



EVALUATION OF INSTITUTIONAL
EFFECTIVENESS REPORT

COLLEGE OF SOUTHERN IDAHO

MARCH 2022

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Institutional Overview

Introduction Video: <https://youtu.be/WWj5-mtojTU>

The College of Southern Idaho (CSI) represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964 and the following year Jerome County citizens voted to join the district. CSI began offering classes in September 1965, received its initial accreditation in 1968, and has had its accreditation continuously reaffirmed since then.

Located in South-Central Idaho, CSI serves an eight-county region known as the Magic Valley. CSI is funded by its two-county (Jerome and Twin Falls) community college district, student tuition and fees, and state allocations. It is governed by a locally elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first President of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. Dr. Jeff Fox was selected as the College of Southern Idaho's fourth president in 2014, and Dr. L. Dean Fisher became the fifth president of the College of Southern Idaho in June of 2020.

In addition to its 315-acre main campus located in Twin Falls, CSI has instructional sites in the nearby communities of Burley, Gooding, Jerome, and Hailey. CSI's fall 2021 full time equivalency enrollment (FTE) was 3,590 with an unduplicated headcount of 8,148. More than half of those students were still in high school and taking college courses through the CSI Early College program. The college offers more than 110 completion options within 80 associate degree and certificate programs, serving students in both career-technical and transfer education. In 2019, the college launched the first community college Bachelor of Applied Science (BAS) degree in the state of Idaho. The college also offers Adult Basic Education (ABE), English as a Second Language (ESL), and basic skills courses for students requiring pre-college-level work, and partners with Job Corps to offer free job training for young adults. CSI faculty teach in a variety of modalities including face-to-face classroom delivery, hybrid courses, synchronous and asynchronous online courses, and on the college's two-way microwave television system. CSI partners with sister public post-secondary institutions in Idaho, which offer over 50 bachelor's, master's, and terminal degrees for students on the CSI campus or online. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, workforce training opportunities, and economic development support.

CSI hosted its last full-scale NWCCU visit in 2015. The college has submitted Year One, Mid-Cycle, and Ad-Hoc reports around its BAS and around outstanding recommendations during its current accreditation cycle. The college also submitted a Policies, Regulations, and Financial Review (PRFR) Report in March 2021 and this submission of an Evaluation of Institutional Effectiveness (EIE) report completes the college's current seven-year accreditation cycle. The college currently has no outstanding recommendations.

Preface

This preface outlines significant changes at the College of Southern Idaho since our last accreditation report was submitted, and also addresses specific issues that the college was asked to respond to following peer review of its Policies, Regulations, and Financial Review (PRFR) Report in March 2021.

Significant changes since last report

Several changes have taken place at CSI since our mid-cycle report was submitted in March 2018.

- In the summer of 2020, Dr. L. Dean Fisher became CSI's fifth president, succeeding Dr. Jeff Fox who retired that summer after leading the institution for the previous six years. President Fisher was hired after a national search and came to CSI after serving as the Provost of SUNY—Corning Community College (NY) and following a 30-year career in various roles at Rose State College (OK). Additional information about President Fisher was submitted in the 2021 PRFR Report.
- The College of Southern Idaho became the first community college in Idaho to offer a baccalaureate degree with the creation of a Bachelor of Applied Science degree in Advanced Food Technology in 2018. That degree has since been renamed and adapted into a Bachelor of Applied Science degree in Operations Management. The college has submitted continuous updates to NWCCU during the creation and evolution of this program.

Additionally, since last year's submission of the Policies, Regulations, and Financial Review (PRFR) Report, the following changes have taken place.

- The college has rewritten its institutional Strategic Plan. The new plan, along with the process used for its development, is outlined later in the self-study.
- With the arrival of President Fisher, the college has undergone some significant organization restructuring, including changes in some leadership roles. A brief summary is provided below, while the larger impacts of these changes are addressed throughout the report. An updated CSI Organizational Chart is also attached.
 - A new Enrollment Services unit was added at the college, under the direction of Dean of Student Access Dr. Jonathan Lord. Enrollment Services houses the college's [Early College](#) unit, the [Office of Admissions](#), the [Office of the Registrar](#), the [Office of Financial Aid](#), and the college's [off-campus centers](#). As part of this restructuring, Monze Stark-Magaña was hired as the Assistant Dean of Enrollment Services in August of 2021.
 - Jackie Smith was hired as the college's new Registrar in August of 2021.
 - Erika Allen was hired as the new Executive Director of the [College of Southern Idaho Foundation](#) in August of 2021.

- Dr. Elizabeth Johnson was hired as the new CSI Library Director in January of 2022.
 - Ed Ditlefsen is currently serving as Interim Chief Information Officer (CIO) while a national search is being conducted for a new CIO.
 - The instructional support unit dedicated to teaching and learning was moved into the Education Department and reformulated as the CSI Teaching and Learning Center (TLC). Chris Harper was hired as Director in the summer of 2021.
- In 2021, the College of Southern Idaho became the first public college or university in Idaho to be designated as a Hispanic-Serving Institution (HSI). The college takes this designation seriously and is both proud of the opportunity and aware of the obligation that it has to serve students from the growing Hispanic community in the Magic Valley. More details about how CSI is embracing its HSI status can be found later in this preface, under the response to Standard 2.G.1.
 - After a lengthy and collaborative vetting process, the college selected [Anthology](#) as the provider of a new Enterprise Resource Platform (ERP) for the institution in 2020. Anthology will replace the college's current ERP which has been in place for more than 20 years. This initiative, codenamed Project Polaris, will significantly improve the student experience at CSI and will fundamentally change the college for the better. In the meantime, the multi-year implementation of Anthology, which is scheduled to be completed in 2023, is also requiring fundamental changes to how the college operates.

Response to topics previously requested by the Commission

The College of Southern Idaho has no outstanding recommendations. The college was asked to address the following NWCCU Standards as a follow-up to its March 2021 PRFR Report.

Standard 2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Based upon the college's 2021 PRFR Report, the PRFR review team noted the following regarding Standard 2.A.1: *The team reviewed the Board policy, last approved in June 2017, and 2019 and minutes from August 2019. Required policies are in place. Board and institutional policy call for annual review, and the 2020 review was not performed. The college is aware and will rectify before the Year 7 visit.*

Response: As noted in the College of Southern Idaho's PRFR Report and in the evaluators' response to that report (above), the College's Board of Trustees did not perform a review of its Board Policies and Procedures during 2020. This oversight has been addressed. The Board reviewed its Board Policies and Procedures during its August 2021 Board Meeting and amended its By-Laws during the September 2021 Board meeting.

Standard 2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Based upon the college's 2021 PRFR Report, the PRFR review team noted the following regarding Standard 2.G.1: *Reviewed the supporting program links. Programs appear sufficient. Institution is more than 25% self-identified as Hispanic, but still working on developing specific outreach and support. Compliment: Program surrounding equity is evident of the college's commitment to serving diverse populations.*

While the PRFR review team recognized the college's work around equity and its commitment to serving diverse populations, the reviewers also noted Standard 2.G.1 as "needs improvement" and the college was asked to provide updates regarding what it has been doing in terms of "developing specific outreach and support" in its EIE Report. The following is a summary of activities that have occurred since the submission of the PRFR report.

In recognition of the growing diversity in CSI's student population and in the communities it serves, the college has spent several years working to gain a better overall understanding of and appreciation for what equity means at CSI. Past efforts have included writing and receiving a Title III Strengthening Institutions grant, which was partially focused on equity and inclusion, and the appointment of a [Hispanic Community Liaison](#) position at the college. Additionally, the college adopted equity as one of its core values in its current Strategic Plan.

With the arrival of President Fisher in 2020, a new group, the Equity and Inclusion Committee (E&I), was formed and charged with discussing, organizing, and carrying out several significant events relating to the topic. In the summer of 2020, Dean of Career and Technical Education Dr. Barry Pate and Vice President of Learner and Community Services Dr. Michelle Schutt were assigned to co-chair the E&I Committee, and the following goals were established:

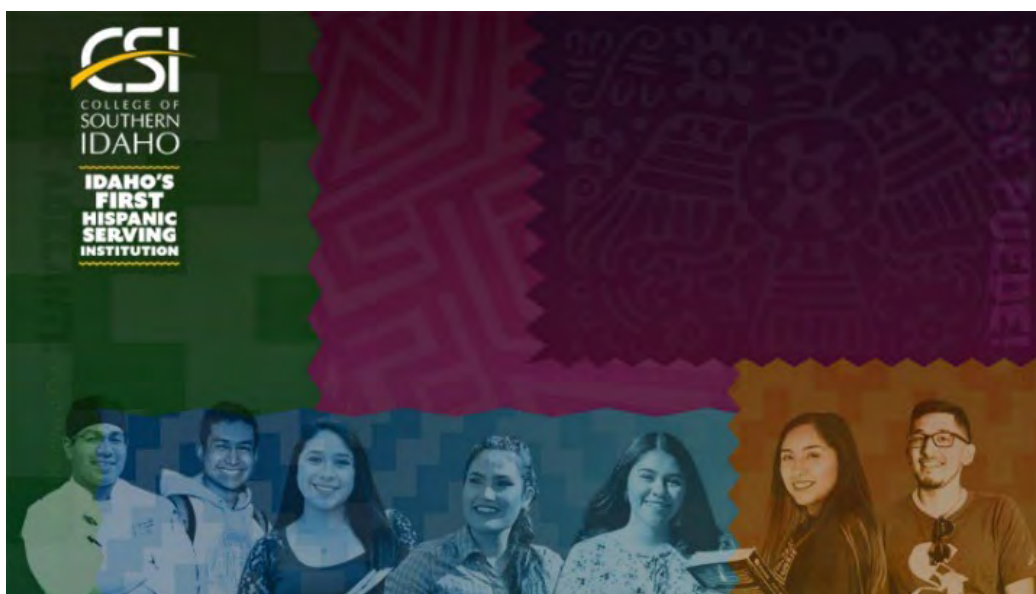
- To promote an inclusive and equitable environment outside the classroom by assisting departments through co-curricular opportunities.
- To promote an inclusive and equitable environment in the classroom by assisting CSI faculty through curricular opportunities.
- To build a partnership between the campus and our nearby communities to empower and support underserved populations and local organizations.
- To serve as an inclusive and equitable sounding board for our campuses, to assist in outreach activities, and to improve the recruitment and retention of staff, faculty, and students.

- To practice and promote language awareness and social justice within the campus and local communities.

A call for participation went out which sought membership from all areas of the college and garnered more than 35 volunteers.

Since the establishment of the E&I Committee, the following steps have been taken in support of the committee's goals:

- In March of 2021, the college received official recognition from the United States Department of Education recognizing its eligibility to apply for Title V grants linked to its Hispanic Serving Institution (HSI) status.



- In an effort to better define the college's opportunities and responsibilities around this designation, the E&I Committee was charged with organizing an HSI Kickoff event which was held throughout the week of Oct 4-8, 2021, in conjunction with Hispanic Heritage Month. The agenda for the week included several guest presenters along with a keynote address and breakout sessions led by the University of Pittsburgh's Dr. Gina A. Garcia, a prominent researcher who focuses specifically on the idea of "servingness" at HSIs. A data summit was also held where faculty were invited to examine institutional data around equity gaps in student achievement at the college in preparation for institutional Assessment Week activities later in November. *(More about this data summit is discussed in the institution's response to Standard 1.C.5).* Other events throughout the week (see agenda) included discussions around common book reads, various cultural events and activities, along with film viewings and discussions. The college also hosted more than 600 high school students on campus as part of a Hispanic Youth Leadership Summit and hosted a town-hall discussion with community political and business leaders around current issues facing the Hispanic population in the college's service area.

