective and inclusive. Staff and faculty expressed support and enthusiasm for the manner in which the College is working to serve the needs of students and the region.

Compliment: The evaluation team was impressed with leadership efforts to build a culture of professional development, learning, and transparency at CSI.

Policies and Procedures

Academics:

Faculty responsibilities are described in the online policies of the Human Resources Department, section 3.0, specifically sections 3.09, 3.10, and 3.11 and in the Faculty Handbook. These sections designate faculty responsibilities related to teaching, advising, office hours, and other duties. Faculty members stated they were provided orientation, training, and evaluation related to fulfillment of their responsibilities.

The Library publishes policies on its website related to access and use of resources. The library, however, is missing a number of policies commonly found on academic library websites to include: acceptable use, collection development, ADA compliance, behavior, intellectual freedom, and privacy. It is suggested that a comprehensive review of library policies by undertaken and missing elements be developed and publicized in electronic and paper format.

Transfer of credit policies for CSI are clearly explained in the College catalog and on the CSI Transfer Guide website. The College has articulation agreements with Idaho public institutions that facilitate student transfer. The College also maintains a Higher Education Center with offices for transfer advisors from regional institutions, increasing the effectiveness and clarity of student transfer processes.

Students:

Policies affecting students are clearly and widely available through the "The Student Right to Know" publication available as a hard-copy handbook or on the website. Policies are properly focused on helping students to achieve success while identifying their rights and responsibilities as CSI students. Processes for academic honesty, appeals, grievances, and accommodations as well as all student policies rules, and regulations are contained in the Student Handbook, which is widely available and located on the College website. A group of personnel from Student Services ensures consistency and fairness as the College administers student conduct, academic performance (warnings, probation, suspension, and readmission) as well as policy appeals or complaints. Students are informed of their responsibility to read and understand the information contained in the Student Handbook, CSI College Catalog, and through email notifications.

The College's Faculty Senate formed an Academic Integrity Ad Hoc Committee to work with students to investigate, promote, and support a campus-wide academic integrity policy. This policy is located on the CSI website.

Student Disability Services (SDS) works closely with instruction to support equal access, academic accommodations, and support for individuals with disabilities. The office is well staffed and has three interpreters available to serve students. The SDS office has an adequate budget to serve approximately 100 active students.

Concern: Although SDS offers professional development every fall for all full-time faculty and staff members, it was noted that more on-going professional development could be facilitated in academic departments, and with adjunct faculty, on a semester basis.

The institution demonstrates compliance with admissions and placement policies through Idaho State Board of Education Policy, which guides the coursework of students at a level where they have reasonable probability of success in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities. The Placement Testing, Getting Started, and Office of the Registrar websites provide students with the necessary materials related to admissions and placement testing. Policies regarding continuation in and termination from the College's education programs are clearly communicated to students in the 2014-2015 College Catalog. In the Nursing Program there are additional admission and dismissal policies. Specific admissions and terminations policies can be found on each academic program's website.

Co-curricular activities such as student senate, athletics, student publications, and so forth, are addressed in a variety of publications and also within the Student Handbook. Students report a high level of engagement through these offerings and tie the student life component of their experience to both student success and retention.

Human Resources:

The College's policies for Human Resources are published on the CSI website and in the Policy and Procedures Manual. The College reviews the policies annually to ensure currency and legal compliance, helping to ensure that employees are treated fairly through clearly defined processes; general rights and responsibilities of employment are well-articulated. Policy 1.03 for policy and procedure development, communication, and interpretation outlines the policy approval process and the annual review procedures. Policies guide employee evaluation, retention, promotion, and termination. New employees receive notice of their conditions of employment, work assignments, rights and responsibilities, and performance evaluation methods during new employee orientation through annual contract notifications. All new full-time faculty are expected to attend Effective Teaching workshops and additional information related to professional development is provided in the Faculty Handbook. The Director Human Resources maintains personnel records in a confidential and secure area.

Concern: The College does not annotate policies with the last date of review. Establishing this practice will confirm all policies were reviewed for edit consideration and updates without calling for additional research to ensure compliance.

Academic Freedom:

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Board policies articulate the privileges and responsibilities of academic freedom. These policies are consistent with the College's mission, core themes, and values, providing an atmosphere of open inquiry and freedom of expression. The Faculty Handbook addresses intellectual property rights as well as the rights and responsibilities of academic freedom and freedom of expression.

Institutional Integrity:

The institution represents itself clearly, accurately, and consistently through its announcements and publications. Evidence of this was found on the CSI website, the College Catalog and on the Public Information website.

Records and policies indicate that CSI advocates, subscribes to, and exemplifies high ethical standards in managing their operations and that complaints and grievances are addressed in a timely manner. Evidence of this was found on the website, in the CSI Policies and Procedures Manual, the CSI Student Code of Conduct, and the Academic Freedom section of the Faculty Handbook. Conflict of interest and nepotism guidelines are in place at the Board of Trustee and institutional level. Information related to accreditation status is accurately published and available through several mediums.

Contracts with various partners are well-documented, reviewed on a regular basis, and amended when warranted. An example of this practice is the agreement with the College of Western Idaho, a candidate for accreditation. As CWI has become more self-sufficient, associated contracts with them have been amended to accurately reflect current status and obligations.

Finance:

The College has clearly defined policies and procedures related to financial management and compliance. The procedures encompass financial planning and management oversight of financial resources. While the College has these financial policies and procedures in place, it is suggested that work continue to evaluate current internal control processes so as to ensure that adequate monitoring exists to mitigate any potential misappropriation of assets in future operating periods.

Standard 2.B – Human Resources

CSI has adopted a comprehensive organizational structure that demonstrates compliance with Standard 2.B.1. The organizational structure has been dynamic over the past year as Executive Leadership assesses the future direction of the College. CSI documents the qualifications of individuals who comprise the institutional workforce. Evidence affirms individual qualifications via educational credentials earned, relevant experience, professional achievements; information related to professional and community affiliations can be found in the College Catalog.

