Standard Two:
Educational Program and Its Effectiveness

Appendix 2

Appendix 2.1
Course Syllabus Guide

COURSE TITLE AND NUMBER
CREDIT HOURS

Semester/year: **Office Number:**
Instructor: **Office Hours:**
E-Mail Address: **Office Phone:**

1.   **Course Description:**
   > (The CSI Catalog description)
2.   **Pre-requisites:**
3.   **Required Textbooks and Supplies:**
4.   **List Skills Where Applicable:**
5.   **Expected Outcomes:**
   a.   Department Goals if applicable
   b.   Course Objectives
6.   **Outcomes Assessment:**
   > *How will you and the students know when they have achieved the course objectives?*
7.   **Policies and Procedures:** (examples)
   a.   Attendance policy
   b.   Hours of lecture each week
   c.   Hours of lab each week
   d.   Required assignments
   e.   Late policy
   f.   Plagiarism statement
8.   **Grading Practices:**
   a.   Testing procedure
   b.   Grading Scale
   c.   Other
9.   **Library Use if Applicable:**
10.   **Topical Outline for the Course:**
11.   **Disabilities:**
    > *Any student with a documented disability may be eligible for related accommodations. To determine eligibility and secure services, students should contact the coordinator of Disability Services at their first opportunity after registration for a class. Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls Campus. 208.732.6250 (voice) or 208.734.9929 (TTY), or e-mail aflannery@csi.edu .*

Appendix 2.2
Basic Skills Volunteer Program

The Path to Success

The Adult Basic Education program at the College of Southern Idaho is designed to improve the educational level of adults, out-of-school youths, and non-English-speaking persons in an eight county service area. The ABE program recognizes the worth and importance of the individual who has less than a high school education, and has the need for community-based instruction.

Broaden your horizons by increasing your reading, writing, math, and basic English language skills. Your path to success begins here.

Our Mission:

"To provide basic skills that will ensure that adult learners can function as employees, as family members, and as community members through the acquisition of basic academic and applied skills."

Adult Basic Education

Meyerhoeffer Building
P.O. Box 1238, 315 Falls Ave.
Twin Falls, ID 83303-1238
(located on the Meyerhoeffer Bldg. 2nd floor)

Information:
(208) 732-6534
1-800-680-0274, ext. 6534
or, in the Mini-Cassia area @(208) 678-0229

A.B.E. ESL GED

Free Tuition!   Open Enrollment

Washington Street North — Pole Line Road — North College Road — Falls Avenue — Blue Lakes Blvd North — US 93 to I-84

C.S.I. A.B.E.

College of Southern Idaho

Adult Basic Education
ESL & GED

Welcome to ABE

The Adult Basic Education program at the College of Southern Idaho provides an opportunity for adults age 16 and up to receive free instruction toward general education development (GED) or in learning English as a Second Language (ESL). Open enrollment allows students to gain entry to either program at any time.

Students work toward a GED at an individual pace in classes supervised by a qualified instructor. Self-motivated and self-directed students can exit the program when their goals are achieved. GED classes are available locally and at outreach centers throughout the Magic Valley.

English as a second language courses are offered for students working to improve their English for personal, educational, and professional purposes. Beginning, intermediate and advanced level classes are offered during the day and evening. Basic computer classes and computer-assisted instruction are available to ESL students enrolled at the CSI campus.

Improve your English

Earn your GED

Basic Skills Volunteer Program

The Basic Skills Volunteer Program is a tutoring project of ABE. Coordinators match adult students in our community who wish to improve their skills in reading, writing, math, or English as a second language with trained volunteer tutors. Tutors and students work together each week, at a time and location convenient for both. Tutors may also choose to work in a classroom, or offer other program assistance.

For information on becoming a volunteer call:

732-6530 or
1-800-680-0274 ext. 6530

Appendix 2.3
Learning Assistance Services

College of Southern Idaho
Academic Development Center

A Student's Path to Success Begins with the Academic Development Center

Learning Assistance Services

What is Learning Assistance?

Learning Assistance consists of academic support services designed to help students meet their educational goals. Learning Assistance Services are free to all College of Southern Idaho students. Learning Assistance offers a fresh perspective to learning by providing individually tailored assistance to best meet students' needs.

What types of services are available?

- Peer Tutoring -

One-on-one assistance with a tutor is available for most CSI courses. A Peer Tutor is a student who has succeeded in the course and is trained to offer you a new perspective in learning the course material. Tutoring serves as an opportunity for you to study with an experienced and successful student--one who has taken the course and may have had the same professor and can share his/her experience. Tutoring is normally scheduled for 2-3 hours per week on a regular basis. Individual and small group tutoring can be scheduled.

- Self Help Audio-Video Library -

Students can view taped explanations and lectures of math, English and other subjects. Tapes can easily be viewed in the Learning Lab in Room 202, or many tapes are available for overnight checkout.

- Computer Lab -

The Academic Development Center contains a fully-equipped computer lab that is overseen daily by a computer-competent and program-aware professional to help and direct students. Computerized tutorials are available in most subjects. The computer lab is located in Room 201 in the Center.

College of Southern Idaho
Academic Development Center
Learning Assistance Services

Open Lab Hours

Monday - Friday 8:00 a.m. - 4:30 p.m.
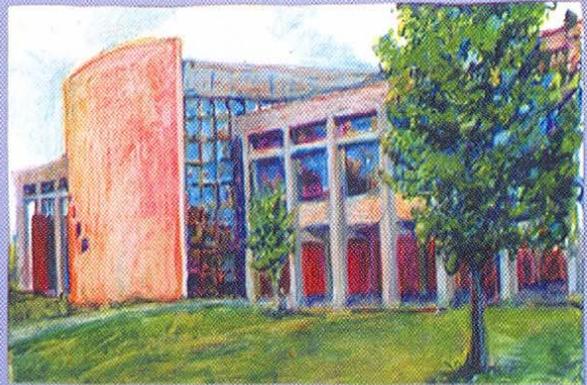Tuesday & Thursday evenings 6:30 - 9:30 p.m.

Learning Assistance Coordinator

Cindy Howa
Office Hours: 8:00 a.m. – 4:30 p.m.
Monday thru Thursday
Meyerhoeffer Building Room 202
(Hours may vary in the summer)

Please call:

(208) 733-9554 ext. 2548
- or -
(800) 680-0274 ext. 2548

e-mail: sstroud@adc1.csi.cc.id.us
or visit our web site at:
http://www.csi.cc.id.us/ip/adc/peer.htm

ADC

- Handout Rack -

Helpful handouts with suggestions on test-taking strategies, note-taking hints, stress relievers, time management and other topics related to learning assistance are free for you to take and refer to throughout the semester. This handout rack is located near the Learning Assistance Coordinator's desk in Room 202.

Who can use the Learning Lab in the Academic Center?

Students at all learning levels are welcome to use the facilities at the Academic Development Center. The environment in the learning lab is conducive to learning and the facility is beautiful.

How can I find the Learning Lab to inquire about Learning Assistance?

The learning lab is located in Room 202 on the second level of the Meyerhoeffer Building. The library is on the first floor of the Meyerhoeffer Building, and the Academic Development Center is the second level.

Are there courses I can take to help me learn how to study more effectively?

CSI offers two courses that are specifically designed to help you with study skills:

STUS 106

STUS 106 is a two-credit elective course that is designed to develop the study methods of college students. Emphasis is placed on learning organized study techniques, examination skills, note-taking procedures, and comprehension of reading material.

STUS 050

STUS 050 is a one-credit non-elective course for students who have limited basic skills. Discussions deal with time and personal management, textbook study, listening, memory and note-taking, examination skills, and library usage. This course is designed for students with low reading skills.

If you feel that you would benefit from either of these courses, please discuss this with your advisor at the time of registration

Appendix 2.4
Graph of FTE and Headcount

FTE Growth

Legend:
- Academic FTE
- Professional-Technical FTE
- Overall FTE

Axis labels: FTE (0, 500, 1000, 1500, 2000, 2500, 3000, 3500, 4000, 4500); Academic Year (1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003)

Total Headcount Growth

Student Numbers

Academic Year

Legend:
- Academic Headcount
- Technical Headcount
- Total Headcount
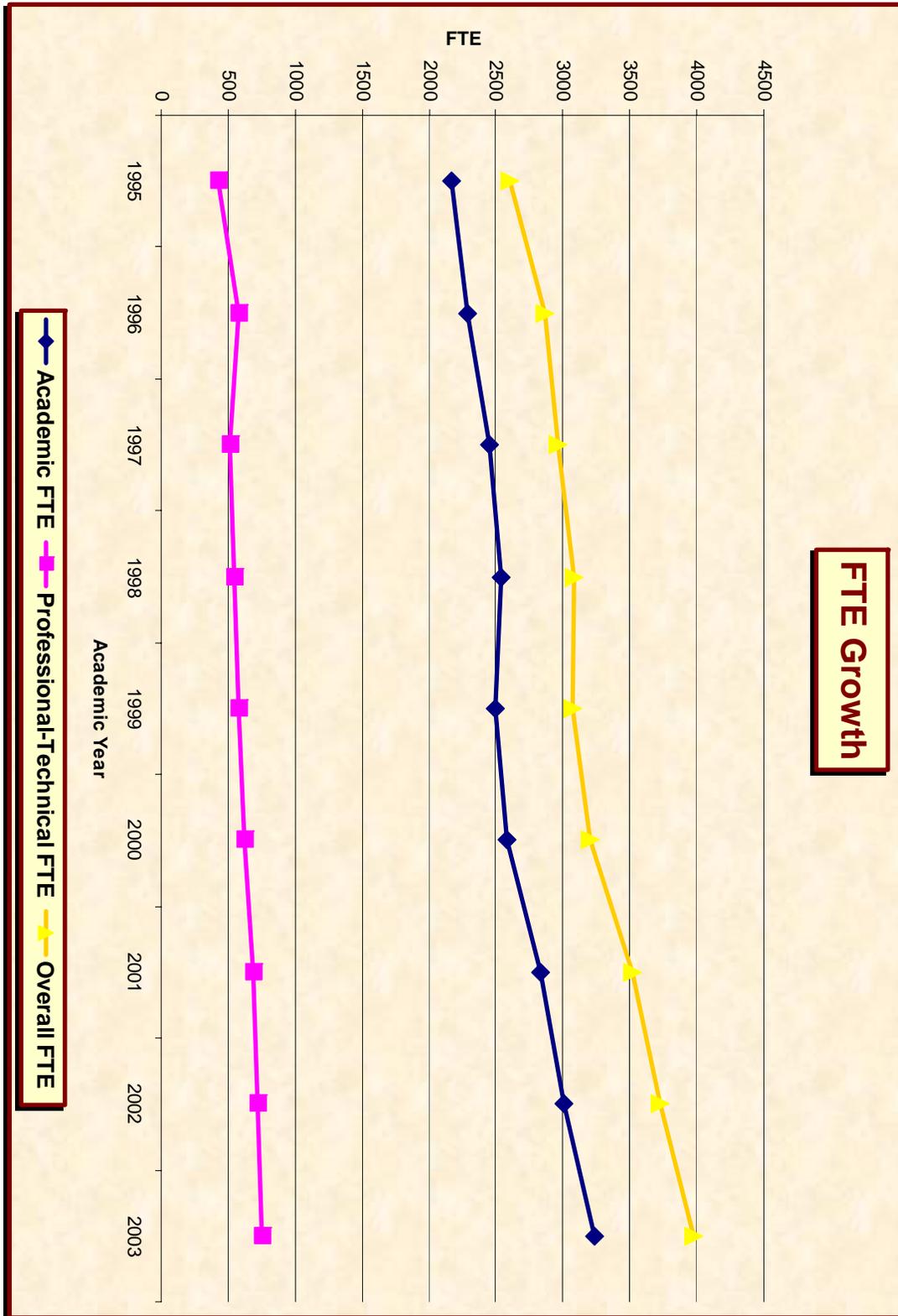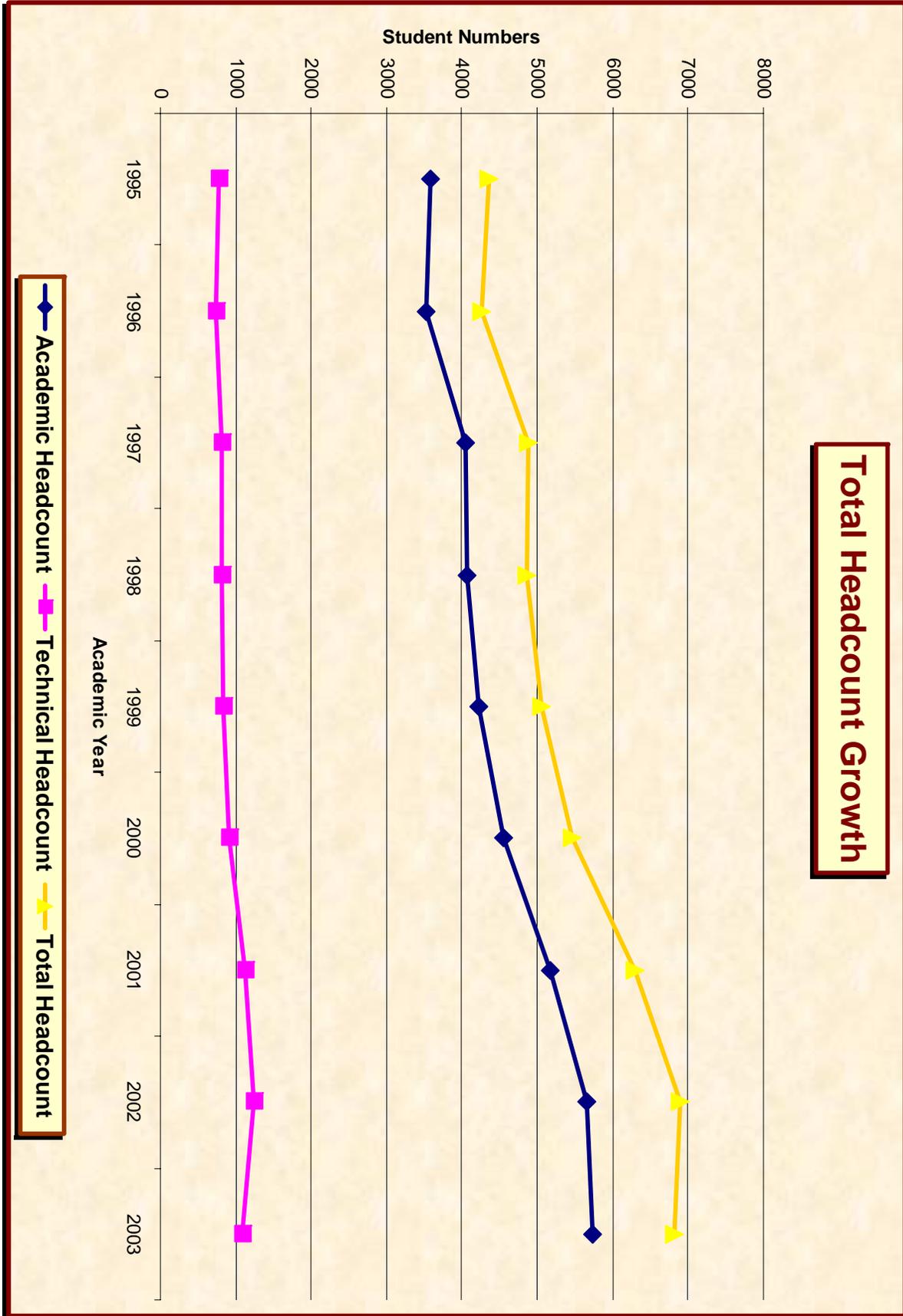
Appendix 2.5
Graph of Student per Faculty Increase