- One issue that became apparent as the E&I Committee came together was the need to better understand where CSI needed to focus its attention around issues of equity and inclusion. In response to that concern, the college partnered with the Higher Education Data Sharing Consortium (HEDS) to conduct the HEDS Diversity and Equity Campus Climate Survey in January of 2021. Response rates were notably high, with 88% of full-time faculty participating, along with 37% of staff, and 42% of administration. After reviewing and discussing the results, the E&I Committee decided to focus on the most frequently indicated areas of concern, which included:
 - Becoming a comprehensive HSI
 - Gender inequality
 - Equity and inclusion in recruiting/hiring/retaining employees
 - Addressing and reporting discrimination
 - Equity and inclusion in curriculum
 - Equity and inclusion education for faculty & staff
 - Common language/definitions related to diversity, equity, and inclusion

E&I Committee members were then asked to select their top three preferred areas of focus and subcommittees were created to address each of these areas. The current subcommittees are focused on: Becoming a Comprehensive HSI; Equity and Inclusion in Recruiting/Hiring and Retaining Employees; and Equity and Inclusion in Curriculum. E&I Committee and subcommittee membership lists can be found [here](#).

- Additional efforts to expand understanding of equity and inclusion in the classroom have included guest speakers like Dr. Megan Pollock who joined CSI's Career and Technical Education faculty in January of 2020 to deliver workshops specifically associated with culturally sensitive instruction. In the fall of 2021, the E&I subcommittee examining equity and inclusion in curriculum began meeting monthly to discuss readings of current scholarly literature focused on equity and inclusion issues related specifically to instruction and pedagogy. That group is continuing to meet. Finally, a joint effort between CSI's instructional deans and the CSI Teaching and Learning Center has recently focused on the implementation of American Association of Colleges and Universities (AAC&U) High Impact Practices which have been shown to disproportionately help minority student groups.
- In service to our communities and in coordination with the Idaho Commission on Hispanic Affairs, the college launched a program in the fall of 2021 to offer free Spanish language training for law enforcement and first responders in the Magic Valley.
- To better understand issues of equity and inclusion from a student viewpoint, a panel discussion led by first-generation Hispanic students was held during January 2022 in-service week.

- The College of Southern Idaho offers the only college chapter of [Latinos in Action](#) in Idaho and has continued to partner with a number of local school districts who offer chapters of Latinos in Action.
- During the spring of 2022, the E&I Committee is partnering with the CSI Faculty and Staff Connections Committee to sponsor a book talk series focused on issues of equity and inclusion. The titles selected include *Braiding Sweetgrass* by Robin Wall Kimmerer, *Hillbilly Elegy* by J.D. Vance, and *Equity Talk to Equity Walk* by Tia Brown McNair et al.
- The college is also seeking ways to ensure the sustainability of programs that have proven to be effective in supporting equity and inclusion. The CSI [Bridge to Success](#) program provides degree-seeking students support from their first step on campus to their last step across the graduation stage. Beginning with an intensive eight-week summer program or a fall start, Bridge to Success is designed to promote community-engaged learning, identify valuable resources to increase student success, and to foster social and academic relationships with peers, faculty, and staff all the way through certificate/degree completion. The goals of the program are to increase the “go on to college” rate for Idaho high school graduates, particularly for underserved students; to increase participation rates for adult learners/returning adult students; to increase math completion rates; to increase retention in degree and certificate programs; to increase the number of students (particularly underserved students) earning a degree or certificate; and, to increase graduation rates for the college. Since 2016, the Bridge to Success program has served approximately 250 students, retaining 78% of those, with nearly 70% graduating within 150% of time. When compared to all CSI students, Bridge to Success students have a higher semester GPA, have a higher likelihood of completing 30 or more credits per academic year, have a higher percentage of success in college-level math courses after taking a remedial math course, and have a higher likelihood of completing a gateway math course within two years of enrollment. The college was able to expand 2020-2021 enrollment in the Bridge program to almost 300 students with the assistance of Higher Education Emergency Relief Funds. This expansion was successful but cannot be maintained without additional funding from the state of Idaho. The college has requested these funds and is optimistic that they will be awarded, in recognition of the success of the Bridge to Success Program.
- Finally, the college has taken several deliberate steps to be strategic about the opportunities that HSI status affords to the institution in the area of potential grant funding from the United States Department of Education Title V Developing Hispanic Serving Institutions Program. The entire campus has been given the opportunity to be involved in determining areas of need and potential grant activities that could address those needs. Events have included a campus-wide Solution Summit focused on Title V opportunities held on October 31, 2021, opportunities to review abstracts of past grant

applications that have been awarded, and ongoing discussion and review of ideas in President's Cabinet. The college has also engaged with the more than two dozen local public school superintendents who meet monthly on the CSI campus, to gain additional insight into how Title V funds might be leveraged.

Standard 2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Based upon the college's PRFR Report, the PRFR review team noted the following regarding Standard 2.G.7: *The team reviewed a policy in draft form for this standard, which has not completed a campus wide process for vetting. The institution self-identified this as a need for the Fall, 2021 semester... the team recommends the Year 7 EIE team review and evaluate progress on this policy and procedure.*

As noted in the College of Southern Idaho's PRFR Report and in the evaluators' response to that report (above), the preparation of the PRFR revealed that the college did not have an adequate comprehensive, college-wide process tied to identify verification in distance education courses. A draft process was developed during the spring of 2021 and was adopted by the Council of Department Chairs on April 28, 2021. The approved process appears below.

College of Southern Idaho Identity Verification Process

The College of Southern Idaho (CSI) verifies the identity of a student who participates in an online or hybrid course by requiring the use of a secure sign in and password created by the Office of Information Technology. Students who enroll in online or hybrid courses and programs at CSI must access Canvas, the College's learning management system, through a secure sign in provided by their CSI user credential.

The College maintains an effective identity verification process for students enrolled in online and hybrid courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. This is accomplished by the following:

1. Students in online and hybrid courses submit course work through Canvas or CSI email, the College's official email system.
2. At least one additional authentication measure is implemented by course instructors in each online or hybrid course.
 - a. One on-campus proctored examination or equivalent experience with photo identification verification.
 - b. One remotely proctored examination or equivalent experience in an approved testing site or Respondus Monitor.

- c. One videoconference (Zoom) or in-person meeting with the course instructor with photo identification verification with submission of a major assignment or exam.
- d. A mandatory on-campus session with a graded activity, such as a student presentation or group project.

The instructor's course syllabus informs online and hybrid students of required campus meetings, authentication measures, test dates, and special equipment (webcam, speakers, headset, etc.) The course syllabus includes a *Distance Learning and Testing* statement that informs students of test-taking procedures, test sites, associated fees, and student responsibility. Additionally, the course syllabus includes an *Integrity* statement with related links to *Student Code of Conduct* and *Academic Integrity*.

This process is published and accessible to the public at <https://www.csi.edu/online/default.aspx>.



Standard One

Student Success and Institutional Mission and Effectiveness

Standard 1.A. Mission

The mission of the College of Southern Idaho is *“to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.”*

1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.

This mission statement was developed through a collaborative process that included campus and community representation and took place as part of the college’s previous strategic planning process. It was originally adopted by the College of Southern Idaho Board of Trustees on January 19, 2016 and was reviewed and reaffirmed as part of the latest strategic planning process which took place in 2020 and 2021. The mission is reviewed annually as a part of the Board of Trustee’s review and approval of the college’s Strategic Plan and was most recently reviewed in February 2022. Though the mission statement was not revised as a part of the latest process, the college did adopt new strategic goals, strategies, objectives, and indicators of achievement.

The college’s varied educational purposes, which include credit, non-credit, workforce, and community enrichment functions are clearly enumerated in the mission and serve as evidence of CSI’s commitment to student learning and student achievement. The four strategic goals developed as a part of the college’s 2020-2021 planning process form the CSI CODE, a set of principles which are derived from the mission and provide a foundation for college activities. These strategic initiatives include:

- Cultivating community engagement
- Optimizing student access
- Driving student success
- Ensuring institutional stability

Guided by the values of equity, quality, and innovation, the college uses this CODE to ensure that a clear focus is maintained on mission fulfillment. The college’s commitment to student learning and achievement is specifically embedded in and measured by the objectives and indicators found within its “driving student success” strategic initiative as outlined under the response to Standard 1.B.

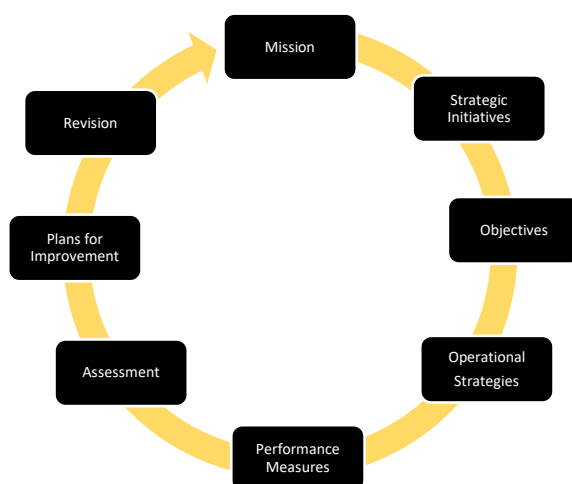
Standard 1.B. Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

The assessment of institutional effectiveness at the College of Southern Idaho is grounded in a continuous process that begins with the college's mission-based Strategic Plan. From that foundation, CSI uses multiple planning and assessment techniques across the institution to ensure that student learning achievement and support services are assessed, and that mission fulfillment is monitored.

Planning Process: Institutional Level

Although the college adopted a new Strategic Plan in February 2021 (as further explained below in the response to Standard 1.B.3) the institutional planning and assessment cycle used by the college remains much as it has been for many years. As with any cyclical process, this annual assessment cycle has no true beginning or end. Rather, it consists of a continuous cycle of planning, implementation, assessment, reflection, and revision:



The annual planning and assessment timeline is as follows:

September-December: Informed by data from the previous planning cycle, the college reviews the Strategic Plan, including performance measures, to determine the extent to which mission fulfillment was achieved in the previous year. This review is conducted throughout the fall by the strategic planning staff and faculty representatives (composed of two faculty and two staff representatives), the President's Cabinet, and the [CSI Board of Trustees](#). This annual review serves as both a time for reflection and for planning as the college looks to the future. It is through this participatory process that a new annual planning cycle begins, that new strategic initiatives are set, and that updated achievement metrics are established for the next year.

January-March: Once the annual review of the previous year's data is complete and the updated plan is finalized, it is presented to the President's Cabinet for final review and approval, and subsequently to the College of Southern Idaho Board of Trustees which formally approves the revised plan, typically at its February Board meeting.

March: Once the plan has been approved by the CSI Strategic Planning Steering Committee, the President's Cabinet, and the Board of Trustees, it is presented to the Idaho State Board of Education. The State Board reviews the plans for all postsecondary institutions in the state at its April meeting and later approves them at its June meeting.

August: A formal report outlining performance related to the Strategic Plan is submitted to the Idaho State Board of Education. This Performance Measure Report is one component of assessment for the previous academic year. While the Performance Measure Report provides an additional tool for institutional assessment and has some overlap with the Institutional Scorecard, it is not the formal tool used by the college to measure mission fulfillment.