CSI departments are staffed by individuals who have appropriate experiences, qualifications, and certifications necessary to perform their functions. Procedures for hiring and retention of staff and faculty are clearly communicated and outlined in policies accessible to all members of the College community on the CSI Hiring Procedures website. The College maintains the appropriate number of qualified full-time and part-time faculty necessary to serve students in academic programs. Contracts or agreements between the College and employees are clear and provide information pertaining to specific assignments and pay scale.

The College has an operational procedure for identifying staffing needs and priorities, the results of which are ultimately determined by the President and leadership team. The President has a clear vision for restructuring College staffing based on College-wide goals and the Strategic Plan.

The College uses its website to post position vacancies. These listings include a position summary, full announcement of responsibilities, and minimum and preferred qualifications. The job description format is similar to the postings, and includes information on the application process. The HR website includes a statement regarding the non-discrimination policy and the diversity and equal opportunity commitment. The non-discrimination statement on the website provides a link to Policy 6.01, Unlawful Workplace Discrimination, Harassment, and Human Trafficking Policy and Complaint Procedure.

The Human Resources office collects annual evaluations for all new employees including staff and administrative positions. This is in accordance with Policy 2.21 Employee Performance Evaluation. Annual faculty evaluations are coordinated through the Office of Instruction and Academic Affairs and Deans for new and full-time faculty and then every three years after the initial performance evaluation. Department Chairs evaluate all adjunct faculty while staff are evaluated by their supervisors in their respective functional areas. Faculty have created peer review options of one another's classroom teaching and learning environments. Evaluations are a four-part process for faculty including self, peer, student, and supervisor evaluations. Faculty members select a colleague who he or she feels will provide substantive and helpful feedback. This peer process includes a review of the course syllabi, course texts, and examinations. The College provided sample files of performance evaluation information for faculty, adjuncts, and staff that adequately addressed and demonstrated the expectations of this standard.

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship and research/artistic creation. Teaching load and office hour availability expectations are defined in the Faculty Handbook. The responsibilities and workloads for CSI faculty are commensurate with the College's expectations for teaching, service, scholarship, and/or research/artistic creation.

Professional development is provided to staff and faculty by Human Resources and other department areas through various mechanisms including: mini-grant and collaborative retreat opportunities; faculty and staff educational degrees support; personal enrichment; collaborative project work; webinar trainings; and release time to attend conferences. The College offers numerous professional opportunities to CSI employees for professional growth and development. A complete list of activities supports Individual Development Plan development, the Professional and Classified Employees (PACE) organization, and sabbatical leave. These opportunities for faculty and staff are provided on an individualized basis in some instances and in partnership with various members of the campus community in others. Employees noted professional development discussions may also occur during their performance evaluations with supervisors.

Standard 2.C – Education Resources

CSI programs demonstrate appropriate content and rigor and are consistent with the College mission. Programs lead to collegiate-level degrees and certificates with designators consistent with program content in recognized fields of study. Associate of Art and Associate of Science programs are focused on transfer articulation. Technical programs utilize third-party skills assessments or achievement of other credentials to document student outcomes. Degree programs are also aligned with statewide articulation initiatives.

Course learning outcomes are part of course syllabi provided to each student at the beginning of the academic term. Learning outcomes for degrees appear to have been established, and examples of learning outcomes were provided for degree programs in professional technical and transfer areas. Clearly identified student learning outcomes for the degrees/certificates are not currently available to students through the College website, catalog, or other means, and generally must be accessed through faculty or advisors in the department/major.

Concern: Program learning outcomes are not published and readily available to students. Student transcripts document course level student achievement. Degrees are awarded based upon completion of faculty-determined and Curriculum Committee-approved set of coursework. Credit requirements for degrees are printed in the College catalog, and follow established equivalencies in higher education, including the total number of credits required for A.A., A.S., and A.A.S. degrees as well as 1-year certificates. The CSI Catalog describes the manner in which credits and degrees are awarded and includes policies consistent with higher education norms.

Admission and graduation requirements are clearly defined and are easily accessible in the College Catalog which is available in both a paper format as well as on the website. Course descriptions are available and provide information about course sequencing and credits required for degree fulfillment.

Faculty are directly involved in establishing curriculum and determining learning outcomes. Learning outcomes for each course are delineated on course masters and course syllabi. Faculty work within their departments to develop Individual Development Plans (IDP). The IDPs are then consolidated at the department level into Unit Development Plans (UDP), which are then submitted to Instructional Deans. Faculty participate in recruiting and hiring new faculty. They also participate in the interview and hiring process.

The team observed that through the curriculum development process resource needs are being identified at the time of course approval. It is not clear, however, that instructional faculty are systematically collaborating with librarians to integrate resources and instruction into the larger instructional program. Despite a lack of systematic engagement, faculty and students praised the Library's instructional program.

The College offers Credit for Prior Learning. The credits for prior learning are awarded only at the undergraduate level; a maximum of 25% of the credits are allowed to go toward a declared postsecondary certificate or Associate of Applied Science degree. Although this is the current policy documented in the CSI Catalog, it was noted by the Registrar that there is a state initiative to revise the prior learning policy and most likely the College's policy will be updated pending the state recommended revisions. The Registrar will continue to work with faculty on credit by exam and vertical credit as options in the interim of new statewide policy implementation.

The College has an established practice for awarding transfer credit which stipulates the necessary criteria for successful transfer. CSI accepts College-level transfer credit from regionally accredited postsecondary institutions, as recognized by the U.S. Department of Education. CSI has a standard process of evaluating transcripts of incoming transfer students and operates according to the Idaho State Board of Education's Statewide Articulation and Transfer agreement. Students who transfer from CSI to a four year public institution in Idaho are not required to complete additional lower division general education core classes unless those courses are a program requirement. Courses at each College that meets the Idaho General Education Agreement learning outcomes are tagged with a General Education Matriculation Stamp. CSI also accepts general education core courses from other state institutions.

CSI has defined a general education component for associate degree programs that includes a recognizable core of humanities and fine arts, mathematical and natural sciences, and social sciences. Applied degree and certificate programs require courses in communication, English, Mathematics, and Human Relations; the College does not offer related instruction courses. The core areas are consistent with Idaho State Board of Education requirements to ensure transferability within state institutions.