	Academic Year					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Percent Change
Average Total of Student Enrollments per Faculty	201.601	208.106	227.262	240.014	228.096	13.1%

Average Total of Student Enrollments per Faculty
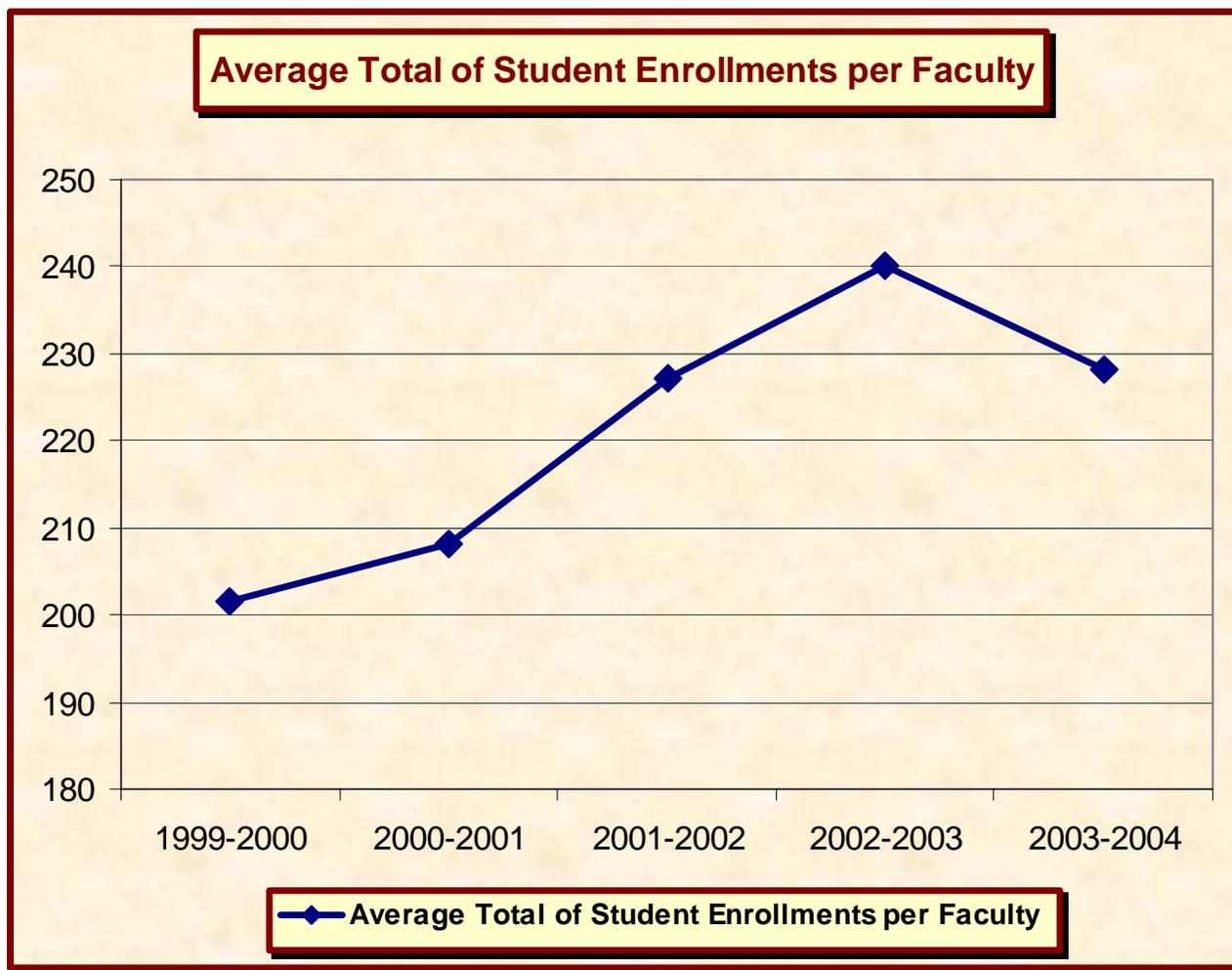
Appendix 2.6
Student Size Graph

Fall Semester - Number and Size of Sections

Legend: 15 or less | 16 to 30 | 30 or more | Total Sections

Number of Sections

Spring Semester - Number and Size of Sections

Legend:
- 15 or less
- 16 to 30
- 31 or more
- Total Sections

Spring 2001

Spring 2002

Spring 2003
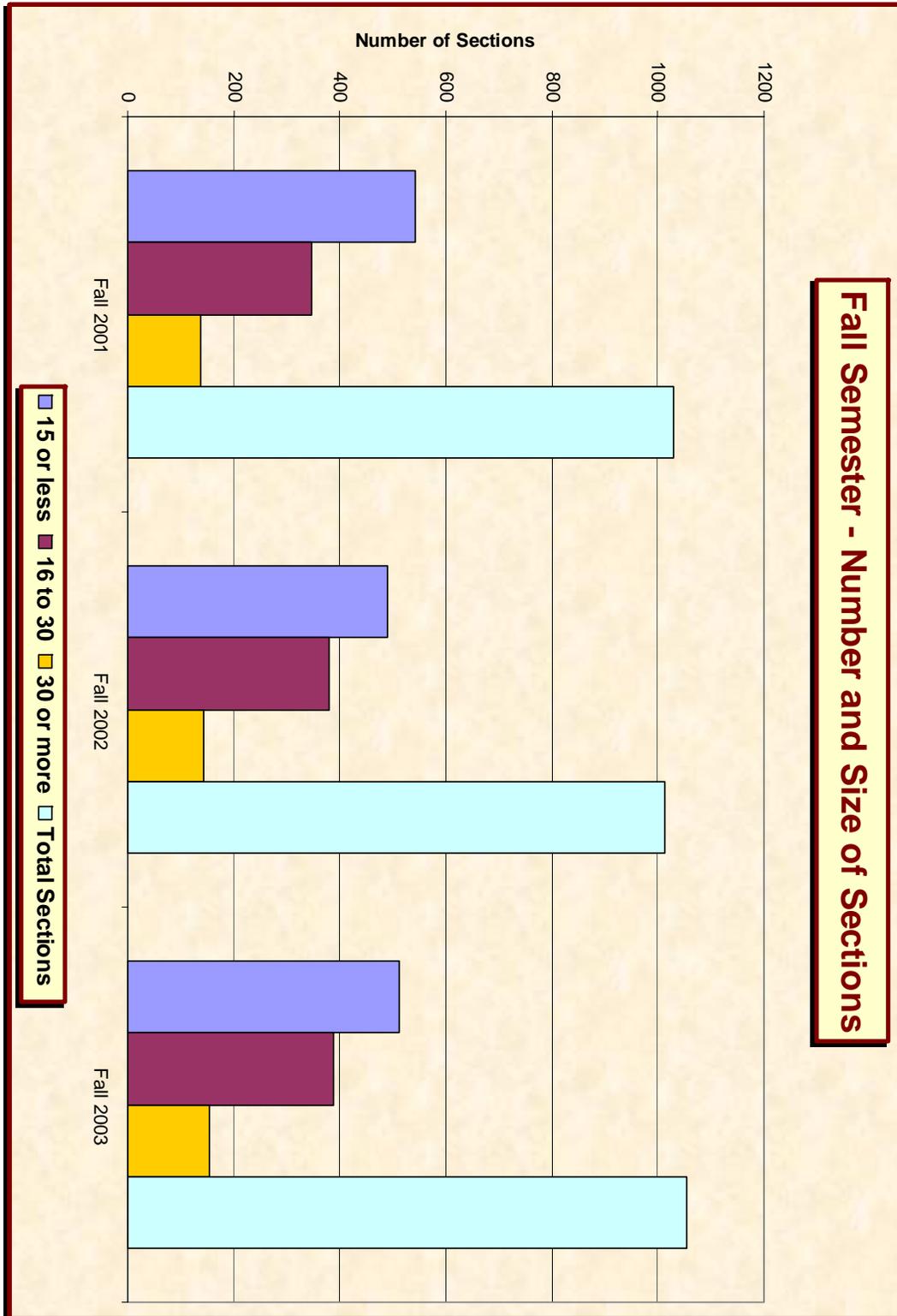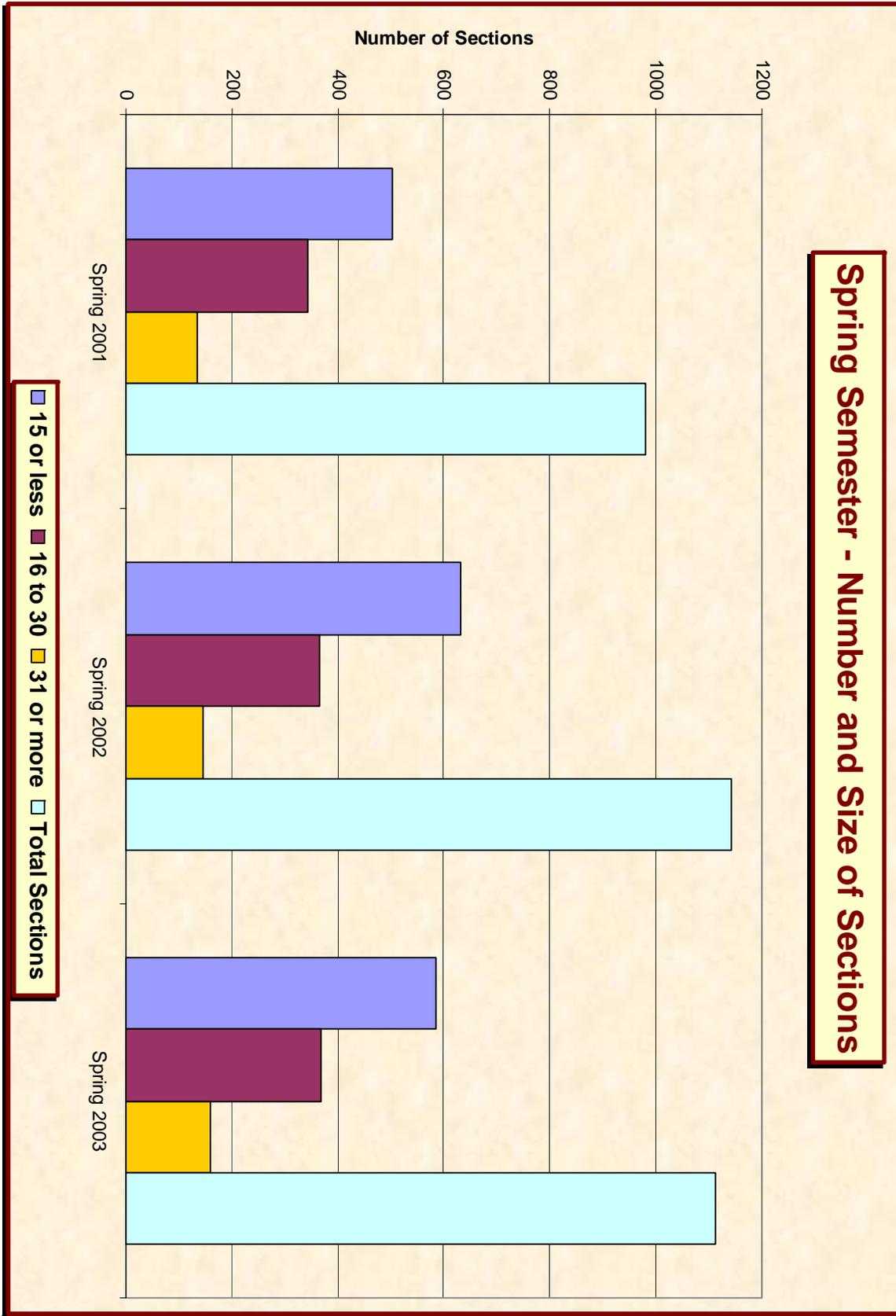
Appendix 2.7
Full-Time to Part-Time Graph

Proportion of Student FTE Taught by Full-Time Faculty

Appendix 2.8
Campus Map Showing Additions
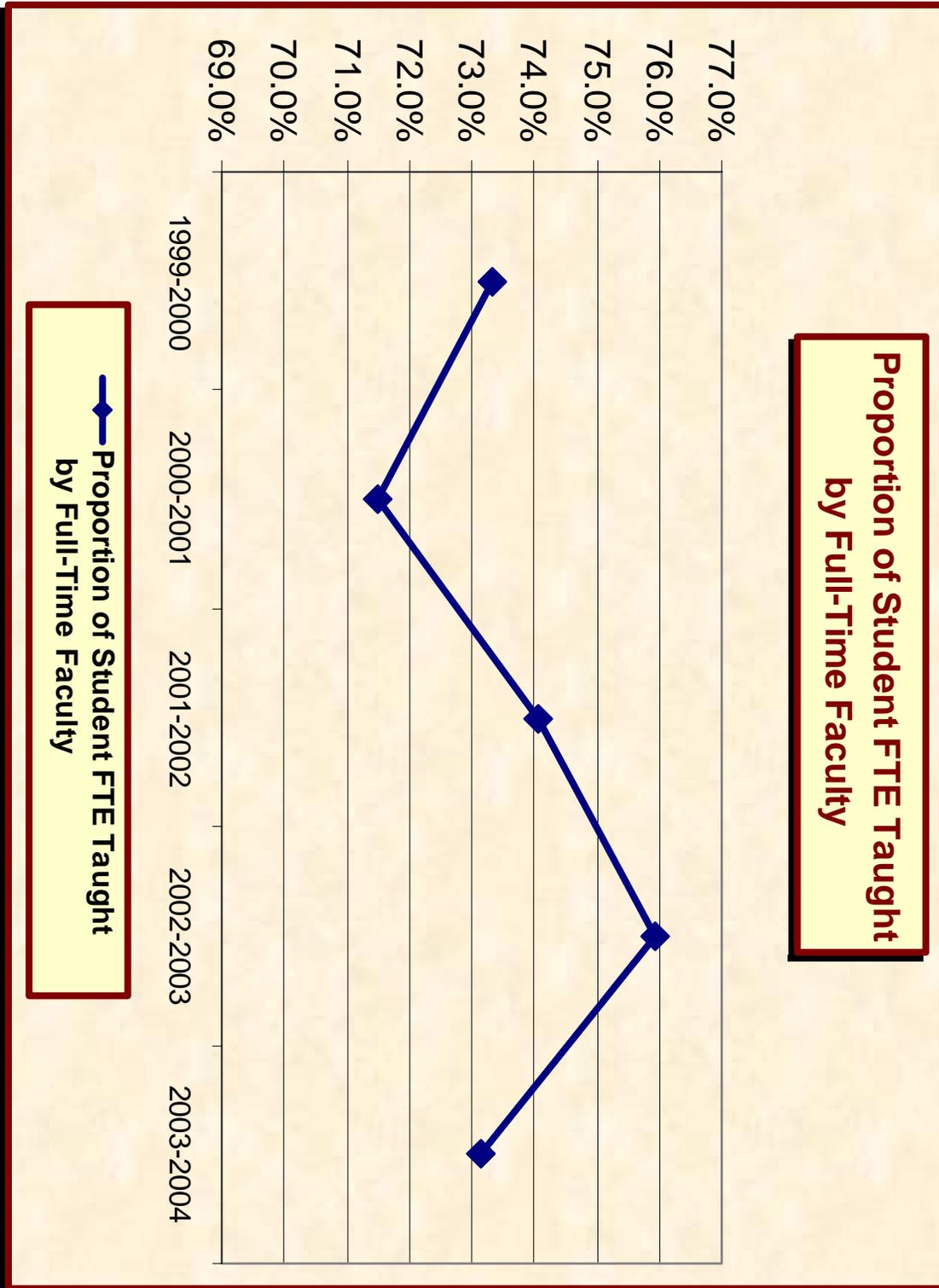
Appendix 2.9
Financial Graphs