As implementation of strategic initiatives is taking place throughout the cycle, this annual planning and review process allows the plan to be assessed at the institutional level in a transparent manner leading to regular and comprehensive assessment of mission fulfillment.

Planning Process: Unit Level

While the Strategic Plan is assessed and revised at the institutional level, operationalization and implementation primarily occur within various units throughout the college, leading to a process that is broad-based and open to input from appropriate constituencies. The Strategic Plan's objectives are used by operational units of the college as they develop and implement strategies designed to achieve the objectives within each strategic initiative. These strategies, along with the requests for the resources needed to implement the strategies, are submitted via the college's [Individual Development Plan \(IDP\)/Unit Development Plan \(UDP\)](#) process, which allows for employee input at both the individual and unit level.

The planning process includes an opportunity for employees to submit an Individual Development Plan (IDP) to their supervisor. In their IDP, individual employees can reflect on past planning cycles, while also outlining strategies that they have developed to address specific goals over the coming year. These goals may be large or small and may be short or long term. They are individual to each employee and that employee's needs, but employees are encouraged to align requests with the goals, strategies, and objectives within the college's Strategic Plan. In some units, IDPs are directly integrated with the employee evaluation process, while in other areas they remain separate. In either case, IDPs are submitted to supervisors who review the IDP with the employee and provide feedback. In some cases, as described below, strategies and needs identified on the IDP are moved into a Unit Development Plan (UDP) by the supervisor.

Supervisors use input from IDPs, the college's Program Review and Institutional Stabilization and Optimization (ISO) processes, and from other informal channels of communication to compile an annual Unit Development Plan (UDP). The UDP documents strategies that the unit has developed to address specific goals for the upcoming year along with the resources deemed necessary to achieve those goals, thereby serving as an inclusive plan-driven budgeting tool. The UDP is expected to align with the college's Strategic Plan, and to reflect

institutional priorities, including increased enrollment, retention, and completion. Once completed, UDPs are submitted to administrators and are used to establish priorities for resource allocation and to set implementation strategies for the upcoming year.

Administrators share decisions about UDP budget requests back to unit supervisors who share those decisions with individual employees in their units. To complete the planning loop, supervisors review UDPs and IDPs from the previous planning cycle annually at the unit level to evaluate and assess the impacts of the strategies that were implemented during the previous planning cycle.

An example of the full process would work like this. A faculty member in the Communication Department observes that students in an introductory communication course are struggling to appropriately use technology during presentations and that these struggles decrease the likelihood of students successfully completing the course. In her IDP, the faculty member notes that she would like to address this deficiency by creating a laboratory space where students would be able to schedule time to practice with the same presentation technology that is available to them in the classrooms where they are giving their presentations. As she completes her IDP, she notes that this goal aligns with the Strategic Plan's *Driving Student Success* strategic objective of "increasing the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options" (Objective 3.2).

While reviewing the various IDPs submitted by Communication Department faculty, the chair of the department discusses this request with the faculty. During the process, the department reviews performance metrics designated by the college (enrollment, retention, and completion rates) as well as programmatic outcomes. While evaluating assessment data used to track student performance in the introductory communication course, faculty agree that student performance is weaker than desired. Discussion leads to agreement to advocate for a practice lab space, as articulated in the single faculty member's IDP. These plans are then captured in the UDP.

This UDP is forwarded to the instructional dean who evaluates and prioritizes the request considering its connection to the Strategic Plan and available resources. Assuming the request is funded and implemented, the department chair and faculty members each review the impact of the implemented strategy on subsequent student ability to use technology in presentations and successful completion of the course. This outcome is then recorded on the end of cycle UDP review. Thus, the plan becomes the interface between the operational units of the college and the strategic vision that guides the college.

Process Integration

The integration of strategic planning, unit planning, individual planning, and resource allocation can be seen in the following graphic. Ongoing assessment allows for the entire planning process to be assessed and altered as needed in conjunction with resource allocation. This connection between the elements of the Strategic Plan (mission, goals, strategies, objectives, and performance measures/indicators of achievement), resource allocation, assessment, and plan revision, lends a clear purpose to the plan. It is through this planning

and assessment process, integrated with the college's strategic goals, that the college is able to meet its vision of improving the lives of those impacted by its services and can meet its mission as a comprehensive community college.



Assessment

Since 2018, the college has published an annual, color-coded Institutional Scorecard which provides longitudinal evidence of the status of mission fulfillment at the institution. The scorecard provides a high-level view of the college's performance related to the objectives within the Strategic Plan. Assessment is measured through comparison of results against benchmarks established through the strategic planning process. These performance measures are a combination of direct measures, indirect measures, and, in some cases, are simply an acknowledgement of having accomplished activities critical to the objective. Where possible, these metrics are compared against regional and national peers, as is noted in the response to Standard 1.B.2 below. Assessment of the performance metrics provides a snapshot of the health and vitality of the college and of its status in the continuous process of fulfilling its mission. The Institutional Scorecard is also provided to the College of Southern Idaho Board of Trustees, the President's Cabinet, and the strategic planning faculty and staff representatives during their annual review of the Strategic Plan each fall and is also published on the college

website. The scorecard serves as an annual visualization of areas where the college is meeting its mission and areas where improvement is needed.

Effectiveness and Improvement

While the IDP/UDP process has been in place for many years at CSI, there is still room for improvement as evidenced by several new initiatives that are currently underway.

The college is continually focused on strengthening the feedback loop from administration, to supervisors, to individual employees along with clearly linking IDP and UDP requests to the college's Strategic Plan. While the use of the IDP/UDP process has been historically strong in instructional areas of the college, implementation has been uneven in non-instructional areas. In an effort to address this issue, the college implemented a new, companion process, called Institutional Optimization and Stabilization (ISO), in the summer of 2021. The ISO process is designed to provide support service units with a method of strengthening planning and assessment in their units that can be used in conjunction with the IDP/UDP process. Support service units are scheduled to engage in the ISO process annually, but only provide a formal report to the Office of the President on a four-year rotation. Meanwhile, instructional units also participate in the ISO process and provide a report every two years. Two instructional units (General and Transfer Education, Off-Campus Centers) and four non-instructional units (Financial Aid, Mental Health Services, Student Accessibility Services, Institutional Effectiveness and Communication) are participating in 2021-2022. While initial submissions prove promising as the institution seeks to continually improve its planning and assessment processes, work needs to be done to ensure that the quality of participation is more consistent as the ISO process matures. The college is currently reviewing the first round of ISO submissions to determine how to strengthen and better align the process moving forward.

As noted previously, the college has used an [Institutional Scorecard](#) system for several years in an effort to provide high level data linked to mission fulfillment. Historically, these scorecards have reflected performance on every metric within the plan. In 2021, in an attempt to prioritize the assessment of student learning and student achievement, a newly revised Institutional Scorecard was created that focuses specifically on nine indicators from the Strategic Plan that are of paramount importance to the college at the present time, due to their direct connection to student learning and achievement. While this focus is not intended to diminish the importance of the other goals, objectives, and performance measures, it is indicative of the college's desire to direct specific attention and resource allocation to the core of its mission – student access and student success. Moving forward, the college intends to replace the existing static scorecard with an interactive dashboard that will better communicate outcomes information.

The college is also working to strengthen the connection between institutional planning and resource allocation. A key component of this initiative is the implementation of Anthology, the college's new Enterprise Resource Planning platform, which will better position the college to link these two critical processes.

Finally, in recognition of the college’s focus on student access and student achievement, a new Enrollment Management Council was created in the fall of 2021. That Council, chaired by the Dean of Student Access, is charged with the creation of a new Strategic Enrollment Management Plan (currently being drafted) for the college, which will better align institutional goals around student enrollment, retention, and completion with strategies and tactics being used by the Enrollment Services Unit of the college. While still in its infancy, this work holds great promise in assisting the college in furthering mission fulfillment.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The College of Southern Idaho’s Strategic Plan includes four goals, four strategies, 10 objectives, and 21 performance measures/indicators of achievement. The information below summarizes each goal, objective, and indicator in the plan, along with a justification of their meaningfulness to the institution and the recognized limitations of the indicator. Color coding denotes where a performance metric has met or exceeded a target (green), where the metric is near a target (yellow), or where a target has been missed (red) in any given year. Where data is available (retention and graduation), these metrics have been compared against regional and national peer institutions. To learn more about how CSI's regional and national peer institutions were selected, please see the response to Standard 1.D.2.

Strategic Goal: Cultivate Community Engagement

As a community college, CSI is committed to serving the needs of the various communities within its service area. The purpose of the *Cultivate Community Engagement* strategic goal is to enhance and expand community involvement and engagement across all segments of our service area. There are three objectives within the *Cultivate Community Engagement* strategic goal:

Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

Performance Measure/Indicator 1.1: Track the percentage of students who respond that they “would recommend this college to a friend or family member.” (Source: Community College Survey of Student Engagement (CCSSE))

		FY18	FY19	FY20	FY21
PM 1.1	CCSSE Student Recommendation	96%	95%	NA	NA

Meaningfulness: Objective 1.1 and PM 1.1 provide a high-level check on overall student satisfaction with the college and its services. High levels of satisfaction, averaging 96%

per year (compared to national CCSSE cohort scores of 94%), indicate a high level of satisfaction with the college.

Limitations/Opportunities for Improvement: The college has moved from administering the CCSSE annually to once every three years, which has created a gap in data. Additionally, the college chose not to participate in the spring 2020 and spring 2021 survey periods due to the impacts of COVID-19 on the survey process. The college is next scheduled to participate in the CCSSE in the spring of 2023. While this data provides an overall student satisfaction rate, the survey does not measure satisfaction among employees or throughout the community.

Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.

Performance Measure/Indicator 1.2: The number of lives impacted by the services provided by the college (Source: CSI)

PM 1.2	Lives Impacted	FY18	FY19	FY20	FY21
		19,929	19,652	18,148	17,282

Meaningfulness: This indicator allows the college to track meaningful data around the scope of impact that the college is able to provide in terms of the number of citizens who use college services. Recent drops in numbers in this metric have been largely attributed to the need to reduce some non-essential engagement opportunities due to the pandemic.

Limitations/Opportunities for Improvement: This indicator assumes that high levels of participation in the opportunities that the college provides are correlated with quality. The college is also limited in its ability to drill down into this high-level data to understand why some opportunities are more popular than others. However, the college is confident in its ability to track and assess these types of data at the individual unit level throughout the institution with the use of the [IPD/UDP process](#), Program Review, and the ISO Process.

Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.

Performance Measure/Indicator 1.3.1: Dual Credit Enrollment by Headcount and Credit (Source: State Board of Education Dual Credit Report)

PM 1.3.1	Dual Credit Enrollment by Credit and Headcount*		FY18	FY19	FY20	FY21
		Headcount	6,360	6,613	7,648	7,472
		Credits	32,814	36,904	42,805	42,793

**Note: PM 1.3.1 is not color coded because the college has not, in previous years, set a performance target for dual credit enrollment. Beginning in 2022-2023, a target has been set to match the growth of high school enrollment in the college's service area.*

Performance Measure/Indicator 1.3.2: The percentage of Region IV High School graduates who immediately "go on" to college (Source: Idaho Office of the State Board of Education and CSI)

PM 1.3.2	Region IV "Go On" Rate (% attending CSI)	FY18	FY19	FY20	FY21
		50% (45.4%)	43.5% (57.0%)	39.4% (59.1%)	40.7% (61.7%)

Meaningfulness (PM 1.3.1 and 1.3.2 combined): The college is committed to providing access to postsecondary education for students in our eight-county service area and is acutely aware that Idaho [lags behind the rest of the nation](#) in terms of the percentage of its population who go on to earn a college credential. Moreover, the college's service area is seeing a decline in this "go on" rate, though a larger percentage of those students who are going on are choosing to attend CSI. One way the college can better serve communities and achieve mission fulfillment, is by working with K-12 partners to move more students into and through higher education, including through the use of dual credit. CSI can also address the needs of employer partners through projects like [UpLink](#), a dual credit career-focused academy that allows high school students to participate in CSI career and technical education classes during their senior or junior years. Finally, the work of the college's Recruitment and Retention Huddle group, which represents a cross section of CSI employees and meets twice weekly, is heavily focused on increasing the "go on" rate.