In response to recommendations from the Year Three Evaluation Team, the College established student learning outcomes for each of the six General Education core areas (English, Communication, Mathematics, Social Sciences, Science, and Humanities). Student learning outcomes are provided in the College catalog and are identical for both associate degree and applied degree/certificate programs.

During interviews, faculty members and department leads from the general education core areas provided evidence of effort completed within departments with respect to the general education courses. Faculty in these departments identified curriculum maps, course level assessment, and discipline-specific assessment methods. This work has been conducted in tandem with statewide efforts to define transferability requirements.

To date, work at the departmental, discipline-specific level has not been articulated to provide a College-wide program of study that represents an integration of basic knowledge and methodology of the general education core areas. Faculty members recognize the need to

develop institution-level learning outcomes and assessment measures for the general education program. The College has appointed an individual chairperson for the Visual, Performing, and Liberal Arts who will be charged with coordinating general education assessment.

Compliment: Departments that house the general education core have completed significant work with respect to the identification of discipline-specific learning outcomes (e.g. Communication) and in mapping course content to these stated outcomes.

Concern: Despite recent work to identify General Education outcomes, the Evaluation Team is concerned that the institution does not appear to have fully identified and published learning outcomes that are assessable and provide evidence of an integrated course of study in the general education core.

CSI offers non-credit leisure learning and workforce training coursework that is compatible with its mission to “provide quality educational, social, cultural, economic, and workforce development opportunities” and goals for student success and responsiveness. Although CSI does not grant credit for these courses, Workforce Training and Community Education departments are responsible for the academic quality of the courses and programs.

The Community Education and Workforce Training departments maintain records that describe the number of courses and nature of learning provided through non-credit instruction. CSI does not offer CEUs, although Jenzabar, the College ERP, does permit tracking education hours for students.

Standard 2.D – Student Support Resources

Student Services areas such as Admissions, Registration, Financial Aid, Student Affairs, Disability Services and Advising provide services essential to student enrollment and retention. Student policies and procedures are published and accessible in the Student Handbook. The Student Recreation Center and Learning Assistance Center are available to students during extended hours. In addition, student support services are appropriate for the institution’s location and many promote the identity and spirit of the College. Staff are highly qualified and dedicated to the campus and the community served. Staff work directly with students on academic pathways and co-curricular experiences that promote student success.

Recently the College separated the Registration and Admissions functional areas. This decision was made after significant input from College-wide stakeholders including current staff within the two departments. Two director positions were created, allowing for a more robust outreach team and focused work related to the implementation of the Complete College America GPS academic pathways initiative. The admissions staff is nascent in its development, but a desire to focus on diverse populations for outreach efforts is on the forefront of their discussions.

It is suggested that staff associated with outreach efforts work to structure an Enrollment and Retention Management Plan that directly links to the Strategic Plan, assisting in setting targets for student enrollment and benchmarks for retention and completion.

The CSI Self-Evaluation Report presents an extensive and descriptive list of services that supports student success. Such services are available to assist the current student population,

local high schools, and branch campus facilities. The College has recently received grant funding for Complete College America, a program designed to enhance student success from point of entry to graduation. The College's website, the catalog, and the Student Handbook provide descriptive information and steps for accessing student support services.

The physical location of Student Services offices provides a welcoming one-stop experience for students. Offices are centrally co-located and provide students with direct access to staff and resources. The College has invested in efficiencies, staffing, and facilities to provide wrap-around support. Technology is used for records retention and appropriate security precautions are in place for maintaining the confidentiality of student records.

Student Services is working on the development of enrollment and retention strategies through new initiatives. Among these strategies are new student orientation, SOAR Advising and Registration, PASS (Positive Action for Student Success) Early Alert, and SMART (Students Making a Right Turn mid-semester alerts) systems, academic advising and GPS initiatives. Students noted concerns regarding advising and staying on track to graduate. Some also shared concerns related to taking courses outside of their program of studies and the impact this has on their Financial Aid. It was unclear as to whether students were taking advantage of printed and website information to inform choices, both of which are readily available.

The College is veteran friendly and provides opportunity for this diverse group of students to transition from the military to civilian life. The College has one certifying official and a veteran's advisory committee. Transitioning from veteran-friendly to veteran-support is a desire of the veteran's advisory committee. Discussion regarding additional space for veterans to find sanctuary under duress or to connect with other returning service men and women is being explored by the advisory committee.

CSI's website and self-study documentation describes the various services provided to ensure a safe and secure environment. The Emergency Planning Manual provides policy and procedure information. The website provides a link to the federal crime statistics report. The Public Safety Officer is a full-time employee at the College with oversight for the daily operation of College-wide safety. He has a well-established relationship with local police, fire, and rescue agencies and extensive experience with emergency management. Faculty, staff, and students all noted positive interactions with safety personnel and each group echoed a sense of safety while on campus. However, it was noted the Burley campus location does not feel as safe as main campus.

The Student Handbook, which is updated annually, clearly outlines policies and procedures regarding students' right and responsibilities. The Associate Dean of Students is responsible for administering the Student Code of Conduct. The information provided by the College through the admissions website documents that the institution consistency adheres to stated policies and procedures for admission. All students, including high school students involved in College learning experiences, have access to specific admissions information and links are available for applying and getting started at the College.

The College website provides relevant information regarding Student Orientation, Advising, and Registration (SOAR) the student orientation program. The orientation includes information about services that support students meeting their educational goals. Clear explanations help students understand COMPASS assessment scores, programs of study, the registration process, and

advising. It is suggested that the College continue discussions regarding mandatory orientation to assist students in the transition to College life.

Compliment: The Evaluation Committee compliments the Director of Advising and his team for the publication *The First Year Advisor: Your Roadmap to Success*. This booklet is an outstanding resource to assist new students in navigating the College experience.

The online and print versions of the catalog provide information regarding graduation requirements. They also provide descriptive information, credit requirements, lists of courses for particular degrees, information on transfer policies and information directly related to student rights and responsibilities. Career pathway maps are documented in the catalog and are updated annually to reflect changes in program and degree requirements.

Compliment: The College is complimented for the recent 2015-2016 College Catalog publication that demonstrates clear pathways for programs of study and information on completion of degree programs within a four semester time period.