Academic (Headcount/FTE/Budget)

Academic Budget

Academic Budget axis: $-, $1,000,000.00, $2,000,000.00, $3,000,000.00, $4,000,000.00, $5,000,000.00, $6,000,000.00, $7,000,000.00, $8,000,000.00, $9,000,000.00, $10,000,000.00

Academic Year: 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003

Headcount and FTE: 0, 1000, 2000, 3000, 4000, 5000, 6000, 7000

Legend:
- Academic Budget
- Academic Headcount
- Academic FTE

Technical (Headcount/FTE/Budget)

Technical Budget

Legend:
- Technical Budget (yellow diamond)
- Technical Headcount (blue square)
- Technical FTE (magenta triangle)

X-axis (Academic Year): 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003

Left Y-axis (Technical Budget): $-, $1,000,000.00, $2,000,000.00, $3,000,000.00, $4,000,000.00, $5,000,000.00, $6,000,000.00

Right Y-axis (Headcount and FTE): 0, 200, 400, 600, 800, 1000, 1200, 1400

Instructional FTE Headcount

Instructional Budget

Legend:
- Instructional Budget
- FTE
- Headcount

Fiscal Year (FY96, FY97, FY98, FY99, FY00, FY01, FY02, FY03)

Headcount and FTE (0, 1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000)

Instructional Budget axis: $-, $2,000,000.00, $4,000,000.00, $6,000,000.00, $8,000,000.00, $10,000,000.00, $12,000,000.00, $14,000,000.00, $16,000,000.00

Appendix 2.10
Personal Plan for Improvement Form

COLLEGE OF SOUTHERN IDAHO
PERSONAL PLAN FOR IMPROVEMENT
Goal Setting Worksheet

Name _____

DEPARTMENT _____

Date _____

Goal	Activities	Resources	Time Frame	Benefit to Department	Negotiation/Outcomes

Appendix 2.11
Unit Plan for Improvement Form

Goal	Activities	Person(s) Responsible	Successes/Barriers	Resources Required

COLLEGE OF SOUTHERN IDAHO
UNIT PLAN FOR IMPROVEMENT

Appendix 2.12
List of Professional-Technical Advisory Committees

The following Professional-Technical Programs have Community Advisory Boards:

- Agriculture Science
- Aquaculture
- Auto Body Technology
- Automotive Technology
- Diesel Technology
- Drafting Technology
- Electronics
- Farm Business
- Horse Management
- Horticulture
- HVAC Technology
- Information Technology
- Lab Technician (Quality Assurance Lab)
- Veterinary Technician
- Water Resource Management
- Welding

A complete list of board members is available.

Appendix 2.13
Curriculum Committee Members

A. All Department Chairs & Division Directors as appointed by the Executive Vice President & Chief Academic Officer, including voting members from:

- Academic Development/Study Skills
- Agriculture
- Business
- English, Foreign & Sign Language
- Fine Arts
- Health Science & Human Services
- Information Technology/Trade & Industry
- Library Science
- Life Science
- Mathematics
- Physical Education/Education
- Physical Science
- Social Science
- Student Advising Center

B. Ex Officio Non-voting Members:

- Executive Vice President & Chief Academic Officer
- Instructional Dean
- Dean of Student Information & Activities
- Director of Admissions/Registrar
- One student nominated by the Student Senate (one-year term only)
- Director of Summer School, Dual Credit and Adult Evening
- Parliamentarian (appointed by the Chair)

Appendix 2.14
Inventory of Added and Deleted Programs from the Past Three Years

10. Cohort default rate on Federal Guaranteed Student Loans for the most recent year for which data are available:

    Year   __2001__   Default Rate   __10.4__ %

11. Does your institution use its accreditation or pre-accreditation with the Northwest Commission on Colleges and Universities to establish eligibility to participate in Higher Education Act (HEA) programs, including Title IV funding? ___ Yes ___ No

    IN RESPONDING TO ITEMS 12-17, USE SUPPLEMENTARY PAGES AS NECESSARY.

12. New degree/certificate programs offered <u>since</u> your 2003 Annual Report and/or planned for 2004-2005. If *NONE,* so indicate.

Certificate/Degree Level	Curriculum or Program
Technical Certificate	Human Services with an option in Addiction Studies
Associate of Applied Science	Human Services with an option in Addiction Studies
Associate of Arts	Social Work
Technical Certificate	Livestock Technician option in Agribusiness Program

13. Degree/Certificate programs of 30 semester/45 quarter credits or more in length <u>terminated</u> in 2003-2004 or <u>planned for termination</u> in 2004-2005. If *NONE,* so indicate.

Certificate/Degree Level	Curriculum or Program

14. <u>Contractual relationships with non-accredited organizations.</u> (See Commission Policy A-6)

    List academic credit program(s)/course(s) operated jointly in contractual relationships with external organizations. <u>Exclude</u> student teaching partnerships, research contracts, contracts for <u>non</u>-credit offerings, etc. If *NONE,* so indicate.

Degree/Certificate	Program(s)/Course(s)	External Agency/Organization	Student Headcount

15. <u>Substantive Changes planned for 2004-2005.</u> (See Commission Policy A-2)

    Identify substantive changes planned for 2004-2005. If *NONE,* so indicate.

Certificate/Degree Level	Curriculum or Program

9. Does your institution use its accreditation or pre-accreditation with the Commission on Colleges and Universities to establish eligibility to participate in Higher Education Act (HEA) programs, including Title IV funding? ___ Yes ___ No

FOR ITEMS 10-15, PLEASE RESPOND TO EACH ITEM. USE SUPPLEMENTARY PAGES AS NECESSARY.

10. New degree or two-year certificate programs (a) <u>since</u> your 2001 Annual Report, and/or (b) <u>to be offered</u> in 2001-2002. If *NONE* please so indicate.

Certificate/Degree Level	Curriculum or Program
_____	NONE
_____	_____
_____	_____
_____	_____
_____	_____

11. Degrees or certificates of 30 semester credits or 45 quarter credits or more in length <u>discontinued</u> in 2001-2002 or <u>planned to be discontinued</u> in 2002-2003. If *NONE* please so indicate.

Certificate/Degree Level	Curriculum or Program
_____	NONE
_____	_____
_____	_____
_____	_____
_____	_____

12. Contractual relationships with non-accredited organizations.

List academic credit program(s)/course(s) operated jointly in contractual relationships with organizations not regionally accredited. <u>Exclude</u> school districts participating in student teaching, learned societies, research contracts, service contracts by which your institution provides <u>non</u>-credit work for local agencies or businesses, and any other arrangements that do <u>not</u> produce academic credit. If *NONE* please so indicate. (See Commission Policy A-6, pages 112-115, *Accreditation Handbook*, 1999 edition.)

Degree or Certificate	Program(s) and/or Course(s)	Contracting Agency/Organization	Student Headcount
_____	NONE	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

13. Substantive Changes planned for 2002-2003.

Please describe substantive changes planned for the next academic year. If *NONE* please so indicate. (See Commission Policy A-2, pages 100 - 105, *Accreditation Handbook*, 1999 edition.)

Certificate/Degree Level	Curriculum or Program
_____	NONE
_____	_____
_____	_____

NOTE: *PLEASE ENCLOSE A COPY OF THE PAGE FROM THE* ***IPEDS FINANCIAL REPORT*** *SHOWING VALUES FOR (a) OR (b).*

All Institutions Respond If Applicable: **Operating Deficit** $ _____

                                         Accumulated Deficit $ _____

10. Cohort default rate on Federal Guaranteed Student Loans for the most recent year for which data are available:

                Year   __2000__   Default Rate   __10.5__ %

11. Does your institution use its accreditation or pre-accreditation with the Commission on Colleges and Universities to establish eligibility to participate in Higher Education Act (HEA) programs, including Title IV funding? ___ Yes ___ No

       FOR ITEMS 12-17, PLEASE RESPOND TO EACH ITEM. USE SUPPLEMENTARY PAGES AS NECESSARY.

12. New degree or two-year certificate programs (a) <u>since</u> your 2002 Annual Report, and/or (b) <u>to be offered</u> in 2003-2004. If *NONE*, so indicate.

Certificate/Degree Level	Curriculum or Program
AAS	Radiologic Technology

13. Degrees or certificates of 30 semester credits or 45 quarter credits or more in length <u>discontinued</u> in 2002-2003 or <u>planned to be discontinued</u> in 2003-2004. If *NONE*, so indicate.

Certificate/Degree Level	Curriculum or Program
NONE	

14. <u>Contractual relationships with non-accredited organizations.</u>

List academic credit program(s)/course(s) operated jointly in contractual relationships with organizations not regionally accredited. <u>Exclude</u> school districts participating in student teaching, learned societies, research contracts, service contracts for non-credit work for local agencies or businesses, and any other arrangements that do <u>not</u> produce academic credit. If *NONE*, so indicate. (See Commission Policy A-6, pages 112-115, *Accreditation Handbook*, 1999 edition.)

Degree or Certificate	Program(s) and/or Course(s)	Contracting Agency/Organization	Student Headcount
NONE			

15. <u>Substantive Changes planned for 2003-2004.</u>

Identify substantive changes planned for 2003-2004. If *NONE*, so indicate. (See Commission Policy A-2, revised 2002)

Certificate/Degree Level	Curriculum or Program
NONE	

Appendix 2.15
Number of Degrees Granted in Each Program for the Past Three Years

Title	Deg	Count	Title	Deg	Count
Accounting	AA	13	Finance	AA	2
Accounting/Bookkeeping	AAS	20	Fish & Wildlife Resources	AA	1
Agribusiness	AAS	3	Fish & Wildlife Resources	AS	2
Agriculture	AA	6	Fish Technology	AAS	1
Agriculture	AA	4	Forestry	AS	1
Agriculture	AS	9	Geography	AA	2
Agriculture	AS	2	Geology	AS	1
Air Cond, Refrig, & Heat	AAS	8	Health Care Administration	AS	1
Anthropology	AA	13	Health Promotion	AA	2
Aquaculture	AAS	7	History	AA	8
Art, Commercial	AA	13	Horse Management	AAS	1
Art, General	AA	15	Horticulture	AAS	8
Auto Body Technology	AAS	8	Hospitality Management	AAS	2
Automotive Technology	AAS	27	Hotel/Motel Management	AAS	5
Biology	AS	2	Human Services	AAS	12
Business Education	AA	2	Internet Technologies	AAS	16
Business Management/Entrepren	AAS	8	Language, Foreign	AA	5
Business, General	AA	107	Language, Sign	AA	14
Cabinetmaking/Woodworking	AAS	7	Law (Pre)	AA	12
Chemistry	AS	1	Law Enforcement	AAS	8
Child Development	AAS	11	Liberal Arts	AA	381
Communication	AA	5	Library Science	AA	3
Computer Graphics Design	AAS	23	Management	AA	10
Computer Science	AA	1	Marine Biology	AS	1
Computer Science	AS	8	Marketing	AA	6
Computer Support Technician	AAS	21	Mathematics	AS	6
Computerized Bookkeeping	AAS	11	Medical	AS	2
Criminal Justice Administration	AA	42	Medical Technology	AS	1
Culinary & Pastry Arts	AAS	3	Microbiology	AS	2
Culinary Arts	AAS	4	Mid-Management	AAS	3
Dental Hygiene	AS	5	Music	AA	12
Diesel Technology	AAS	3	Natural Science	AA	1
Drafting Technology	AAS	28	Natural Science	AS	45
Early Childhood Ed	AAS	23	Network Support Tech	AAS	33
Economics	AA	6	Nursing, Registered	AS	161
Ed Assistant, Math/Sci/Tech	AAS	1	Occupational Therapy	AS	2
Ed Assistant, Special Needs	AAS	1	Paramedic	AS	2
Education, Elementary	AA	42	Pharmacy	AA	1
Education, Elementary-Bilingual	AA	11	Pharmacy	AS	7
Education, Elementary-Gen Science	AA	5	Photography	AA	1
Education, Elementary-Humanities	AA	11	Physical Education	AA	6
Education, Elementary-Math	AA	3	Physical Therapy	AS	2
Education, Elem-Social Science	AA	18	Physics	AS	9
Education, Secondary	AA	62	Plant Operations Tech/Maint	AAS	1
Education, Special	AA	1	Political Science	AA	12
Electronic Office Specialist	AAS	19	Psychology	AA	33
Engineering, Agriculture	AE	3	Radiologic Technology	AAS	9
Engineering, Chemical	AE	2	Radiological Technology	AS	2
Engineering, Civil	AE	3	Range Science	AS	2
Engineering, Electrical	AE	8	Real Estate	AA	1
Engineering, Mechanical	AE	10	Respiratory Therapy	AS	1
English	AA	12	Sociology	AA	18
Environmental Science	AS	6	Speech Pathology	AS	3
Equine Business Management	AS	1	Theatre	AA	8
Equine Studies	AA	26	Undeclared - Academic	AA	1

Title	Deg	Count		Title	Deg	Count
Veterinary Technology	AAS	29				
Veterinary Technology	AS	1				
Water Resource Management	AAS	10				
Welding Technology	AAS	7				

Appendix 2.16
Rationale for General Education Core

COLLEGE OF SOUTHERN IDAHO
EVALUATION FORM FOR GENERAL EDUCATION COURSES

Knowledge Area_____Department_____

Course Number_____Title_____

Prerequisite(s)_____

CRITERIA FOR GENERAL EDUCATION COURSES AT CSI

□ □
Yes No   1.   Content from the major knowledge areas of Communications; English; Behavioral & Social Science: Humanities, Fine Arts and Foreign Languages; Natural Science; and Mathematics.