Limitations/Opportunities for Improvement (PM 1.3.1 and 1.3.2 combined): The college's ability to move this indicator is heavily reliant on partner institutions and on forces outside of the college's control, including the COVID-19 pandemic which has had a significant negative impact on "go on" rates over the past two years, both locally and nationally. Nevertheless, the college remains committed to being a positive force in its service area through assessment of existing practices and through appropriate resource allocation. Specifically, the "go on" rate is being addressed by the CSI Enrollment Management Council as they develop the college's enrollment management plan, and it is slated to be included as a major point of emphasis in the college's upcoming Title V Developing Hispanic Serving Institutions grant application.

Performance Measure/Indicator 1.3.3: Positive Placement of Career Technical Education (CTE) Completers (Source: Idaho CTE Follow-Up Report)

PM 1.3.3	Workforce training headcount and completions	FY18	FY19	FY20	FY21
		96%	98%	98%	99%

Meaningfulness: Positive placement rates of CTE graduates is a direct indicator of CSI's focus on helping students achieve their career goals after graduation from CSI and of CSI's success in preparing students for the workforce.

Limitations/Opportunities for Improvement: This metric, as defined by the State of Idaho, limits the college in its ability to determine the quality of student placement, including wages and satisfaction rates for both graduates and employers. The college is continuing to explore more meaningful assessment metrics that can be used to measure post-graduation employment success.

Strategic Goal: Optimize Student Access

The purpose of the *Optimize Student Access* strategic goal is to ensure that the college fulfills its mission by enhancing and expanding quality and innovative educational opportunities grounded in equity and inclusion. There are two objectives within the *Optimize Student Access* strategic goal:

Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.

Performance Measure/Indicator 2.1.1: Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

		FY19	FY20	FY21	FY22
PM 2.1.1	Annual unduplicated headcount	4,023	3,765	3,987	3,883

Performance Measure/Indicator 2.1.2: Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

		FY19	FY20	FY21	FY22
PM 2.1.2	Annual FTE	3,378	3,433	3,476	3,590

Meaningfulness (PM 2.2.1 and 2.2.2 combined): Aligned with Indicator 1.3.2 and the college's mission to serve the needs of all students across its service area, the college is committed to tracking and increasing student access. Tracking student enrollment data and determining areas that are being underserved, allows the college to ensure equity in student access.

Limitations/Opportunities for Improvement (PM 2.2.1 and 2.2.2 combined): The Enrollment Management Council is working to embed tactics into the new enrollment management plan that will allow the college to ensure equitable enrollment growth moving forward.

Performance Measure/Indicator 2.1.3: Percentage of first-time, full-time, degree seeking students retained or graduated the following year (Source: IPEDS)

		FY18	FY19	FY20	FY21
PM 2.1.3	Retention (IPEDS)	58%	58%	61%	66%

Meaningfulness: Retention is a key component of student achievement and is an indicator of student satisfaction with college programs, and of the effectiveness of student support services. PM 2.1.3 also serves as an indicator that can be compared against regional and national peers.

Limitations/Opportunities for Improvement: While the use of IPEDS data in this metric allows for comparison against regional and national peers, it does limit measurement to first-time, full-time students. The college will continue to explore ways to leverage other data sources, such as the Postsecondary Data Partnership (PDP), to expand the scope of students measured by this metric.

Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.

Performance Measure/Indicator 2.1.1: Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) Statewide
Performance Measure

		FY18	FY19	FY20	FY21
PM 2.2.1	Number of associate degrees and certificates of one year or more produced annually	154	146	129	147
		Certificates	Certificates	Certificates	Certificates
		800	839	947	947
		Degrees	Degrees	Degrees	Degrees

Performance Measure/Indicator 2.1.2: Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) Statewide
Performance Measure

		FY18	FY19	FY20	FY21
PM 2.2.2	Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually	152	146	129	147
		Certificates	Certificates	Certificates	Certificates
		736	795	861	876
		Degrees	Degrees	Degrees	Degrees

Meaningfulness (PM 2.1.1 and PM 2.1.2 combined): Tracking the number of degrees and certificates awarded annually, along with the number of credential earners, allows the college to monitor completion trends and to align with state of Idaho degree and certificate production goals.

Limitations/Opportunities for Improvement (PM 2.1.1 and PM 2.1.2 combined): These metrics are significantly influenced by enrollment fluctuations.

Performance Measure/Indicator 2.1.3: Student Satisfaction Rate with Overall Educational Experience (Source: CCSSE)

	Student Satisfaction Rate with Overall Educational Experience	FY18	FY19	FY20	FY21
PM 2.2.3		93%	90%	NA	NA

Meaningfulness: This metric provides a high-level, meaningful check on overall student satisfaction with the college and its services. High levels of satisfaction, averaging 92% per year (compared to national CCSSE cohort scores of 86%) indicate a high level of satisfaction with the college.

Limitations/Opportunities for Improvement: The college has moved from administering the CCSSE annually to once every three years, which has created a gap in data. Additionally, the college chose not to participate in the spring 2020 and spring 2021 survey periods due to the impacts of COVID-19 on the survey process. The college is next scheduled to participate in the CCSSE in the spring of 2023. While this data provides an overall satisfaction rate, the survey does not measure satisfaction among employees or throughout the community.

Strategic Goal: Drive Student Success

The purpose of the *Drive Student Success* strategic goal is to ensure that students who attend the College of Southern Idaho have the best possible chance to succeed and to achieve their educational goals. The college is committed to aligning quality and innovative educational programs with student needs, workforce demands, and employment opportunities. There are three objectives within the *Drive Student Success* strategic goal:

Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.

Performance Measure/Indicator 3.1.1: Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI)

	Remediation progress (Math)	FY18	FY19	FY20	FY21
PM 3.1.1		48%	48%	43%	48%

Performance Measure/Indicator 3.1.2: Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI)

PM 3.1.2	Remediation progress (English)	FY18	FY19	FY20	FY21
		72%	78%	73%	71%

Performance Measure/Indicator 3.1.3: Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI)
Statewide Performance Measure

PM 3.1.3	Math Gateway Progress	FY18	FY19	FY20	FY21
		34%	41%	48%	50%

Meaningfulness (PM 3.1.1, 3.1.2, and 3.1.3 combined): Performance measures 3.1.1, 3.1.2, and 3.1.3 are each required by the Idaho State Board of Education and allow the college to measure and assess efforts to move underprepared students through developmental coursework and onto a path toward college completion more quickly and with quality results in student learning. This has been a major focus of the college and has been achieved through the adoption of corequisite models of remediation.

Limitations/Opportunities for Improvement (PM 3.1.1, 3.1.2, and 3.1.3 combined): While these indicators capture efforts aligned to the significant portion of our student body who arrive in need of English and/or math support, they do not assess the successes and challenges of students outside of these populations.

Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.

Performance Measure/Indicator 3.2.1: Percentage of students completing 30 or more credits per academic year (Source: CSI)

PM 3.2.1	Academic progress (30 or more credits earned in academic year)	FY18	FY19	FY20	FY21
		12%	12%	11%	11%

Meaningfulness: Data indicate that students who attend classes full-time are more likely to persist and to graduate, and do so with lower levels of debt ([Complete College America](#)). Tracking and assessing this data allows the college to measure the effects of its efforts to get more students to attend class full-time.

Limitations/Opportunities for Improvement: Not all students are able to attend classes full-time due to other commitments.

Performance Measure/Indicator 3.2.2: Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) Statewide Performance Measure

PM 3.2.2	Graduation rate (IPEDS 150%)	FY18	FY19	FY20	FY21
		27%	31%	35%	36%

Performance Measure/Indicator 3.2.3: Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) Statewide Performance Measure

PM 3.2.3	Graduation rate (IPEDS 100%)	FY18	FY19	FY20	FY21
		15%	20%	22%	31%

Meaningfulness (PM 3.2.2 and 3.2.3 combined): The college is committed to ensuring that students achieve their educational goals in a timely manner. Tracking student completion rates over time provides meaningful evidence of student success and of the impacts of college initiatives to move students toward completion. In addition to the 150% of time IPEDS completion rates, the college also tracks the 100% of time completion rate, although this metric is less meaningful given the high number of part-time students at the college. This also serves as an indicator that can be compared against regional and national peers.

Limitations/Opportunities for Improvement (PM 3.2.2 and 3.2.3 combined): This metric does not capture students who complete college but take a longer period of time to do so, nor does it capture students who are not included in the first-time, full-time cohort. The college will continue to explore ways to leverage other data sources, such as the Postsecondary Data Partnership (PDP) to expand the scope of students measured by this metric.

Performance Measure/Indicator 3.2.4: Median credits earned at graduation (Source: CSI)

		FY18	FY19	FY20	FY21
PM 3.2.4	Median Credits Earned at Graduation	77	75	74	74

Meaningfulness: This indicator allows the college to track and assess how well it is doing at keeping students on track to completion. Given that most CSI associate degrees require 60 credit hours to complete, getting students closer to that number at graduation indicates that they have been more efficient in their course-taking behavior, have been better advised, and are likely completing their college degree with less debt.

Limitations/Opportunities for Improvement: Some students change majors for good reasons or choose to take additional exploratory courses as they work to choose a degree path, thereby inflating credit numbers for defensible reasons.

Performance Measure/Indicator 3.2.5: Non-CTE Transfer Rates (Source: CSI)

		FY18	FY19	FY20	FY21
PM 3.2.5	Non-CTE Transfer Rates	58% (2013- 2014 Graduates)	53% (2014- 2015 Graduates)	57% (2015- 2016 Graduates)	63% (2016- 2017 Graduates)

Meaningfulness: The college is committed to the post-graduation success of its students. When that entails transfer to another institution, this indicator helps to track the college's success in that area.

Limitations/Opportunities for Improvement: The college's impact on student decision-making after graduation is limited. However, the college is exploring ways to better assist students in transferring from CSI to four-year colleges and universities. CSI current houses [transfer advisors for several four-year schools](#) on campus and has established transfer agreements with a number of schools, both in-state and out-of-state, including Western Governors' University.

Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measure/Indicator 3.3: Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: CSI)

PM 3.3	Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower		FY18	FY19	FY20	FY21
		Fall-to-Fall Retention	NA	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)
	150% of Time Graduation	NA	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	

Meaningfulness: In an effort to begin to identify and address equity gaps, the college has held several collegewide discussions around equity and inclusion, while also conducting internal research designed to identify said gaps. Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues within college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them. This work is currently being examined in the Enrollment Management Council and will be addressed in the college's new enrollment management plan.

Limitations/Opportunities for Improvement: This metric and the tactics linked to it are still in their infancy and significant work remains to be done.

Strategic Goal: Ensure Institutional Stability

The purpose of the *Drive Student Success* strategic goal is to ensure that the college maintains a stable foundation so that it can meet its mission. The college strives to create a sustainable model for long-term growth that enhances equity, quality, and innovation. There are two objectives within the *Drive Student Success* strategic goal:

Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.