CSI outlines clear processes for ensuring that students are able to complete their program of study. The College carefully considers the impact of program closures on students and makes every effort to minimize disruption. If a program is closed, clear teach-out policies and procedures are followed. A sample program elimination document was provided; if closure did occur notification would be provided on the program website and/or in the College Catalog.

The College provides information to document its retention policy and practices and follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines. Policy documents authorizing the elimination of certain records and the period of time necessary to maintain records are clearly recorded. The College completes daily data backups for Jenzabar, the College's student information management system. A process for Release of Information is clearly outlined on the website and a form is available for students to use as needed.

The College offers federal and state aid in addition to numerous scholarships. Financial aid and scholarship information is posted on the College website and is addressed in various publications. The College acknowledges an increase in the number of students receiving aid. Although some students expressed concerns regarding communication (mainly due to not opening electronic communication unless they were accepting their awards), students were generally well informed about financial aid and loan obligations. One significant factor impacting financial aid is employee longevity. An assessment by the leadership to identify methods for retaining employees with financial aid competencies would significantly improve retention of financial aid staff and support the College-wide student success initiatives.

The College of Western Idaho (CWI) is in the candidacy phase for accreditation. CWI began offering classes and financial aid to students in the spring of 2009. Pending their accreditation with the Northwest Commission on College and Universities, CWI's financial aid has been administered through CSI from 2008-2012. Under CSI's Title IV code, financial aid for CWI students ended in spring 2012. Because of CSI's affiliation with the CWI, the College had a higher default rate (22.8% in 2010; 23.9% in 2011; and 20.8% in 2012) than in previous years. However, in preparation for future concerns regarding student defaults, CSI has partnered with SALT a student debt solutions program to work with students on meeting their financial aid and

loan obligations. This provides students with interaction strategies for managing student loans and receiving advice from student loan-counselors. Loan exit counseling and information that support financial literacy expectations is also available on the Financial Aid website.

Compliment: Student Services and Financial Aid are complimented for reducing default rates for the College over a three-year period and maintaining open communication with the College of Western Idaho regarding the transition of Financial Aid from CSI to CWI.

CSI clearly supports student success initiatives with robust and innovative academic advising. CSI has adopted a 2-part model where students who are in the Liberal Arts area work with professional advisors while non-Liberal Arts students or Professional/Technical students work directly with faculty advisors within their programs of study. Pathways to stay on track over four semesters are noted within programs of study in the College Catalog. The shared advising model provides an opportunity whereby faculty can best support student success.

Students are provided opportunities for engagement in numerous clubs and activities. Students have a voice on processes and policies through the Student Senate. The College is studying the scope of work in Student Affairs and the possibility of restructuring positions associated with student development and student life. This could provide a depth and breadth to support the student engagement goals of the College.

The College provided information on the CSI website related to its auxiliary functions including Housing, Bookstore, Food Services, Student Assistance Programs, and activities for students. Students receive information about local community resources such as medical facilities, financial organizations, housing options, etc.

Intercollegiate athletics at CSI creates a sense of spirit and engagement for not only the students but also faculty and staff. There are seven athletic teams on campus and over 90 percent of the CSI student athletes transfer to four-year institutions within two years. Admission, academic standards, and degree requirements are the same for athletes as they are for all other students. The process of awarding athletic scholarships is consistent with Foundation requirements for other scholarship recipients. Athletics is conducted with appropriate institutional oversight and the Athletic Director reports directly to the College President. All funds collected for the athletic program are monitored in accordance with the institution's adopted accounting procedures.

Standard 2.E - Library and Information Resources

The team found that the library holds and provides access to an appropriate level of information resources and that it engages the campus community in discussions about those resources through its Library Advisory Committee and by conducting regular faculty and student surveys. Evidence of this was found through the Library website, the Library Advisory Committee website and discussions with the Library Director about the budget.

The Library makes heavy use of feedback from its customers and uses information from surveys to make planning decisions. It was evident also that the library incorporated collection-use data to make on-going de-selection (weeding) decisions. The committee noted that the planning process might be enhanced by incorporating database-use and other system-generated data into the planning process. Evidence of this was found in the Library Advisory Committee minutes.

The Library provides instruction to a number of academic departments. There is significant focus on Transfer Education and the museum supports instruction tied to the Community Connections theme. The committee found room to increased instructional support in the areas of Professional Technical, ABE/GED, and administrative research. Evidence was provided through interviews and the Library website.

The Library uses its connections with instructional faculty and input from students to systematically evaluate the quality of the collection. Additionally, as a member of the Curriculum Committee, the Library Director is knowledgeable about new classes and programs. Evidence was provided through interviews, the Library website, and the Library Advisory Committee. The Library has multiple security methods in place to protect the collection and follow license agreements.

Standard 2.F - Financial Resources

The College of Southern Idaho displays financial stability and an awareness and understanding of the cash flow and resource needs of the institution. Through a review of documents it was found that the College prepares a five year operating budget, outlining specific assumptions and decision points for the organization. Additionally, the organization maintains adequate cash flow reserves, approximately two and a half months of operating expenses, and has been prudent in their expansion of campus facilities without the utilization of long-term debt.

The organization utilizes a realistic and conservative budget process that is based on enrollment trends, past history, and future expectations to ensure a responsible budget is prepared. Not only does the organization budget in a conservative manner, but they review the budget as compared to actual reporting on a monthly basis to ensure the College operates within budgeted resources.

The College has a public budget process that includes gathering data from all relevant stakeholders. The College process begins with the preparation of Individual Development Plans (IDP) that are submitted by the applicable departments. These IDP's include a budget request, outcomes for the funding, and alignment with current campus goals. This alignment is a critical component for ensuring that budget request aligns with the College strategic plan. The requests are then consolidated into a formal budget request at the Unit and then Vice President level, and then finalized and approved by the College administrative team before submission to the Board. While evaluators found the mechanics of the budget process to be appropriate there was some concern that a process of gathering feedback concerning the overall budget, as well as communication of the finalized budget, could be more effective. Evaluators encourage the College to consider opportunities that allow for campus feedback once the budget has been consolidated, in addition to providing a venue whereby final budget decisions are communicated back to users in a timely basis.