□ □
Yes No   2.   Collegiate level.

□ □
Yes No   3.   Taught by qualified faculty.

□ □
Yes No   4.   Expected outcomes stated in the course syllabus in relation to the College's mission and goals.

In the section below, indicate how each core criteria is addressed in the course by placing a check mark in the appropriate box and explain which goals in your syllabus support your rating.

0 = Criteria not addressed
1 = Criteria minimally addressed
2 = Criteria addressed as a secondary goal
3 = Criteria addressed as a major goal

□ □ □ □
3 2 1 0   5.   Provide a broad-based survey of a discipline and show the interconnectedness of knowledge.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0   6.   Develop a discerning individual.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0

7. Practice critical thinking and problem-solving skills.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0

8. Promote awareness of social and cultural diversity in order to appreciate the commonality of mankind.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0

9. Foster the balance between individual needs and the demands of society.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0

10. Reinforce reading, writing, speaking, and/or quantitative skills.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0

11. Encourage and inspire life-long learning.

_____
_____
_____
_____
_____

□ □ □ □
3 2 1 0

12. Encourage creativity.

_____
_____
_____
_____
_____

If, based upon this evaluation, the consensus among the departmental faculty is that the course, as currently constituted, inadequately addresses the intended course goals, indicate what ways the department recommends the course be changed <u>and when</u>. If no changes are needed, leave this space blank.

3.   Submitted by:

Signature of Principal Preparer _____   Date_____

Signatures of Others Who Regularly Teach This Course	_____ Date_____

_____   Date_____

_____   Date_____

_____   Date_____

This completed form was reviewed by the _____department and approved for submission to the Curriculum Committee on _____.
                                                          Date

Curriculum Committee vote: #Yes_____   #No_____   #Abstained _____

Curriculum Chairperson's signature _____Date _____

Action by the Vice President of Instruction: ☐ Approved   ☐ Disapproved

Vice President of Instruction's signature _____Date _____

Please attach a copy of a representative syllabus for this course.

Appendix 2.17
Graph Depicting 96.5% PTE Placement

The placement rate for the technical program completers at CSI across all technical programs was 96.5% in 2003.

PTE PLacement Rate

3.5%

96.5%

■ **Placed**   ■ **Not Placed**
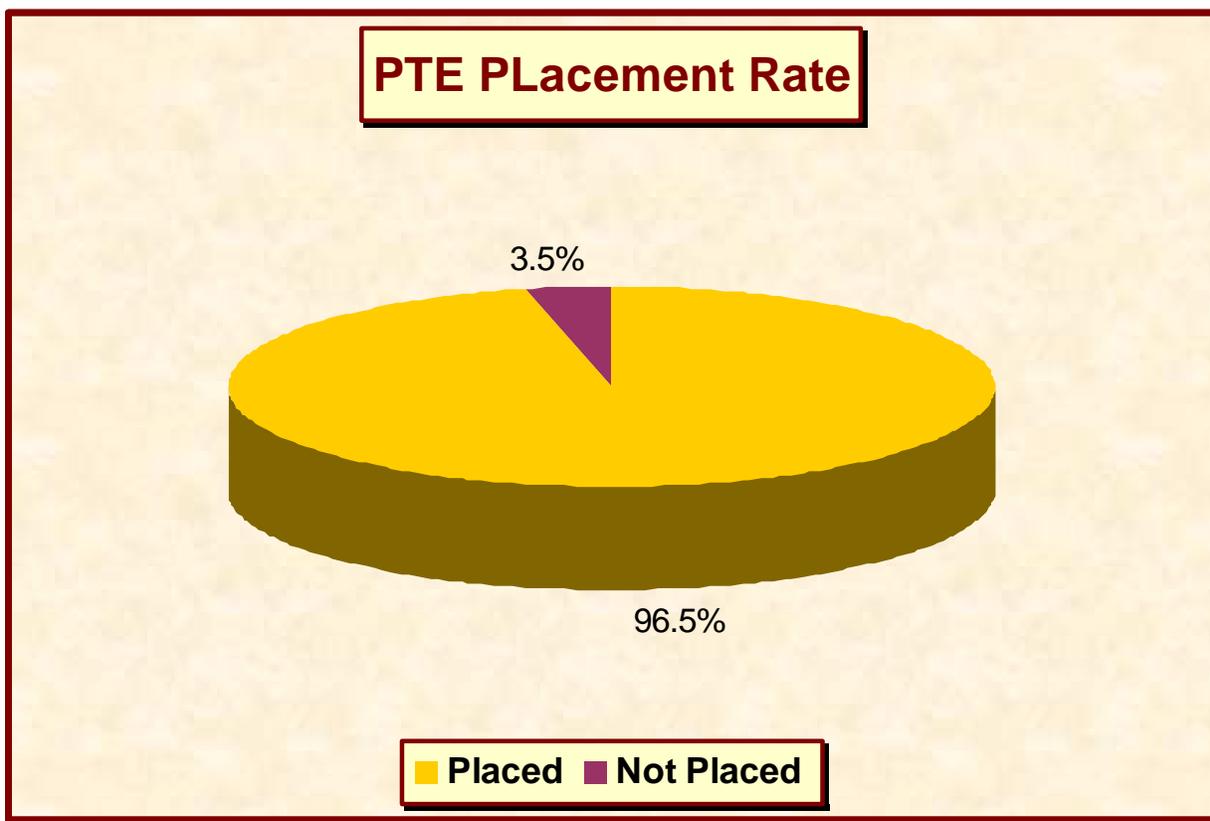
Appendix 2.18
List of Tech Prep Agreements

Division of Professional-Technical Education

Tech Prep Programs, Charter Schools Included
College of Southern Idaho, Region 4, Active Programs

TECH PREP PROGRAM ID	TECH PREP PROGRAM	HIGH SCHOOL	HIGH SCHOOL PROGRAM CODE	SCHOOL DISTRICT	STATUS	LAST REVISION DATE	CIP CODE
29344	Agriculture Technology	BLISS SCHOOL	0009	234	A	5/18/2001	01.0101
29048	Agriculture Technology	BUHL HIGH SCHOOL	0010	412	A	7/9/1996	01.0301
29395	Automotive Technology	BUHL HIGH SCHOOL	6032	412	A	5/1/2002	47.0604
29073	Business & Office Occ.	BUHL HIGH SCHOOL	4070	412	A	7/9/1996	52.0401
29394	Diesel Technology	BUHL HIGH SCHOOL	6120	412	A	5/1/2002	47.0605
29041	Agriculture Technology	BURLEY SENIOR HIGH SCHOOL	0010	151	A	7/10/1996	01.0301
29151	Automotive Technology	BURLEY SENIOR HIGH SCHOOL	6032	151	A	3/14/1997	47.0604
29027	Business & Office Occ.	BURLEY SENIOR HIGH SCHOOL	4070	151	A	7/9/1996	52.0401
29150	Cabinetmaking/Woodworking Tech	BURLEY SENIOR HIGH SCHOOL	6105	151	A	3/14/1997	48.0703
29149	Diesel Mechanics	BURLEY SENIOR HIGH SCHOOL	6120	151	A	3/14/1997	47.0605
29148	Electronics Technology	BURLEY SENIOR HIGH SCHOOL	6150	151	A	3/14/1997	47.0101
29147	Welding Technology	BURLEY SENIOR HIGH SCHOOL	6236	151	A	3/14/1997	48.0508
29049	Agriculture Technology	CAMBRIDGE JR-SR HIGH SCHOOL	0010	432	A	7/9/1996	01.0301
29264	Business/Office Occupations	CAREY PUBLIC SCHOOL	4070	061	A	6/22/1999	52.0401
29388	Drafting Technology	CASSIA REGIONAL TECH CENTER	6130	151	A	2/11/2002	48.0101
29387	Graphic Communications	CASSIA REGIONAL TECH CENTER	6190	151	A	2/11/2002	48.0201
29242	Agriculture Technology	CASTLEFORD SCHOOL	0010	417	A	8/3/1998	01.0301
29042	Agriculture Technology	DECLO SENIOR HIGH SCHOOL	0010	151	A	7/9/1996	01.0301
29456	Aquaculture Technology	DEHRYL A DENNIS PROF-TECH CNTR	0061	001	A	12/29/2003	01.0303
29158	Auto Body Technology	DEHRYL A DENNIS PROF-TECH CNTR	6031	001	A	4/3/1997	47.0603
29326	Agriculture Technology	DIETRICH SCHOOL	0010	314	A	8/2/2000	01.0301
29181	Agriculture Technology	FILER HIGH SCHOOL	0010	413	A	8/19/1997	01.0301
29243	Business/Office Occupations	FILER HIGH SCHOOL	4070	413	A	8/28/1998	52.0401
29244	Food Service/Culinary Arts	FILER HIGH SCHOOL	3023	413	A	8/28/1998	12.0505
29349	Information Technology	FILER HIGH SCHOOL	6153	413	A	5/18/2001	11.0401
29321	Agriculture Technology	FIRTH HIGH SCHOOL	0010	059	A	8/2/2000	01.0301
29142	Business/Office Occupations	GLENNS FERRY HIGH SCHOOL	4070	192	A	12/27/1996	52.0401
29096	Agriculture Technology	GOODING HIGH SCHOOL	0010	231	A	7/9/1996	01.0301
29097	Business & Office Occ.	GOODING HIGH SCHOOL	0010	231	A	7/9/1996	01.0301
29342	Cabinetmaking/Woodworking Tech	GOODING HIGH SCHOOL	4070	231	A	5/18/2001	48.0703
29343	Agriculture Technology	HAGERMAN JR-SR HIGH SCHOOL	0009	233	A	5/18/2001	01.0101
29358	Business/Office Occupations	HAGERMAN JR-SR HIGH SCHOOL	4070	233	A	8/15/2001	52.0401
29370	Cabinetmaking/Woodworking Tech	HANSEN JR/SR HIGH SCHOOL	6108	415	A	10/24/2001	46.9999
29045	Agriculture Technology	JEROME HIGH SCHOOL	0010	261	A	7/9/1996	01.0301
29133	Business/Office Occupations	JEROME HIGH SCHOOL	4070	261	A	11/21/1996	52.0401
29345	Food Production,Mgmnt/Service	JEROME HIGH SCHOOL	3023	261	A	5/18/2001	12.0505
29346	Information Technology	JEROME HIGH SCHOOL	6153	261	A	5/18/2001	11.0401
29282	Agriculture Technology	KIMBERLY HIGH SCHOOL	0010	414	A	6/29/1999	01.0301
29241	Business/Office Occupations	KIMBERLY HIGH SCHOOL	4070	414	A	8/3/1998	52.0401
29350	Information Technology	KIMBERLY HIGH SCHOOL	6153	414	A	5/18/2001	11.0401
29216	Agriculture Technology	KUNA HIGH SCHOOL	0010	003	A	6/5/2001	01.0301
29275	Agriculture Technology	LEADORE SCHOOL	0010	292	A	6/22/1999	01.0301

Division of Professional-Technical Education

Tech Prep Programs, Charter Schools Included
College of Southern Idhao, Region 4, Active Programs

TECH PREP PROGRAM ID	TECH PREP PROGRAM	HIGH SCHOOL	HIGH SCHOOL PROGRAM CODE	SCHOOL DISTRICT	STATUS	LAST REVISION DATE	CIP CODE
29046	Child Development	MAGIC VALLEY ALTERNATIVE HIGH	3021	411	A	7/9/1996	20.0102
29132	Agriculture Technology	MERIDIAN HIGH SCHOOL	0009	002	A	11/21/1996	01.0101
29470	Culinary Arts/Food Production	MINI-CASSIA OPPORTUNITY CENTER	3023	331	A	6/1/2004	12.0505
29209	Agriculture Technology	MINICO SENIOR HIGH SCHOOL	0010	331	A	4/28/1998	01.0301
29218	Automotive Technology	MINICO SENIOR HIGH SCHOOL	6032	331	A	6/5/1998	47.0604
29227	Business/Office Occupations	MINICO SENIOR HIGH SCHOOL	4070	331	A	6/8/1998	52.0401
29217	Cabinetmaking/Woodworking Tech	MINICO SENIOR HIGH SCHOOL	6105	331	A	6/5/1998	48.0703
29026	Culinary Arts	MINICO SENIOR HIGH SCHOOL	3024	331	A	7/9/1996	20.0401
29025	Drafting Technology	MINICO SENIOR HIGH SCHOOL	6130	331	A	7/9/1996	48.0101
29393	Agriculture Technology	MINICO SENIOR HIGH SCHOOL	0010	331	A	5/1/2002	01.0301
29168	Business/Office Occupations	MURTAUGH HIGH SCHOOL	4070	418	A	6/16/1997	52.0401
29323	Agriculture Technology	MURTAUGH HIGH SCHOOL	0010	418	A	8/2/2000	01.0301
29043	Agriculture Technology	NORTH GEM SENIOR HIGH SCHOOL	0010	149	A	8/2/2000	01.0301
29265	Business/Office Occupations	OAKLEY JR-SR HIGH SCHOOL	4070	151	A	7/9/1996	52.0401
29043	Agriculture Technology	OAKLEY JR-SR HIGH SCHOOL	0010	151	A	6/22/1999	01.0301
29396	Cabinetmaking	PRAIRIE HIGH SCHOOL	6105	242	A	5/1/2002	48.0703
29324	Agriculture Technology	PRESTON HIGH SCHOOL	0010	201	A	8/2/2000	01.0301
29044	Agriculture Technology	RAFT RIVER JR-SR HIGH SCHOOL	0010	151	A	7/9/1996	01.0301
29145	Agriculture Technology	SALMON HIGH SCHOOL	0010	291	A	1/31/1997	01.0301
29273	Business/Office Occupations	SALMON HIGH SCHOOL	4070	291	A	6/22/1999	52.0401
29322	Agriculture Technology	SHELLEY SENIOR HIGH SCHOOL	0010	060	A	8/2/2000	01.0301
29337	Agriculture Technology	SHOSHONE JR-SR HIGH SCHOOL	0010	312	A	11/20/2000	01.0301
29338	Business Technology	SHOSHONE JR-SR HIGH SCHOOL	4070	312	A	11/20/2000	52.0401
29071	Agriculture Technology	TWIN FALLS SENIOR HIGH	0010	411	A	7/9/1996	01.0301
29240	Business/Office Occupations	TWIN FALLS SENIOR HIGH	4070	411	A	8/3/1998	52.0401
29047	Child Development	TWIN FALLS SENIOR HIGH	3021	411	A	7/9/1996	20.0102
29348	Food Production/Mgmnt/Service	TWIN FALLS SENIOR HIGH	3023	411	A	5/18/2001	12.0505
29430	Information Technology	TWIN FALLS SENIOR HIGH	6153	411	A	6/3/2003	11.0401
29245	Marketing Education	TWIN FALLS SENIOR HIGH	1010	411	A	10/5/1998	52.1401
29479	Business Technology	VALLEY SCHOOL	4070	262	A	6/18/2004	52.0401
29469	Culinary Arts/Food Production	VALLEY SCHOOL	3023	262	A	6/1/2004	12.0505
29159	Agriculture Technology	VALLIVUE HIGH SCHOOL	0010	139	A	4/3/1997	01.0301
29336	Agriculture Technology	WEST JEFFERSON HIGH SCHOOL	0010	253	A	11/20/2000	01.0301
29397	Drafting Technology	WOOD RIVER HIGH SCHOOL	6130	061	A	5/1/2002	48.0101

Appendix 2.19
## Waiver of Advising Form

Waiver of Advisor Form

I do not wish to take advantage of the advising provided by the College of Southern Idaho and take full responsibility for my program of study. I understand that CSI cannot be held responsible if all or some of those courses are not counted for the major I am pursing. I also understand that CSI cannot be held responsible if all or some of those courses are not eligible for transfer at the four-year school where I choose to transfer.