Performance Measure/Indicator 4.1.1: Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)

PM 4.1.1	Great Colleges to Work For Survey	FY18	FY19	FY20	FY21
		NA	64%	59%	NA

Meaningfulness: The college is committed to ensuring that CSI provides employees with an environment where they can grow and prosper. Employee satisfaction numbers provided by the survey allow the college to assess employee satisfaction and to take actions to address issues that are revealed.

Limitations/Opportunities for Improvement: The survey is not done annually and therefore there are gaps in the data. The college intends to participate in the survey again in the spring of 2023. However, several major initiatives have come out of previous versions of the survey, as is address in the 2020 PRFR report.

Performance Measure/Indicator 4.1.2: Maintain a Composite Financial Index (overall financial health) score appropriate for a debt free college. (Source: Composite Financial Index)

PM 4.1.2	Composite Financial Index	FY18	FY19	FY20	FY21
		3.66	4.39	4.41	4.39

Meaningfulness: The college is committed to ensuring that it is financially stable. The Composite Financial Index provides a high-level assessment that is aligned with industry standards.

Limitations/Opportunities for Improvement: None

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The College of Southern Idaho planning process is inclusive and offers opportunities for comment in several ways. At the institutional level, the development of the current Strategic Plan began in Fall 2020 when President Fisher and the CSI Board of Trustees reaffirmed the college's vision and mission and established four strategic initiatives that were deemed to be critical in enabling the college to meet vision and mission fulfillment. The entire campus community was then invited to participate in a series of virtual Solution Summits which took place over a four-week period in October and November 2020. These Solution Summits challenged employees to bring specific ideas regarding what needed to be done to accomplish the four strategic initiatives as defined by the Board and President. More than 90 people attended each Solution Summit, while others provided written comments linked to each of the strategic initiatives. In January 2021, a fifth Solution Summit was held to gather input on the various strategies and objectives that had been added to the plan, to draft a Student

Experience Commitment statement, and to discuss a list of institutions that the college had identified as potential peers for comparison. The use of Solution Summits continues as a means of reviewing progress and altering goals, strategies, objectives, and metrics throughout the life of the plan. On February 22, 2021, the Strategic Plan, Student Experience Commitment statement, and final list of Peer Institutions was approved by the College of Southern Idaho Board of Trustees.

At the individual employee level, and at the unit level, opportunity for input and comment is provided through the IDP/UDP process. Discussed in greater detail in the response to Standard 1.B.1 above, the IDP/UDP process allows employees to develop their own plans for individual, department, and institutional development and improvement, to demonstrate alignment with the institutional Strategic Plan, and to request resources to support those plans. Opportunities for input also exist within various committees and organizations across campus, including Faculty Senate, the Faculty Staff Connections Committee, Professional and Classified Employees, Department Chair Council, Curriculum Committee, and Enrollment Management Council. A faculty representative also sits on the President's Cabinet.

Resource Allocation

The interface between the institutional Strategic Plan and the IDP/UDP process drives most resource allocation at the institution. As outlined in more detail in the response to Standard 1.B.1 above, this process originates at the unit level, where budget requests are developed using IDPs and UDPs during the fall and early spring of each year. These UDPs are used by the appropriate administrators to determine the anticipated resource needs of departments and units for the upcoming fiscal year. Subsequently, the Provost, Vice President of Administration, and the President work to develop a proposed budget which is presented to the CSI Board of Trustees shortly after state appropriations are announced at the end of each legislative session. The most recent presentation of the budget to the CSI Board took place on July 19, 2021. Based on the final institutional budget, departmental and unit budgets are created and are traditionally distributed near the beginning of each academic year. This "ground up" process provides a meaningful opportunity for stakeholders throughout the college community to have a say in resource allocation via the institutional and unit planning processes.

Evidence of Improvement

As discussed in detail in the response to Standard 1.B.2, the effectiveness of the college's planning process is assessed through the tracking of performance measures linked directly to the goals and objectives within the Strategic Plan. While determining causality in situations such as these is always challenging, the college has seen positive growth in both student achievement and student learning over the past several years and will continue to measure and assess progress moving forward.

Mission fulfillment at the College of Southern Idaho is an ongoing process rather than an end state. An acceptable degree of mission fulfillment at CSI is defined as ensuring that all performance measure categories are meeting or exceeding benchmarks or that specific assessable strategies are in place that are targeted at improving any performance measures not

meeting benchmarks. As such, the college uses a process that mirrors the process used by NWCCU by monitoring where the college is meeting or exceeding expectations, noting where improvement is needed, and taking concrete steps to address those needs.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

As described throughout this self-study, the college relies on several mechanisms to monitor both its internal and external environments. Internally, the college relies on various survey instruments to gather relevant information. These include regular participation in the [Great Colleges to Work For](#) survey (2018 & 2019), the [Survey of Entering Student Engagement](#) (annually through 2019 and again in 2021), the [Community College Survey of Student Engagement](#) (annually through 2019, scheduled to be administered again in 2023), and the *HEDS Diversity and Equity Campus Climate Survey* (2020). Since President Fisher's arrival, the college has also held eight Solution Summits which have allowed hundreds of CSI employees to lend their voice to college efforts around strategic planning, institutional initiatives, and issues of equity and inclusion. Information gleaned from these surveys and Solution Summits drives planning and assessment activities and has been instrumental in both the design, execution, and assessment of governance and planning at CSI.

Externally, the college monitors its environment by actively engaging with the communities it serves and within the field of higher education. The college's administrative team regularly engages with the legislative delegation from the college's service area to ensure that both the college and the legislators are aware of emerging patterns, trends, and expectations. Leading up to the 2022 Idaho Legislative session, select members of Cabinet met with members of the Magic Valley legislative delegation during two separate round table dinners during the fall of 2021. Legislators were also invited to attend virtual open meetings during December 2021 and early-January 2022 where they were able to ask questions and learn more about the college while also sharing their points of view. College leadership also frequently engages with Idaho's federal legislative delegation and with national organizations including the American Association of Community Colleges and the Association of Community College Trustees. Additionally, numerous members of the college community serve on nonprofit boards, in economic development groups, and in service organizations throughout the service area, further allowing the college to stay abreast of emerging issues in the community.

Finally, the college's governance team works diligently to stay informed about patterns, trends, and expectations within higher education. The leadership team is actively engaged in environmental scanning through periodicals, publications, social media, and other sources of scholarly work. The President's Cabinet has begun reviewing and discussing at least one higher education journal article per month. Several members of Cabinet serve on higher education

committees connected to the Idaho State Board of Education (e.g., Council on Academic Affairs and Programs; Instruction, Research, and Student Affairs Committee; Policy, Planning, and Governmental Affairs Committee), serve as evaluators for NWCCU and for specialized accrediting bodies, are board members or advisors of national and regional educational organizations (e.g. WICHE Alliance; American Association of Community College's Legislative Advocacy Advisory Committee), and/or attend national conferences related to their particular unit of the institution.

Standard 1.C. Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Consistent with its mission as a comprehensive community college, CSI offers approximately [110 credit-bearing completion options in both transfer and career-technical education](#). These [degree and certificate options](#) include short-term certificates (Basic Technical Certificates), certificates of one year or more (Intermediate Technical Certificates), and associate level degrees (Associate of Arts, Associate of Science, and Associate of Applied Science). The college also offers a single applied baccalaureate degree (Bachelor of Applied Science).

Programs have clearly defined course-level student learning outcomes and program learning outcomes. Course-level student learning outcomes and program level outcomes are made available to students via course syllabi. Program level outcomes are also supplied via the [CSI College Catalog \(sample—AA, Education\)](#) and are linked through individual [program websites \(click on Education, Associate of Arts\)](#) making them available prior to student enrollment.

Upon the initial creation of a program, learning outcomes are vetted by the college's Curriculum Committee, and these outcomes are further reviewed whenever program revisions come before the committee. The content and rigor of these outcomes are established by, and based upon, the professional judgement of faculty who teach in these areas along with feedback from CSI CTE technical advisory committees, Idaho general education Way of Knowing committees, and in conjunction with articulation agreements with partnering institutions. All credit-bearing programs also meet rigor and credit requirements established by the Idaho State Board of Education.

As is thoroughly described below in the response to Standard 1.C.5, the college's annual Program Review process provides direct assessment of student performance in achieving program learning outcomes. Program Review provides a reflective process of continual improvement in instruction and learning that ensures content and rigor are consistent with the intent of the program and the mission of the institution. This allows faculty assessment of student performance to play a key role in maintaining appropriate content and rigor. Several recent examples of how Program Review has led to changes in curriculum can be found in these examples of Curriculum Committee minutes (Nov. 2021; Dec. 2021).

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Credits, degrees, certificates, and other credentials are awarded by the Office of the Registrar and are conferred based upon demonstration that students have met the required learning outcomes of the course or program. Program curricula are initially approved and subsequently maintained by the college's Curriculum Committee. The By-Laws of the Curriculum Committee outline the committee's purpose, functions, membership, and procedures. These include "ensuring that all new courses and programs have documented and measurable student learning outcomes." Moreover, the Curriculum Committee recommends the acceptance or removal of general education courses, along with periodically reviewing curriculum. The Curriculum Committee Workflow process provides a visual demonstration of the operation and responsibilities of the committee.

While issues of breadth, depth, sequencing, and synthesis of learning are reviewed by the Curriculum Committee when programs are established or reviewed, the college's assessment processes, which are thoroughly addressed in the response to Standard 1.C.5, are used annually to evaluate and assess these areas. Appropriate breadth, depth, sequencing, and synthesis are measured through direct assessment of student learning and achievement via the Program Review processes. In addition to assessing student learning, student achievement is also examined in the Program Review processes using data provided by the Office of Institutional Effectiveness. This data covers program level retention and completion, student success rates, and student grade point average. During Program Review, program managers and faculty also review curriculum maps and evaluate, revise, and adjust course content as needed to help students achieve learning outcomes. Program Review documents are largely populated by the faculty with final review by department chairs and instructional deans. Program Reviews are subsequently used for curricular improvement, evidence of which can be found in Curriculum Committee minutes (12/1/21 sample). Please see the institution's response to Standard 1.C.5 for a full description of the Program Review and assessment processes, along with relevant examples.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Programs have clearly defined course-level student learning outcomes and program learning outcomes. Course-level student learning outcomes and program level outcomes are made available to students via course syllabi. Program level outcomes are also supplied via the [CSI College Catalog \(sample—AA, Education\)](#) and are linked through individual [program websites \(click on Education, Associate of Arts\)](#) making them available prior to student enrollment.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The College of Southern Idaho is an open admission institution. Admission requirements are clearly defined and widely published in the [CSI College Catalog](#) as well as on the [college website](#). Information about completion and graduation is also clearly defined and widely published on the [college website](#) and in the [CSI College Catalog](#). Additional information linked to admission and completion can be found on the website of the [Office of the Registrar](#) and throughout the CSI College Catalog, including policies linked to [adding](#) and [dropping](#) courses, [unsatisfactory performance regulations](#), [rights of appeal](#), and [catalog rights](#) for students who stop out and return. Programs with [special admission requirements \(sample – Registered Nursing\)](#) are clearly identified in the CSI College Catalog along with procedural and contact information.

In an effort to better communicate with students, the college has recently developed “[Next Steps for New Students](#),” a series of short videos available on the college website that feature current students orienting new students to CSI, including to the processes for [advising](#), registration, and [paying for college](#).