The College utilizes an institution-wide ERP system, Jenzabar. This system allows for College directors, department chairs, and those responsible for budget oversight to obtain and review accurate and current financial information as compared to actual details. It was determined through inquiry of College personnel and a review of documentation that budget managers receive monthly financial reports displaying budget to actual information.

The organization noted in their report that an embezzlement occurred. As a result of the embezzlement, the organization brought in an external consultant to review internal controls over cash receipting and payroll processing and to provide feedback and potential recommendations for improvement. The Business Office staff and the Board of Trustees were provided with an internal control report outlining concerns and potential remediation activities. The College has made strides in implementing the ten different recommendations from the external consultant. While many of those recommendations have been fully implemented, the College still has additional work to be completed in this area.

Concern: After discussion with Business Office personnel and in reviewing supporting documentation, evaluators recommend that the College continue to carefully and fully evaluate internal control processes to ensure adequate financial oversight, mitigating the potential for misappropriation of assets.

The College budgets capital equipment and facilities based on institutional needs and conservative funding allowances. The College uses enrollment and program priorities, past experience, and an occupancy cost calculation provided by the State of Idaho to budget its capital projects. CSI has been able to expand its facilities through the use of grants and state funding, incurring minimal debt obligations that were completely paid off by FY 14.

Compliment: The College should be commended for its ability to fund capital facilities and equipment without incurring additional debt or hampering budget resources.

The College operates two separate auxiliary operations, the Bookstore and Dormitory Housing. Each operates separately from the College General Fund and General Operations. Residual fund balance, if available, may be transferred to services or operations accounts that positively impact students. These transfers require the recommendation of the administration and the approval of the Board of Trustees. College auxiliary operations generate positive change in net assets even after transfers to the General Fund. Through inquiry with College personnel it was determined that auxiliary operations retain excess fund balance for future operating periods.

The College has an external audit performed on an annual basis. The audit, which includes an examination of the financial statements and federal programs, is presented to the Board of Trustees. Any recommendations or findings are remediated by College personnel in future operating periods.

The College operates a separate Foundation whose sole purpose is to support the operations of the College. There is an agreement between the College and the Foundation that outlines the relationship between both parties and the expectations of each. The College Foundation, a 501c3 organization, provides more than a million dollars annually in scholarships and assistance to the College and its stakeholders. The major focus of the Foundation is providing scholarships to students. In addition, the Foundation disburses emergency funds to students, assists in the purchase of departmental capital and supplies not available in general operating budgets, and supports an extensive professional development program for faculty and staff, including funding mini-grants and innovative campus practices.

Compliment: The Foundation is complimented for their success in accomplishing their mission and their ability to provide substantial scholarship support to students, staff, and faculty.

Standard 2.G - Physical and Technological Infrastructure

The facilities at CSI are a testament to hard work, diligence, and a commitment to creating a learning environment that is accessible and provides facilities that contribute to the overall learning environment of the College. Through a review of documentation and a tour of campus, evaluators gained an understanding of the immensity of campus facilities and the ability of the College to meet the needs of campus staff, faculty, and students.

Compliment: Evaluators commend the campus facility staff for their work in creating a positive campus learning environment through the provision of exceptional facilities and grounds.

The College is continuing to evaluate its safety and security needs. The addition of a full time Security Director has allowed them to take positive steps towards ensuring that a safe environment exists.

The College has policies and procedures in place that ensure the safe use, storage, and disposal of hazardous waste. Faculty and staff are educated on applicable campus policies and procedures and work to ensure adherence to the policies provided.

CSI has done a commendable job of constructing new and expanded facilities on the main campus and at outlying offsite centers. The ability of the College to set aside institutional dollars for improvements, in addition to obtaining external funding, has allowed them to meet facility needs and positively impact the number of programs and instructional offerings the College provides.

The College has hired an outside Architectural firm, CTA Architects, to facilitate the creation of an updated master plan. While evaluators have seen evidence of College employee participation in the master planning process, CSI is encouraged to continue to request and obtain campus input into the Master Plan in order to consider the needs of all the stakeholders of the institution.

CSI has implemented a capital equipment fund that allow for campus departments to meet equipment needs within the financial constraints of the College. Through a review of facilities on campus it appears that the campus has adequate capital and resources available to meet the needs of the students, staff, and faculty.

The College has taken a conservative yet proactive approach to managing the technological needs of the students, staff, and faculty on campus. CSI has appropriated substantial dollars to ensuring that adequate technology exists in the classroom, labs, and campus facilities. The campus is connected via a 10G fiber optic network. The off-campus sites are connected via a broadband microwave system that allows for minimum speeds of 45mbs. These network communication methods allow for students and staff to have reliable and efficient access to campus resources, even in the situation where they are not located on the main campus.

In addition to a robust campus network, the College has also invested in the infrastructure necessary to ensure organizational success. The College has a server farm, including over 50 virtualized servers and over ninety remote desktops, in addition to the 46 computer classrooms and 12 special use labs across campus. While the College has provided ample resources, through

discussions with students evaluators noted concerns over the speed and availability of wi-fi access. Evaluators would encourage the College to review its resource allocation to campus wi-fi and work with stakeholders to mitigate these concerns.

Compliment: Evaluators recognize the efforts of the Information Technology (IT) staff and the work they have done to provide broadband and hardware access for students and staff that support the learning environment of the College.

IT not only ensures adequate access to technological resources but also assists College personnel with gaining an understanding of how to maximize the resources. The IT Department provides training for the software and hardware used at the College, including how to effectively utilize Microsoft products and the Learning Management System. IT personnel also provide training on how to develop a personal website, design and track assessment outcomes, and even how to maximize use of campus email. In addition to these training opportunities, the IT Department provides adequate help desk assistance, including hardware and software support to meet the needs of staff, faculty, and students ensuring a consistent and effective technological learning environment.

The College IT area obtains input through numerous mediums concerning technology services on campus. Through the campus unit development plans the IT Department receives requests for both hardware and software needs. In addition to requests for resources, the College has also implemented two different committees, the Faculty Technology Committee and Academic Technology Committee. The Faculty Technology Committee provides IT personnel with information concerning hardware and software needs in the classroom while the Academic Technology Committee assists IT with larger capital and software needs (e.g., the upgrade of the campus learning management system).