_____   _____

Student's Signature   Date

Appendix 2.20
CCSSE Survey Data

Student Feedback: the portion of CSI students who were "Very Satisfied" or "Satisfied" with academic advising/planning was 70.6%.

Student Satisfaction with Academic Advising/Planning

29.40%

70.60%

■ **Very Satisfied or Satisfied** ■ **Not Satisfied or Not Applicable**
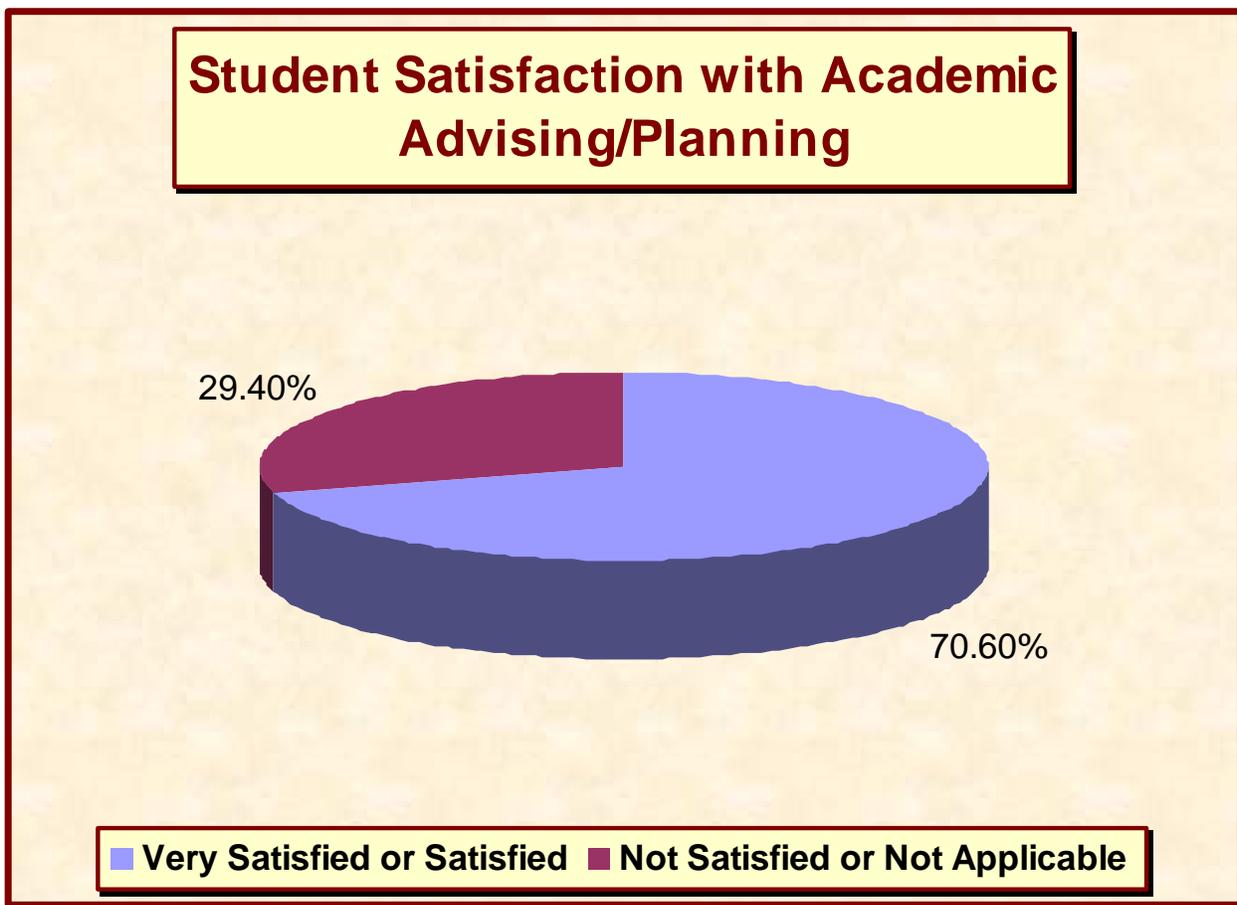
Appendix 2.21
Sample Transcript

College of Southern Idaho

ID :
Name :
SSN :
Address :

Community Education Division
Advisors : Advising Center

2001-02 : Spring Semester

Course Number	Title	CR	Type	Gra	Rpt	Att	Ernd	HGpa	Q.Pts	GPA
XLNG-002	American Sign Language	NG	NG			0.00	0.00	0.00	0.00	
Honor : No Honors	**Term Totals :**					0.00	0.00	0.00	0.00	0.0000
Probation : Good Standing	**Career Totals :**					0.00	0.00	0.00	0.00	0.0000
	Division Career Totals :					0.00	0.00	0.00	0.00	0.0000

Lower Division Work
Advisors : Advising Center

2004-05 : Fall Semester

Course Number	Title	CR	Type	Gra	Rpt	Att	Ernd	HGpa	Q.Pts	GPA
BUSA-215	Introduction to Information S	LT	A			3.00	3.00	3.00	12.00	
ENGL-070	Spelling Development	ZL	A			3.00	3.00	3.00	12.00	
ENGL-090	Developmental English	ZL	B			3.00	3.00	3.00	9.00	
INFT-000E	Computer Literacy	ZP	P			0.00	0.00	0.00	0.00	
MATH-010	Beginning Algebra	ZL	A			3.00	3.00	3.00	12.00	
Honor : Dean's List	**Term Totals :**					12.00	12.00	12.00	45.00	3.7500
Probation : Good Standing	**Career Totals :**					12.00	12.00	12.00	45.00	3.7500

2004-05 : Spring Semester

Course Number	Title	CR	Type	Gra	Rpt	Att	Ernd	HGpa	Q.Pts	GPA
COMM-101	Fundamentals of Oral Comr	LT	WIP			0.00	0.00	0.00	0.00	
ECON-201	Principles of Macroeconomi	LT	WIP			0.00	0.00	0.00	0.00	
ENGL-101	English Composition 1	LT	WIP			0.00	0.00	0.00	0.00	
MATH-108	Intermediate Algebra	LT	WIP			0.00	0.00	0.00	0.00	
	Term Totals :					0.00	0.00	0.00	0.00	0.0000
	Career Totals :					12.00	12.00	12.00	45.00	3.7500
	Division Career Totals :					12.00	12.00	12.00	45.00	3.7500

Page : 1 of 1

Appendix 2.22
Chart Depicting Community Education Center Growth

Community Education Center Growth
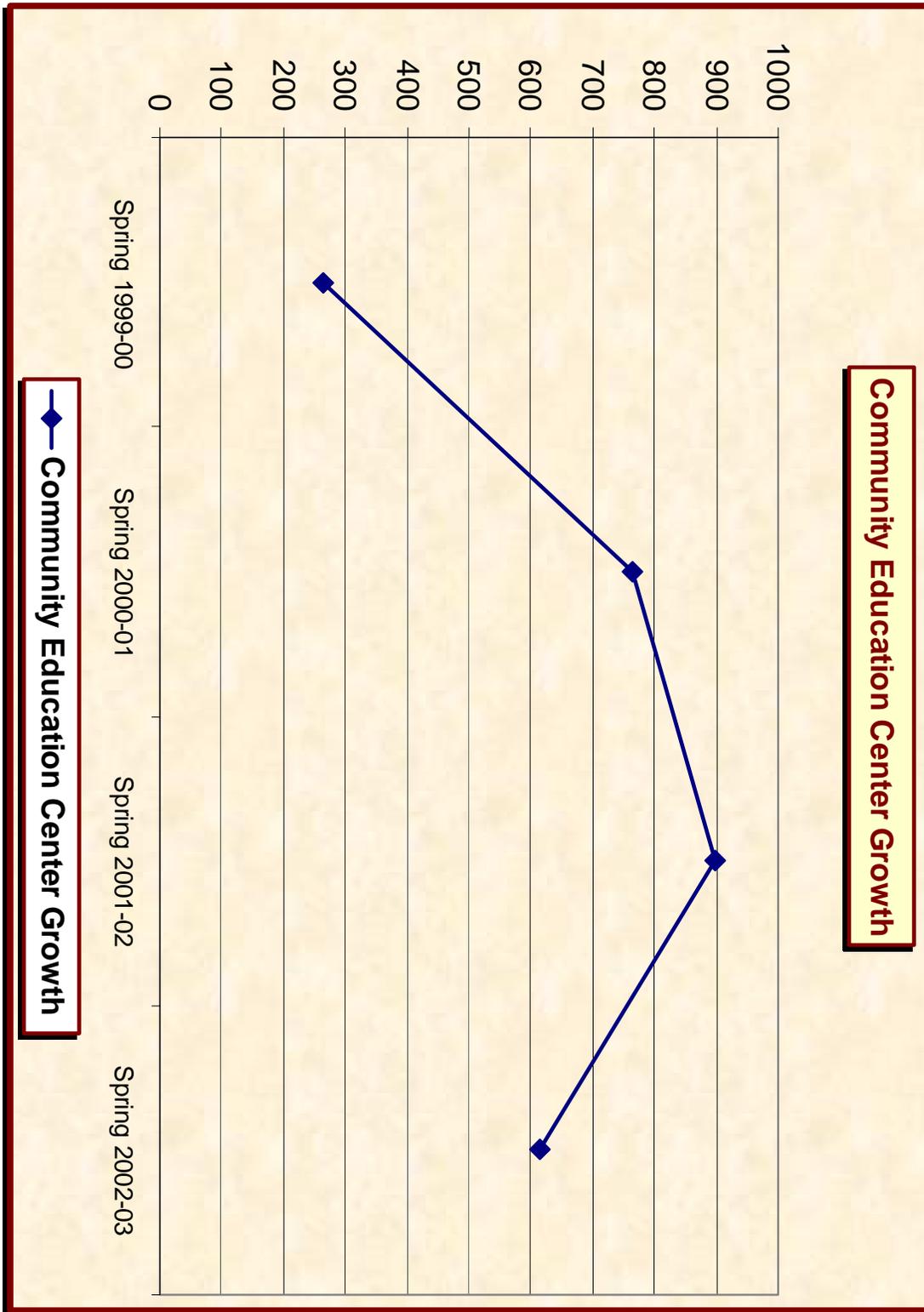
Appendix 2.23
State Board Policy Regarding Accelerated Learning Programs

<u>**IDAHO STATE BOARD OF EDUCATION**</u>
<u>**Policies and Procedures**</u>

Section III Postsecondary Affairs

Y. Accelerated Learning Program

1. Coverage

    Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

    The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its post-secondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for post-secondary programs, the Board also is interested in accelerated learning programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

    The primary intent of the Board is to develop a policy for accelerated learning programs for secondary students which would:

    a.   Enhance their post-secondary goals;

    b.   Reduce duplication and provide for an easy transition between secondary and post-secondary education; and

    c.   Reduce the overall cost of educational services and training.

3. Definitions

    There are many different accelerated learning programs which students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement (AP), College Level Examination Program (CLEP), Tech Prep, etc. For the purpose of this policy the State Board of

Education considers three different types of accelerated learning programs depending upon the delivery site and faculty. They are:

a. A regular college course delivered by the post-secondary institution on its campus. A high school student who selects this option would be admitted as a non-matriculating college student.

Policy

The student is charged the standard part-time credit hour fee or tuition, including activity fees.

b. A course is delivered in the high school and the costs are borne by the post-secondary institution. The course could be delivered a number of different ways such as:

- through technology into the high school;
- a course taught in the high school by post-secondary institution faculty; or
- a post-secondary institution employs high school faculty to teach the course(s).

A student who selects this option would be admitted by the post-secondary institution as a non-matriculating student.

Policy

The costs are borne by the post-secondary institution which charges the part-time credit hour fee or tuition, minus the on-campus activity fees.

c. A course is delivered at the high school by secondary faculty, and the costs are borne either by the high school or the student. Examples include AP, CLEP or Tech Prep courses. Students may request an institutional evaluation of such course for acceptance as college credit.

Policy

The post-secondary institutions may charge an administrative fee for transcripting the credit or assuring equivalency.

d. Four (4) semester college credits are equivalent to at least one (1) full year (2 semesters) of high school credit in that subject.

4. Eligibility and Admission Requirements

In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign a counseling form, provided by the school district, that outlines the provisions of the section of this Code.

Further, any high school student may make application to one of the public postsecondary institutions provided the following requirements are met:

a. In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.

b. Submission of the counseling form which includes written permission from the student's parent/guardian, and principal or counselor.

c. Submission of the appropriate institutional application material for admission.

d. If required by institutional policy, a student must obtain approval of the instructor to enroll in a course.

e. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.

f. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.

g. Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.