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

What students learn at the College of Southern Idaho is central to their subsequent educational, career, and personal success. The college takes this responsibility seriously and has worked diligently to create and implement a thorough process of establishing curricula and assessing student learning at both the program and the institutional level. The college’s faculty-led Curriculum Committee is responsible for the review and approval of all credit-bearing courses and programs at the college. Curriculum Committee meets monthly during the academic year to review and approve new courses, new programs, and substantial changes to curriculum. Faculty are also primarily responsible for learning assessment at CSI. Much of the college’s formal system of assessment revolves around Assessment Week, which occurs annually just prior to Thanksgiving vacation and around the college’s Program Review process. Results of these faculty-driven assessment processes lead to curricular revisions, inform administrative decisions, and inspire a continuous cycle of teaching and learning improvement and success.

System of Assessment

The complete assessment system is outlined on the college’s public facing [Instructional Outcomes Assessment Website](#). As shown on the website and in the following graphic, CSI assesses student learning outcomes at four levels: Course, Program, Idaho GEM Competency (State), and General Education (Institutional).



Course Level Assessment

Faculty evaluate the quality of learning at the course level by assessing student success in meeting end-of-course student learning outcomes. Course learning outcomes are published in course syllabi and are made available to students on the first day of class. Learning outcomes are assessed through a variety of techniques, both formative and summative. Faculty analyze and reflect on assessment artifacts and results to evaluate the effectiveness of course curricula and pedagogy in meeting end-of-course student learning outcomes. Additionally, faculty reflect on data provided through student evaluations of the course. Course assessment primarily occurs at the department level with oversight by the appropriate department chair. Results of course level assessment are also used by the chair and faculty in the yearly faculty evaluation and Individual and Unit Development Plan processes.

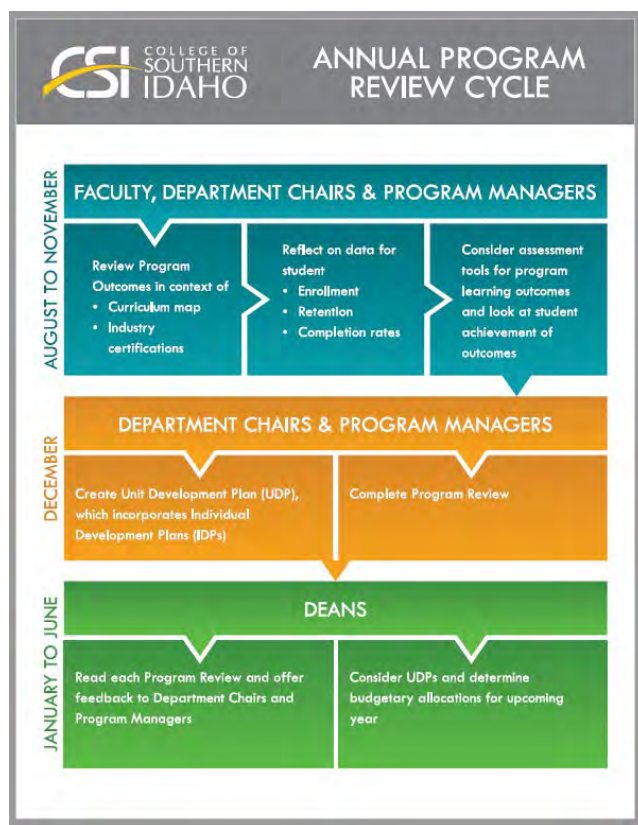
Program Level Assessment

Program level assessment occurs via a Program Review process. Assessment of instructional programs is coordinated by the department chair or program manager in charge of the particular program. The specific tools used within program-level assessment of student learning vary by department, but the overall Program Review process is the same across instructional areas.

The Program Review process operates on an annual timeline, beginning in the fall of each academic year during Inservice week. At that time, faculty are provided with enrollment and student outcomes data related to their programs (sample: General Business) from the previous

academic year, including program level enrollment, retention, and completion data. During the fall, faculty assess student achievement of learning outcomes by reviewing appropriate measures (tests, third-party assessment tools, portfolios, student writing, etc.). In some cases, outcomes align with industry certification exams and/or national technical skills assessments, allowing student performance to be compared against learning at other institutions. In other instances, outcomes are linked to transfer requirements at other institutions. Faculty reflect on why students are or are not achieving success in a specific program, while also reviewing and evaluating the appropriateness of student learning outcomes and suggesting adjustments. Program managers and faculty also review curriculum maps and evaluate, revise, and adjust course content to help students achieve learning outcomes. Information from these assessments is also incorporated into Unit Development Plans (UDP) which may include resource requests, implementation of High Impact Practices, professional development plans, curricular adjustments, and other requests.

Documentation of this assessment work is recorded in the Program Review, which is submitted and archived in Canvas, the college's learning management system each December, along with the department's UDP. The final Program Review submission is reviewed by the appropriate instructional dean, who provides feedback to the department chair, program manager, and faculty during the spring. The UDP is also used by the appropriate dean to develop budgets and resource allocations that support requests tied to improving student success, hiring personnel, and shaping program improvement.



State Level Assessment

Idaho's General Education Matriculation (GEM) Competency assessment, or state level assessment, is referred to in the CSI community as "Way of Knowing" assessment. The seven "Ways of Knowing," more commonly thought of as general education disciplines, are categories defined by the [Idaho State Board of Education](#). General education faculty representatives from each of Idaho's public colleges and universities created and are now responsible for maintaining the "Way of Knowing" student learning outcomes. These outcomes are embedded into all [General Education courses](#) at the college. Way of Knowing assessment occurs annually during Assessment Week each November, when assessment teams within discipline areas review assignments and artifacts from courses taught within a Way of Knowing to ensure that outcomes are met and thereby that curricula are consistent throughout the state.

General Education Assessment

Assessment at the institutional level is conducted annually through the general education assessment process. General education assessment is coordinated by the Chair of General Education and Assessment and is described in detail below in the college's response to Standard 1.C.6.

Assessment of Process and Future Plans

During the current seven-year accreditation cycle, CSI faculty and staff have made significant strides in developing a thorough, integrated system of student learning assessment at the program and institutional level. Regular and systematic review of instructional programs is now the norm, rather than the exception. Moreover, the college continues to refine its ability to use the data gleaned from the assessment processes to inform a continuous cycle of improvement. The current Program Review process has now been in place for three years and has been refined annually. As institutional comfort with the process grows, the link between outcomes assessment and allocation of resources is growing stronger. However, work remains to be done in this area. Moreover, the institution wide use of the processes outlined above is still not as universal as desired. It is hoped that new processes like the Institutional Stabilization and Optimization process continue to strengthen the connection between assessment and program improvement.

In a continuing effort to improve assessment of student learning, CSI's Chair of General Education and Assessment and the institution's Dean of General and Transfer Education applied for and were recently accepted into Year Four of the NWCCU Mission Fulfillment Fellowship and will begin their work with the Fellowship in March 2022.

Finally, as the college has evolved into a Hispanic Serving Institution, faculty and staff have taken a more focused interest in equity in teaching and assessment. This has created an ongoing series of discussions and events designed to address equity and inclusion, including the following:

- The addition of a section into the Program Review template that asks faculty and department chairs to focus on equity issues in their programs/courses.

- During a data summit held during the college’s HSI Kickoff Week in the fall of 2021, aggregate data examining equity in student learning outcomes across the institution was supplied to all faculty. After an initial discussion of that data, faculty were provided with similar data from their own individual course(s). The aggregate data was supplied in the form of an interactive PowerBI report where faculty are able to examine outcomes disaggregated by many different characteristics. While the report is only available internally, these snapshots provide an example of data for ENGL 101, first for all students over a five year period, then for Hispanic/Latino students over the same period. While differences in outcomes are apparent, further research has revealed that other factors such as first-generation status and high school GPA appear to be more likely to be the cause of the differences in outcomes than race and ethnicity. Regardless of the cause, data like this has opened up discussions on campus about how the college ensures that all students are being served. As noted above, in addition to this data, instructors were also supplied with their own instructor level data which allowed them to dig into outcomes in their own courses over a similar period. A data summit was held during the college’s Hispanic Serving Institution Kickoff Week in October 2021 to discuss the aggregate data, and further discussions of instructor level data took place during Assessment Week in November 2021.
- [Dr. Megan Pollock](#), who describes herself as an engineer turned educator “focused on engineering equity in education and the workforce” joined CSI’s Career and Technical Education faculty in January of 2020 to deliver workshops specifically associated with culturally sensitive instruction.
- Monthly meetings of the Equity and Inclusion subcommittee on Equity and Inclusion in Instruction are being held to discuss readings of current scholarly literature focused on equity and inclusion issues related specifically to instruction and pedagogy.
- A joint effort between CSI’s instructional deans and the CSI Teaching and Learning Center is focusing on the implementation of American Association of Colleges and Universities (AAC&U) High Impact Practices.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

The general education program at the College of Southern Idaho is built upon the state of Idaho general education framework, which itself reflects the American Association of Colleges and Universities (AAC&U) Essential Learning Outcomes. This framework, [codified in state policy](#), dictates that 30 of the 36 general education credits required in transfer associate degrees (Associate of Arts and Associate of Science) in Idaho come from six defined “General Education Matriculation (GEM) Competency Areas,” which are divided into two categories: Ways of Knowing (1. Artistic and Humanistic, 2. Mathematical, 3. Social and Behavioral, 4. Scientific) and Integrative Skills (5. Oral Communication and 6. Written Communication). The

framework further requires that up to six of the required 36 general education credits come from what colleges and universities define as “Institutionally Designated” credits. At CSI, institutionally designated credits include Introduction to General Education (GNED 101—Sample Syllabus One and Sample Syllabus Two) and Wellness courses. For programs awarding Associate of Applied Science degrees, 15 credits in Oral Communication, Written Communication, Mathematical Ways of Knowing, and Social and Behavioral Ways of Knowing are required. The courses that students can take to fulfill these requirements are listed below. These general education courses support the college’s four Institutional Learning Goals:

1. **Think**—supported by courses in the Artistic and Humanistic, Mathematical, Social and Behavioral, and Scientific Ways of Knowing
2. **Communicate**—supported by courses in Oral and Written Communication
3. **Connect**—supported by our Introduction to General Education course (GNED 101)
4. **Be Well**—supported by Wellness courses

GENERAL EDUCATION DISCIPLINE	CLASSES WITHIN DISCIPLINE
THINK - HUMANISTIC AND ARTISTIC WAYS OF KNOWING	ARTS 101, ARTS 102, ARTS 103, DANC 101, ENGL 126, ENGL 175, ENGL 215, ENGL 257, ENGL 258, ENGL 267, ENGL 268, ENGL 277, ENGL 278, FREN 101, FREN 102, HUMA 101, HUMA 106, JAPN 101, JAPN 102, MUSI 100 MUSI 108, PHIL 101, PHIL 103, PORT 101, PORT 102, SIGL 101, SIGL 102, SIGL 201, SIGL 202, SPAN 101, SPAN 102, SPAN 201, SPAN 202, THEA 101, THEA 201, THEA 202
THINK - MATHEMATICAL WAYS OF KNOWING	MATH 123, MATH 143, MATH 153, MATH 147, MATH 160, MATH 170
THINK - SCIENTIFIC WAYS OF KNOWING	AGRI 180, ALLH 220, ANTH 104, ANTH 104L, BIOL 100, BIOL 102, BIOL 102L, BIOL 201, BIOL 221, BIOL 227, BIOL 228, CHEM 100, CHEM 101, CHEM 102, CHEM 111, GEOG 100, GEOL 101, GEOL 102, GEOL 104, GEOL 105, PHYS 100, PHYS 101, PHYS 111, PHYS 112, PHYS 211
THINK - SOCIAL AND BEHAVIORAL WAYS OF KNOWING	ANTH 101, ANTH 102, COMM 102, COMM 220, CRIJ 103, ECON 201, ECON 202, EDUC 204, GEOG 102, GEOG 200, HIST 101, HIST 102, HIST 111, HIST 112, POLS 101, POLS 102, POLS 221, PSYC 101, SOCY 101, SOCY 102, SOCY 105
COMMUNICATE - ORAL	COMM 101, COMM 209
COMMUNICATE - WRITTEN	ENGL 101, ENGL 102