The College IT Department has implemented a hardware and infrastructure replacement plan that balances the needs of the campus with available resources. Through a review of documents, conversation with College personnel, and a tour of campus facilities, it was found that the College has implemented equipment replacement procedures that ensure adequate technology exists to meet the needs of students, staff, and faculty both from an infrastructure perspective and within the classroom.

Summary of Standard Two

There is a wide array of strong, effective programming (academic and support services) in place at CSI. Administrators, faculty, and staff are focused on the mission and related core themes. The institution has carefully managed both capital and operating budgets, preserving staff and faculty resources necessary to ensure the greatest impact on student success. These efforts demonstrate practices that sustain the institution and support mission fulfillment.

Standard 3 – Planning and Implementation

Introduction

CSI is actively engaged in updating both the institution's strategic plan and the campus master plan. Effective planning is evident with respect to financial processes and practices. Demonstrating a greater integration of planning with assessment of mission fulfillment and of the core themes is an important element not yet fully developed.

Standard 3.A – Institutional Planning

CSI is engaged in many planning activities and has a wide range of data available. The team, however, found that the current strategic plan has an almost-exclusive focus on student services and fails to present a comprehensive and strategic foundation for future CSI efforts. Initial planning work is to be commended; however, on-going, purposeful, systematic, integrated, and comprehensive planning must be accomplished. The institution's master plan is in the process of being updated. Information technology planning is well underway and noted by CSI employees as being both informative and future-oriented. Financial planning is clearly evident; additional attention to communication following budget adoption will help further inform the College community. Academic planning is done through unit plans each year; faculty noted that these are actually viewed as being more in keeping with budget requests, not long-term programmatic guides. Further use of assessment methods will likely result in making a link between this activity and improved performance of students and of the institution.

Standard 3.B – Core Theme Planning

Evidence is lacking that the core themes are embedded in the strategic plan or other institutional planning processes. The College has a well-defined and commonly understood planning process, with individual development plans (IDPs) that document individual faculty members' plans for personal development and course improvement; they are then combined into unit development plans (UDPs). However, core themes did not appear to be deeply integrated into the IDPs and UDPs reviewed by the evaluators. The evaluators are concerned that the core themes are not an integral part of the planning process, and therefore are not utilized as part of a process for aligning programs and services to assure that objectives are achieved. There does not appear to be a current system for integrating non-academic units (e.g. student service areas, food services) into core theme planning.

While data abounds, it does not appear to inform core theme planning for programs and services. The College participates in numerous accountability and success initiatives, including Complete College Idaho, the Voluntary Framework for Accountability, and the Community College Survey of Student Engagement. The College also has abundant internally generated data concerning academic program planning. However, these data sets do not appear to currently be utilized for planning related to core theme effectiveness.

Concern: The College does not appear to have integrated their core themes into the planning cycle to measure the effectiveness of programs and services in both academic and non-academic areas.

Concern: The College has not aligned programs and services with core theme objectives.

Concern: The College has not appropriately defined data effective for evaluating the accomplishment of core theme objectives.

Summary of Standard Three

Systematic, proactive, on-going planning efforts must be developed and/or verified with respect to their alignment with core themes, the strategic plan, and associated goals. There is evidence that CSI implements the results of the data collection and evaluation being done, but the use of meaningful data to inform decisions and demonstrate mission fulfillment fails to provide an integrated system of institutional performance improvement.

Standard 4 – Effectiveness and Improvement

Introduction

The institution is engaged in meaningful and purposeful evaluation of effectiveness and improvement; the assessment systems being utilized, however, are as of yet to be fully developed. A great deal of work is being undertaken with respect to academic program assessment. An examination of core theme indicators to further integrate the full range of mission elements (e.g., student services, fiscal services, and others) with core theme effectiveness and improvement efforts is necessary.

Standard 4.A – Assessment

Due to the compressed accreditation schedule, the institution chose readily available and assessable indicators of core theme effectiveness. Faculty and instructional deans recognized that the measures used may not provide meaningful information. Therefore, the current process for collection of meaningful, assessable, and verifiable data does not provide adequate information to assess whether the core themes objectives were accomplished.

The College has a well-developed and effective system for evaluation of academic programs through use of program reviews which occur annually and, more formally, on a five-year rotating schedule. The Program reviews focus on synthesis of three areas, including program outcomes. Program reviews are presented to the Instructional Council every five years and result in collegial discussion of program strengths and highlights. Faculty has the primary role in development and evaluation of educational programs through the program review process. Faculty members are responsible for evaluating student achievement within their teaching responsibilities. The evaluators examined data provided, including the template for outcomes assessment reports, the department SharePoint sites and evaluation reports contained in those sites, and hard copies of academic program assessment reports from a variety of professional/technical and academic programs. Program Portfolios are completed on an annual basis, documenting program resources, program goals (not learning outcomes), and a program profile containing enrollment and other data.

At this time, it appears that evaluation of student achievement occurs primarily at the individual course level. Course level objectives are clearly documented in course syllabi, along with methods for assessment of those objectives. The Individual Development Plans (IDPs) and Unit Development Plans (UDPs) also reflect the impressively large amount of effective work that is being completed by faculty members who are using course-level assessment data to improve student learning in their courses.

While program and degree learning outcomes are stated as available, the evaluation team had a difficult time locating those outcomes, as stated previously. Assessment of degree level outcomes appears to be inconsistent. Some programs, particularly those with disciplinary-specific accreditation or oversight (such as nursing and education) have outcomes assessment reports in which degree-level assessment of student learning is documented. However, the majority of the program reports examined report on the work being done by faculty within the major or degree and do not present unit-level analysis or planning about student achievement of degree learning outcomes. The department SharePoint assessment sites that were examined often

contained reports of course-level assessment data. There is also an apparent confusion in some reports between program outcomes (e.g. student enrollment or intent to transfer) and student learning outcomes.