Appendix 2.24
Graph Depicting Dual Credit Growth
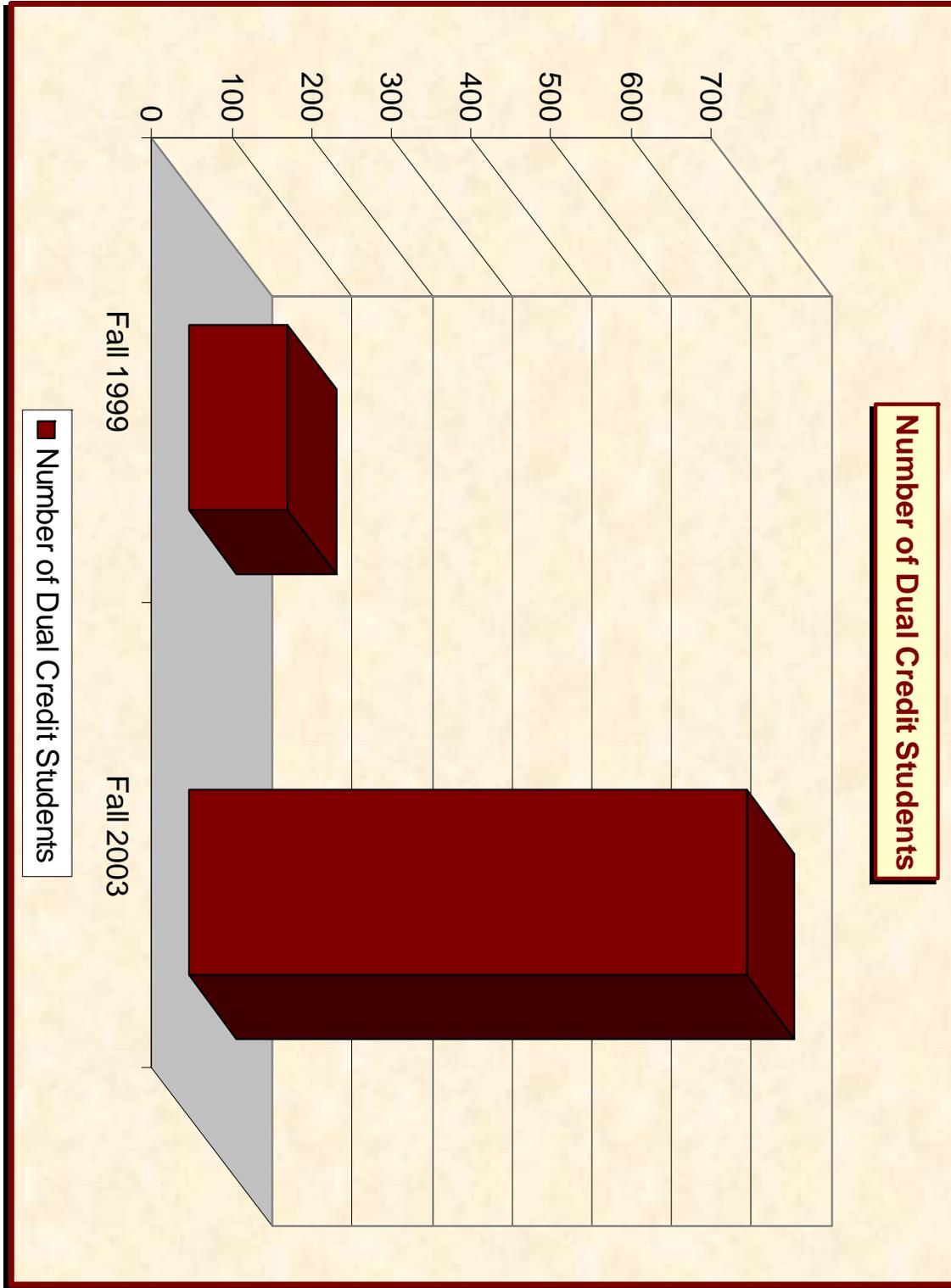
Appendix 2.25
Blaine County Outreach Center Map
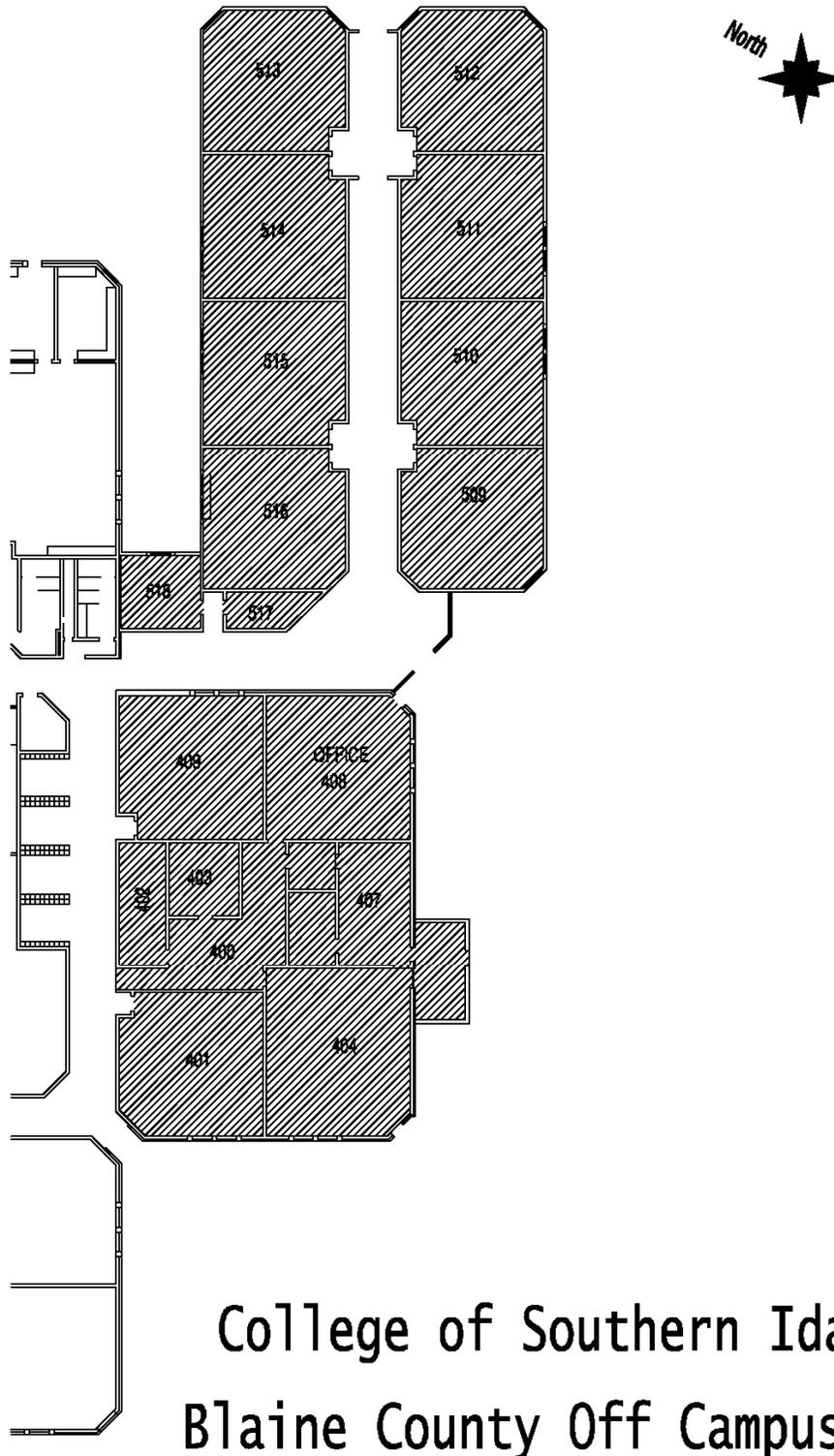
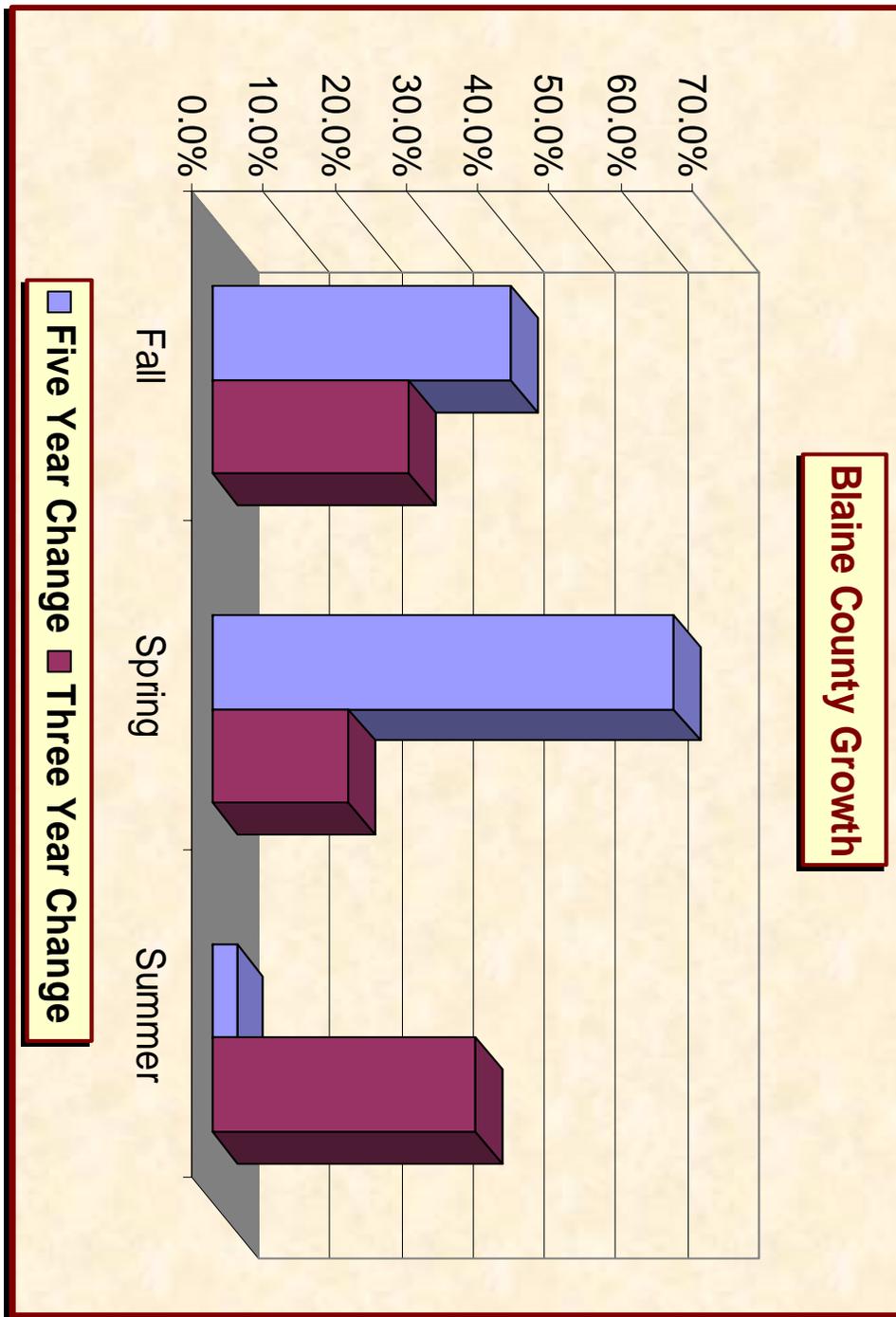

College of Southern Idaho
Blaine County Off Campus Center
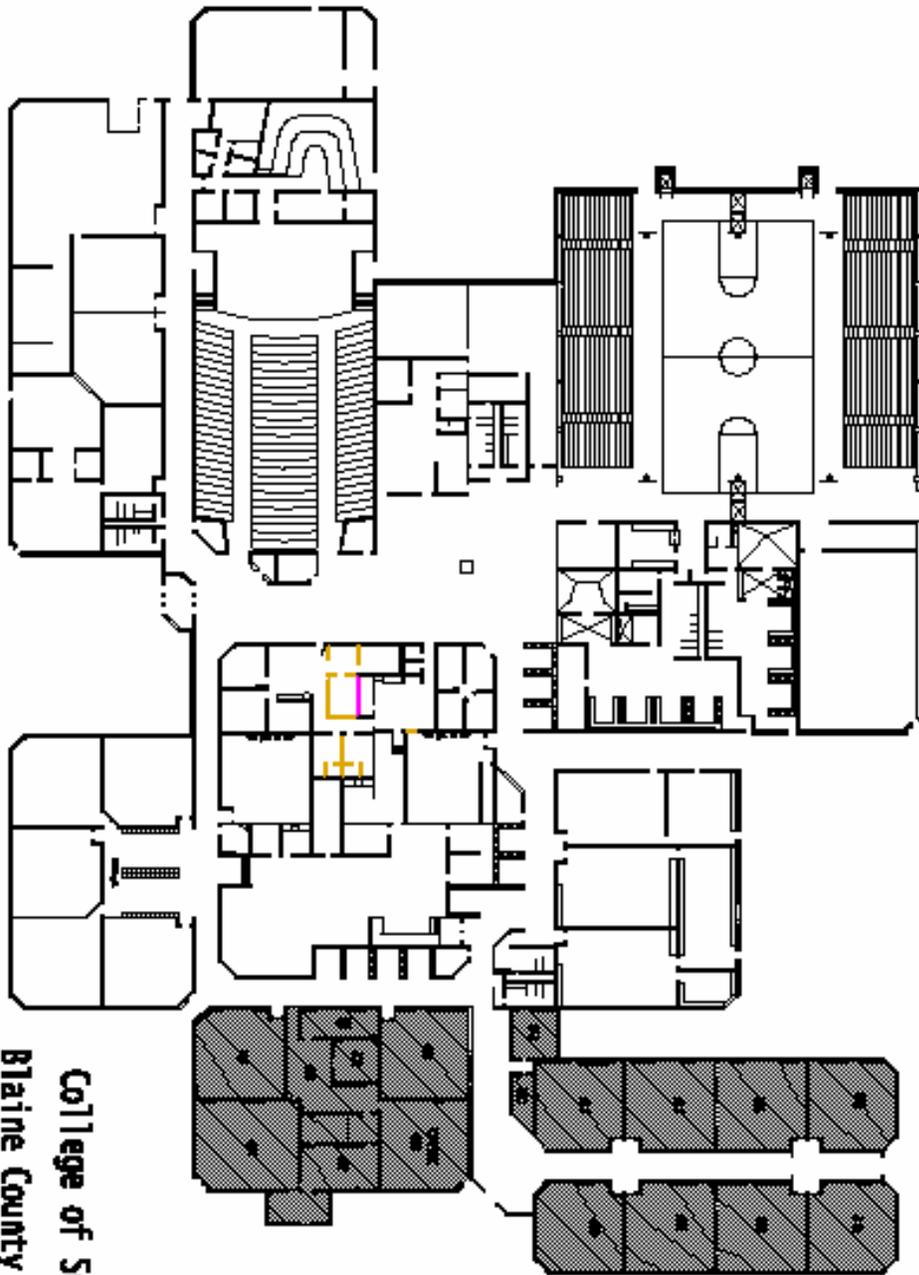
College of Southern Idaho
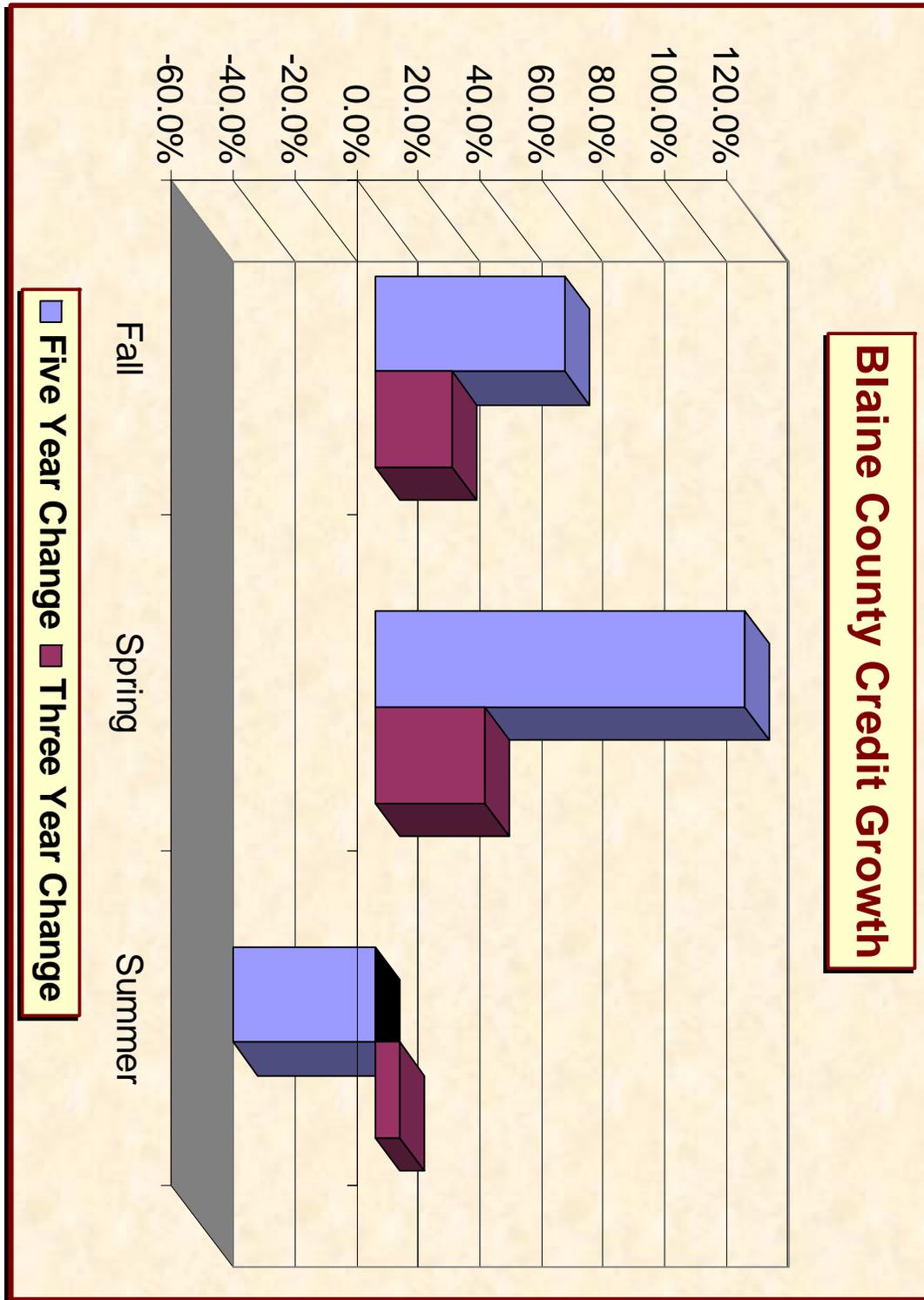Blaine County Off Campus Center