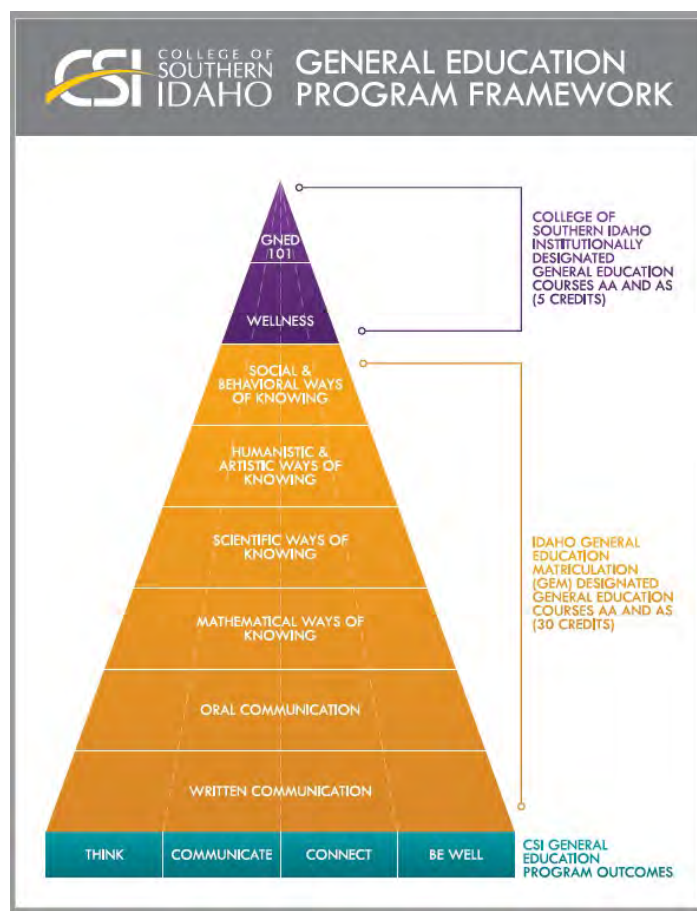
CONNECT - GNED	<i>GNED 101</i>
BE WELL - WELL	<i>WELL 100, WELL 101, WELL 102, WELL 255</i>

Student achievement of these Institutional Learning Goals is assessed via a continuous process that pauses annually for formal meetings during Assessment Week, held just prior to Thanksgiving vacation. Each semester, general education instructors (including full-time, part-time, and dual credit) are asked to submit (via the college's learning management system) an assignment and a student response that supports the outcome for the area (Think, Communicate, Connect, Be Well) in which they teach. These outcomes are described in detail in the [General Education Rubric](#). Faculty are also asked to provide a brief narrative explaining how the submitted assignment aligns with the outcome for their course and discipline. Faculty are further asked to consider how they could explain the ways their assignment meets the learning outcomes to someone unfamiliar with their instructional area and discipline.

Submissions are accepted throughout the semester and for a few weeks after the semester ends. Subsequently, these submissions are organized into student portfolios (sample). The portfolios are not the work of one single student, but instead represent the combined outcomes a single student might achieve upon completion of the program of general education at CSI. Prior to meeting during Assessment Week portfolios are assigned to reading teams. Teams are comprised of members from each GEM Competency and Institutionally Designated area, along with non-general education faculty, and non-instructional college staff. During Assessment Week 2021, more than 50 employees served as readers.

Team members read assigned portfolios prior to the assessment meeting, then spend the meeting discussing their observations. Assessment results are then used to reflect on the value and relevance of the General Education program and Institutional Learning Goals, and to encourage continuous improvement of instruction to meet those goals. Results are compiled annually into a report (2020; 2021) available on the college's assessment website.





Assessment and Plans for the Future

The General Education Program assessment framework is assessed annually, and that assessment is published on the [Institutional Outcomes Assessment](#) website. The AY 21-22 Assessment Report provides background about the General Education Assessment process, along with observations about how the process has improved over time, and how it might be improved in the future. Based on the most recent feedback, planned next steps include working with the CSI Teaching and Learning Center to determine the pedagogical practices that lead to high levels of student engagement and adjusting instruction accordingly. Readers also noted the need to adjust instructional practices in light of the fact that most students will be using and applying concepts from general education courses in industry, not in academia.

Despite ongoing efforts to address this issue, the AY 21-22 Assessment Report also revealed that many in the campus community still lack a shared sense of a “program” of general education and its intended integration into a full body of student learning. One method of addressing this deficiency will continue to be attempting to involve more readers in the assessment process. Many general education faculty have yet to participate in assessment of the program of which the courses they teach are a part. Those who did read during AY 21-22 again commented on how valuable the assessment process was, and on how much they appreciated the chance it gave them to engage in rich discussions with their colleagues. But these benefits cannot be realized unless one has participated in the portfolio reading.

Although more than 50 faculty participated in AY 21-22, steps have already been taken to bring more faculty to the table. For the first time in AY 21-22, a group of Career-Technical Faculty (CTE) were invited to participate in the process of reading student portfolios, and to reflect on how general education at CSI could be improved for their programs. Their CTE General Education Review Minutes revealed an appreciation for this invitation, a number of insightful observations about the integration of general education into CTE programs, and several suggestions to improve this integration moving forward.

Another future consideration is linked to the college's Introduction to General Education (GNED 101) course (GNED 101—Sample Syllabus One and Sample Syllabus Two), which is designed to fulfill the Connect outcome in the General Education Learning outcomes. Internal research suggests that students are more successful when taking GNED 101 during the first term at CSI. However, that is not currently required, and the logistics around requiring it are significant. Still, the college is exploring how students might be incentivized to take GNED 101 during their first term, especially given the correlation that the research shows between early participation and successful retention.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The College of Southern Idaho uses the results of its assessment efforts to inform academic and learning-support planning in several ways. As described above in the response to Standard 1.C.1, information gleaned from the Program Review process is routinely cited during Curriculum Committee meetings as justification for changes to program curriculum. Moreover, the Program Review process is designed to encourage faculty to reflect upon these outcomes and to make improvements where they are needed. Instructional Deans provide oversight of and feedback on that process, which also feeds into the budget cycle, in which faculty can ask for needed resources to continually improve student learning outcomes.

The newly established Institutional Stabilization and Optimization (ISO) process will also assist the college by providing an additional platform for the use of assessment outcomes. In particular, the ISO process will examine whether and how programs are meeting the needs of students, while still maintaining institutional viability and being responsive to industry and transfer partner needs. One example of how data like this has been used can be seen in the closing of two instructional programs during the 2020-2021 academic year. The college's Horticulture Program and Equine Studies Program were each closed after assessment data revealed that the programs suffered from low enrollment (Equine Studies; Horticulture) and that program graduates were few in number (Equine Studies; Horticulture) and were unlikely to obtain employment at a level substantially higher than those without a college degree.

As noted in the response to Standard 1.C.6, data from student learning outcomes is also being used by the college's Teaching and Learning Center (TLC) to inform institutional needs around professional development. As patterns emerge in Program Review data, the Instructional Deans work with the TLC to provide professional development aligned with the demonstrated needs. For example, the TLC offered several workshops during Spring 2022 Inservice aligned with various High Impact Practices that the Program Review process and other research indicated

would be beneficial for faculty, and that would align with the college's focus on equity and inclusion.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

The College of Southern Idaho accepts transfer credit based up policies that are clearly defined and published on the [college website](#) and in the CSI College Catalog. To ensure that the acceptance of transfer credit is appropriate to CSI programs and has the expected academic rigor and quality, CSI accepts transfer credits from postsecondary institutions accredited by any of the following accrediting associations:

- Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
- Higher Learning Commission (HLC)
- Middle States Association of Colleges and Schools (MSCHE)
- New England Association of Schools and Colleges (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

The college also follows [Idaho State Board of Education policy](#) which establishes processes and requirements for transfer and articulation. In all cases, CSI requires that transfer students submit official transcripts for evaluation by the [CSI Office of the Registrar](#).

Students may appeal the acceptance of transfer credits from institutions not accredited by one of the above associations by submitting a Transfer Review Request to the Office of the Registrar. Students must include the catalog course description and syllabi for the course in question. This request is reviewed by the appropriate instructional department chair and/or dean, who then notifies the student and the Office of the Registrar of the review decision.

Transfer students who have earned an Associate of Arts degree or an Associate of Science degree (or higher) from an institution accredited by one of the above associations, or who have completed the general education core at a public Idaho institution of higher education are considered core certified and are not required to take additional non-program specific, lower division, general education core courses. Transfer students must provide official transcripts that show the degree earned or the completion of general education core from the transferring institution.

Program-specific course requirements are evaluated on a course-by-course basis regardless of whether the student has earned a degree or completed general education core at any nationally accredited institution. Transfer students must complete at least 20% of degree credits at CSI in order to graduate from the College of Southern Idaho.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

The College of Southern Idaho does not offer graduate-level courses or programs.



Standard 1.D. Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

As a comprehensive community college, CSI is an open enrollment institution, meaning that few barriers to admission exist. Students can enroll as a dual credit student, a degree- or non-degree-seeking student, a transfer student, or a returning student. Processes for admission for each type of student are published on the college's [Admissions Office](#) website and in the [CSI College Catalog](#). CSI's admissions policies also comply with [Idaho State Board of Education Policies on Admission Standards](#).

Once admitted, students are provided with general information about the institution, including an [Admissions Brochure](#) and a [CSI View Book](#), each of which provide general information about CSI. Students are also provided with a direct connection to the college's "[Next Steps for New Students](#)" website, which includes a series of short videos featuring current students discussing topics like [advising](#), registration, and [paying for college](#).

The [Student Orientation](#) process at the College of Southern Idaho is designed to achieve three main outcomes: the creation of an initial connection and sense of belonging within the CSI community; the identification of behaviors and resources that will help them succeed; and the establishment of connections with other students, faculty, and staff. Student orientation is offered in three modalities: via face-to-face orientation events, live webinar orientation events, and through [Online Orientation on My Time](#), an asynchronous online modular learning opportunity. Regardless of the modality, student orientation assists students by providing academic advising and course registration assistance, information on paying for college and financial aid opportunities, and information on purchasing books and other course supplies. Students can also take campus tours, learn about student housing, and connect with the student activities and services that are available to them.

During orientation, students can meet with faculty advisors to learn more about program requirements and other opportunities within their particular field of study. [Graduation](#) and [transfer](#) policies are made readily available to students both on the college website and in the [CSI Catalog](#).