While the evaluation team appreciates the strong culture of student success that is evidenced by the numerous reports of effective work to improve student achievement in academic courses, there is inconsistent evidence that there is a regular, comprehensive, and effective system of assessment at the degree/program level which would lead to “meta thinking” about student success in the degrees/programs. The template for assessment appears to track course-level assessment but does not promote departmental discussion of degree/program learning outcomes and year-to-year tracking of student achievement of those outcomes.

Compliment: The College’s emphasis on student success promotes a faculty culture of effective work to improve course-level learning.

Concern: The evaluation team does not find a regular, comprehensive, and effective system of assessment that assures that students achieve identified program/degree learning outcomes.

Although the College has assessment processes in place, including Program Review and the Unit Development Plans, these assessments are not aligned with the Core Themes. The evaluation report notes that the institution has reviewed current core theme indicators and determined the indicators may not yield meaningful results. There was no evidence that the College systematically or regularly reviews assessment processes to ensure they appraise authentic achievements and yield meaningful results.

Holistic evaluation of programs and services in light of the core theme objectives doesn’t appear to be well-supported, given a lack of alignment, correlation, and integration of core theme objectives. The college is aware that they need to work towards alignment in these areas. The current and well understood assessment process does not appear to relate to the core themes. No evidence was provided that the college regularly reviews their assessment processes. It is not evident that they are appraising authentic achievements nor that their results are meaningful.

Concern: It is not evident that the college holistically aligns, correlates, and integrates programs and objectives in relation to core themes or has a process for review of assessment processes.

Standard 4.B – Core Theme Improvement

Core Theme 1: Transfer Education

The single objective for the Transfer Education core theme is: *To prepare students intending to transfer and who achieve either an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.* Overall the Transfer Education core theme sections in the self-study portrays a college rich in data, programs, and services but lacking a coherent analysis and clearly articulated, holistic action plan that integrates the Transfer Education core theme with other institutional programs, services and plans.

The evaluators recognize the College’s prerogative to identify indicators that are meaningful (as well as verifiable and assessable) to CSI’s unique institutional objectives. Additionally, the evaluators recognize that the Transfer Education core theme objective and indicators were

developed within the context of a condensed accreditation cycle. The evaluators' concerns regarding whether CSI's core themes encompass the full intent of the College mission have already been stated. As CSI considers adjustments to their core themes, objectives and indicators, these comments regarding the existing transfer education core theme indicators should be considered.

IA: Lower division transfer programs and general education curricula meet or exceed Idaho State Board of Education requirements. While assessable and verifiable, this indicator is only minimally meaningful because it is a state requirement and therefore a pre-condition for enabling students to transfer.

IB: Learning outcomes for transfer programs are clearly defined and assessed. As a standard of accreditation (2.C.2) and also a state requirement this indicator is minimally meaningful although it, too, is assessable and verifiable.

IC: Students' evaluation of their transfer experience. This would be meaningful, assessable verifiable but it was not done.

ID: Degree award, retention and completion rates in transfer programs are evaluated and benchmarked. As currently worded this is an objective with four associated indicators rather than a single indicator.

The percentage of degree seeking students who graduate is meaningful, assessable and verifiable indicator

The percentage of first-time, full-time students who return for the second fall semester is meaningful, assessable and verifiable indicator.

The percentage of students who complete the requirements for general education is redundant as completing the general education requirements is a pre-condition of receiving a transfer degree. *The percentage of transfer students who successfully complete their four year degree* is a meaningful, assessable and verifiable indicator

Core Theme 2: Professional-Technical Education

The Professional Technical Education core theme focuses on supporting economic vitality by equipping students with workforce skills that are essential for area businesses and industries. The College effectively demonstrates how the needs of the area workforce are met and ensure that their learning outcomes meet or exceed industry expectations through clearly defined assessments.

Of the seven indicators selected, four of them were excellent and did demonstrate their objective to *prepare students for entry into a job or profession related to their field of preparation and study*. The evaluators encourage the College to continue to seek and refine indicators that accurately reflect their program and student performance levels.

2A. *PTE program learning outcomes are clearly defined and assessed.* While assessable and verifiable, this indicator is only minimally meaningful because it is already a State and College requirement.

2B. *Programs meet or exceed establish benchmarks for performance in technical skill assessments (TSA)* is a meaningful, assessable, and verifiable indicator.

2C. *Programs meet or exceed established performance benchmarks for program completion* is a meaningful, assessable, and verifiable indicator.

2D. *Programs meet or exceed established performance benchmarks for student retention* is a meaningful, assessable, and verifiable indicator.

2E. *Programs meet or exceed established performance benchmarks for graduate placement* is a meaningful, assessable, and verifiable indicator.

2F. *Employer satisfaction rates with college PT graduates* would be a meaningful, assessable, and verifiable indicator if the response rate was stronger.

2G. *Student evaluations of their PTE education experience* would be meaningful, assessable verifiable, but it was not done.

Core Theme 3: Basic Education

The Evaluation Report provides one primary objective for the Basic Education Core Theme: *“To provide developmental courses in math and language arts...to assist students who need to raise existing skills to a college-level competency.”*

Assessment of the objective for Core Theme 3 is currently accomplished through five indicators of achievement. The stated indicators are associated with metrics, targets, and actual assessment outcomes. However, the indicators are all worded as the definition and analysis of data, e.g. “Student success rates in developmental courses are defined, targeted, and analyzed.” It is unclear how the indicators as currently stated would be actionable and lead to institutional improvement. For all indicators, associated components listed as “metrics” appear to be meaningful, assessable, and available to use as indicators of effectiveness in Core Theme 3. Indicator 3A may not be meaningful, as the statement of learning outcomes on the course syllabus is a college requirement, which should result in a consistent 100% score. Indicator 3E was never measured, as the institution did not develop an instrument to assess the metric and notes that the metric may not be meaningful in evaluation of core theme effectiveness.

Concern: While recognizing that the indicators were developed within the context of the condensed time frame of the accreditation cycle, the evaluator notes that the indicators may not provide objective and meaningful data for evaluating accomplishment of the objective).