Appendix 2.26
Blaine County Growth Chart
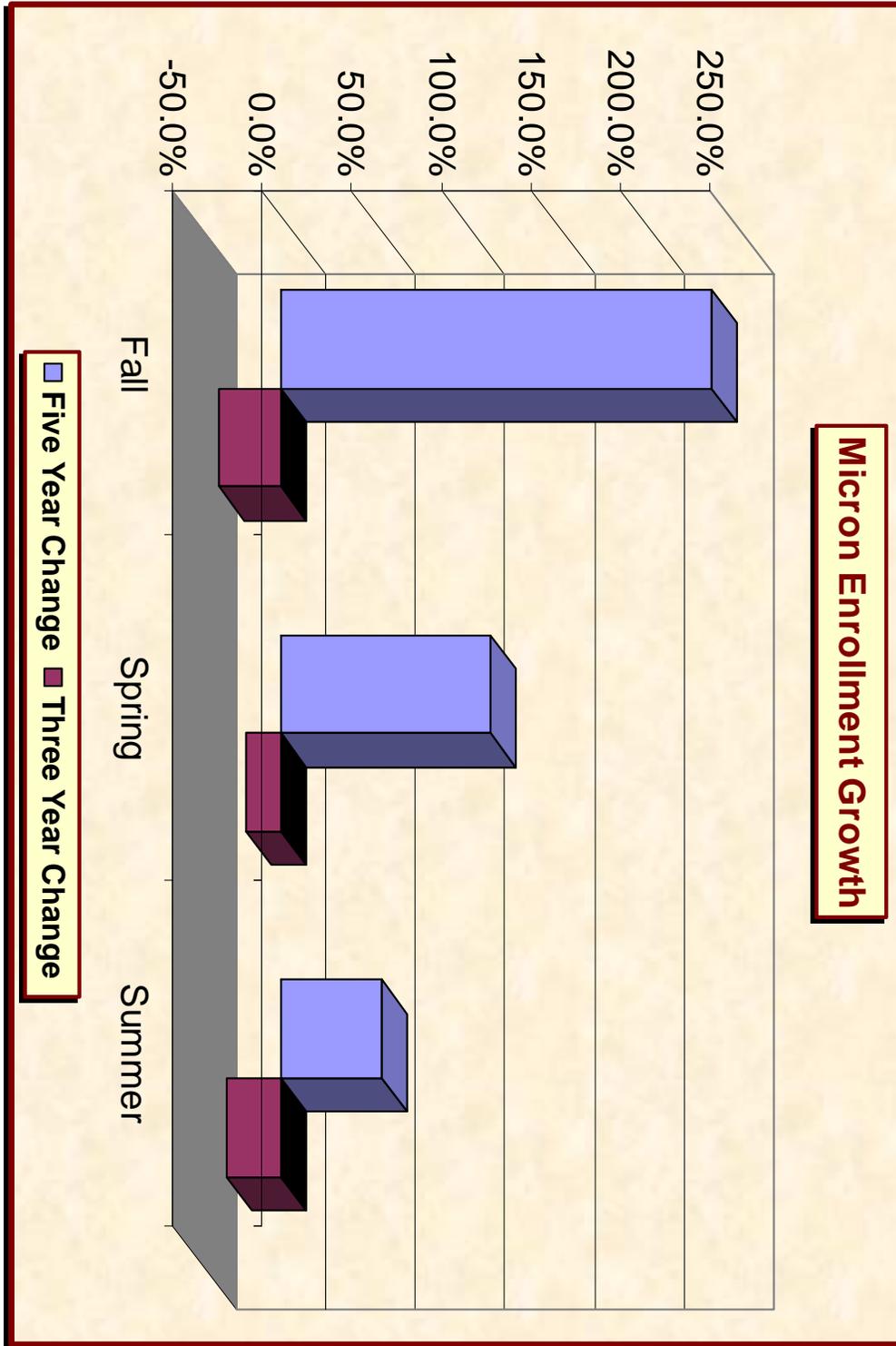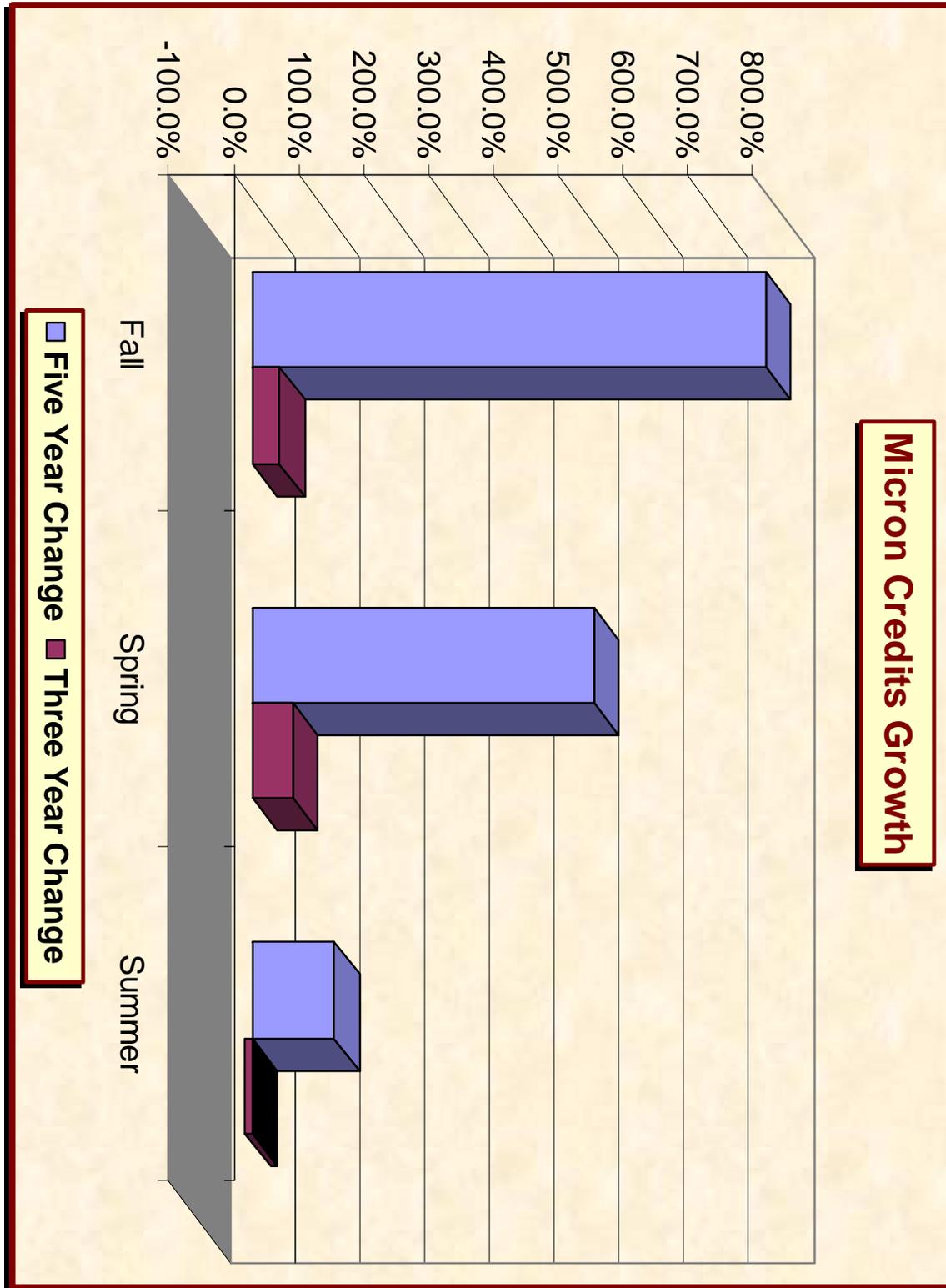
Blaine County Enrollment Growth

Appendix 2.26
Blaine County Growth Chart

Blaine County Enrollment Growth

Blaine County Credit Growth
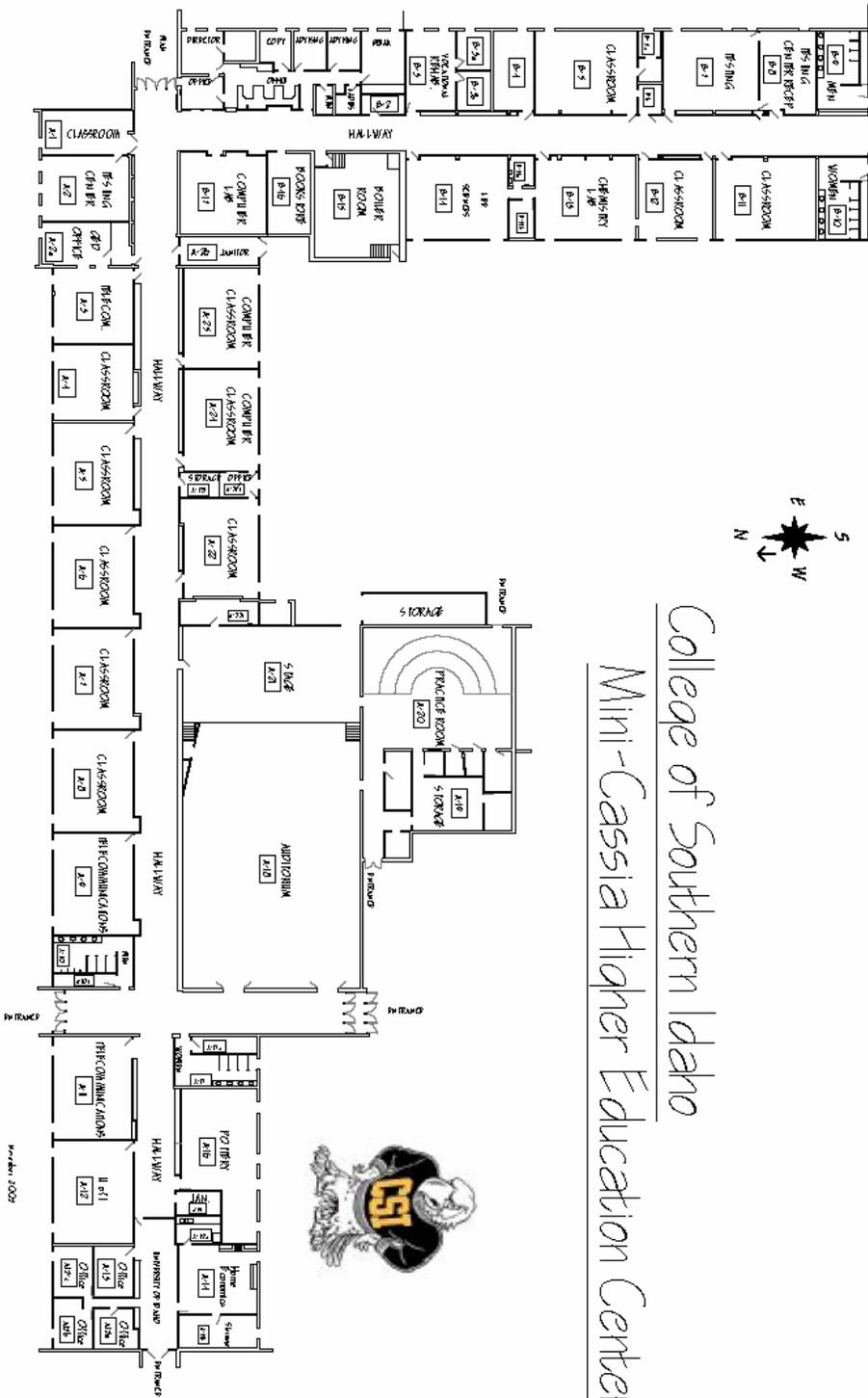
Appendix 2.27
Micron Growth Chart

Micron Enrollment Growth

Micron Credits Growth

Micron Credits Growth

Legend:
- Five Year Change
- Three Year Change

Categories: Fall, Spring, Summer

Axis: -100.0%, 0.0%, 100.0%, 200.0%, 300.0%, 400.0%, 500.0%, 600.0%, 700.0%, 800.0%