The college's newly formed Enrollment Management Council has been created to better integrate the entire lifecycle of CSI students, from initial inquiry to graduation. CSI is committed to ensuring that students receive the academic and social support that they need throughout their educational journey.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for

student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

As discussed in detail in the response to Standard 1.B.2, the college has used an [institutional scorecard](#) for several years to measure mission fulfillment. This scorecard is shared widely, including being posted on the college's website and is presented to the Board of Trustees annually. While that scorecard has always included indicators of student achievement, the college has recently classified nine of the 21 performance measures in the institutional Strategic Plan as being of paramount importance to the college at the present time, due to their direct connection to student achievement. While this focus is not intended to diminish the importance of the other goals, objectives, and indicators, it is indicative of the college's desire to direct specific attention and resource allocation to the core of its mission – student access and student success.

The nine CSI Strategic Plan indicators of achievement that are directly linked to student access and student success are grouped around stages in the student lifecycle. Data around each of these indicators of achievement is provided in the CSI Strategic Plan, in a narrower Institutional Scorecard, and in the college's response to Standard 1.B.2 in this report.

The nine indicators of achievement receiving enhanced focused at this time are:

Enrollment:

1. The postsecondary "go on" rate for Region IV high school graduates
2. The number of students enrolled at CSI (unduplicated headcount and FTE)

Rationale: Although CSI's enrollment has been growing, the State of Idaho has one of the lowest "go on" rates in the United States. The college must increase postsecondary education access for recent high school graduates in the communities it serves. Moreover, the college must improve the "go on" to college rates of Hispanic students in its service area, as well as the "go on" rates of male high school graduates. Increasing student enrollment at CSI is a direct measurement of the college's success in providing access to postsecondary education.

Persistence and Retention:

3. The percentage of first-time, full-time, degree seeking students who are retained the following year

Rationale: Increasing student retention at CSI is a critical component of ensuring that students remain on the path to certificate or degree completion.

Completion:

4. The percentage of students who complete 30 or more credits per academic year
5. The median number of credits earned by students at the time of graduation
6. The percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time

Rationale: Providing structures that allow students to complete their educational goals more rapidly and reducing the number of credits earned by students at graduation saves students time and money and increases the likelihood that they will complete a certificate or degree. Moreover, 150% of time completion rates are a direct measure of the college's success in helping students achieve their educational goals.

Post Graduate Success:

7. The percentage of non-CTE graduates who transfer to a four-year school within three years
8. The positive placement rates of CTE graduates

Rationale: Transfer rates are direct indicators of CSI's focus on helping students achieve their educational goals after graduation from CSI as are positive placement rates of CTE graduates.

Equity:

9. The retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: CSI)

Rationale: In order to meet its commitment to the value of equity, the college must ensure that institutional systems and structures provide for the equitable treatment of all students, and that gaps in students achievement are discovered, analyzed, and corrected whenever and wherever possible.

Where possible, the college has begun to compare student achievement against student achievement rates at regional and national peer institutions. The college underwent a thorough and exhaustive process of selecting regional and national peers to ensure that the peer institutions chosen were as similar as possible to CSI in terms of mission, size, student demographics, and geographical location, among others. The college's institutional research team compared and scored institutions on more than three dozen data points to arrive at a comprehensive list of potential comparator institutions. This list was then vetted and narrowed down by college administration and by the entire campus community during a 2021 Solution Summit. In the end, the college arrived at the following list of peer comparator institutions:

National Peers

Amarillo College (Amarillo, TX)

Butler Community College (El Dorado, KS)

Hutchinson Community College (Hutchinson, KS)
Iowa Central Community College (Fort Dodge, IA)
Meridian Community College (Meridian, MS)
Northern Wyoming Community College District (Sheridan, WY)
Trinity Valley Community College (Athens, TX)

Regional Peers

Central Oregon Community College (Bend, OR)
Columbia Basin College (Pasco, WA)
Umpqua Community College (Roseburg, OR)
Walla Walla Community College (Walla Walla, WA)
Wenatchee Valley College (Wenatchee, WA)
Yakima Valley College (Yakima, WA)

Naturally, the college also compares itself against the other three community colleges in the state of Idaho, though each institution in the state is unique in ways that often make comparisons less meaningful than those on the lists above.

Where data is available, comparisons are made against these peers (retention and graduation) and student achievement targets are set for future planning and assessment cycles. This is generally the case where nationally standardized metrics such as the Integrated Postsecondary Education Data System (IPEDS) are used. However, the data available on the IPEDS website causes considerable issues with comparisons, particularly with our regional peers. Because most of CSI's regional peers offer applied baccalaureate degrees, IPEDS treats them as four-year institutions, and therefore published data is tied to much older cohorts. This impacts the meaningfulness of comparative information, given its age. While the CSI institutional research team can determine recent data for CSI, it does not have access to more recent data for other peer institutions. The college has been working to leverage the [Postsecondary Data Partnership \(PDP\)](#) to help address this issue and is hopeful that it will prove to be a viable alternative, but that database is currently limited in its ability to compare against individual peer institutions. This issue is less severe with the college's national peers as fewer of them are baccalaureate granting institutions.

Faced with these constraints, CSI has assessed student achievement against peer institution in two areas:

- Peer Retention Comparison: Peer comparison data for IPEDS fall-to-fall retention demonstrates that CSI students fall-to-fall retention was comparable to regional institutions in 2015 (57% for CSI; 61% for Regional Peers) and to national institutions in 2019 (58% for CSI; 58% for National Peers) during the last periods in which data were available. Based upon this data, and the knowledge that CSI's current IPEDS fall-to-fall retention rate is 66%, CSI has set a target of 67% in 2023, in an effort to match Amarillo College's (TX) outstanding success in the area of retention.

- Peer Graduation Comparison: Peer comparison data for the IPEDS 150% of time graduation rate demonstrates that CSI students 150% of time graduation rate lagged behind regional institutions in 2015 (20% for CSI; 25% for Regional Peers) and was comparable to national institutions in 2019 (35% for CSI; 34% for National Peers) during the last periods in which data were available. Based upon this data, and the knowledge that CSI's current IPEDS 150% of time graduation rate is 36%, CSI has set a target of 43% in 2025, in an effort to match Hutchison Community College's (KS) outstanding success in the area of graduation.

Next steps for the college in this area include researching ways to gain access to more timely comparative data for peer institutions. As mentioned above, the PDP is one area the college is actively exploring. The college has also begun reaching out to high performing colleges to attempt to learn about their tactics for success in these areas.

While the college can disaggregate internal data by race, ethnicity, age, gender, socioeconomic status, and first-generation status, discussions around that disaggregation and how it can be used are still relatively new to the college. While many recent initiatives in this area have been outlined in this report, work remains to be done. One area of note is recent research that has been done by the CSI Office of Institutional Research to better understand equity gaps in retention and graduation at the college. In particular, this data indicates that the most significant predictor of college success at CSI is high school grade point average (GPA). It also shows that students who self-identify as Hispanic and those who self-identify as male tend to arrive at CSI with lower high school GPAs and, therefore, have lower retention and completion rates. Considering this recent data (this report was done in December 2021), discussions are ongoing about how these populations might be targeted for additional support moving forward, in order to increase rates of success. Additionally, Idaho State Board of Education data show that Hispanic students are both less likely to graduate from Region IV high schools and are less likely to "go on" to college when they do graduate. Therefore, CSI is exploring options to partner with Region IV school districts to address these areas of concern.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The College of Southern Idaho is committed to providing transparent access to student achievement data. The college's "[Data at a Glance](#)" website allows the general public to explore disaggregated student achievement data for enrollment (both [fall term](#) and [annual](#)), [student retention](#), and [degrees awarded](#).

The College of Southern Idaho's Strategic Plan includes four goals, four strategies, 10 objectives, and 21 performance measures/indicators of achievement. The college's Institutional Scorecard and Strategic Plan provide longitudinal student achievement data linked to these indicators and benchmarks for future performance are also established in the Strategic Plan. Both documents are published on the college website and are widely discussed and evaluated across the institution in committees, Solution Summits, as well as by the CSI Board of Trustees.

As described in the college's response to Standard 1.D.2, benchmarks are set in comparison with regional and national peer institutions whenever possible and are currently established in the areas of IPEDS fall-to-fall retention and IPEDS 150% of time graduation. In all cases, targets are set against previous performance at the College of Southern Idaho.

The same student achievement data that is included in the Strategic Plan and reported in the Institutional Scorecard is used to inform planning, decision making, and allocation of resources as is fully outlined in the college's responses to Standards 1.B.1, 1.B.2, and 1.B.3.

Moving forward, the college is committed to continuing to strengthen its use of disaggregated data in more complex ways to better identify achievement gaps. While a culture of using data to analyze performance and to track progress on initiatives exists at the institutional level, the ongoing challenge is to generate data at a more granular level that can be used by those on the "front lines" to implement tactics that will lead to student success. The work of the Enrollment Management Council to create an enrollment management plan is one example of how the college is taking aggregate, institution level data, and doing deeper dives to make it more meaningful and actionable for employees working directly with students.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The institution's processes and methodologies for collecting and analyzing data are transparent and widely available. Reports contained in the publicly accessible CSI "[Data at a Glance](#)" website are each tagged with descriptions of the reports, definitions, and source citations for the data. The college's Strategic Plan and Institutional Scorecard also include source citations and notes for each metric and data point included.

Reports produced and distributed internally also include sections describing the methodology used to generate the report, as well as transparent discussions of the report findings and potential limitations (sample – Differences in Achievement – Demographics).

As the college has worked to expand its use of data to mitigate perceived achievement gaps, two significant challenges have emerged. The first barrier has to do with small sample sizes in race/ethnicity when trying to "drill down" to the program level. Because more than 90% of CSI's student body self identifies as White or Hispanic, identifying equity gaps among other groups by race/ethnicity is difficult. Even among groups where a sufficient sample size exists at the aggregate level, those sample sizes decrease dramatically when looking at individual departments and programs (e.g., in Program Review), making it challenging to identify equity

gaps at that granular level. Unfortunately, this is the level where the biggest difference in student success can often be made.

The second barrier is one that is often found in quantitative research in education. Simply put, causation is difficult to prove. The college is fortunate to have a strong institutional research team capable of producing thorough reports looking at complex issues. Nevertheless, pinpointing the cause of perceived equity gaps is challenging. As noted earlier in this report, one could easily *perceive* an equity gap in ENGL 101 at CSI between Hispanic and non-Hispanic students based upon these two snapshots of student performance. However, the next question is whether that perceived gap is real and represents a statistically significant difference. Next, even if it is significant, what is the cause of that gap? Is the *cause* race/ethnicity? Or does it just appear to be?

These challenges are not insurmountable, but they are part of the struggle the college is having in using data to mitigate these gaps. At the same time, this disaggregated data has created a platform for moving beyond trying to pinpoint specific causes, and on to having deeper discussions around how the college can teach and serve all students in an equitable and inclusive manner. Examples include the ongoing work of the Equity and Inclusion Committee and various subcommittees, guest speakers who have been brought to campus, the October 2021 HSI Kickoff Week events, and Solution Summits focused on these topics.



Conclusion

As the current seven-year accreditation cycle for the College of Southern Idaho draws to a close, the institution has benefitted from an institutional mindset focused on mission fulfillment and continuous improvement. This Evaluation of Institutional Effectiveness report captures an assessment of CSI's successes and challenges, particularly with respect to Standard One of NWCCU's 2020 Standards of Accreditation. The college has benefited from the 2021 Policies, Regulations, and Financial Review Report and from this Evaluation of Institutional Effectiveness Report and looks forward to gaining additional insight from the NWCCU evaluation team visit.





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