Core Theme 4: Community Connections

The Community Connections core theme is distinct from the other core themes because it encompasses the broader intentions of the College mission statement. This core theme has one

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

The evaluators suggest that the four existing indicators and associated metrics of achievement are actually four objectives with associated indicators. Further, the metrics as currently defined fail to capture the College's actual mission intent and success in economic development, non-credit education, college-sponsored/supported educational activities, and ancillary community services. Evaluators encourage the College to use assessment data and the opportunity for improvement to drive planning and continue to define acceptable measurements of core theme satisfaction.

Evaluators agree with CSI's plan to establish more meaningful indicators of success for economic development. The College is clearly a key participant in the economic development activities in the area. Regional economic development efforts are well planned, progress is assessed and opportunities for improvement are integrated into the next round of efforts. As host of SIEDO, the College has been the lead in this impressive work. These planning, assessment and improvement plans should be integrated into the College's core theme plan.

Compliment: The College's ability and determination to respond to employer workforce training needs is outstanding.

The non-credit course/service metrics are meaningful, verifiable and assessable but may set too low of a performance threshold for the robust programming being offered. Community education has processes in place that support regular assessment and plans for improvement. Evaluators found that CSI's community engagement plus a cultural commitment to community responsiveness have yielded a wide variety of campus events and ancillary community services which mutually benefit the College and the community. However, evaluators note that the current metrics of performance do not provide a link between the mission objectives of this portion of the core theme and a planning process. Evidence of planning, assessment, and improvement actions are missing for 4C and 4D. While receptivity to opportunity is a powerful attribute, the College is encouraged to continually define objectives and indicators for this aspect of the Community Connection to avoid having reactivity detract from the core educational objectives of the College mission.

Compliment: The College is commended for the strong social, cultural, and economic development connections they have cultivated with the community. This commitment to and pride in community engagement was evident and proudly recognized by administration, faculty, staff and students throughout the evaluation visit.

Summary of Standard 4

From a review of documentation and interviews with staff, faculty, and administrators there is some evidence that the institution evaluates the alignment, correlation and integration of programs and services with respect to accomplishment of core theme objectives. However, the assessment mechanisms in place do not allow for the collection of meaningful data to adequately inform planning and assess stated outcomes. IDPs and UDPs are a good first step in working to institutionalize a robust and effective assessment system; additional refinement and clarification is needed in order to fully realize the intent of Standard 4.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

Introduction

There is much anecdotal evidence that CSI is realizing mission fulfillment. In order to become more purposeful and systematic about measuring mission fulfillment, planning and assessment mechanisms must be better aligned. Work is underway to accomplish this goal; there is an obvious institutional commitment to learning from this visit and further developing the institution's performance improvement systems.

Standard 5.A – Mission Fulfillment

CSI clearly records a long list of accomplishments with ample evidence that the College is engaged in many teaching, learning, and service aspects that ensure student success and institutional accountability. The College is strongly connected to the region it serves and continues to seek methods to improve performance at all levels. In many ways, most not verified through data, the College is accomplishing mission fulfillment. However, data are being collected, and decisions based, on assessment indicators that are not yet fully developed or meaningful. Engagement in a full review of core themes, planning, and assessment processes is necessary in order to a full continuous improvement model.

Standard 5.B – Adaptation and Sustainability

The evaluation report provides the use of the Voluntary Framework of Accountability (VFA) as a source of internal and external environmental monitoring. While the VFA can provide important data to assess the college's performance in student progress and outcomes, it does not identify patterns or trends in the internal and external environment. As the College enters a new strategic planning cycle, it will be important to develop a robust process for environmental scanning of internal and external factors -such as trends in student demographics, changes in regional workforce needs, and state funding mandates - that may impact the college's future direction.

Much of the documentation associated with the institution's ability to be adaptable and sustainable is found in historical practices and initial institutional effectiveness efforts. New strategic and master plans are under development, and the institution reports their intention to fully review and modify current core themes and associated assessment indicators. Members of the College community were often unable to describe how planning processes were linked to each other and how they formed a cohesive system. There are some structures in the College that are more developed than others; these should be used as exemplars, leading to the development of a "whole organization" model.

Summary of Standard Five

CSI must work to establish a strong, clear, and cohesive strategic planning process, effective assessment mechanisms, and a data analysis structure that informs core theme accomplishments and mission fulfillment. Through these efforts a proactive assessment of the potential for mission fulfillment and resulting successes will be documented and strengthened.

COMMENDATIONS AND RECOMMENDATIONS

Commendations

1. The College is commended for its creation of a strong learning community that reflects a deep commitment to professional development for faculty, staff, and administrators.
2. The College is commended for its focus on successful student transitions as demonstrated by innovative support for prospective students, the creation of clearly articulated advising pathways, and accurate and collaborative transfer advising.
3. The College is commended for its ability to effectively finance and construct teaching, learning, service, and event facilities that create a positive environment for employees, students, and the community. Facilities and grounds on the CSI campus meet exceptionally high standards of maintenance.
4. The College is commended for its development of strong community partnerships that leverage resources and increase economic and social opportunities for the region.
5. The Board of Trustees and executive leadership of the College are commended for their open and transparent processes, adherence to high ethical standards, and willingness to employ best practices during times of challenge and rapid change.

Recommendations

1. It is recommended that the institution engage in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to the fulfillment of its mission and reflects the full integration of core themes. Such plans should be made available to appropriate constituencies both internal and external to the College. The institution should ensure core themes collectively encompass its mission; are accompanied by clear objectives; and are measured by meaningful, assessable, and verifiable indicators of achievement. (Standard 1.B.1, 1.B.2, 3.A.1, 3.A.3, and 3.A.4)
2. It is recommended that the institution continue to fully develop a process for use of student learning outcomes at the program and degree level, including (1) development of identifiable and assessable student learning outcomes for the general education component of transfer and applied degree/certificate programs, aligning with and supporting the goals and intended outcomes of the general education program; (2) dissemination and publication of student learning outcomes for all degree programs; and (3) integration and utilization of program level assessments to inform academic and learning-support planning and practices that lead to student learning achievements. (Standards 2.C.11, 4.A.3,4.B.1, 4.B.2)
3. It is recommended that the College continue to carefully and fully evaluate internal control processes to ensure adequate financial oversight, mitigating the potential for misappropriation of assets. (Standard 2.F.4)