Appendix 2.28
Mini Cassia Outreach Center Map

Appendix 2.29
Mini Cassia Growth Chart

Mini Cassia Enrollment Growth
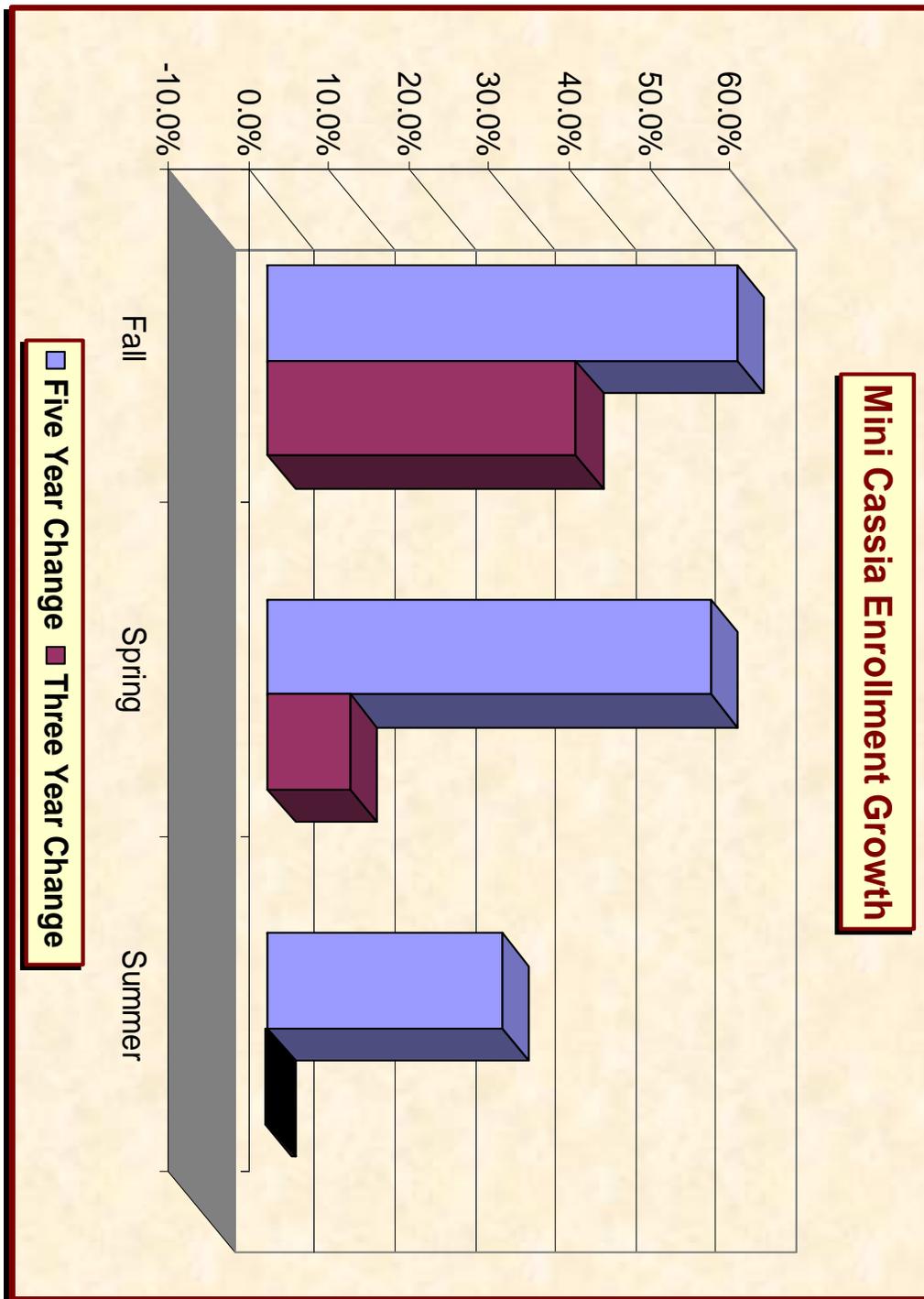
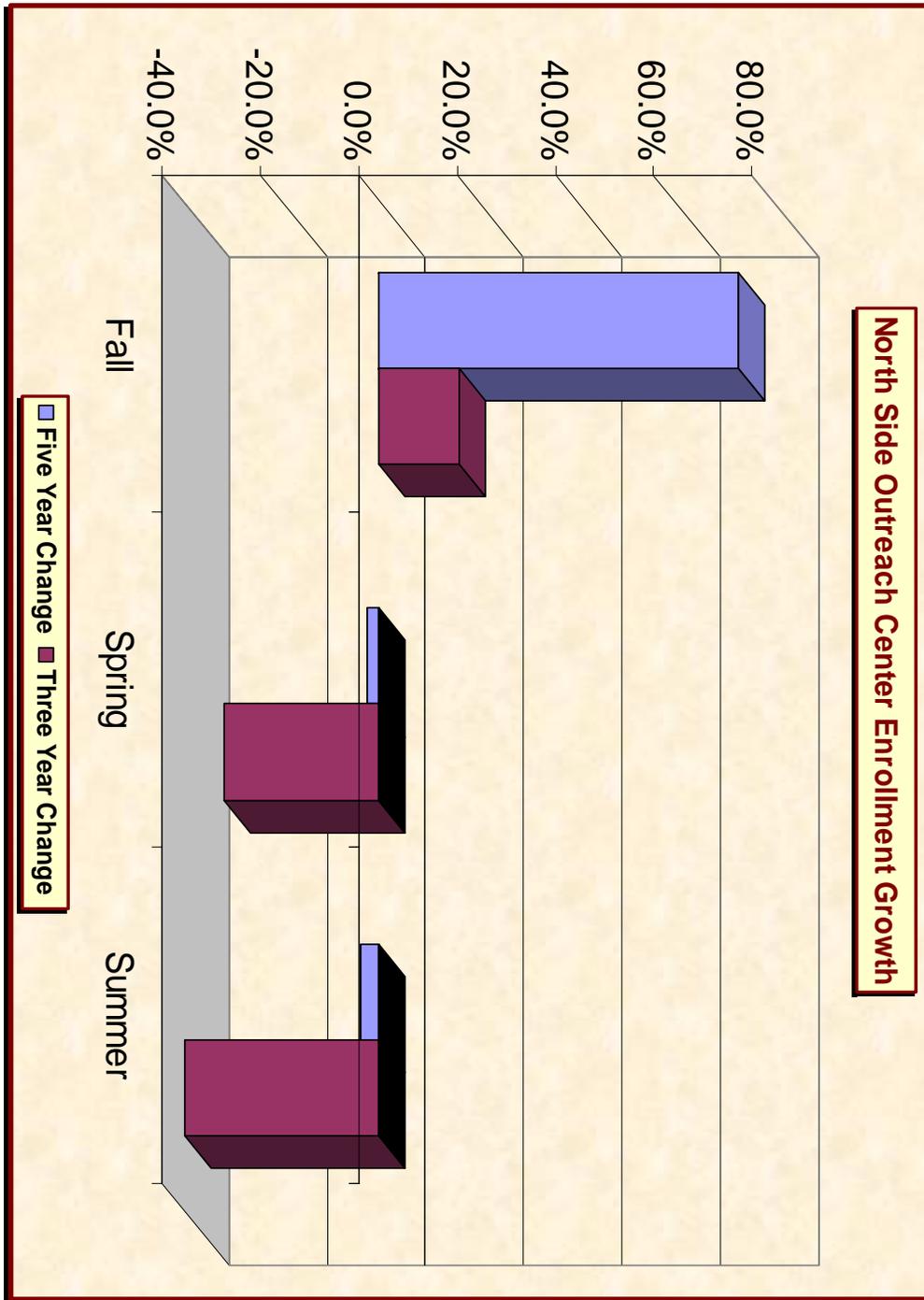**Mini Cassia Enrollment Growth**
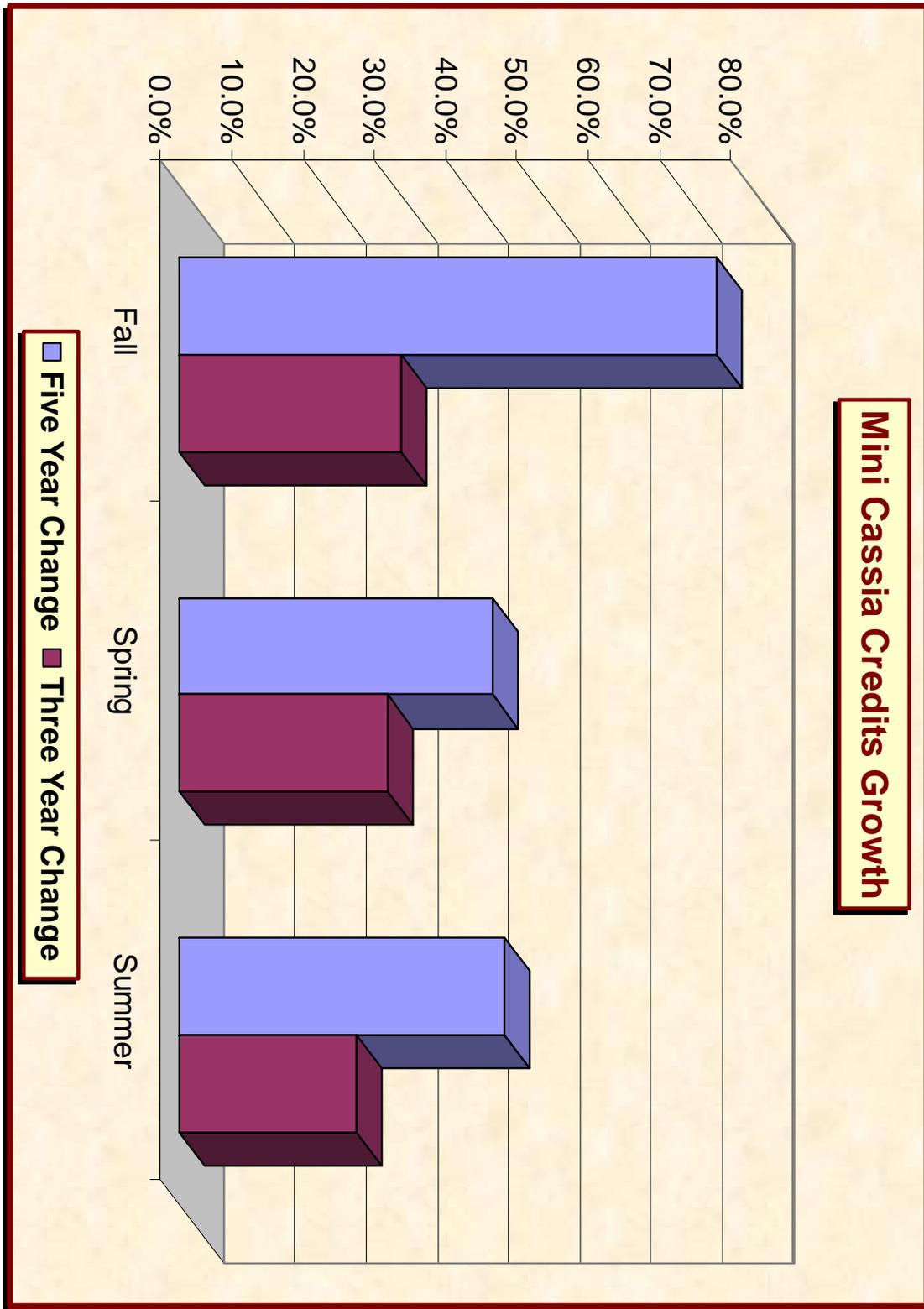
Appendix 2.30
North Side Outreach Center Map
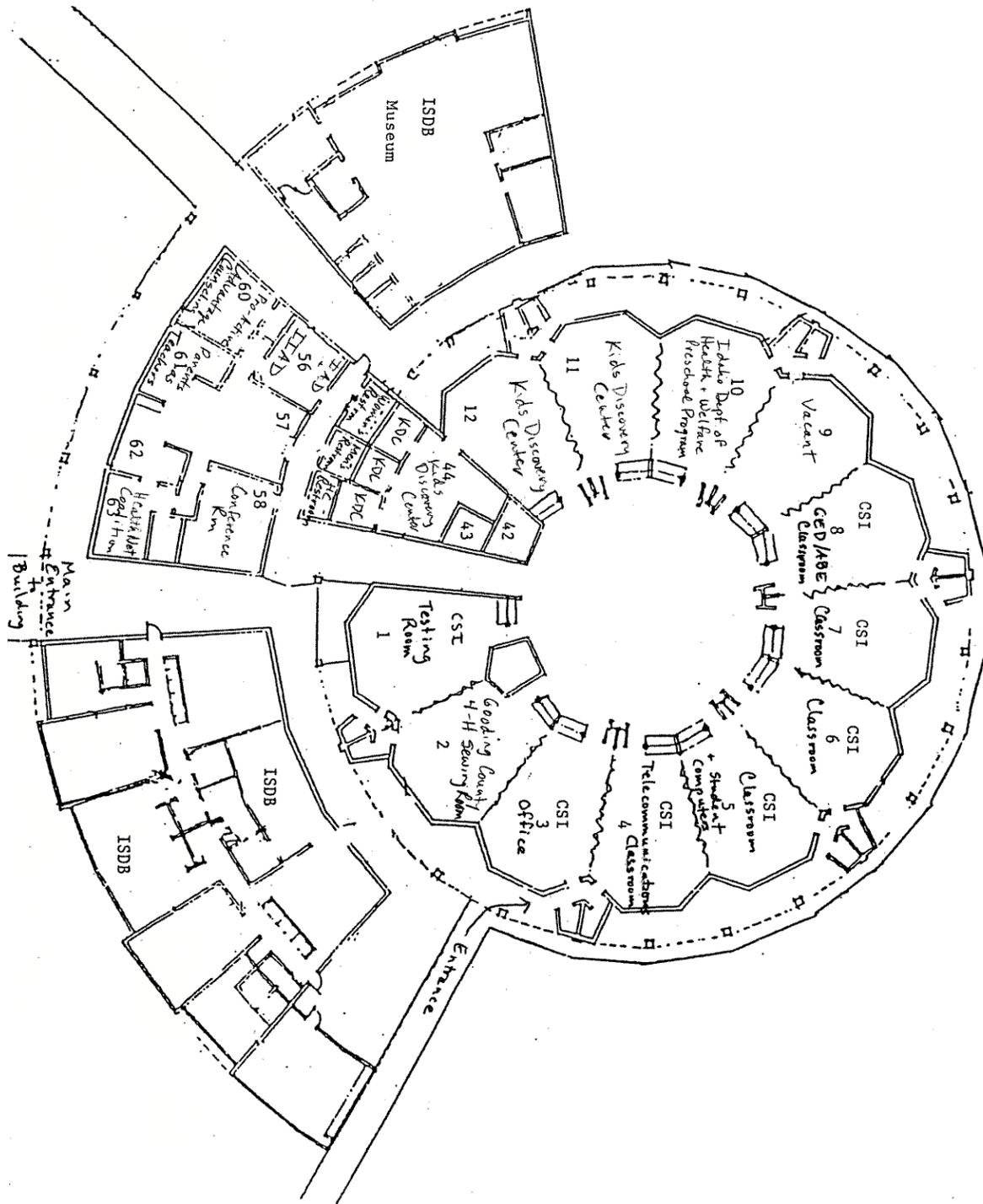
Appendix 2.31
North Side Outreach Center Growth Chart

North Side Outreach Center Enrollment Growth

North Side Outreach Center Enrollment Growth